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Teacher Morale in Rural Northeast Tennessee

A dissertation

presented to

the faculty of

the Department of Educational Leadership and Policy Analysis

East Tennessee State University

In partial fulfillment

of the requirements for the degree

Doctor of Education in Educational Leadership

by

Brenda Dishman Eggers

December 2012

Dr. Pamela Scott, Chair

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years of service, grade level taught

ABSTRACT

Teacher Morale in Rural Northeast Tennessee

by

Brenda Dishman Eggers

The purpose of this quantitative study was to investigate the factors that influence the morale levels of teachers in the public school systems of 3 contiguous counties in rural northeast Tennessee. The level of teacher morale was measured using the Purdue Teacher Opinionnaire. Data associated with the Tennessee Value-Added Assessment System (TVAAS) teacher effect score, grade level taught, years of service, gender, and level of education were gathered. The morale score and the teacher effect score were then examined to ascertain if there was a relationship with the other factors.

Data from this study were examined using the Statistical Process for Social Sciences (SPSS) data analysis program. By determining if there was a relationship between teacher morale and factors such as Tennessee TVAAS teacher effectiveness scores, grade level taught, years of service, gender, and level of education, further research could be completed related to indentifying and improving the morale of teachers in rural northeast Tennessee. Improved teacher morale might increase student learning.

The sample for this study consisted of 209 licensed teachers who were employed in rural northeast Tennessee during the 2011-2012 school year. Four research questions were used to direct the study and 20 hypotheses were used to test the data. The findings revealed that the overall level of teacher morale was significantly positive. There was not a significant relationship found between teacher morale levels and the

TVAAS teacher effect scores. There was no significant difference in teacher effect scores by years of experience nor by level of education. A significant relationship was found between TVAAS teacher effect scores and the grade level taught. It appears individuals who teach at the secondary level had significantly lower TVAAS teacher effect scores than teachers who teach at the elementary and middle levels. There was not a significant relationship found between teacher morale level and the teachers' levels of education and gender. However, there was a significantly negative relationship between teacher morale level and teachers' years of experience. A significantly negative difference was also found in the relationship between teacher morale level and grade level taught.

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DEDICATION

This work is enthusiastically and completely dedicated to:

- My beloved and amazing husband Michael who has supported and believed in my ability to accomplish this monumental task while never once questioning my desire or need to follow this dream.
- My cherished and delightful children, Morgan (15), Marly (13), and Carlyn (13), who have so patiently endured my absence during the many hours of homework, classes and dissertation work while good naturedly supporting and tolerating my need to obsess or freak out over all things.
- The memory of my parents, Ivan and Nannie Grace Dishman, who always expected a quality education and never once tolerated less. You motivated me to work hard and learn more which has allowed me to dream continuously and work toward my goals. Thank you for encouraging initiative, drive, a passion for learning, and the value of hard work. I wish more people were blessed with parents like you!

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CHAPTER 1

INTRODUCTION

With federal, state, parental, and community stakeholder demands for accountability in our nation's schools, many methods have been tried, plans tested, and factors investigated to increase accountability. Factors such as socioeconomic status, gender, race, student attitudes, time of day, class size, and instructor play a part in student learning. Many studies have explored these factors in an attempt to pinpoint the most important factor. Coleman (1966) concluded poverty and minority status of students were much better indicators of student achievement than school funding. The report also revealed that academic achievement was more closely related to the attributes of the other students than to the attributes of school facilities and staff (Coleman, 1966). A federal attempt to achieve racial balance in public schools began with the 1954 *Brown vs. Board of Education of Topeka* ruling and continued throughout the 1980s with busing and other plans to put African American children and white children in the same classrooms (Civil Rights 101, 2012). However, in 1975 Coleman concluded in a new study that busing had failed because as the white families fled to suburban schools, the opportunity to achieve racial balance dissolved (Kiviat, 2000). Sanders, as cited by Holland (2001), stated that teacher effectiveness is more important than class size, ethnicity, location, and poverty. Doyle (2004) stated that evaluating teacher effectiveness is the most researched factor in higher education.

Statement of the Problem

Public education has recently received a significant amount of national attention. From the public, government leaders, parents, students, and teachers there is a

demand for reform within the United States's public education system. Although many factors are under scrutiny to improve the education system, attention to teacher morale as it relates to the achievement of students has not been examined at length. Therefore, the purpose of this study was to determine whether or to what extent a relationship exists between the level of teacher morale and the following factors: Tennessee Value-Added Assessment System (TVAAS) teacher effectiveness score, grade level taught, years of service, gender, and level of education.

Significance of the Study

The degree to which teacher morale affects the achievement and growth of students is yet to be determined fully. Studies indicate teacher quality is considered to be a factor in improved education. Research by Sanders and Rivers (1996) showed having an ineffective teacher for 3 successive years placed students at an extreme disadvantage due to the cumulative effects of poor instruction. African American students were more than twice as likely to be placed with ineffective teachers for multiple years. Sanders (1999) concluded the single most important factor that increases student learning is the teacher. Wright, Horn, and Sanders (1997) found that 3 successive years with effective teachers created an educational advantage. Vandevort, Amrein-Beardsley, and Berliner (2004) concluded the quality of the classroom teacher is the single most important factor in how well a child learns. Wenglinsky (2000) determined that instructional practices in the classroom are critical and the instructional practices of effective teachers are important to the success of the students. Research completed by Ellenberg (1972) found student achievement to be higher in schools where morale was high and that low levels of teacher satisfaction and

morale can lead to decreased teacher productivity and, subsequently, to decreased student performance. Miller (1981) noted school climate and positive teacher morale have positive effects on pupil attitudes as well as on student learning; therefore, raising teacher morale not only makes teaching more pleasant for teachers but also makes learning more pleasant for the students. According to Devi and Mani (2010) teacher morale is a multidimensional concept that includes the influence of the job situation, the attitudes of individuals, the spirit of the organization, and the managerial climate.

Research Questions

The focus of this study was to investigate the factors that influence teacher morale in the public school systems in three contiguous counties in rural northeast Tennessee in an attempt to determine if there is a relationship between teacher morale and teachers' Tennessee TVAAS teacher effectiveness scores, grade level taught, years of service, gender, and level of education. The following research questions guided this study.

Research Question 1

Is the level of teacher morale of teachers in three rural northeast Tennessee school systems significantly positive?

Research Question 2

Is there a significant relationship between the level of morale of teachers in the public school systems in three contiguous counties in rural northeast Tennessee Schools and the teachers' Tennessee Value-Added Assessment System teacher effect score?

Research Question 3

Is there a significant difference in Tennessee Value-Added Assessment System teacher effect scores within specific subgroups (years of experience, level of education, grade level taught) and the teacher effect score?

Research Question 4

Is there a significant difference in morale levels between the categories of specific subgroups (years of experience, level of education, grade level taught)?

Definition of Terms

Understanding the following terms is necessary for this research.

- Achievement – a measurement of performance at a single point in time that indicates if a student has met a certain target (McClure, 2008).
- Adequate Yearly Progress (AYP) – the measure of the public schools and school districts' yearly progress toward enabling all public school students to meet the state's academic content and achievement standards (Jones, 2002).
- Growth – a measurement of how much gain or progress a student or group of students makes during a period of time (McClure, 2008).
- Teacher Effect – an indicator of how much a teacher influences his or her students' academic progress (McCargar, 2010).
- Teacher Effect Scores –
 - Level One – Least effective, substantially below growth standard.
 - Level Two – Approaching average effectiveness, below growth standard.
 - Level Three – Average effectiveness, at growth standard.
 - Level Four – Above average effectiveness, above growth standard.

- Level Five – Most effective, substantially above growth standard.
(McCargar, 2010)
- Tennessee Value-Added Assessment System (TVAAS) – a statistical method used to measure the influence of a district or school on the academic progress (growth) rates of individual students or groups of students from year to year (McClure, 2008).
- Grade Level – For the purpose of this study the grade level is defined as follows:
 - Elementary – Grades 1-6
 - Middle – Grades 7-8
 - Secondary – Grades 9-12

Delimitations and Limitations

All teachers who participated in the study were employed during the 2011–2012 school year by one of the three school systems being studied. Each participant had met licensure qualifications and was considered to be highly qualified to teach the subject or grade level being taught. In order to encourage all participants to answer each question with honest and accurate information the survey was anonymous and no data that would identify individual respondents were collected.

All information gathered in this study was limited to licensed teachers who worked during the 2011-2012 school year in one of three public school systems in rural northeast Tennessee. A limitation to this study is that some participants did not report a TVAAS teacher effect score, some participants reported that they do not receive a TVAAS teacher effect score, and some participants self-reported their TVAAS teacher effect score. A second limitation is that the subjective data were self-reported by the

participant, therefore creating the possibility that the data collected may have been skewed based upon the participants' personal bias, as well as the participants' perceived idea of the information being gathered and how the information would be used by the researcher. A further limitation was the possibility of reduced participation as the information for the survey was given to participants to complete voluntarily thereby creating the possibility that there would not be an effective sampling of teacher participants from each level of teacher effectiveness. Therefore the participants in this research may not be a representative sample of the teacher population in the three counties and results may not be generalized to other populations. The study was also limited by the accuracy of participant responses and the researcher's interpretation of data.

Overview of the Study

Information gathered from this study was analyzed to investigate the self-reported level of teacher morale, the relationship between the level of teacher morale and the teacher effect score, the relationship between teacher effect scores of different subgroups, and the relationship between teacher morale levels of different subgroups. This quantitative study is organized into five chapters. Chapter 1 includes an introduction, statement of the problem, significance of the study, research questions, definitions of key terms, delimitations and limitations of the study, and an overview of the study. Chapter 2 contains a review of literature and includes an introduction, a historical look at public perceptions of teachers, educational accountability and growth, a review of teacher morale, and a conclusion. Chapter 3 provides information related to the methods used to conduct this study including an introduction, the research design,

an overview of the Purdue Teacher Opinionnaire, validity and reliability, selection of the sample, data collection procedures, research questions with accompanying null hypotheses, and data analysis used in completing the study and a summary. Chapter 4 contains an introduction, an analysis of research questions, and a summary. Chapter 5 contains a summary of the findings, recommendations for practice, recommendations for future study, and a conclusion.

CHAPTER 2 REVIEW OF LITERATURE

Introduction

As a result of federal, state, parental, and community stakeholder insistence for greater accountability public education is highly scrutinized nationwide. There is a demand for change and reform within the public education system of the United States. While many factors such as socioeconomic status, gender, race, student attitude, time of day, class size, and instructor are under scrutiny to help improve the education system, teacher morale as it relates to student achievement has not been examined at length. The purpose of this study was to determine whether or to what extent a relationship exists between the level of teacher morale in rural northeast Tennessee and the following factors: Tennessee Value-Added Assessment System (TVAAS) teacher effect score, grade level taught, years of service, gender, and level of education. The purpose of Chapter 2 is to explore the literature in relation to (a) the public perception of teachers throughout history, (b) educational accountability, and (c) teacher morale.

Public Perception of Teachers throughout History

Ancient History

Public opinion of teachers has changed throughout history. During some time periods teachers have been respected, honored, and revered. In the New International Version of the Bible Ezra, in chapter 7:1-28, related events that occurred during the seventh year of King Artaxerxes which was approximately 458 B.C. according to the Persian Calendar (Shea, 2005). Ezra was a teacher who was well versed in the Law of Moses. He came from Babylon to Jerusalem where King Artaxerxes granted him

everything he asked because Ezra had devoted himself to the study and observance of the law of the Lord and to teaching its decrees and laws in Israel.

In ancient times the teaching methods of well-known teachers such as Socrates (470-399 B.C.), Plato (427-347 B.C.), Aristotle (384-322 B.C.), and Alexander the Great (356-323 B.C.) were valued and still continue to affect the educational methods of modern society. The Socratic method of questioning is considered a valid and effective method of teaching today. Alexander the Great said, "Teachers who educate children, deserve more honour than parents" (Devi & Mani, 2010).

Colonial Education

An attitude of respect for teachers was evident during the early years of the United States while the educational system was being developed for the new country. Devi and Mani (2010) report that during the 1700s John Adams, the second president of the United States, said if both teacher and God were standing before him, he would not know to whom to bow first but he would bow to the teacher who has guided him to God. Adams also stated a teacher affects eternity; he can never tell where his influence stops. In the 1800s, as cited by Devi and Mani (2010), Henry Brooks Adams declared he was indebted to his father for a living but to his teacher for living well thereby indicating the work of a teacher is valuable. However, these attitudes began to change as a public school system that would provide education for all students in both urban and rural areas emerged.

According to Boyle (2004) teachers during the early 1800s were young, white, middle-class males who were well-educated by 17th and 18th century standards. During the Colonial Period teaching was a part-time, often transient, occupation performed

during the nonfarming months by young white, well-educated, preprofessional men. Teachers during this time period held other jobs during nonschool months or teach only when other jobs were not available. It was not uncommon for men to travel to various locations as teachers while preparing for a professional career and the responsibility of a family. As a result teaching began to be held in low regard among the professions, and as it became considered a low status job teaching became a more socially acceptable occupation for women during the 1800s (Boyle, 2004).

Boyle (2004) related that during the 1800s women's literacy rates rose and women began to have a larger role in primary education as society recognized the value of female nurturing and discipline in an educational setting. In urban areas teacher pay was poor compared to the other jobs men could secure and the longer school year in urban areas discouraged men from teaching on a part-time basis. By 1850, with a lack of male teachers available for employment, educated, young, white women began teaching for low salaries. Rural areas had fewer job opportunities for men and a shorter school year during this time; therefore, they retained a higher proportion of male teachers. During the late 1800s the salaries between men and women were more closely aligned in the South than they were in the Northern urban areas (Boyle, 2004).

During the Common School Era it became apparent that if the educational system were going to be effective, teachers must have training beyond the level offered in the schools in which they were teaching. Fellow reformers Horace Mann, James Carter, Henry Barnard, and Catharine Beecher began searching for more teachers and better teachers as Common Schools began to spring up throughout the country (Harris & Levin, 1992). Educational reformer James Carter indicated grammar school teachers

rarely had any education beyond the level of the schools in which they were teaching; therefore, their accomplishments in the classroom were usually very moderate (Harris & Levin, 1992). Carter's statement indicated a school can only be as good as the education, training, and experience of the teacher. Carter publicized the fact that people typically became teachers for one or more of the following reasons: (a) it was easier than manual labor, (b) they needed employment between more lucrative positions, or (c) they were not suited for anything else (Flaherty & Flaherty, 1974). Carter advocated for a change in the caliber of common school teachers and the establishment of teacher training institutions. His idea of a good institution included a well-stocked library, skilled professors, a laboratory school, a board of commissioners, and a student teaching program. Carter's private efforts to accomplish this task failed in the late 1820s; however, as a member of the House of Representatives, his bill calling for the establishment of a board of education passed in 1837 (Flaherty & Flaherty, 1974).

Horace Mann proposed a system of free, universal, and nonsectarian schooling. Under this system, each district would provide instruction for all children regardless of religion or social class. The schools Mann proposed would be funded by taxes and special parent fees. In addition to basic literacy and arithmetic skills, political and social philosophy would be taught in order to train children on how to be productive, democratic citizens. This change brought an increased demand for better-educated teachers through the formalization of teacher training through normal schools (Harris & Levin, 1992).

According to Jaynes (2006) the influence of Bernard on the common school movement was second only to that of Horace Mann. Bernard sponsored a bill

establishing a state board of education in Connecticut in 1837 and became the board's first secretary. He advocated that democracy and education were tied to each other. Bernard believed the common school offered Americans more comprehensive educational opportunities than ever before (Jeynes, 2006). Bernard was the founder of the Connecticut public school system, the *Connecticut Common School Journal*, and the *American Journal of Education*. He served as the Chancellor of the University of Wisconsin and worked with Emma Willard to establish the first systematic plan for the founding of teacher training institutes (Jeynes, 2006).

Catharine Beecher was instrumental in connecting the common school to women's education (Ornstein, Levine, Gutek, & Vocke, 2010). She founded the Hartford Female Seminary in Hartford, Connecticut and operated the school from 1823 through 1831. She also created the Western Female Institute as a model for teacher education institutions. Beecher contributed to the feminization of teaching and envisioned elementary teaching to be a female profession. Teaching provided women with a career path at a time when opportunities and positions were limited for females. Her work as a teacher educator helped to prepare women to staff the growing public school system in America (Ornstein et al., 2010).

The need to train and hire more educated teachers spurred the formalization of teacher training through normal schools (Hess, 2010). Normal schools were founded on the concept that teacher training needed to prepare teachers at a level beyond a simple grammar school education. Normal schools offered a curriculum designed to prepare teachers at a level beyond a grammar school education. They established curricula aimed at providing a norm for all teachers to ensure a higher level of quality education

in the common schools (Harris & Levin, 1992). Many states created standards during the 1800s for basic academic competence and attendance at summer institutes for continued professional development. During the early 20th century, according to Harris and Levin (1992), education reformers recognized the need for a greater degree of professionalism, and as a result teacher training was moved into regular colleges and universities. As women entered the teaching profession during the mid-1800s, they began to form associations, attend professional development trainings, and contribute to the transformation of the communities in which they lived (Harris & Levin, 1992). In 1888 approximately 67% of teachers were women but only 4% of women were administrators (Boyle, 2004).

According to Harris and Levin (1992) as teacher autonomy began to decline, resentment began to build and there was little flexibility in deciding how to teach in the classroom that was changing with the advent of immigration, urbanization, and westward expansion. Teaching conditions were poor for rural and African American teachers who found themselves without necessary supplies and funding (Harris & Levin, 1992). During the early to mid-20th century local boards of education, made up of business men, attempted to place educational reform at a priority level using a business model of hierarchy and chain of command that left teachers at the bottom level. As teachers rebelled at this method of reform, teachers' unions were formed with the goal of increased professionalization, increased authority for educators, more political clout, better working conditions, and improved schools (Harris & Levin, 1992).

Education in the 20th Century

During the mid-1900s the educational focus was on the existing political and economic issues. Educational reform for math and science was already in progress during the 1950s when the Soviet Union captured America's attention with the 1957 launch of the satellite Sputnik (Bybee, 1997). To Americans, according to Bybee (1997), this launch symbolized a threat to national security and an indication the United States was scientifically, technologically, militarily, and economically weak. Educators, scientists, and mathematicians broadened and increased educational reform. The public reaction to Sputnik, combined with the criticism of the American educational system, launched an unprecedented amount of funding to reform public education (Jolly, 2009). The public understood the need for reform and supported the effort while politicians procured federal funding for the reform (Bybee, 1997).

The National Defense Education Act (NDEA) was signed on September 2, 1958, and provided \$1 billion over a 4-year period for loans, scholarships, and graduate fellowships to encourage academically talented students to pursue undergraduate or graduate degrees, especially in a mathematics, science, or modern foreign languages. The goal of NDEA was to strengthen and reform American education by specifically improving science and math curriculums as well as gifted education. The act also provided funding to help improve education through technology education, area studies, geography, Teaching English to Speakers of Other Languages, counseling and guidance, school libraries, and educational media centers (Jolly, 2009).

During the mid- to late-1900s educational reform focused on issues related to civil rights, community control of schools, anti-poverty programs, the Vietnam War, and

Native American education (Harris & Levin, 1992). The inequality between African American education and the education of white students was taking center stage nationwide. Inequalities in black and white teacher salaries were an issue. A suit brought and won by Viola Duval Stewart in 1944 was the first litigation that addressed the issue of the unequal pay scale between black and white teachers in America (Harris & Levin, 1992). According to a pamphlet published by the National Association for the Advancement of Colored People (NAACP), the average black teacher in the United States earned only 40% to 50% of what the average white teacher earned (Margo, 1990). Not only was the pay scale for African Americans unequal, but facilities and supplies were unequal as well (Margo, 1990). The 1954 *Brown vs. the Board of Education of Topeka, Kansas*, landmark decision overturned the 1892 *Plessy vs. Ferguson* ruling that had made separate but equal facilities for blacks and whites constitutional. The *Brown vs. Board of Education* ruling and other similar cases declared separate facilities unconstitutional thus creating the precedent for desegregation. In 1955 *Brown vs. Brown II* called for desegregation with deliberate speed (Civil Rights 101, 2001) but there was not a set deadline for this to be completed nor an indication as to how it was to be accomplished. With a strong commitment to enforce the Civil Rights Act of 1964, the federal government used funding termination as well as other tactics to force districts to make progress toward desegregating America's schools. Progress was made toward desegregating schools during the next 4 years as the number of black students in the South attending school with whites rose from 1.2% in 1964 to 32% in 1968 (Civil Rights 101, 2001).

On April 1, 1965, the Elementary and Secondary Education Act (ESEA) was enacted with the primary purpose of helping schools better serve “the special educational needs of educationally deprived children” (Crawford, 2011, p. 1). The act provided legal authority for the federal financial support of K-12 education. It provided funding limits and established legal requirements for state and local education agencies, universities, Native American tribes, and others that received federal assistance through programs such as Title I. The law has been reauthorized six times since 1965 with the most recent being in 2002 (Crawford, 2011). Included in the reauthorizations, ESEA’s focus has expanded to include mandating assessments aligned with challenging standards, creating school accountability in core subjects, eliminating achievement gaps, encouraging research based programs, and ensuring highly qualified educators.

In response to the Civil Rights Act of 1964, *The Equality of Educational Opportunity Study (EEOC)*, also known as the “Coleman Study,” was commissioned in 1966 by the U.S. Commissioner of Education. His purpose was to assess the equality of educational opportunities to children of different race, color, religion, and national origin in the United States. The study used test scores and questionnaire responses obtained from students in grades 1, 3, 6, 9, and 12 as well as questionnaire responses from teachers and principals from a national sample of schools in the United States. The student data from this study were examined related to age, gender, race, ethnicity, socioeconomic background, attitude toward learning, education and career goals, racial attitude, and standardized test scores. The data analyzed from teachers and principals included academic discipline, verbal ability, salary, educational level, teaching

experience, and attitude toward race (Coleman, 1966). Coleman (1966) made the following conclusions based upon the EEOC:

- a. The majority of American children attend schools that are segregated. Among minority groups, Negroes are the most segregated but white children are the most segregated of all populations,
- b. The achievement of the average white student seemed to be less affected by the strength or weakness in the school facilities, curriculum, and teachers than did the achievement of the average minority student,
- c. Minority students had an educational deficiency at the start of school that could not be attributed to the school, but they had a more serious deficiency at the end of school which can be attributed at least, in part, to the schools,
- d. Pupil achievement was strongly related to the educational backgrounds and aspirations of the other pupils in the school,
- e. When placed in a different school with students of different social composition, pupils from a minority family background are more likely to achieve at a higher level,
- f. White pupils from a strong and educationally supportive background tend to have relatively the same achievement regardless of the social composition of their school, and
- g. Pupil attitude related to the extent to which the individual feels he or she has some control over his or her own destiny has a strong relationship with the student's achievement.

According to Kiviat (2000) the study showed a student's academic achievement was less related to the quality of a student's school than previously thought and more related to the social composition of the school, the student's sense of control of his or her environment and future, the teachers' verbal skills, and the family background of the student. The 1966 Coleman Report finding that black students who attended integrated schools would have higher test scores if the majority of their classmates were white (Kiviat, 2000) brought further interest in the desegregation of America's schools. The 1966 EEOS report was a catalyst in the move for school improvement that would focus on changing a student's behavior to compensate for having disadvantaged backgrounds through the integration of schools rather than a change in school related behaviors (Lezotte, 2001). An increased attempt was made by the federal courts to achieve racial balance in public schools through busing based on decisions such as the *United States v. Jefferson County Board of Education* in 1966, *Green v. County School Board of New Kent County* in 1968, and *Swann v. Charlotte-Mecklenburg Board of Education* in 1971 (Civil Rights 101, 2001). The push for desegregation slowed as resistance was seen at the local, state, and national levels as state governors and President Nixon in 1972 asked for a ban on busing (Civil Rights 101, 2001).

In 1975 Coleman concluded in a second study, *Trends in School Segregation, 1968-73*, that desegregation was counterproductive. Mandated busing had failed because as school desegregation had gained momentum white families had fled to suburban schools and thus eliminated the opportunity to achieve racial balance in the city schools (Coleman, Kelly, & Moore, 1975). Unsatisfied white families were more easily able to relocate to suburban schools than were black families causing minority

students to become segregated once more in urban areas. This “white flight” theory was disputed by Rossell (1975) who indicated the effect of school desegregation was minimal when compared to other factors such as increased crime, public fear of violence, movement of jobs to suburban facilities, increased housing construction in the cities, decline in city services, urban riots, and deteriorating conditions in city schools. As communities and schools without desegregation plans have larger numbers of black families and students, white families will not move into areas thus ensuring schools will become virtually all black. Consequently, a city-wide school desegregation plan could reduce the numbers of white families seeking out schools that will not become all-black in the near future.

Following the original 1966 Coleman report educators were told repeatedly that the school does not make a difference in student success because family background is most important in educational achievement. The Coleman report, “Public and Private Schools,” released in 1981, found schools did make a difference regardless of the family background of the students (Ravitch, 1981). The third Coleman report studied both public and private schools and concluded that after family background factors were controlled, private and Catholic schools provided a better education than did public schools (Coleman, Hoffer, & Kilgore, 1982). The findings showed that when compared, students from similar backgrounds who attended a private school exhibited higher achievement and attainment than did those in public schools. Catholic school sophomores were approximately two grade equivalents ahead of public school sophomores in reading and vocabulary. They were slightly more than two levels ahead

in math. For minority students and economically disadvantaged students the effects were even larger (Coleman et al., 1982).

The question of whether student achievement was affected more by the homes, communities, and conditions from which children had come or from the schools to which they were sent became the foundation for the research base of the effective schools movement (Lezzotte, 1991). If student achievement was measured through standardized, norm-referenced measures designed to find differences among the test population, then student performance tended to be more directly associated with home and family background. If, however, student achievement was measured based on student mastery of the taught curriculum, then the school-to-school effects became a more direct influence (Lezzotte, 1991). The following definition of an effective school emerged:

“An effective school is one that can demonstrate the joint presence of quality (acceptably high levels of achievement) and equity (no differences in the distribution of that achievement among the major subsets of the student population).” (Lezzotte, 1991, p. 3)

According to Lezzotte (1991) Edmonds, Brookover, and Lezotte conducted research that lead to their conclusions related to the school attributes that positively affected student achievement (Lezotte, 1991). Lezotte (1991) identified the following Correlates of Effective Schools: (a) instructional leadership, (b) clear and focused mission, (c) safe and orderly environment, (d) climate of high expectations, (e) frequent monitoring of student progress, (f) positive home-school relations, and (g) opportunity to learn and student time on task. While the effective schools research identified a list of school

variables, it provided little guidance on the process involved in how the effective schools became so. As a result there was resistance and anxiety for both administrators and teachers. Administrators had not been trained to be agents of change and did not understand how their low-achieving, low-income students could learn. Teachers saw the movement as an implication from administrators that teachers were not doing their best under the existing conditions; therefore, they tried to create a more effective school by simply working harder (Lezotte, 1991).

With the publication of the National Commission on Excellence in Education's report *A Nation at Risk: The Imperative for Educational Reform* (1983) the educational picture changed once more. According to this report:

“The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and a people. What was unimaginable a generation ago has begun to occur. Others are matching and surpassing our educational attainments. If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves.” (National Commission on Excellence in Education, 1983, p. 5)

The report alleged that nationally students were not learning and were lacking basic skills (National Commission on Excellence in Education, 1983, p. 11). It stated that American students were never first and were frequently last academically on 19 different tests when compared to students from other industrialized nations. The report maintained that the student achievement levels gained in America after the launch of

Sputnik had been lost. Numbers indicated that the achievement level of the average high school student in the early 1980s on standardized tests was even lower than before Sputnik was launched. The report also stated Scholastic Aptitude Test (SAT) scores had fallen between 1960 and 1980 with average verbal scores dropping 50 points and average math scores dropping 40 points. The report further stated remedial math courses in public 4-year colleges increased 72% from 1975-1980 and remedial math courses constituted one quarter of all math courses taught in these schools. The findings also asserted student achievement in science was declining and businesses and the military were spending millions on remedial education for new employees to learn basic skills such as reading, writing, spelling, and basic computation (National Commission on Excellence in Education, 1983, p. 11).

Heise (1994) asserted that as a result of the reports from the *Nation at Risk* study, the American public was more aware of the deduction that not only were American schools failing students but they were failing our society. This report increased awareness and helped the American public become more amenable to educational reform and the idea of a larger federal role in educational reform. This systemic reform emphasized a return to a basic core curriculum with an emphasis on more of everything and a need for a well-trained teaching profession (Heise, 1994).

In 1990 Secretary of Energy Watkins commissioned the Sandia Labs to investigate the decline in student achievement discussed in *A Nation at Risk*. The resulting Sandia report reported findings that were different from those shown by the 1983 *A Nation at Risk: The Imperative for Educational Reform* report (Stedman, 1994). Scientists in the Sandia Labs produced a study that analyzed data to clarify the report's

findings and help focus attention on the most pressing educational needs (Carson, Huelskamp, & Woodall, 1993). The study indicated American schools were not in decline as indicated by the *A Nation at Risk* report but, instead, were at a historically high level in some areas (Stedman, 1994). Ansary (2007) suggests that when Sandia divided the scores into subgroups, analysts found that during the time period between 1970 and 1988:

- 1) Average SAT scores went up or held steady for every student subgroup,
- 2) Math proficiency among 17 year olds improved slightly for whites and notably for minorities,
- 3) Basic science competencies for 17 year olds stayed the same or were slightly improved,
- 4) Reading skills held steady or improved in all subgroups, and
- 5) The number of 22 year old Americans with bachelor's degrees increased every year.

As cited by Carson et al. (1993), the Sandia report also showed:

- 1) Dropout rates were declining for all ethnicities and community types except Hispanics,
- 2) U.S. on-time high school completion rate had been steady, and
- 3) The percentage of young adults with a high school diploma or GED approached 90%.

According to Stedman (1994) the Sandia report was limited in that the study combined verbal and math SAT scores which masked the declines and fluctuations of scores. He also maintained that norm-referenced test trends were ignored, and there were no

references or citations for the data upon which the report was based. Although this report was completed in 1990 and was peer reviewed, it was not released until it was published by the *Journal of Educational Research* in 1993. The federal government never released the Sandia report (Ansary, 2007). According to Stedman (1994) there was concern that the report was buried because it conflicted with the educational policy of the George H. W. Bush administration.

A second report from 1986, "*A Nation Prepared*," proposed that teacher education be improved, the teaching force be restructured, and teachers be given greater freedom in determining how best to meet the newest student achievement requirements (Harris & Levin, 1992). During this time the public appeared to be convinced that American schools were failing and the teachers were at least partly responsible for the problems.

A bipartisan "Education Summit" was convened in Virginia in 1989. This meeting of the President and the nation's governors laid the groundwork for the Goals 2000 Education Program which was a key part of education reform for both the George H. W. Bush and Clinton administrations (Austin, n.d.). From this summit a set of educational goals for the entire country was designed. The purpose of the resulting act was:

To improve learning and teaching by providing a national framework for education reform; to promote the research, consensus building, and systemic changes needed to ensure equitable educational opportunities and high levels of educational achievement for all students; to provide a framework for reauthorization of all Federal education programs; to promote the development

and adoption of a voluntary national system of skill standards and certifications;
and for other purposes. (H.R. 1804 Goals 2000: Educate America Act, 1994)

The specific goals of the Goals 2000: Educate America Act were that by the year 2000:

- 1) All children in America will start school ready to learn.
- 2) The high school graduation rate will increase to at least 90%.
- 3) All students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure all students learn to use their minds well so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.
- 4) The Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.
- 5) United States students will be first in the world in mathematics and science achievement.
- 6) Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

- 7) Every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.
- 8) Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children. (H.R. 1804 Goals 2000: Educate America Act, 1994)

The Goals 2000 Act was signed into law on March 31, 1994. According to Heise (1994) this comprehensive federal education reform act dramatically increased the role of the federal government in educational policy making. Although this act shifted control of educational policy making from the state and local government to the federal government, it passed the costs on to state and local school boards.

As the 20th century drew to a close and the nation looked forward to a new millennium, attention was drawn to the idea of student assessment. Many educational reformers supported the idea of a standardized body of knowledge each student should master. Individual states began to create standards and assessments for the students in their schools. Some called for the assessment of students based on the results of a single standardized test while others leaned towards an authentic assessment based on student performance and synthesis of knowledge learned. Regardless of the type of assessment desired, standards enthusiasts desired a well-defined body of knowledge and guidelines that indicated what students should know and when (Harris & Levin, 1992).

21st Century Education

On January 8, 2002, the educational reform initiative No Child Left Behind of 2001 (NCLB, n.d.), which was a reauthorization of the Elementary Secondary Education Act, was signed into law. This legislation was based on the following principles: (a) stronger accountability for results in closing the achievement gap so all students, including disadvantaged students, would achieve academic proficiency, (b) freedom for states and local school districts to have flexibility in how they used federal education funding to improve the educational process, (c) an emphasis on determining educational programs and practices that have been proven to be effective in improving student learning and achievement, and (d) parental choice of a different educational program for children who are enrolled in a school that failed to meet state standards for 3 consecutive years or for schools with a persistently violent or dangerous environment (Haretos, 2005). These principles were based on commonly held goals and desires for a quality education for all students. This legislation helped bring accountability for educational results to the forefront of the public eye. States and local education systems were forced to become more accountable or lose funding.

On July 24, 2009, a challenge was issued to the nation's governors, school boards, principals, teachers, businesses, nonprofits, parents, and students to endeavor to reform America's public schools. Appealing to citizens' most basic sense of patriotism, economic achievement, and Godliness – just as the founding fathers of the country had done – President Barak Obama stated that:

America will not succeed in the 21st century unless we do a far better job of educating our sons and daughters . . . And the race starts today. I am issuing a

challenge to our nation's governors and school boards, principals and teachers, businesses and non-profits, parents and students: if you set and enforce rigorous and challenging standards and assessments; if you put outstanding teachers at the front of the classroom; if you turn around failing schools – your state can win a Race to the Top grant that will not only help students outcompete workers around the world, but let them fulfill their God-given potential. (Race to The Top Fact Sheet, 2009)

The Race to the Top challenge not only created the opportunity for states to compete with other states to stimulate systemic reform and provide innovative approaches to higher levels of teaching and learning, it also provided 4.35 billion dollars to winning states to help prepare students who were college and career ready. Race to the Top emphasized the following reform areas:

- Designing and implementing rigorous standards and high-quality assessments that have common academic standards that build toward college and career readiness as well as improving assessments for critical knowledge and higher-order thinking skills.
- Attracting and keeping great teachers and leaders in America's classrooms through effective support and improved teacher preparation as well as revised teacher evaluation, compensation, and retention policies to encourage and reward effectiveness.
- Longitudinal data systems accessible to key stakeholders to be used for assessment, to make informed decisions, and improved data driven instruction.

- Using innovation and effective approaches to prioritize and transform low-performing schools.
- Demonstrating and sustaining education reform through collaboration between stakeholders to raise student achievement, close achievement gaps, expand support for high performing public charter schools, and revitalize math and science education as well as promote other conditions favorable to innovation and reform. (Race to The Top Fact Sheet, 2009)

The Race to the Top program was part of the American Recovery and Reinvestment Act of 2009. It was a competitive grant program designed to encourage states to implement significant reform in the following education areas: (a) enhanced standards and assessments, (b) improved collection and use of data, (c) increased teacher effectiveness and equity in teacher distribution, and (d) improved low-performing schools. The grant was distributed in two phases during 2010 (U.S. Department of Education, 2010). States were required to apply individually but were encouraged to work together in order to learn from the efforts of others, share information, and benefit from work developed by other states (U.S. Department of Education, 2010).

The state of Tennessee submitted its application for Phase I of this challenge in January 2010. Tennessee's proposal included a plan to:

- Turn around struggling and troubled schools,
- Increase professional development and "human capital" initiatives by creating an educator leadership program,

- Expand existing Science, Technology, Engineering, and Math (STEM) programs for improved elementary math instruction and training on higher academic standards,
- Improve use and access to Tennessee’s longitudinal data system that is used to track student achievement in the classroom over time,
- Invest in programs and schools focusing on science, technology, and math (STEM) disciplines, and
- Create a “First to the Top Oversight Team” that will ensure funds are dispersed according to plan and used properly. (Woods, 2010)

This plan, according to Woods (2010), was directly aligned with the Race to the Top reform areas of:

- Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy,
- Building data systems that measure student growth and success and inform teachers and principals about how they can improve instruction,
- Recruiting, developing, rewarding, and retaining effective teachers and principals especially where they are needed most, and
- Turning around the lowest achieving schools.

In March 2010 Tennessee and Delaware were chosen as the first two states to receive Race to the Top (RTTT) funding in Phase I. On January 15, 2010, Tennessee lawmakers enacted the Tennessee First to the Top Act of 2010. Among other things, this reform changed how teachers would be evaluated. Prior to this act, Tennessee state law prohibited the use of student performance data as part of a teacher’s

evaluation during the first 3 years of a teacher's employment. As a result, the use of student performance data was not used when making the decision to grant teacher tenure. The 2010 legislation required all annual evaluations of teachers be based on 50% student achievement data, 35% from the Tennessee Value-Added Assessment System (TVAAS) growth data, and the remaining 15% from other student testing measures (Tennessee Embarks on Race to the Top, 2010).

Educational Accountability and Growth

Accountability

Accountability in education is often used as a word related to making sure "bad" teachers and "bad" schools are punished or changed. The term is sometimes used to imply responsibility or to indicate a compliance with laws, rules, regulations, or standards (Heim, n.d.). Accountability has many meanings depending on who is defining it. However, the goal for defining and determining accountability should first and foremost be an attempt to gather good, honest information, organize it appropriately, and disseminate it widely so that educational programs and practices are improved (Shearon, 1999). Accountability as applied to education involves three main types: (a) compliance with regulations, (b) adherence to professional norms, and (c) results driven.

According to Anderson (2005) educators may be responding to all three accountability systems at the same time while trying to balance the requirements of each. In the first system educators are accountable for being in compliance with the rules, standards, and regulations as well as being accountable to the United States Department of Education. The second system requires educators to adhere to

professional norms, principles, practices, and standards and to be held accountable for these norms to their peers. The third system has emerged from increased political involvement in education that requires educators to be accountable to the general public for student learning (Anderson, 2005).

Improving student performance involves increasing both student achievement and student growth. Student achievement, according to Goe and Holdheide (2011), is the measure of a student's score on state assessments under ESEA or alternative measures of student learning provided by another means of assessment such as a pretests and end-of-course tests or English language proficiency tests, provided it is rigorous and comparable across classrooms (Goe & Holdheide, 2011). Student growth is the measurement of the change in student achievement between any two points in time (Goe & Holdheide, 2011). This stipulation assumes all students will be at the same achievement point at the same time. By looking only at achievement, it is quite possible for a student to be below proficient, proficient, or even above proficient in an area and not be making academic growth (Lasley, Siedentop, & Yinger, 2006). Therefore, looking at a student's growth in order to determine the actual academic growth a student made each year is much more revealing. For example, a student who is "below proficient" in achievement may very well have made enormous growth during a year but not yet be considered "proficient" (McClure, 2008). By looking at achievement and growth students, parents, teachers, administrators, and schools have a more comprehensive representation of how a student is doing.

NCLB stipulates all students must be proficient in reading and math by the year 2014 (NCLB, n.d.). Under NCLB each state is required to establish its own expectations

for content standards for grades 3-8 and in one high school grade. States establish achievement or performance standards and then set performance levels for reporting using at least the three levels of basic, proficient, and advanced. The description of the standard along with a description of the level of appropriate performance for each level and score points or cut scores are published. In Tennessee four levels of proficiency are used. They are below basic, basic, proficient, and advanced. They are defined as:

- a. Advanced – Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skills specified by the grade or course level content standards and are significantly prepared for the next level of study.
- b. Proficient – Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skills specified by the grade or course level content standards and are well prepared for the next level of study.
- c. Basic – Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skills specified by the grade or course level content standards and are minimally prepared for the next level of study.
- d. Below Basic – Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and applications of understanding that reflect the knowledge and skills specified by the grade or course level content standards and are not prepared for the next level of study (Understanding Your Student’s Score Report, 2011).

Because there are no NCLB specified requirements for the standards, each state designs its own achievement standards, tests, and attainment levels. Therefore, standards and the rating of proficiency may vary from state to state making it difficult to compare performance (Stecher, Hamilton, & Gonzalez, 2003).

The 1966 Coleman Report concluded that a student's socioeconomic background was the most influential factor in student performance (Goldhaber, 2002). However, according to Sanders as cited in Holland (2001), of all the factors studied – class size, ethnicity, location, and poverty – are all trivial when compared to teacher effectiveness. According to Doyle (2004) evaluating teacher effectiveness is the most researched factor in higher education.

Effective Teachers

Since the publication of *A Nation at Risk* in 1983, the definition of teacher effectiveness has been evolving (Markley, 2003). According to Clark (1993) it is obvious an effective teacher is someone who can increase student knowledge, but the definition of an effective teacher involves much more. Vogt (1984) defined effective teaching as the ability to provide instruction to different students of different abilities while incorporating instructional objectives and assessing the effective learning mode of the students. According to Collins (1990) an effective teacher (a) is committed to students and learning, (b) knows the subject matter, (c) is responsible for managing and monitoring student learning, (d) can think systematically about practices and learn from experiences, and (e) is a member of a learning community. Swank, Taylor, Brady, and Frieberg (1989) defined effectiveness based more on teacher actions such as increasing academic questions, decreasing lecture, avoiding negative feedback, and

asking lower-level thinking questions. Million (1987) based his definition of effectiveness on the design and delivery of the lesson using the Multiple Strategies Model.

Panpanastasiou (1999) declared there is not a particular teacher attribute or characteristic that defines an effective teacher. Wenglinsky (2000) found classroom practices are critical and teaching practices that promote higher order thinking and active participation are the most successful.

Research completed by Sanders and his associates used data from the Tennessee Value-Added Assessment System (TVAAS) database to complete a longitudinal study showing teacher effectiveness is both additive and cumulative with little evidence of compensatory effects (Sanders & Rivers, 1996). Additional work completed by Sanders and Horn (1998) found that 3 successive years with effective teachers created an extreme educational advantage for students while 3 successive years with ineffective teachers created an extreme disadvantage due to the cumulative effects of poor instruction.

Not all researchers agree with identifying measurable student gains as a measure of teacher effectiveness. Goldstein (2001) said that at the secondary level it is difficult to ignore other factors such as other teachers, student background, and school setting – all factors that influence students – and ascribe the progress in any given subject to the teacher of that subject. Goldstein also questioned the TVAAS model data that provides only explanations of the results and conclusions but leaves out explanations of the procedures for calculating the results. Long, as cited in Markley (2003), concluded there is not an established connection between teaching and learning

and findings consistently indicate there is little variation between teachers in terms of a teacher's impact on pupil achievement.

As a result of the authorization of NCLB, the assessment of teachers was revised to be based upon the teacher's ability to raise student achievement rather than on the teacher's pedagogical knowledge (Toppo, 2007). In other words, when evaluating an effective teacher credentials may be considered much less important than the academic progress of students as depicted by their scores on standardized tests. Research by Goldhaber (2002) indicated that only 3% of the contributions a teacher made to student learning could be attributed to experience, academic degrees, and other easily observable teacher characteristics. The remaining 97% of the contribution from the teacher was the result of qualities or behaviors that could not easily be identified.

A study completed by Fries (2002) posed questions related to noneducators' ideas of how good teachers behaved, how teachers affected the participants, and if the participants had any negative experiences in their educational process. The results of this study indicated there is much more to being an effective teacher than content knowledge or pedagogy. According to Fries (2002) effective teachers (a) are sympathetic and respectful to all students regardless of background, status, or ability; (b) understand the importance of fulfilling the emotional and academic needs of students; and (c) have power that allows them to maintain control and manage their classroom, but they do not abuse this power or misuse it with their students.

Additionally, according to Fries (2002), it is important that the personalities of the teacher and student blend, temperaments mesh, and teachers are able to bring the information to the student in such a way the student is open to receiving the knowledge.

It is clear from this study effective teaching is more than the ability to transfer knowledge.

Metropolitan Life Surveys and Accountability

Findings from *The Metropolitan Life Survey of the American Teacher* (1984) indicate 87% of teachers surveyed were highly positive about increasing their own accountability in the classroom. These teachers embraced the concept of career ladders to provide greater opportunities, more responsibility, and higher pay to attract and keep the best teachers in education. They supported changes that would make it easier for incompetent teachers to be removed from the classroom and welcomed the idea of periodic reevaluating of active teachers. The teachers were willing to be evaluated by their administration and by a committee of teachers in their own schools. Of teachers surveyed 61% were supportive of using standardized tests to measure the improvement of students in their schools and 60% were willing to have their own performance evaluated by standardized tests. Findings from *The MetLife Survey of the American Teacher: Collaborating for Student Success* (2009) indicated 67% of teachers and 78% of principals think more collaboration between teachers and school leaders would have a positive effect on improving student achievement. On the same note, 80% of teachers and 89% of principals indicated that if the students felt more responsible and accountable for their own education, it would have a positive effect on improving student achievement.

Of those surveyed 77% of teachers and 82% of principals agreed most teachers hold high standards for their students. However, 93% of elementary principals strongly agreed teachers share responsibility for student achievement, while only 84% of

secondary principals strongly agreed. When asked if most teachers in their school held high standards for all students, 83% of elementary teachers and 86% of elementary principals strongly agreed as opposed to only 67% of secondary teachers and 74% of secondary principals. When questioned about whether or not the teacher should be held accountable for the success or failure of the children in his or her class, 90% of all principals agreed while only 62% of all teachers agreed. Findings in *The MetLife Survey of the American Teacher: Preparing Students for College and Careers* (2010) indicated 80% of all teachers believed giving schools more authority to remove teachers who are not serving students well should be a component of education reform. Of those teachers surveyed 69% believed measurements of teacher effectiveness should be based, in part, on student growth. While student performance on standardized tests is used as a measurement of the quality of instruction the student has received from the teacher, this performance is now being used to evaluate the teacher (Ballard & Bates, 2008).

Teacher evaluation is not a new topic. It has existed since the days of the one-room school when the evaluation of a teacher happened at the local level and was based upon local educational objectives with the initial purpose being to determine job continuation and pay increases (Markley, 2003). During the 1800s, the evaluation process began to change as unions began to set specific evaluative criteria for teachers along with rules for dismissal and advancement. The unions continued to use their influence in the evaluation process to the present.

Teacher effectiveness in Tennessee is assessed using a formal evaluation process that includes information about student growth and achievement. Under Tennessee law, as part of the Tennessee First to the Top Act, beginning with the 2011-

2012 school year all licensed teachers are to be evaluated on an annual basis. The evaluation is based on broad, qualitative observation data (50%), student growth as indicated by the Tennessee Value Added Assessment Score (35%), and the remainder from other student achievement information (15%) (Morrow, 2011). Teachers are observed by administrators and others trained in the Teacher Advancement Program (TAP), which is based on the idea that teacher excellence is the most important factor in student achievement. Using these scores, teachers are given one of five grades: significantly below expectations, below expectations, at expectations, above expectations, or significantly above expectations. These scores are used to help determine a teacher's eligibility to be awarded tenure. Under the 2011 state tenure law, only teachers who have taught for 5 years or not less than 45 months during the previous 7 years in the same local education agency (LEA) and who have been rated in the top two categories during the final 2 years can be awarded tenure . Teachers who do not meet the levels may continue to teach under their current status (Morrow, 2011).

Tennessee Value-Added Assessment System

In the early 1990s the Tennessee Value-Added Assessment System (TVAAS) was developed by William Sanders (Pipho, 1998). Working with the Tennessee Department of Education to create the TVAAS system, Sanders designed a system in which schools and school districts could track student achievement from second grade through high school and then rank schools and teachers by the academic gains made by students each year. Teacher effectiveness in Tennessee is identified by the TVAAS teacher effect scores. Tennessee teachers who have been teaching in a tested Tennessee public education classroom for a minimum of 3 years receive a Tennessee

Value Added Assessment Score (TVAAS) teacher effect score each year. This effectiveness score is based upon the annual Tennessee Comprehensive Assessment Program (TCAP) scores of the students in each teacher's classroom for that year. The value-added analysis looks at the gains made by students from year to year and compares them to the gains made by a sample group of students for that same subject and grade level. Progress is measured by the growth a student makes from the beginning of a school year until the end of the school year as shown by the student's TCAP scores. A teacher effectiveness score is then assigned that is relative to the average growth the student shows in a given grade and subject (Sanders, 1998).

These "value added" data allow the state to measure the effect a teacher is having on the academic progress of the students in his or her class. For example, a teacher effect score of 4 or 5 would indicate the average student in a specific teacher's class would achieve more academic growth than the average student statewide. A teacher effect score of 1 or 2 indicates students have shown less growth under that teacher's direction than the average student statewide. Research in Tennessee, according to Olson (2004), has shown that if all other factors are equal, students who are assigned to the most effective teachers for 3 consecutive years perform 50 percentile points higher on tests than do students who are assigned to the teachers who are considered to be the least effective. Kupermintz's (2002) studies of the TVAAS system indicate the students of certain teachers show substantial gains more often than the students of other teachers. According to Bracey (2004) teacher effectiveness is a key factor in student growth, and it is imperative that effective teachers are in classrooms statewide as well as assuring effective teachers are matched with low-

achieving students. Research at the state level shows low-income and minority students are not being served by our state's most effective teachers. The students in high poverty or high minority schools actually have the least effective teachers (Tennessee's Most Effective Teachers, 2007).

Teacher Morale

Definition of Morale

Teacher morale is a multidimensional concept that includes the influence of the job situation, the attitudes of individuals, the spirit of the organization, and the managerial climate (Devi & Mani, 2010). For some morale is the concept determined by a person's perception that treatment has been fair and consistent, opinions are valued, and work is meaningful (Johnsrud, Heck, & Rosser, 2000). For others it is the attitudinal response to working conditions that affect the behavior of individuals within the group (Johnsrud et al., 2000). Washington and Watson, as cited in Lumsden (1998), define morale as the feeling a worker has about his or her job based upon the perception the worker has of himself or herself in the organization and the extent to which the worker views the organization as meeting his or her own needs and expectations. Bentley and Rempel (1980) described teacher morale as the professional interest and enthusiasm a person shows toward individual and group goals in any given situation. Evans (1992) defined morale as a state of mind determined by anticipated future events, the form they will take, and their effect upon satisfaction. It is guided by past events that provide a basis upon which to anticipate. This state of mind is determined by the individual's anticipation of the extent of satisfaction of those needs that are perceived as significantly affecting the total (work) situation. According to Willis and Varner (2010)

morale is a positive state of mind that increasingly looks to attain individual and shared purpose.

Teachers have personal needs and the realization of these needs within an organization has an effect on the state of their mind and performance. Morale is a construct that describes the positive or negative emotional energy of an individual or group of individuals. It can be sensed or felt, but it is not easy to measure or define (Meyer, Macmillan, & Northfield, 2009). According to Devi and Mani (2010), teacher morale is a point of view that resides in the minds, attitudes, and emotions of individuals and groups and that affects output, discipline, enthusiasm, initiative, and other elements of success. Morale is the factor that makes the difference between viewing teaching as a job or as a profession.

Types of Morale

Mackenzie (2007) identified three types of morale exhibited in education. The first is personal morale that evolves from the teacher's personal situation. This type of morale includes health, family situation, and financial stability. It is private and personal. Individuals are largely in control of the factors influencing their own personal morale. The second type of morale is school morale that is developed through the day-to-day experiences teachers have in the school and local communities. Teachers have some influence over school morale but may have less influence over school morale than personal morale. School morale and personal morale may also influence each other. The third type of morale is professional morale that is the status of teaching as a profession or the morale of the profession. Professional morale may affect personal and school morale, but it does not have the same day-to-day influence personal and school

morale have on the teachers at any given time. Teachers may feel they have little or no influence on the morale of the profession at large. The sum of the three levels of morale defines teacher morale; therefore, teacher morale is made up of personal morale plus school morale plus professional morale (Mackenzie, 2007).

High Morale Levels

Ellenberg (1972) reported that when morale was high, schools showed an increase in student achievement, but when morale was low there was decreased productivity and burnout. Miller (1981) established that positive teacher morale not only makes teaching more pleasant for teachers but can also create an environment that is more conducive to learning. Hoy and Miskel (1987) stated that when teacher morale is high, teachers feel good about each other and, at the same time, feel a sense of accomplishment. According to Lumsden (1998), regardless of whether the school was private or public, grade level taught, school demographics, and teacher backgrounds, higher levels of satisfaction were associated with more administrative support, leadership, positive student behavior, increased parental support, positive school atmosphere, and more teacher autonomy. Mackenzie (2007) found when morale in a school is high and the environment is healthy, teachers feel good not only about themselves but also each other and their teaching. In turn, this affects student morale positively and achievement indicating high morale and a healthy school environment appear to be related. Ramsey (2000) reported teachers with high morale view obstacles as challenges that need to be overcome. Willis and Varner (2010) indicated there is a positive correlation between teacher morale and the effect it has on student

achievement. Therefore, high morale might have a positive effect on pupil attitudes and learning.

Low Morale Levels

According to Lumsden (1998) low levels of morale not only are associated with a lack of concern and detachment but also with decreased quality of teaching, depression, increased use of sick leave, attrition, and a cynical perception of students. Low levels of morale also mean members of a faculty are more inclined to leave their positions for new ones as they become available. This can lower morale even more for those faculty and staff members who continue in their jobs, causing them to feel discouragement and emotional isolation (Kerlin & Dunlap, 1993). Teachers with low morale may become detached from their instructional role, colleagues, and students. Ramsey (2000) indicated they may “lose heart” and see obstacles as potential opportunities for failure. Lumsden (1998) identified low teacher morale as one of the possible reasons for low student achievement. According to Black (2001) as teacher morale decreases there may be an indifference toward others, cynical attitudes toward students, depression, lack of initiative for lesson planning and classroom activities, and a desire to leave teaching for a “better” job. Furthermore, tying teacher evaluations, job retention, and salary increases to test scores demoralizes teachers and discourages teachers from working together (Baker et al. 2010).

Importance of Morale

While teacher quality is a major factor in student achievement, Dills and Placone (2008) found teacher knowledge is only one factor among many affecting student learning and there is evidence to suggest teacher attitudes are relevant. Kanter, as cited

by Johnsrud et al. (2000), described morale as an attitudinal response to working conditions that affects the behavior of individuals. Therefore, a very capable, able, and well-trained member of any staff will not perform at the highest levels unless motivated to do so. Hence, an understanding of morale and motivation is essential to those who are in an administrative capacity. Allegrante and Michela (1990) found job satisfaction, perceived quality of the school, organizational climate, and absenteeism were all related to the level of morale of the teachers and staff. Kocabas (2009) stated that achieving desirable student behavior is closely related to the motivation of the teacher as well as the teacher's attitudes and behaviors. When a teacher has low motivation levels, there is a negative effect on the achievement of higher standards in education. In turn, the teacher's motivation level depends on having his or her material, social, and psychological benefits and needs met by the organization. Because of backgrounds, personalities, interests, attitudes, expectations, desires, and needs, the source of motivation is different for each individual. According to Kocabas (2009) the teacher is responsible for motivating, focusing, and encouraging the students; therefore, the enthusiasm of the teacher on a daily basis has a significant effect on increasing the motivation levels of the students.

Devi and Mani (2010) pointed out that the men and women who make use of the educational buildings, equipment, curricula, books, and teaching materials give life and meaning to the curriculum. These same men and women also inspire or eliminate the desire of students to learn. Black (2001) indicated that positive morale helps to create an environment more conducive to learning. Devi and Mani (2010) indicated morale resides in the minds, attitudes, and emotions of individuals and in their reaction to the

group by affecting output, cooperation, enthusiasm, initiative, and other aspects of success. It comprises the employee's willingness to work and to cooperate in the best interest of the group and of individuals. It is the key to a good school system. Devi and Mani (2010) identified that morale serves two key purposes in education. First, it improves school services that in turn increase public respect. Second, it serves as the catalyst for teachers who are communicating their enthusiasm and satisfaction with their school to the pupils, parents, and the community. Good teachers are an invaluable asset to any school. Poor teachers are an expense. Poor teachers require more supervision, undo the work of good teachers, are difficult to eliminate, and are capable of shifting the morale of the entire educational body (Devi & Mani, 2010).

Mackenzie (2007) confirmed teachers often consider themselves inadequately supported by their administration and even their colleagues. Teachers as a whole are not considered by many to be professionals even though they are licensed by the state to teach in specific areas. One reason for this is the lack of understanding about what is involved in teaching. Teachers are employed to teach but must also complete a wide variety of tasks demanded by the administration and public. These extra tasks include curriculum design and development, planning, marketing, community relations, information technology, workplace health and safety, resource management, student welfare, playground, sports, and extracurricular supervision (Mackenzie, 2007). Howe II (1995) noted that while public school teachers are among the professions that must be licensed by the state, they are not generally considered to be professionals. True professionals, according to Howe II (1995), are respected and trusted by those they serve, and it is important teachers gain trust and respect by taking responsibility for

what happens in the classroom as well as by initiating changes that increase student learning. According to Howe II (1995) morale is a factor in earning this respect.

Pink (2011) stated humans are designed to be active and engaged in what they are doing. Only when they are doing something that matters, doing it well, and doing it for a cause larger than themselves do their richest experiences occur. People who are intrinsically motivated achieve more than do their reward-motivated counterparts. They have higher self-esteem, better personal relationships, and greater general well-being than those who are extrinsically motivated (Pink, 2011). Autonomous motivation promotes better conceptual understanding, higher productivity, less burnout, and greater levels of psychological well being (Pink, 2011) – all of which are key players in morale.

Salley (2010) suggested that while the demands on teachers have increased during the last several years there has been little change in the employment, compensation, and advancement of teachers. Some do not see this stress and demand as an issue for teachers because teachers are generally able to focus on the best interests of the student. In addition to these issues, the public perception that anyone can teach, teaching is “women’s work,” and the job comes with long holidays and short working days, makes it easy to see that the low status of teachers is partially due to the lack of public understanding of what is involved in teaching. Salley (2010) also reported that teaching is a job that is conducted primarily in isolation as the teacher is typically the only adult in the classroom and the majority of the workday is spent in the classroom with little, if any, interaction with coworkers or other adults. According to Mackenzie (2007) the heightened expectations, broader demands, increased accountability,

increased social work responsibilities, multiple innovations, and increased administrative duties have overloaded teachers and have contributed to issues with workload, working conditions, and morale.

Metropolitan Life Surveys and Morale

Research has been conducted related to the morale levels of teachers. *The American Teacher: The Metropolitan Life Survey* was conducted by the MetLife Foundation for the first time in 1984 and has been conducted annually since that time. *The Metropolitan Life Survey of The American Teacher* (1984) collected data from teachers nationwide. This study found 96% of those surveyed said they “loved to teach.” They wanted to do their jobs and were striving for excellence in the classroom. The majority of teachers was willing to take risks and added responsibilities along with tough evaluations on their own competence and their students’ learning. They were in favor of incentive systems and teaching apprenticeships. They were willing to be reevaluated periodically in their particular subject area and to be evaluated using the standardized test performance results of their students. They had a median 50-hour work week and almost half of those surveyed had taught for at least 15 years. However, 52% of the teachers did not feel respected and 53% said they would not encourage others to go into the profession. Of the teachers surveyed 63% did not indicate their job allowed them to earn a sufficient salary and 72% stated they spent too much time on administrative tasks. When surveyed about their satisfaction with their jobs, 81% of teachers indicated they were at least somewhat satisfied with their jobs and 40% were very satisfied. These rates are less than the national average with the working public’s comparable figures at 87% somewhat satisfied and 52% very satisfied. Minor

differences in satisfaction levels were found when examined by type of school, but the survey found no differences by region, years of experience, and other variables. The researchers found that teachers in city schools indicated less satisfaction with their overall job than did teachers in suburban and rural schools.

The MetLife Survey of the American Teacher: Teachers, Parents and the Economy (2011) found teacher job satisfaction was the lowest it had been since before 1991. Only 44% of teachers were very satisfied with their job and 29% of teachers nationwide say they are very or fairly likely to leave the profession within the next 5 years. Of those surveyed 34% did not consider their job secure. Survey responses regarding salary show 65% of teachers say the salary is not fair for the work they do. Teachers who reported lower job satisfaction were more likely to have reported they had seen increases in (a) average class size, (b) the number of students and families needing health or social services, (c) the number of students coming to school hungry, (d) the number of students leaving to go to another school, and (e) students being bullied or harassed. Many of the teachers indicated they were concerned their classrooms had become so mixed in terms of student learning abilities that they were unable to teach the students effectively.

This study found no differences in levels of job satisfaction based on gender, race, ethnicity, years of teaching experience, the grade level taught, the number of English language learners, or the number impoverished students in their schools. The responses of those teachers indicating they were likely to leave the profession showed a similar lack of differences among demographic characteristics. However, those teachers who had low job satisfaction and those who said they were likely to leave the

profession were more likely to teach in schools made up of more than two thirds minority students. Teachers with low job satisfaction indicated they experienced less job security, experienced less professional treatment, were not compensated fairly, and did not have adequate opportunities for professional development and collaboration with colleagues. Those teachers were more likely to be in schools that were experiencing budget reductions, layoffs, and reductions in programs and services while seeing an increase in student and family needs.

Summary

Public opinion of teachers has varied throughout history. From biblical times through Race to the Top, which is the latest reauthorization of the Elementary and Secondary Education Act, public perception of teachers and education in general has spanned the gamut of opinions. From the highest echelon of learning to the basic fundamentals and everything in between the profession of education has been dissected and analyzed to find the perfect equation for producing optimal student learning.

Far removed from a revered and all knowing individual in biblical days, the micro-managed curriculum facilitator of the 21st century public educator is at the mercy of politicians, bureaucrats, and the general public. This continuous challenge to reform, reorganize, improve, and restructure the education of our nation's students has affected the morale and effectiveness of America's public school teachers. As noted, where morale is high achievement is also high. The hypotheses upon which this study was based was that there are factors affecting teacher morale that, in turn, affect student

achievement as reported by the Tennessee TVAAS teacher effect score for teachers employed in rural northeast Tennessee.

CHAPTER 3

METHODS AND PROCEDURES

Introduction

The purpose of this quantitative study was to investigate the factors that influence the morale levels of teachers in three public school systems in rural northeast Tennessee. My intention was to identify the level of teacher morale as well as possible relationships between teacher morale and teacher effectiveness scores, grade level taught, years of service, gender, and level of education. By determining if there was a relationship between teacher morale and factors such as TVAAS teacher effectiveness scores, grade level taught, years of service, gender, and level of education, research could be conducted relating to indentifying and improving the morale of teachers in rural northeast Tennessee.

Research Design

This study was designed as a nonexperimental quantitative study that was descriptive in nature and that examined without direct manipulation by the researcher the relationships between the variables influencing the morale levels of teachers in three contiguous public school systems in rural northeast Tennessee. All questions related to teacher morale levels were taken from the Purdue Teacher Opinionaire and used with permission from Purdue University. The participants were asked to identify their level of satisfaction in a number of different areas related to their position and school placement using a Likert-type scale. Questions designed by the researcher were also included to gather demographic information from the participants. Participants were asked to provide information regarding their teacher effectiveness score based on

Tennessee state testing. By determining levels of satisfaction as related to the participants' job situations, this study investigated the morale of teachers in northeast Tennessee to determine if morale is affected by the teachers TVAAS teacher effect score and other factors. The data collected from these online surveys included levels of satisfaction reported by teachers related to their career, information about perceived morale, teacher effectiveness scores for each teacher, grade level taught, years of service, gender, and teachers' levels of education.

Purdue Teacher Opinionaire

The Purdue Teacher Opinionaire is a 100-item instrument that was developed by Bentley and Rempel in 1961 to provide a measure of general teacher morale and a breakdown of morale in 10 subcategories (Bentley & Rempel, 1980). Because of the multidimensional nature of morale, it is imperative that the appropriate factors are identified and analyzed. The Purdue Teacher Opinionaire includes a method for measurement of the following factors of morale for educational professionals (Table 1 below).

Table 1

Areas of Morale

Factor Number	Area	Description
Factor 1	Teacher Rapport with Principal	Relationship with the principal.
Factor 2	Satisfaction with Teaching	Relationship with students and satisfaction with teaching.
Factor 3	Rapport Among Teachers	Relationships with other teachers.
Factor 4	Teacher Salary	Feelings about salaries and salary policies.
Factor 5	Teacher Load	Perception of record-keeping, clerical work, red tape, community demands, extra-curricular load, and professional development.
Factor 6	Curriculum Issues	Reactions to the adequacy of the school program in meeting student needs, providing for individual differences, and preparing students for effective citizenship.
Factor 7	Teacher Status	Perspective about the prestige, security, and benefits afforded by teaching
Factor 8	Community Support of Education	Opinion about how the community understands and is willing to support a sound educational program.
Factor 9	School Facilities and Services	Belief about the adequacy of facilities, supplies, and equipment as well as the efficiency of the procedures for obtaining materials and services.
Factor 10	Community Pressures	View of community expectations with respect to the teacher's personal standards, participation in outside-school activities, and freedom to discuss controversial issues in the classroom.

(Bentley & Rempel, 1980)

This instrument can be used to obtain an objective and practical index of the level of general morale among educational professionals. These results then provide specific and valid information about problems, tensions, and concerns among the faculty and

identify areas that have an adverse effect on morale so that the identified issues may be addressed. A general level of morale was calculated for individual participants as was an overall mean for the entire study group.

Validity and Reliability

Validity is considered to be the degree to which a test measures what it is intended to measure while reliability is considered to be the degree to which a test consistently measures whatever it is intended to measure (Gay, Mills, & Airasian, 2009). With validity being a fundamental consideration and reliability being the dependability or trustworthiness, when conducting a study it is imperative to find an instrument that is considered to be both valid and reliable (Gay et al., 2009). The original 145 item Purdue Teacher Opinionnaire instrument was validated using peer judgment criterion and morale scores from a representative sample of teachers. Peer judgment criterion and mean Opinionnaire scores were calculated and results were in the expected direction as well as significant beyond the .05 level of significance. The revised form was tested for reliability with a test-retest correlation of .87 (Bentley & Rempel, 1980).

Population

The population for this study consisted of a total of 983 individuals who were employed as licensed teachers by the three contiguous counties in rural northeast Tennessee during the 2011-2012 school year. Within this population 568 (58%) individuals were employed in County A, 198 (20%) individuals in County B, and 217 (22%) in County C. The sample for this study consisted of 209 individuals from the three contiguous counties in rural northeast Tennessee during the 2011-2012 school year. Within this group 72 (34.4%) were from County A, 80 (38.3%) were from County B, and

57 (27.3%) were from County C. Of this sample, 166 (79.4%) were female, 42 (20.1%) were male and 1 (.5%) did not report gender. The experience level of the sample ranged from 1 to more than 30 years teaching experience with 23 (11.0%) teaching 0-3 years, 64 (30.6%) teaching 4-10 years, 71 (33.8%) teaching 11-20 years, 31 (14.9%) teaching 21-30 years, 16 (7.7%) teaching for more than 30 years, and 4 (1.9%) not reporting years of experience. The educational level of this sample varied from bachelor's degrees through doctorate degrees with 63 (30.1%) bachelor's degrees, 119 (56.9%) master's degrees, 23 (11.0%) educational specialist degrees, and 4 (1.9%) doctorate degrees. The grade levels taught included 114 (54.5%) elementary level, 31 (14.8%) middle level, 63 (30.1%) secondary level, and 1 (.5%) did not report grade level taught. This sample included 112 (53.6%) teachers who reported they do not receive a TVAAS teacher effect score, 39 (18.6%) who did not report a TVAAS teacher effect score, and 58 (27.7%) teachers who self-reported a TVAAS teacher effect score.

Data Collection Procedure

The directors of each of the three counties, the Institutional Review Board of East Tennessee State University, and my dissertation committee were contacted for permission to collect data and conduct this study. Participants were identified from a list of licensed teachers given to the researcher by each school system. All teachers identified were included in the potential participant group. Contact email addresses for participating teachers were provided by a designee of the director of schools in each system. Participants were contacted by email with a link to the anonymous survey on SurveyMonkey.com. Participants were asked to complete the anonymous survey during the second semester of the 2011-2012 school year. The participants were asked to

identify their level of satisfaction in a number of different areas related to their position and school placement using a Likert-type scale. Participants were asked to provide information regarding the TVAAS teacher effectiveness score assigned to them by the Tennessee Department of Education. All data were collected using the data collection feature on SurveyMonkey and downloaded onto an Excel spreadsheet for further evaluation. Participants needed a computer with internet access in order to complete the survey. The survey was administered online so the participants could complete the survey at times that were convenient for them. Participants were able to access the survey through a link emailed to them by the investigator. The survey consisted of questions that asked teachers to use the Likert-type scale – Disagree, Probably Disagree, Probably Agree, and Agree – to identify their level of satisfaction with a variety of teaching abilities and issues commonly found in Tennessee’s public school classrooms.

Information was collected about each participant’s grade level taught, years of service, gender, educational level, and Tennessee teacher effect score. All information was self-reported. The survey was designed to take approximately 30 minutes to complete. See Appendix A for a complete listing of survey questions.

Research Questions, Research Hypotheses, and Null Hypotheses

The focus of this study was to investigate the factors that influence teacher morale in the public school systems in three contiguous counties in rural northeast Tennessee. By identifying factors related to teacher morale and improving teacher morale, it could be possible to increase student learning. The following research questions guided this study.

Research Question 1

Is the level of teacher morale in three rural northeast Tennessee school systems significantly positive?

H1₁: The level of teacher morale in three rural northeast Tennessee school systems is significantly positive.

H0₁: The level of teacher morale in three rural northeast Tennessee school systems is not significantly positive.

Research Question 2

Is there a significant relationship between the level of teacher morale and the teacher effect score?

H2₁: There is a significant positive relationship between the level of teacher morale and the teacher effect score.

H2₀: There is not a significant positive relationship between the level of teacher morale and the teacher effect score.

Research Question 3

Is there a significant difference in teacher effect scores in specific subgroups (years of experience, level of education, grade level, and gender)?

H3₁: There is a significant difference in teacher effect scores of teachers who have different years of experience.

H3₀₁: There is not a significant difference in teacher effect scores of teachers who have different years of experience.

H3₂: There is a significant difference in teacher effect scores of teachers who have different levels of education.

H3₀₂: There is not a significant difference in teacher effect scores of teachers who have different levels of education.

H3₃: There is a significant difference in teacher effect scores of teachers who teach at different grade levels.

H3₀₃: There is not a significant difference in teacher effect scores of teachers who teach at different grade levels.

H3₄: There is a significant difference in teacher effect scores of male and female teachers.

H3₀₄: There is not a significant difference in teacher effect scores of male and female teachers.

Research Question 4

Is there a significant difference in morale levels within specific subgroups (years of experience, level of education, grade level, and gender)?

H4₁: There is a significant difference in teacher morale levels of teachers who have different years of experience.

H4₀: There is not a significant difference in teacher morale levels of teachers who have different of years of experience.

H4₂: There is a significant difference in teacher morale levels of teachers who have different levels of education.

H4₀₂: There is not a significant difference in teacher morale levels of teachers who have different levels of education.

H4₃: There is a significant difference in teacher morale levels of teachers who teach at different grade levels.

H4₀₃: There is not a significant difference in teacher morale levels of teachers who teach at different grade levels.

H4₄: There is a significant difference in teacher morale levels of male and female teachers.

H4₀₄: There is not a significant difference in teacher moral levels of male and female teachers.

Data Analysis

After data were collected all answers were downloaded to an Excel spreadsheet. Data were examined to determine if teacher effectiveness scores, grade level taught, gender, and level of education were factors in the morale level of classroom teachers. In order to determine a final morale score for each participant, morale scores were averaged using the weighted answers to all 100 questions on the Purdue Teacher Opinionnaire. Each calculated score was then entered as the teacher morale level for each participant. Morale scores were also calculated for each of the 10 factors identified by the Purdue Teacher Opinionnaire. Participants without TVAAS teacher effect scores were excluded from all of Research Question 3. They were included in all other research questions. Individual years of experience answers were subdivided into four groups: (a) 0-3 years of experience, (b) 4-10 years of experience, (c) 11-20 years of experience, and (d) more than 20 years of experience. Teachers' individual educational level answers were grouped as: (a) bachelor's degree, (b) master's degree, and (c) educational specialist or doctorate degree. Individual grade level taught answers were categorized as: (a) elementary grades 1-6, (b) middle grades 7-8, and (c) secondary grades 9-12. Participant responses to the question related to gender were identified in

the following subgroups: (a) female and (b) male. Teachers who had not been teaching for a minimum of 3 years in grades 4-12 in Tennessee in a subject in which value added scores are assessed or teachers who do not receive a TVAAS teacher effectiveness score were excluded from portions of this research related to the TVAAS teacher effect score but were included in all other research questions. The Tennessee Department of Education only assigns a TVAAS teacher effectiveness score to teachers who have taught in Tennessee for 3 years in a subject in which value added scores are assessed and teacher effectiveness scores are given. Data were then examined to determine if a relationship existed between teacher morale and the other factors identified in this study.

Data were examined using four test analyses using the Statistical Process for Social Sciences (SPSS) data analysis program. A single sample t-test was conducted on the Total Individual Morale scores to evaluate whether their mean was significantly different from the accepted mean for the general morale level. A Pearson correlation analysis approach was used to analyze the relationships between the TVAAS teacher effect score and the individual's level of morale and gender. A one-way analysis of variance (ANOVA) was conducted to evaluate the relationship between the TVAAS teacher effect score and the individual's years of experience, level of education, and grade level taught. A one-way analysis of variance (ANOVA) was also conducted to evaluate the relationship between morale level and the individual's years of experience, level of education, and grade level taught. A single sample t-test was conducted on the mean level of teacher morale by gender to determine if there was a significant difference.

Summary

Chapter 3 described the methodology and research design for this study. Included in the chapter was a brief introduction, the research design, an overview of the Purdue Teacher Opinionnaire, validity and reliability, selection of the sample, data collection procedures, research questions with accompanying null hypotheses, data analysis used in completing the study, and a summary. Chapter 3 created the foundation for the data collection and analysis for this study.

CHAPTER 4

ANALYSIS OF DATA

Introduction

The purpose of this quantitative study was to investigate the factors that influence the morale levels of teachers in three public school systems in northeast Tennessee. The four research questions presented in Chapter 1 were used to direct the study. The 20 hypotheses presented in Chapter 3 were used to test the data. Analysis and discussion of the findings for each question and hypotheses follows.

The school systems surveyed were located in three contiguous counties in rural northeast Tennessee. The study was completed during the 2011-2012 school year. There were 209 total participants in the study, and each participant was a licensed teacher employed in one of the three school systems. Within the group 72 (34.4%) were from County A, 80 (38.3%) were from County B, and 57 (27.3%) were from County C. Teaching experience among the participants ranged from 0 to more than 30 years. The educational level of the participants varied with 63 (30.1%) bachelor's degree, 119 (56.9%) master's degree, and 27 (12.9%) higher than a master's degree. Among the participants 114 (54.5%) taught at the elementary level, 31(14.8%) at the middle level, and 63 (30.1%) at the secondary level. Information collected through the survey included the participant's grade level taught, years of service, gender, educational level, and Tennessee TVAAS teacher effect score. All information was self-reported and participation was voluntary.

Analysis of Research Questions

The purpose of this study was to explore the factors that influence teacher morale in three public school systems in three contiguous counties in rural northeast Tennessee. The following research questions guided this study.

Research Question 1

Is the level of teacher morale in three rural northeast Tennessee school systems significantly positive?

H₁: The level of teacher morale in three rural northeast Tennessee school systems is significantly positive.

H₀: The level of teacher morale in three rural northeast Tennessee school systems is not significantly positive.

A single sample t-test was conducted on the total individual morale scores to evaluate whether their mean was significantly different from 2.5, the accepted mean for the morale level in general. The sample mean of 2.86 ($SD = .46$) was significantly different from 2.5, $t(207) = 11.17, p < .001$. The 95% confidence interval for the Total Individual Morale mean ranged from .29 to .42. The effect size d of .77 indicates a medium effect. *Figure 1* (Total Individual Morale Scores) shows the distribution of morale scores. The results support the hypothesis that the level of teacher morale of teachers in three contiguous counties in rural northeast Tennessee schools is significantly positive.

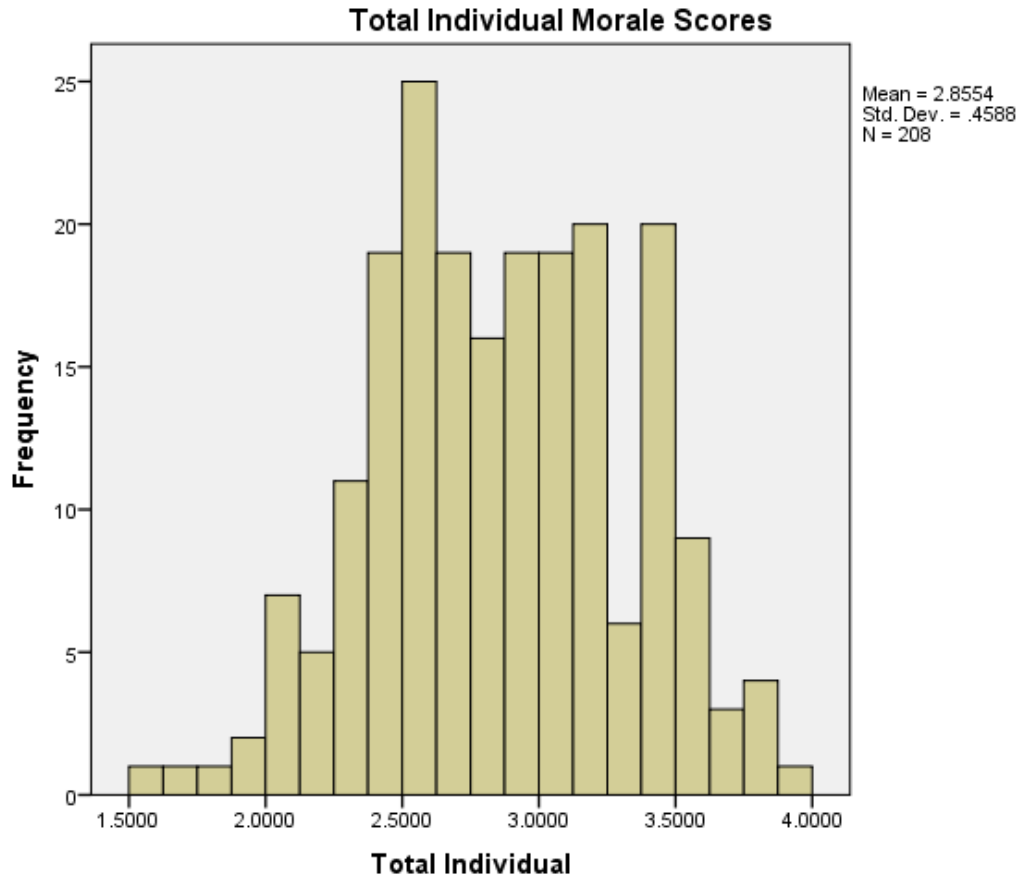


Figure 1. Distribution of Total Individual Morale Scores

Research Question 2

Is there a significant relationship between the level of teacher morale and the teacher effect score?

H₂₁: There is a significant relationship between the level of teacher morale and the teacher effect score.

H₂₀: There is not a significant relationship between the level of teacher morale and the teacher effect score.

A Pearson correlation coefficient was computed between the individual level of morale score and the TVAAS teacher effect score for individuals reporting a TVAAS teacher effect score. The results of the correlational analysis of the 58 pairs were not

significant, $r(57) = .23$, $p = .08$, ns. In general the results suggest there is not a significant relationship between the individual level of morale and the TVAAS teacher effect score.

Research Question 3

Is there a significant difference in teacher effect scores with regard to specific subgroups (years of experience, level of education, grade level, and gender)?

H3₁: There is a significant difference in teacher effect scores of teachers who have different years of experience.

H3₀₁: There is not a significant difference in teacher effect scores of teachers who have different of years of experience.

A one-way analysis of variance was conducted to evaluate the relationship between the TVAAS teacher effect score and years of experience. The factor variable years of experience included four levels: (a) 0-3 years of experience, (b) 4-10 years of experience, (c) 11-20 years of experience, or (d) more than 20 years of experience. The dependent variable was the TVAAS teacher effect score. The ANOVA was not significant, $F(3, 54) = 1.32$, $p = .28$, ns. Therefore, the null hypothesis was not rejected. The strength of the relationship between the TVAAS teacher effect score and the years of experience as assessed by η^2 was medium (.07). Because the overall F test was not significant, post hoc multiple comparisons to evaluate pairwise differences among the means of the three groups were not conducted. Overall, there appears to be no significant difference in teacher effect scores when compared by years of experience.

H3₂: There is a significant difference in teacher effect scores of teachers who have different levels of education.

H3₀₂: There is not a significant difference in teacher effect scores of teachers who have different levels of education.

A one-way analysis of variance was conducted to evaluate the relationship between TVAAS teacher effect scores and the level of education of the teachers. The factor variable level of education included three levels: (a) bachelor's degree, (b) master's degree, or (c) educational specialist or doctorate. The dependent variable was the TVAAS teacher effect score. The ANOVA was not significant, $F(2, 55) = .327$, $p = .72$, ns. Therefore, the null hypothesis was not rejected. The strength of the relationship between the TVAAS teacher effect score and the teacher's level of education as assessed by η^2 was small (.01). Because the overall F test was not significant, post hoc multiple comparisons to evaluate pairwise difference among the means of the three groups were not conducted. Overall, there appears to be no significant difference of effect scores when compared by level of education.

H3₃: There is a significant difference in teacher effect scores of teachers who teach at different grade levels.

H3₀₃: There is not a significant difference in teacher effect scores of teachers who teach at different grade levels.

A one-way analysis of variance was conducted to evaluate the relationship between TVAAS teacher effect scores and grade level taught. The factor variable grade level taught included three levels: (a) elementary (grades 1-6), (b) middle (grades 7 and 8), and (c) secondary (grades 9-12). The ANOVA was significant, $F(2, 55) = 5.258$, $p < .001$. Therefore, the null hypothesis was rejected. The strength of the relationship

between TVAAS teacher effect scores and grade level taught as assessed by η^2 was large (.161).

Because the overall F test was significant, post hoc multiple comparisons were conducted to evaluate pairwise difference among the means of the three groups. A Tukey procedure was selected for the multiple comparisons because equal variances were assumed. There was a significant difference in the means between the group that taught at the elementary level and the group that taught at the secondary level ($p = .037$). There was also a significant difference in the means between the group that taught at the middle level and the group that taught at the secondary level ($p = .01$). However, there was not a significant difference between the group that taught at the elementary level and the group that taught at the middle level. It appears individuals teaching at the secondary level were significantly associated with lower TVAAS teacher effect scores than teachers who were teaching at the elementary and middle levels. The 95% confidence interval for pairwise differences as well as the means and standard deviations for the groups teaching at each level are reported in Table 2.

Table 2
TVAAS Scores and Grade Level Taught

Grade Level Taught	N	M	SD	Elementary Confidence Intervals	Middle Confidence Intervals
Elementary	30	4.0	.788		
Middle	12	4.33	.985	-.39 to 1.05	
Secondary	16	3.31	.946	-1.34 to -.04	-1.83 to -.22

H3₄: There is a significant difference in teacher effect scores of male and female teachers.

H3₀₄: There is not a significant difference in teacher effect scores of male and female teachers.

An independent sample t-test was conducted to determine if there was a significant difference in the mean TVAAS teacher effect score between males and females. There was not a significant difference in the mean TVAAS teacher effect score between females (M = 3.80, SD = .954) and males (M = 4.14, SD = .864); $t(56) = 1.212$, $p = .231$, ns. The 95% confidence interval for the difference in means was -.922 to .227. The η^2 was .03 which indicated a small effect size. There appears to be no significant difference between effect scores of males and females.

Research Question 4

Is there a significant difference in morale levels with regard to specific subgroups (years of experience, level of education, grade level, and gender)?

H4₁: There is a significant difference in teacher morale levels of teachers who have different years of experience.

H4₀: There is not a significant difference in teacher morale levels of teachers who have different years of experience.

A one-way analysis of variance was conducted to evaluate the relationship between teacher morale level and years of experience. The factor variable, years of experience, included four levels: (a) 0-3 years of experience, (b) 4-10 years of experience, (c) 11-20 years of experience, and (d) more than 20 years of experience. The dependent variable was the teacher morale level. The ANOVA was significant, $F(3, 201) = 4.362$, $p < .001$. Therefore, the null hypothesis was rejected. The strength of the

relationship between the teacher morale level and the years of experience as assessed by η^2 was medium (.06).

Because the overall F test was significant, post hoc multiple comparisons were conducted to evaluate pairwise difference among the means of the four groups. A Tukey procedure was selected for the multiple comparisons because equal variances were assumed. There was significant difference in the means between the groups that had taught 1-3 years and the group that had taught 4-10 years ($p = .02$). There was also a significant difference in the means between the group that had taught for 1-3 years and the group that had taught for more than 20 years ($p < .001$). However, there was not a significant difference between the other pairs. It appears individuals who have taught for 1-3 years have a significantly higher level of morale than do individuals who have taught 4-10 years or individuals who have taught 20 or more years. The 95% confidence interval for the pairwise difference as well as the means and standard deviations for the groups at each level of years of experience are reported in Table 3.

Table 3

Morale Level and Years of Experience

Years of Experience	N	M	SD	0-3 Years Experience Confidence Intervals	4-10 Years Experience Confidence Intervals	11-20 Years Experience Confidence Intervals
0-3 Years	24	3.10	.481			
4-10 Years	63	2.79	.404	- .586 to -.029		
11-20 Years	72	2.92	.465	-.449 to .098	-.068 to .33	
More Than 20 Years	46	2.74	.460	-.652 to -.067	-.277 to .173	-.404 to .035

H4₂: There is a significant difference in teacher morale levels of teachers who have different levels of education.

H4₀₂: There is not a significant difference in teacher morale levels of teachers who have different levels of education.

A one-way analysis of variance was conducted to evaluate the relationship between the level of teacher morale and the teacher's level of education. The factor variable level of education included three levels: (a) bachelors degree, (b) master's degree, and (c) educational specialist or doctorate. The dependent variable was the level of teacher morale. The ANOVA was not significant, $F(2, 205) = 1.107, p = .33, ns$. Therefore, the null hypothesis is not rejected. The strength of the relationship between the level of teacher morale and the level of education as assessed by η^2 was small (.01). Because the overall F test was not significant, post hoc multiple comparisons to evaluate pairwise difference among the means of the three groups were not conducted.

Therefore, there is no significant difference in the morale level of teachers who have different levels of education.

H4₃: There is a significant difference in teacher morale levels of teachers who teach at different grade levels.

H4₀₃: There is not a significant difference in teacher morale levels of teachers who teach at different grade levels.

A one-way analysis of variance was conducted to evaluate the relationship between the level of teacher morale and grade level taught. The factor variable, grade level taught, included three levels: (a) elementary grades 1-6, (b) middle grades 7 and 8, and (c) secondary grades 9-12. The ANOVA was significant, $F(2, 204) = 4.119$, $p = .018$. Therefore, the null hypothesis was rejected. The strength of the relationship between the level of teacher morale and grade level taught as assessed by η^2 was small (.039).

Because the overall F test was significant, post hoc multiple comparisons were conducted to evaluate pairwise difference among the means of the three groups. A Tukey procedure was selected for the multiple comparisons because equal variances were assumed. There was a significant difference in the means between the group that taught at the middle level and the group that taught at the secondary level ($p = .017$). There was not a significant difference between the other pairs. It appears individuals teaching at the secondary level have a significantly lower level of morale than those teaching at the middle level. The 95% confidence interval for the pairwise differences as well as the means and standard deviations for the groups teaching at each level are reported in Table 4.

Table 4

Morale Level by Grade Level Taught

Grade Level Taught	N	M	SD	Elementary Level Confidence Intervals	Middle Level Confidence Intervals
Elementary	114	2.88	.485		
Middle	30	3.02	.458	-0.078 to .361	
Secondary	63	2.74	.384	-0.305 to .0311	-0.516 to -.041

H4₄: There is a significant difference in teacher morale levels of male and female teachers.

H4₀₄: There is not a significant difference in teacher moral levels of male and female teachers.

An independent sample t-test was conducted to determine if there was a significant difference in the mean level of teacher morale by gender. The variable gender included two groups: (a) female and (b) male. There was not a significant difference in the mean level of teacher morale between females (M = 2.86, SD = .457) and males (M = 2.82, SD = .476); $t(205) = .523, p = .593, ns$. The 95% confidence interval for the difference in means was -.115 to .199. The η^2 was < .01 which indicates a small effect size. Therefore, there is no significant difference in the level of teacher morale between male and female teachers.

Summary

Chapter 4 contains self-reported data obtained from a survey of licensed teachers employed by three contiguous counties in rural northeast Tennessee during the 2011-2012 school year. There were four research questions and 20 hypotheses.

Data were collected using an anonymous online survey on SurveyMonkey.com. Data were analyzed using Statistical Process for Social Sciences (SPSS) data analysis program.

CHAPTER 5

FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

This chapter contains the findings, conclusions, and recommendations of this study that explored the factors that may influence the morale level of teachers in three public school systems in rural northeast Tennessee. The intention was to identify the overall general level of teacher morale as well as to investigate the possible relationships between teacher morale and teacher effectiveness scores. Factors that may influence both teacher morale and teacher effectiveness such as teachers' years of service, grade level taught, teachers' levels of education, and gender of the teacher were also considered. This study was conducted using data that was self-reported by licensed teachers employed in three contiguous counties in rural northeast Tennessee during the 2011-2012 school year. Information gathered included data related to overall teacher morale, TVAAS teacher effect scores, years of experience, grade level taught, teachers' levels of education, and gender.

Summary of Findings

The data analyses reported are based upon 10 null hypotheses that were tested at the .05 level of significance. The variables studied included teacher morale, TVAAS teacher effect scores, teachers' levels of education, years of experience, grade level taught, and gender. Data were collected using an anonymous online survey conducted on SurveyMonkey.com. All data were self-reported by participants in the study.

Research Question 1

Is the level of teacher morale in three rural northeast Tennessee school systems significantly positive?

A single sample t-test was used to determine if the level of teacher morale in three counties in rural northeast Tennessee schools was significantly positive. The results showed the level of teacher morale in the study sample is significantly positive.

The results of this study are reflective of the findings contained in the review of literature. The significantly positive level of morale is indicative of the way teachers in three contiguous rural northeast Tennessee counties view themselves and their educational organizations. According to Bentley and Rempel (1980) teacher morale is the professional interest and enthusiasm a person shows toward individual and group goals. Willis and Varner (2010) said that teachers have personal needs and the realization of these needs within an organization has an effect on their state of mind and performance. Meyer, Macmillan, and Northfield (2009) stated that morale describes the positive or negative emotional energy of an individual or group of individuals. The level of morale for teachers in rural northeast Tennessee as reported by this study was found to be significantly positive.

Research Question 2

Is there a significant relationship between the level of teacher morale and the teacher effect score?

A Pearson correlation coefficient was used to determine if a significant relationship existed between the level of teacher morale and the TVAAS teacher effect

score. The correlation was not significant, suggesting there is not a significant relationship between the levels of morale and the TVAAS teacher effect scores.

The results of this study were inconsistent with information found in the review of literature. According to Ellenberg (1970) when morale was high schools showed an increase in student achievement and when morale was low there was decreased productivity and burnout. Mackenzie (2007) found that high morale positively affects student achievement. Willis and Varner (2010) found a positive correlation between teacher morale and student achievement. Results from this study in rural northeast Tennessee indicated that there is not a significant relationship between the levels of teacher morale and the TVAAS teacher effect scores.

Research Question 3

Is there a significant difference in teacher effect scores in specific subgroups (years of experience, level of education, grade level taught, and gender)?

TVAAS Teacher Effect Scores and Years of Experience. An ANOVA was used to evaluate the relationship between the TVAAS teacher effect score and the teachers' years of experience. The ANOVA was not significant and the null hypothesis was retained. It appears there is no significant difference in TVAAS teacher effect scores when compared by years of experience.

TVAAS Teacher Effect Scores and Teachers' Levels of Education. An ANOVA was used to evaluate the relationship between the TVAAS teacher effect score and the teachers' levels of education. The ANOVA was not significant and the null hypothesis was retained. Overall, there appears to be no significant difference of TVAAS teacher effect scores when compared by teachers' levels of education.

TVAAS Teacher Effect Scores and Grade Level Taught. An ANOVA was used to evaluate the relationship between TVAAS teacher effect scores and grade level taught. The ANOVA was significant and the null hypothesis was rejected. Post hoc multiple comparisons were conducted using a Tukey procedure which showed a significant difference in the means between those who taught at the elementary level and those who taught at the secondary level. There was also a significant difference between the group that taught at the middle level and the group that taught at the secondary level. It appears individuals teaching at the secondary level were associated with lower TVAAS teacher effect scores.

TVAAS Teacher Effect Scores and Gender. An independent sample t-test was used to determine if there was a significant difference in the mean TVAAS teacher effect score between males and females. There was not a significant difference in the mean TVAAS teacher effect score between males and females.

The results of this study that examined factors that possibly affect teacher effect scores are consistent with information found in the review of literature. Goldstein (2001) said that at the secondary level it is difficult to ignore factors such as other teachers, students' backgrounds, and school setting that influence student progress. The results of this study showed that there is a significant difference in TVAAS teacher effect scores based on grade level taught. Teachers at the elementary level had higher TVAAS teacher effect scores than did teachers at the secondary level. The lack of a significant relationship between TVAAS teacher effect scores and the teachers' years of experience, levels of education, and gender are also consistent with findings from the review of literature. Goldhaber (2002) found that only 3% of the contributions made by a

teacher to student learning could be attributed to experience, degrees, and other easily observable characteristics.

Research Question 4

Is there a significant difference in morale levels in specific subgroups (years of experience, level of education, grade level taught, and gender)?

Teacher Morale Level and Years of Experience. An ANOVA was used to evaluate the relationship between teacher morale level and years of experience. The ANOVA was significant and the null hypothesis was rejected. Post hoc multiple comparisons were conducted using a Tukey procedure. There was a significant difference in means between the group that had taught 1-3 years and the group that had taught 4-10 years. There was also a significant difference in the means between the group that had taught for 1-3 years and the group that had taught for more than 20 years. It appears individuals who have taught for 1-3 years have a higher level of morale than do individuals who have taught 4-10 years or more than 20 years.

Teacher Morale Level and Teachers' Levels of Education. An ANOVA was used to evaluate the relationship between the level of teacher morale and the teachers' levels of education. The ANOVA was not significant. It appears there is no significant difference in the relationship between the teacher morale level and the teachers' levels of education.

Teacher Morale Level and Grade Level Taught. An ANOVA was used to evaluate the relationship between the level of teacher morale and the grade level taught. The ANOVA was significant and the null hypothesis was rejected. Post hoc multiple comparisons were conducted using a Tukey procedure. There was a significant

difference in the means between the group that taught at the middle level and the group that taught at the secondary level. It appears individuals teaching at the secondary level have a significantly lower level of morale than do those individuals teaching at the middle level.

Teacher Morale Level and Gender. An independent sample t-test was conducted to determine if there was a significant difference in the mean level of teacher morale by gender. There was not a significant difference in the mean level of teacher morale between females and males, thus indicating that there is no significant difference in the level of teacher morale between male and female teachers.

Results of this study were, to some extent, consistent with findings in the review of literature. The *MetLife Survey of the American Teacher: Teachers, Parents and the Economy* (2011) found no differences in the levels of job satisfaction based on gender, race or ethnicity, years of teaching experience, or the grade level taught. The findings of this study did not indicate a difference in levels of morale and gender. However, a significant difference in the means were found between the group that had taught 1-3 years and the group that had taught 4-10 years. There was also a significant difference between the group that had taught for 1-3 years and the group that had taught for more than 20 years. Individuals in this study who had taught 1-3 years had a significantly higher level of morale than teachers who have taught 4-10 years or teachers who have taught more than 20 years. It was also found that there was a significant difference in the morale level means of those who taught at the middle level and those teaching at the secondary level. Those individuals teaching at the secondary level had a significantly lower level of morale than individuals teaching at the middle level.

Recommendations for Practice

As a result of the findings and conclusions of this study I have identified the following recommendations when considering the factors that are affecting levels of teacher morale and TVAAS teacher effect scores of teachers in rural northeast Tennessee.

- Overall, morale levels are significantly positive at the present. Therefore, administrators and teachers should pay close attention to the factors and aspects of teaching that are currently in place and keeping morale positive. Attention should be given to these factors to strengthen and reinforce these effects by both administrators and teachers.
- Teachers who are teaching at the secondary level have significantly lower TVAAS teacher effect scores than do teachers who teach at the elementary and middle levels. Therefore, administrators and teachers should investigate factors at the elementary and middle levels that affect scores and assist administrators and teachers at the secondary level with implementing these strategies.
- Administrators and teachers should investigate the differences between the needs and goals of teachers at the elementary and middle levels and the needs and goals of teachers at the secondary level.
- Administrators and teachers should investigate student factors at the elementary and middle levels that affect achievement scores and work toward assisting students in continuing to meet these goals at the secondary level.
- Teacher morale levels were significantly higher for teachers who had taught 1-3 years than for those who had taught 4-10 years or more than 20 years.

Therefore, administrators and teachers should investigate the support system in place for new teachers and implement similar support factors for teachers with more years of experience.

- Teachers at the secondary level had a significantly lower level of morale than did teachers teaching at the elementary and middle level. Therefore, administrators and teachers should examine factors related to morale at each level to determine what factors should be considered for improvement or change at the secondary level.

Recommendations for Further Study

After reviewing the associated literature and the findings and conclusions of this study, I have identified the following recommendations for future research:

- Examine the licensure method of secondary level teachers to determine if there is a difference between the morale levels of teachers at the secondary level who have alternative licensure as opposed to those with traditional licensure.
- Examine perceptions and attitudes of students at each grade level that may affect student achievement and classroom management to determine if there are differences at each grade level.
- Examine characteristics at each grade level in each county to determine morale needs for each grade level.
- Examine predictions by TVAAS for students at the 4th grade level to determine if predictions for the secondary scores are valid.
- Examine teachers with positive levels of teacher morale to determine factors affecting and increasing higher levels of morale.

- Examine TVAAS teacher effect scores to determine instructional strategies that are associated with higher TVAAS teacher effect scores.
- Examine teacher morale levels using the 10-factor breakdown identified by the Purdue Teachers Opinionaire to determine which factors are positive and which factors need improvement.
- Examine the perceptions and attitudes of teachers at the elementary, middle, and secondary levels to determine what factors may be affecting or contributing to the lower TVAAS teacher effect scores at the secondary level.
- Examine the perceptions and attitudes of teachers with varying numbers of years of teaching experience to determine what factors may be contributing to the lower level of morale for teachers who have taught 4-10 years or more than 20 years as compared to those who have taught for 1-3 years.
- Examine the perceptions and attitudes of administrators at the elementary, middle, and secondary levels to determine what factors may be affecting or contributing to positive morale levels.

Conclusion

The purpose of this study was to determine if there were factors that affect the teacher morale level and the teacher effectiveness of teachers in three contiguous counties in rural northeast Tennessee. Based on the findings of this study it was determined that the overall level of teacher morale in the three counties examined in this study is significantly positive. It was found there was not a significant relationship between the teacher morale and the TVAAS teacher effect score. When analyzed there was no significant difference found between the TVAAS teacher

effect scores according to teachers' years of experience, levels of education, or gender. Results of the study revealed teachers who are teaching at the secondary level had significantly lower TVAAS teacher effect scores than did teachers who are teaching at the elementary and middle levels. It was found there was not a significant relationship between the teacher morale level and the teachers' levels of education and gender. There was, however, a significant relationship between the teacher morale level and teachers' years of experience. Teachers who have taught for 1-3 years had a higher teacher morale level than did teachers who have taught 4-10 years or more than 20 years. A significant difference was also found in the relationship between teacher morale level and grade level taught. Teachers who teach at the secondary level had a significantly lower level of teacher morale than did individuals teaching at the middle level.

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APPENDICES

APPENDIX A

Morale Survey

Principal Investigator: Brenda Dishman Eggers

Institution: East Tennessee State University

The following information is provided to inform you about the research project and your participation in it. Please read this form carefully and feel free to ask any questions you may have about this study and the information given below.

Your participation in this research study is voluntary. You are also free to withdraw from this study at any time. In the event new information becomes available that may affect the risks or benefits associated with this research study or your willingness to participate in it, you will be notified so that you can make an informed decision whether or not to continue your participation in this study.

If you have any questions at any time, you may call the researcher Brenda Dishman Eggers at 423/727/1860. You may call the Chairman of the Institutional Review Board at 423/439/6054 for any questions you may have about your rights as a research subject. If you have any questions or concerns about the research and want to talk to someone independent of the research team or you cannot reach the study staff, you may call an IRB Coordinator at 423/439/6055 or 423/439/6002.

You are being asked to participate in this research study because as educators our goal is to increase student learning at all levels. The purpose of this study is to identify the current level of teacher morale as well as possible relationships between teacher morale and current teacher effectiveness scores for each teacher, grade level

taught, years of service, gender, and level of education. By determining if there is a relationship between teacher morale and factors such as TVAAS teacher effectiveness scores, grade level taught, years of service, gender, and level of education further research can be completed on indentifying and improving the morale of teachers in rural northeast Tennessee. By identifying factors related to teacher morale and improving teacher morale it may be possible to increase student learning which may improve student growth and achievement.

You will be asked to complete an anonymous survey to identify your current level of satisfaction in a number of different areas related to your current position and school placement as well as demographic information related to grade level taught, education level, gender, and years of service. No identifying personal data or IP addresses will be collected. Data will be examined using the Statistical Process for Social Sciences (SPSS) data analysis program. By determining if there is a relationship between teacher morale and factors such as TVAAS teacher effectiveness scores, grade level taught, years of service, gender, and level of education further research can be completed on indentifying and improving the morale of teachers in rural northeast Tennessee. By identifying factors related to teacher morale and improving teacher morale it may be possible to increase student learning which may improve student growth and achievement. It is anticipated that this study will take approximately 30 minutes to complete.

The potential benefit to you from this study is that by identifying factors related to teacher morale and improving teacher morale it may be possible to increase student learning which may improve student growth and learning.

You may choose to withdraw from this study at any time with no penalties or repercussion. Every attempt will be made to see that your study results are kept confidential. A copy of all data will be stored on the primary investigator's personal computer system with password protected computer access for at least 5 years after the end of this research. The results of this study may be published and/or presented at meetings without naming you as a subject. Although your rights and privacy will be maintained, the Secretary of the Department of Health and Human Services, the ETSU/VA IRB have access to the study records. Your records will be kept completely confidential according to current legal requirements. They will not be revealed unless required by law, or as noted above.

STATEMENT BY PERSON AGREEING TO PARTICIPATE IN THIS STUDY

I have read this informed consent document and the material. I understand each part of the document, all my questions have been answered, and I freely and voluntarily choose to participate in this study. By completing and submitting this survey I am acknowledging that I have read this consent material, understand each part of it and voluntarily choose to participate.

APPENDIX B

Survey and Purdue Teacher Opinionaire

SURVEY

Demographic Information:

Please choose the answer that most closely describes you and your professional career.

Gender: Male Female

Grade level taught: Elementary (Grades 1-6) Middle (Grades 7-8) Secondary (Grades 9-12)

Education Level: Bachelor's Master's Educational Specialist Doctorate

How many years have you been teaching?

What was your latest Tennessee Teacher Effect Score?

Purdue Teacher Opinionaire

Read each statement carefully. Then indicate whether you agree, probably agree, probably disagree, or disagree with each statement. Mark your answers in the following manner:

If you agree with the statement, completely fill in the circle corresponding with "A"

A PA PD D

If you are somewhat uncertain but probably agree with the statement, completely fill in the circle corresponding with "PA."

A PA PD D

If you are somewhat uncertain, but probably disagree with the statement, completely fill in the circle corresponding with "PD."

A PA PD D

If you disagree with the statement, completely fill in the circle corresponding with "D."

A PA PD D

1. Details, "red tape," and required reports absorb too much of my time.

A PA PD D

2. The work of individual faculty members is appreciated and commended by our principal.

A PA PD D

3. Teachers feel free to criticize administrative policy at faculty meetings called by our principal.

A PA PD D

4. The faculty feels that their salary suggestions are adequately transmitted by the administration to the school board.

A PA PD D

5. Our principal shows favoritism in his relations with the teachers in our school.

A PA PD D

6. Teachers in this school are expected to do an unreasonable amount of record-keeping and clerical work.

A PA PD D

7. My principal makes a real effort to maintain close contact with the faculty.

A PA PD D

8. Community demands upon the teacher's time are unreasonable.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

9. I am satisfied with the policies under which pay raises are granted.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. My teaching load is greater than that of most of the other teachers in our school.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. The extra-curricular load of the teachers in our school is unreasonable.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12. Our principal's leadership in faculty meetings challenges and stimulates our professional growth.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13. My teaching position gives me the social status in the community that I desire.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14. The number of hours a teacher must work is unreasonable.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. Teaching enables me to enjoy many of the material and cultural things I like.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. My school provides me with adequate classroom supplies and equipment.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

17. Our school has a well-balanced curriculum.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18. There is a great deal of griping, arguing, taking sides, and feuding among our teachers.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

19. Teaching gives me a great deal of personal satisfaction.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

20. The curriculum of our school makes reasonable provision for student individual differences.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

21. The procedures for obtaining materials and services are well defined and efficient.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

22. Generally, teachers in our school do not take advantage of one another.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

23. The teachers in our school cooperate with each other to achieve common, personal, and professional objectives.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

24. Teaching enables me to make my greatest contribution to society.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

25. The curriculum of our school is in need of major revisions.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

26. I love to teach.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

27. If I could plan my career again, I would choose teaching.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

28. Experienced faculty members accept new and younger members as colleagues.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

29. I would recommend teaching as an occupation to students of high scholastic ability.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

30. If I could earn as much money in another occupation, I would stop teaching.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

31. The school schedule places my classes at a disadvantage.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

32. The school tries to follow a generous policy regarding fringe benefits, professional travel, professional study, etc.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

33. My principal makes my work easier and more pleasant.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

34. Keeping up professionally is too much of a burden.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

35. Our community makes its teachers feel as though they are a real part of the community.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

36. Salary policies are administered with fairness and justice.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

37. Teaching affords me the security I want in a position.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

38. My school principal understands and recognizes good teaching procedures.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

39. Teachers clearly understand the policies governing salary increases.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

40. My classes are used as a “dumping ground” for problem students.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

41. The lines and methods of communication between teachers and the principal in our school are well developed and maintained.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

42. My teaching load in this school is unreasonable.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

43. My principal shows a real interest in my department.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

44. Our principal promotes a sense of belonging among the teachers in our school.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

45. My heavy teaching load unduly restricts my non-professional activities.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

46. I find my contacts with students, for the most part, highly satisfying and rewarding.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

47. I feel that I am an important part of this school system.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

48. The competency of teachers in our school compares favorably with that of teachers in other schools that I know.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

49. My school provides the teachers with adequate audio-visual aids and projection equipment.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

50. I feel successful and competent in my present position.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

51. I enjoy working with student organizations, clubs, and societies.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

52. Our teaching staff is congenial to work with.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

53. My teaching associates are well prepared for their jobs.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

54. Our school faculty has a tendency to form into cliques.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

55. The teachers in our school work well together.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

57. Our school provides adequate clerical services for the teachers.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

60. The "stress and strain" resulting from teaching makes teaching undesirable for me.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

61. My principal is concerned with the problems of the faculty and handles these problems sympathetically.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

62. I do not hesitate to discuss any school problem with my principal.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

63. Teaching gives me the prestige I desire.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

65. The salary schedule in our school adequately recognizes teacher competency.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

66. Most of the people in this community understand and appreciate good education.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

67. In my judgment, this community is a good place to raise a family.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

68. This community respects its teachers and treats them like professional persons.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

69. My principal acts as though he is interested in me and my problems.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

70. My school principal supervises rather than “snoopervises” the teachers in our school.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

72. Teachers’ meetings as now conducted by our principal waste the time and energy of the staff.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

74. I feel that my work is judged fairly by my principal.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

76. Most of the actions of students irritate me.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

77. The cooperativeness of teachers in our school helps make my work more enjoyable.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

79. The purposes and objectives of the school cannot be achieved by the present curriculum.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

80. The teachers in our school have a desirable influence on the values and attitudes of their students.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

81. This community expects its teachers to meet unreasonable personal standards.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

82. My students appreciate the help I give them with their school work.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

83. To me there is no more challenging work than teaching.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

84. Other teachers in our school are appreciative of my work.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

85. As a teacher in this community my nonprofessional activities outside of school are unduly restricted.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

86. As a teacher, I think I am as competent as most other teachers.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

87. The teachers with whom I work have high professional ethics.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

88. Our school curriculum does a good job of preparing students to become enlightened and competent citizens.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

89. I really enjoy working with my students.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

90. The teachers in our school show a great deal of initiative and creativity in their teaching assignments.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

91. Teachers in our community feel free to discuss controversial issues in their classes.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

92. My principal tries to make me feel comfortable when he visits my classes.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

93. My principal makes effective use of the individual teacher's capacity and talent.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

94. The people in this community generally have a sincere and wholehearted interest in the school system.

- | | | | |
|-----------------------|-----------------------|-----------------------|-----------------------|
| A | PA | PD | D |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

95. Teachers feel free to go to the principal about problems of personal and group welfare.

A

PA

PD

D

96. This community supports ethical procedures regarding the appointment and reappointment of the teaching staff.

A

PA

PD

D

97. This community is willing to support a good program of education.

A

PA

PD

D

98. Our community expects the teachers to participate in too many social activities.

A

PA

PD

D

99. Community pressures prevent me from doing my best as a teacher.

A

PA

PD

D

100. I am well satisfied with my present teaching position.

A

PA

PD

D

APPENDIX C

Permission to Proceed with Research

PERMISSION FOR BRENDA DISHMAN EGGERS
TO PURSUE RESEARCH RELATED TO TEACHER MORALE,
YEARS OF SERVICE, BUILDING LEVEL, LEVEL OF EDUCATION
AND TVAAS TEACHER EFFECT SCORES

School System: Carter County Schools
305 Academy Street
Elizabethton TN 37643

Director of Schools: Dr. Shirley Ellis

Phone: ~~423-743-1600~~
423-547-4000

Dr. Shirley R. Ellis
Dr. Shirley Ellis, Director of Schools

7-20-11
Date

Person to contact for teacher names and schools:

Contact Name: Dr. Jerri Beth Nave

Address: Carter County School System
305 Academy Street
Elizabethton, TN 37643

Phone: 423 547-4007

Email Address: jbnave@k12tn.net

PERMISSION FOR BRENDA DISHMAN EGGERS
TO PURSUE RESEARCH RELATED TO TEACHER MORALE,
YEARS OF SERVICE, BUILDING LEVEL, LEVEL OF EDUCATION
AND TVAAS TEACHER EFFECT SCORES

School System: Johnson County Schools
211 N. Church Street
Mountain City, TN 37683

Director of Schools: Morris Woodring

Phone: 423-727-2640

Morris Woodring
Morris Woodring, Director of Schools

7.19.11
Date

Person to contact for teacher names and schools:

Contact Name: MISCHELLE SIMCOX

Address: 211 NORTH CHURCH STREET
MTN CITY, TN 37683

Phone: 423.727.2640

Email Address: MSIMCOX@K12TN.NET

PERMISSION FOR BRENDA DISHMAN EGGERS
TO PURSUE RESEARCH RELATED TO TEACHER MORALE,
YEARS OF SERVICE, BUILDING LEVEL, LEVEL OF EDUCATION
AND TVAAS TEACHER EFFECT SCORES

School System: Unicoi County Schools
600 N. Elm Street
Erwin, TN 37650

Director of Schools: Denise Brown

Phone: 423-743-1600



Denise Brown, Director of Schools

9-23-11

Date

Person to contact for teacher names and schools:

Contact Name: Cathy Anderson

Address: 600 N. Elm Ave.
Erwin, TN 37650

Phone: 423-743-1607

Email Address: andersonc@unicoischools.com

APPENDIX D

IRB Approval



East Tennessee State University

Office for the Protection of Human Research Subjects • Box 70563 • Johnson City, Tennessee 37614-1707
Phone: (423) 439-6053 Fax: (423) 439-6060

IRB APPROVAL – Initial Exempt

February 21, 2012

Ms. Brenda Eggers

RE: Factors Affecting Morale in Rural Upper East Tennessee School Systems
IRB#: c0112.14e

On **February 16, 2012**, an exempt approval was granted in accordance with 45 CFR 46.101(b)(2). It is understood this project will be conducted in full accordance with all applicable sections of the IRB Policies. No continuing review is required. The exempt approval will be reported to the convened board on the next agenda.

- Form 103; Narrative; Assurance Statement; Potential Conflict of Interest (none identified); Survey; Informed Consent Statement; Email

Unanticipated Problems Involving Risks to Subjects or Others must be reported to the IRB (and VA R&D if applicable) within 10 working days.

Proposed changes in approved research cannot be initiated without IRB review and approval. The only exception to this rule is that a change can be made prior to IRB approval when necessary to eliminate apparent immediate hazards to the research subjects [21 CFR 56.108 (a)(4)]. In such a case, the IRB must be promptly informed of the change following its implementation (within 10 working days) on Form 109 (www.etsu.edu/irb). The IRB will review the change to determine that it is consistent with ensuring the subject's continued welfare.

Sincerely,
Chris Ayres, Chair
ETSU Campus IRB

Cc: Pamela Scott



APPENDIX E

Permission to Use Purdue Teacher Opinionnaire

PURDUE
RESEARCH FOUNDATION

OFFICE OF TECHNOLOGY COMMERCIALIZATION

PERMISSION TO USE

April 18, 2011

Requesting Party:

Brenda Dishman Eggers
561 Adams Road, Mountain City
Tennessee 37683

Materials: The Purdue Teacher Opinionnaire by Ralph R. Bentley and Averno M. Rempel

Work Incorporating the Materials (the "Publication"): The Materials are provided to the Requesting Party solely for scholarly research, specifically to be used in research to complete doctoral studies as described in Permission Request Form dated April 16, 2011 and attached hereto.

These Materials are provided by Purdue Research Foundation on behalf of Purdue University as consistent with Purdue University's instructional objective, and its overall mission as a non-profit educational institution.

The Requesting Party will include an acknowledgement of the source of the Materials. All inquiries regarding use of the Materials must be directed to the Purdue Research Foundation.

The authorization provided is valid only to the extent that all of the activities undertaken are consistent with the understanding and conditions as stated herein.

Should you have any questions please feel free to contact our office.

Sincerely,



Elizabeth Hart-Wells, Ph.D
Assistant VP and Director
Office of Technology Commercialization

1281 Win Hentschel Blvd. ■ West Lafayette, IN 47906-4182 ■ 765-588-3475 ■ Fax 765-463-3486

Permission Request Form

Requester:

Name **Brenda Dishman Eggers**

Title

Address **561 Adams Road, Mountain City, Tennessee 37683**

Phone **423-727-5472**

Fax **423-727-2179**

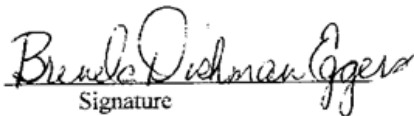
Email address **bdeggers@aol.com**

Complete Description of Work requested: (Author, Exact Title, Source, Type of Work)

Purdue Teacher Opinionaire prepared by Ralph R. Bentley and Averno M. Rempel,

How will the Work be used: (Purpose, detailed complete description)

This instrument will be used to measure teacher morale of teachers in 3 Upper East Tennessee counties for a dissertation looking at teacher morale, TVAAS Teacher Effect Scores and years of service. The dissertation submitted to the ELPA Department at East Tennessee State University as part of my doctoral work.


Signature

4/16/2011
Date

RETURN COMPLETED FORM TO:
Office of Technology Commercialization
1281 Win Hentschel Blvd.
West Lafayette, IN 47906
Phone: (765) 588-3474
Fax: (765) 463-3486
bkomalavally@prf.org

VITA

BRENDA DISHMAN EGGERS

Personal Data:

Date of Birth: February 5, 1966
Place of Birth: Boone, North Carolina

Education:

Public Schools, Watauga County, NC

B.S. Home Economics Education
Appalachian State University, Boone, NC 28608
May 1988

M.A. Home Economics Education
Appalachian State University, Boone, NC 28608
December 1993

Administrative Endorsement – Tennessee Code 418
University of Tennessee Martin, Martin, Tennessee 38238
December 2007

Ed. S. Technology and Curriculum Design
MTSU, Murfreesboro, Tennessee 37132
May 2009

Ed. D. Educational Leadership
ETSU, Johnson City, Tennessee 37614
December 2012

Professional Experience:

CTE, Family and Consumer Sciences Instructor
Johnson County High School, Mountain City, TN 37683
1988 – Present

Director, Early Childhood Development Center (ECDC)
Johnson County School System, Mountain City, TN 37683
1999 – Present

Elementary Instructional Technology Coordinator
Johnson County School System, Mountain City, TN 37683
2011 - Present