THE EFFECT OF

VISITING COMMITTEE MEMBERSHIP

ON TEACHER MORALE

by

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INTRODUCTION

The process of evaluation for secondary schools

in the Commonwealth of Virginia is closely associated

with state and regional accreditation. At the state

level, commitment to the evaluation process is reflected

by the following statement from Standards For

Accrediting Schools in Virginia:

> The evaluation of a secondary school by a
> visiting committee of the Department of
> Education shall be considered an essential
> aspect of accreditation. (1979:2)

Standard 10 of Standards of Quality For Public Schools

in Virginia: 1980-82, states the following:

> ... the Chairman and members of any visiting
> committee conducting an evaluation as part of
> the accreditation process shall be independent
> of the school division and shall be selected by
> the Superintendent of Public Instruction.
> (1980:7-8)

The Policies and Procedures for Evaluation and

Accreditation of the Commission on Secondary Schools,

Southern Association of Colleges and Schools, includes

the following statements:

> 2. A secondary school seeking admission to the
> Southern Association of Colleges and Schools
> shall conduct a self-study using the appropriate
> Evaluative Criteria published by the National
> Study of School Evaluation and shall have a

visit from a committee appointed by the State
Committee. After admission to membership, each
member school is expected to carry on a
continuous program of school improvement which
is to be reported to the State Committee
periodically.

6.   A school undergoing its original or
reevaluation study shall be required to cover
not less than two complete semesters in such
self-study, including the time scheduled for the
visiting committee.

8.   Every ten years the school shall conduct a
study based on the appropriate edition of the
Evaluative Criteria. A committee representing
the State Committee will visit the school to
make a reevaluation. A State Committee may at
any time it deems advisable require a
reevaluation by the school and a visit by an
appropriate committee.

16. A school that has been reorganized,
consolidated, or otherwise reconstructed so that
it retains a portion of the staff and students
of a previously accredited school may continue
to be accredited with the following stipulation:
Such a school must be scheduled for a
self-evaluation and an evaluation by a visiting
committee within three years of the time it
opened as a new institution. (1980:10-11)

In practice, the Virginia Secondary Committee,

Southern Association of Colleges and Schools, accepts

the State Department of Education evaluation program in

lieu of requiring a duplicate program for secondary

schools. Secondary schools which are members or

potential members of the regional accrediting agency may

request, through the division superintendent, that the

school be placed on the state schedule for secondary

school evaluations. The school is then scheduled, on a

first request basis, by the Supervisor of Secondary
School Evaluations of the Department of Education.
Following this scheduling, and contingent upon the state
evaluation program's funding, the schools receive
consultation services during the evaluation period by
professional staff members of the Department of
Education and have the expenses of the evaluation
visiting committee members paid by state funds.

The three phases of the Virginia evaluation
program are self-evaluation, evaluation by a visiting
committee, and follow-up activities. Self-evaluation is
considered the most important phase because it provides
an opportunity for directed self-analysis. The visiting
committee's major value lies in the fact that it can
lend objectivity to the evaluation, an attribute
difficult to maintain fully during self-evaluation. The
insight and encouragement engendered through evaluation,
while important, do not serve as total justification for
self-evaluation. Follow-up activities, which ultimately
enhance the teaching-learning process, must result if
the evaluative process is to be worthwhile.

The Virginia program for the evaluation of
secondary schools provides the vehicle through which
each school's purpose, facilities, curriculum, pupil
services, staff and administration, materials and

equipment, and student activities are evaluated in terms

of the identified needs, characteristics and resources

of the community, the school's stated philosophy and

objectives, and the experience and education of the

members of the school's faculty and corresponding

visiting committee. The Handbook for Coordinators of

School Evaluations outlines the objectives of the

Virginia secondary school evaluation program as follows:

> 1. To provide a stimulus for evaluation based
> on recognized and accepted criteria.
>
> 2. To increase participation in the school's
> total educational program by the community,
> staff and students.
>
> 3. To improve the decision-making process by
> involving students, teachers, administrators,
> and the community.
>
> 4. To identify areas in the school program
> which may be considered as strengths.
>
> 5. To identify the areas in the school program
> that should be improved.
>
> 6. To provide better understanding of and
> commitment to purposes.
>
> 7. To provide for better utilization of
> educational facilities.
>
> 8. To encourage the faculty to participate in
> activities leading to professional growth.
>
> 9. To improve the effectiveness and
> coordination of all elements contributing to the
> total school program.
>
> 10. To evaluate the implementation of Standards
> of Quality and accreditation requirements.
>
> 11. To meet the requirements of state and
> regional accrediting agencies. (Williams,

1979:2)

School evaluation as practiced by the Virginia
Department of Education is a gathering and assessment of
information for the purpose of providing assistance in
formulating an organized, continuous program of school
improvement. It does not include the assessment of
individual teachers or students. The task of the
evaluator is to determine how each segment of the
program complements or inhibits the total curriculum.

The visiting committee phase of the Virginia
Department of Education/Southern Association of Colleges
and Schools evaluation program for secondary schools
provides a professional, inservice experience to members
of evaluation committees for approximately 500 secondary
school educators during each school year. This
experience requires four days of on-site evaluation
activities in a high school located outside of the
evaluator's home school division. Activities of the
visiting committee member during the evaluation week
include visitation in at least two areas of the school's
curriculum, membership on at least one administrative
area sub-committee, related discussions with the
school's faculty members, students and other visiting
committee members, and preparation of at least one
narrative report which suggests strengths and weaknesses

identified with that particular part of the school's educational program.

The members of secondary school evaluation committees are selected and invited from recommended lists obtained from the professional staff of the Virginia Department of Education and supplemented by lists from administrators who are currently active at various levels of secondary education and related fields. The composition of a secondary school evaluation committee includes educators representing each area of the educational program of the school being evaluated. The typical high school visiting committee during the 1980-81 school year numbered 22 members, including the chairperson and Department of Education coordinator (Williams, 1981:52).

Many of the educators who have had the opportunity to participate on a secondary school evaluation committee have expressed gratitude for the professional experience. These expressions often include personal testimony as to the benefits derived from the week's activities that have carried over into their school, classroom and professional lives. Statements received from former visiting committee members include the following excerpts:

"...provided new ideas for teaching programs"

"...enabled me to have interesting dialogue and interchange of ideas relative to education"

"...provided a unique opportunity to associate with one's colleagues"

"...this experience added to my own professional growth"

"...provided an opportunity to develop a valuable awareness of the role of other departments in a school program - an opportunity not possible in the subjective atmosphere of my own school"

"...provided more knowledge of the educational process than any education course I have ever taken"

"...this week has done more to make me a concerned educator than any experience since I started teaching"

"...gave me an opportunity to form and renew friendships and professional contacts"

"...there is no way I can go into my classroom next week with the same lack of concern that existed when I left for the visiting committee"

The multidimensional approach to defining morale emphasizes the importance of what the individual believes and feels. The level of morale can then be determined by the extent to which an individual feels his needs are satisfied and the extent to which

satisfaction is perceived as a result of the total job situation (Bentley and Rempel, 1980:1-2). Educators who have served as members of visiting committees have indicated, through their unsolicited expressions, that the experiences of the evaluation week related to their own professional environments and were perceived as beneficial. For this reason, and in the absence of documented research that relates morale to the evaluation experience, this study will examine the observed effect of visiting committee membership on morale and attempt to provide statistical evidence that the previously stated testimonials are, in fact, legitimate.

According to Kimbell (1980:4912A), research indicates that high teacher morale contributes to the quality of school programs. At a time when the education environment is attempting to cope with the demands brought on by non-attentive governing boards, rejected bond referenda, increased militancy within the organized teacher associations and reduced educational budgets, it seems appropriate to devote research attention to the morale of the instructional personnel who staff the secondary schools.

Purpose of the Study

The purpose of this study was to investigate the effect of visiting committee membership on teacher morale, as measured by the Purdue Teacher Opinionaire. Answers were sought to the following questions:

1. Does visiting committee membership improve morale? Does prior visiting committee experience influence morale score changes?

2. What is the impact of visiting committee membership on the morale scores of secondary teachers immediately following the experience? Do changes in morale score dissipate over time?

3. Does visiting committee membership influence scores on the ten factors of morale that are described in the Purdue Teacher Opinionaire?

4. Do demographic variables make a difference in morale score changes related to visiting committee membership?

5. What suggestions do secondary teachers make for improving the visiting committee process?

Research Hypotheses

The seven null hypotheses which were derived from the stated purpose of the study and related research questions were as follows:

1. There is no significant difference in the
pre-test morale scores of state recommended teachers who
have had previous visiting committee membership and
state recommended teachers who have not had previous
visiting committee membership.

2. There is no significant difference in the
pre-test morale scores of state recommended teachers who
are selected for visiting committee membership and state
recommended teachers who are not selected for visiting
committee membership.

3. There is no significant difference in the
short-term gain scores of state recommended teachers who
serve on a current visiting committee and have had
previous visiting committee membership and state
recommended teachers who served on a current visiting
committee and have not had previous visiting committee
membership.

4. There is no significant difference in the
retention of gain scores of teachers who served on a
current visiting committee and have had previous
visiting committee membership and teachers who serve on
a visiting committee and have not had previous visiting
committee membership.

5. There is no significant difference in the
long-term gain scores of state recommended teachers who

served on a current visiting committee and state
recommended teachers who did not serve on a current
visiting committee.

6. There is no significant difference in the
long-term gain scores on the following ten morale
factors of the Purdue Teacher Opinionaire of state
recommended teachers who served on a current visiting
committee and state recommended teachers who did not
serve on a current visiting committee:

      a. Teacher rapport with principal

      b. Satisfaction with teaching

      c. Rapport among teachers

      d. Teacher salary

      e. Teacher load

      f. Curriculum issues

      g. Teacher status

      h. Community support of education

      i. School facilities and services

      j. Community pressures

7. There is no significant difference in the
long-term gain scores of state recommended teachers who
served on a current visiting committee based on the
following demographic variables:

      a. Sex

      b. Age

    c. Educational level

    d. Marital status

    e. Instructional assignment

    f. Years of teaching experience

Significance of the Study

Although much research has been conducted on the relationship of teacher morale to various components of the educational environment, research directed toward the purpose of assessing relationships between teacher morale and teacher participation as members of visiting committees has not been recorded.

The findings of this study should be important to several audiences:

1. They should be important to administrators responsible for conducting inservice programs for secondary school teachers. Knowing the effect of this type of professional activity on the morale of the participants may help to determine how much support should be accorded such activities.

2. Findings may provide additional support for justification of continued state funding for the visiting committee phase of the secondary school evaluation program and expansion of state funding to include the visiting committee phase for junior

high/intermediate/middle schools.

3. Findings may provide information to local school boards and division superintendents relative to possible benefits received by the local school division which allows a teacher to participate on an evaluation team and provides funds for substitute salary while the teacher is away from the home school assignment.

4. Findings should add to the body of knowledge in school evaluations in a way that has not been emphasized in other research.

5. Findings may provide information beneficial to the Virginia Department of Education, the Southern Association of Colleges and Schools, and the National Study of School Evaluation in their continuing efforts to make the school evaluation process beneficial to all participants.

6. Findings will provide suggestions for improvement of procedures for the visiting committee phase of the Virginia Secondary School Evaluation Program.

Definition of Terms

The following terms and definitions have special meaning for this study:

1. Evaluation/Evaluation Process - An

organized, systematic procedure of self-study, visiting committee review, and follow-up activities directed toward school improvement.

2. Secondary Schools - Schools classified as high schools by the Virginia Department of Education.

3. Self-Study/Self-Evaluation - An assessment of the various components of the school's educational program by the total staff of the school, with input from student and community sources, which results in identification of strengths and weaknesses.

4. Visiting Committee/Evaluation Committee - A group of professional educators who are invited into a school to react to that faculty's self-study and produce a document that identifies strengths and weaknesses of the school's educational program.

5. Southern Association of Colleges and Schools - One of the six regional accrediting agencies which accredit schools in the United States. The regional accreditation agency which accredits schools in Virginia and ten other southern states (North Carolina, South Carolina, Georgia, Florida, Tennessee, Kentucky, Alabama, Louisiana, Texas, Mississippi).

6. Teacher-Morale - A psychological state of well-being that is based upon the teacher's total score on the Purdue Teacher Opinionaire.

7. Teachers - Those who hold professional positions in secondary schools and whose professional assignments require direct daily contact with children for instructional purposes.

8. Sex - Male or female.

9. Age - Categorized into five groups: 20-29, 30-39, 40-49, 50-59, 60 and over.

10. Education - The highest degree attained by the teacher. Categorized into four groups: Bachelor's Degree, Master's Degree, Specialist Degree or Certificate of Advanced Study, Doctoral Degree.

11. Marital Status - Married or single.

12. Area of Instructional Assignment - Categorized into four groups: Academic, Fine Arts, Vocational, other.

13. Years of Total Teaching Experience - Categorized into four groups: 0-3, 4-9, 10-19, 20-29. 30 or more.

14. Teacher Rapport with Principal - The subscore of the PTO which describes teacher feelings about the principal's professional competence, interest in teachers and their work, ability to communicate, and skill in human relations (Bentley and Rempel, 1980:4).

15. Satisfaction with Teaching - The subscore of the PTO which describes teacher feelings about

relationships with students and satisfaction with teaching (Bentley and Rempel, 1980:4).

16. Rapport Among Teachers - The subscore of the PTO which describes teacher relationships with other teachers (Bentley and Rempel, 1980:4).

17. Teacher Salary - The subscore of the PTO which describes teacher feelings about salaries and salary policies (Bentley and Rempel, 1980:4).

18. Teacher Load - The subscore of the PTO which describes teacher feelings about such matters as record-keeping, clerical work, community demands on teacher time, extra curricular load and keeping up to date professionally (Bentley and Rempel, 1980:4).

19. Curriculum Issues - The subscore of the PTO which describes teacher feelings about the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship (Bentley and Rempel, 1980:4).

20. Teacher Status - The subscore of the PTO which describes teacher feelings about the prestige, security, and benefits afforded by teaching (Bentley and Rempel, 1980:4).

21. Community Support of Education - The subscore of the PTO which describes teacher feelings

about the extent to which the community understands and
is willing to support a sound educational program
(Bentley and Rempel, 1980:4).

22. School Facilities and Services - The
subscore of the PTO which describes teacher feelings
about the adequacy of facilities, supplies and
equipment, and the efficiency of the procedures for
obtaining materials and services (Bentley and Rempel,
1980:4).

23. Community Pressures - The subscore of the
PTO which describes 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 and
Rempel, 1980:4).

24. Short-term Morale Score Gain - The
difference between the pre-test morale score (T1) and
the score obtained on the last day of a teacher's
membership on a visiting committee (T2).

25. Long-term Morale Score Gain - The difference
between the pre-test morale score (T1) and the score
obtained during May, 1982 (T3).

26. Retention of Morale Score Gain - The
difference between the score obtained on the last day of
a teacher's membership on a visiting committee (T2) and

the score obtained during May, 1982 (T3).

27. Recommended Teacher - A secondary school teacher who has been recommended for visiting committee membership by Virginia Department of Education staff members or by administrators from educational institutions in the Commonwealth of Virginia.

Limitations of the Study

This study was limited to secondary school teachers who were holding professional instructional positions in the Commonwealth of Virginia and who were recommended for participation on one of the thirteen secondary school visiting committees scheduled for the fall semester of the 1981-82 school year. Recommendations for visiting committee participation were made by professional staff members of the Virginia Department of Education and supplemented by voluntary contributions of names received from administrators who are currently active at various levels of secondary education and related fields. Secondary teachers who served on visiting committees during the 1980-81 school year were not considered for the recommended lists due to the Department of Education policy of not inviting a teacher to serve on a visiting committee during two consecutive school years.

Organization of the Study

Within the remainder of this five chapter study,
Chapter Two presents a review of related literature and
research associated with evaluation and morale. Chapter
Three contains a description of research methodology
employed in the study. Chapter Four provides an
analysis of the data, and Chapter Five contains the
summary, findings, conclusions and recommendations based
on the analysis of the data.

Chapter 2

REVIEW OF RELATED LITERATURE AND RESEARCH

This review of research and related literature was
limited to the general areas of evaluation, accredit-
ation and morale, the focus of the study. The vast
amount of research in the areas of morale and related
factors necessitated a restriction in the scope of the
literature review to include the selected areas of
morale definition, concept and relationship to
educational factors. The review of evaluation and
accreditation topics has been designed to provide an
overview of the relationship between state and regional
evaluation and accreditation, and to describe the
secondary school evaluation process and its component
parts as practiced in Virginia high schools at the time
of the study.

Evaluation and Accreditation

Accreditation is the term that has been applied
to the process whereby an organization or agency
recognizes a school or a program of study as having met
certain qualifications or standards that have been

established as criteria (Selden, 1960:6). This type of recognition may be held by various levels of educational institutions if they have met or exceeded the accepted standards by the designated competent agency or official association (DeYoung, 1960:420). Accreditation is primarily a means to an end, with the stimulation of growth and improvement in schools as its chief value (Commonwealth of Virginia, 1976:1). While there are many definitions of the process and no commonality exists in the usage of the terms accredit, approve, accept, certify, classify, license, recognize, and register, it is a general assumption that the attainment of accreditation indicates a commendable and meritorious status that is not self-assumed (Orlans, 1975:1-4).

State universities in the midwestern part of the United States approached this problem of recognition with their accreditation method, a procedure which allowed university professors to visit high schools within their states which were seeking accreditation. Following the visit and related discussions, the group of visitors from the university determined if the difficulty of the high school curriculum and the preparation of its staff would insure that graduates who were recommended by the school officials or had a certain academic standing could receive automatic

admission into the university program. (Church, 1976:292).

The University of Michigan, in 1871, was the first institution of higher learning to form a commission for the purpose of inspecting the high schools of that state. This group evaluated the quality of teachers, organization and offerings of the curriculum, and standards achieved by the students of the particular school. Following the evaluation, and if the school's program were approved by the commission, graduates would be admitted to the University of Michigan without further examination. This method became so popular that, by the end of the nineteenth century, over two hundred colleges and universities were using some variation of this accrediting procedure (Butts, 1947:513).

It soon became apparent to the universities involved in the review of high school programs that it was going to be impossible to achieve the desired level of curriculum standardization since many out-of-state students were seeking admission. Behind the leadership of the state universities, the process of voluntary accreditation through regional standardizing agencies developed as an effort of groups of colleges and secondary schools to mutually agree on standards of

achievement. These standards would insure the participating high schools that their graduates would be able to meet the colleges' entrance requirements (Campbell et al., 1965:457).

The initiative for the development of the regional accreditation concept in the Southern states came from college representatives who recognized the need to elevate educational standards and establish closer relationships with the secondary schools within their regions (Selden, 1960:31). This identified need led to the formation of the Southern Association of Colleges and Schools in 1895 (Campbell, 1965:457).

The chief purpose of accreditation, as expressed by the Commission on Secondary Schools of the Southern Association of Colleges and Schools, is the stimulation of improvement in member secondary schools. The accreditation procedure which has been established by the Commission on Secondary Schools insures that each school accredited by the Commission and approved for membership by the Association has been closely screened at five stages in the process. The school is required to conduct a self-study and be evaluated by a visiting committee, have the evaluation studied by members of the State Committee, have the recommendations of the State Committee reviewed and evaluated by the appropriate

Reviewing Committee, and have the actions of the

Reviewing Committee considered by the Commission and

then by the School Delegate Assembly at the Annual

Meeting of the Association (SACS, 1981:4-7).

Most educational institutions have periodically

been the subjects of an accreditation study. Such

studies of institutions are in the realm of true

evaluation efforts, since institutions and personnel are

studied to prove whether they serve designated functions

in society. Basically, the source of questions for

accreditation studies address the following: Are

institutions, programs, and personnel meeting minimum

standards, and how can their performance be improved?

These questions are typically answered through

self-study and self-reporting by the individual or

institution. Panels of experts are then assigned to

visit the institution, verify a self-report, and gather

additional information. The basis for the self-studies

and the visits by expert panels are usually guidelines

that have been specified by the accrediting agency

(Stufflebean and Webster, 1980:11).

Tyler, in reflecting upon evaluation as a

program of improvement, stated the following:

> Considered broadly, evaluation is the discovery
> of the nature and worth of something. In
> relation to education, we may evaluate students,
> teachers, curriculums, administrators, systems,
> programs, and nations. The purpose for an

evaluation may be many, but always, evaluation attempts to describe something and to indicate its perceived merits and shortcomings. (1969:370)

Manlove and McGlasson (1965:64-76) concluded from a survey that evaluation and accreditation, while not synonymous, are usually inseparable. Indications are that accreditation generally depends upon a previous systematic evaluation, and that evaluation often leads to accreditation.

The Southern Association of Colleges and Schools has been accrediting secondary schools in Virginia and ten other southern states since 1896. The relationship of regional accreditation to the process of school evaluation is described in the following paragraph from the Southern Association of Colleges and Schools, Policies and Procedures For Evaluation and Accreditation:

Assessment of the level of quality and excellence of any organization, process, or service is the central purpose of evaluation and accreditation. In the case of school evaluation or accreditation, sound determination of quality can be achieved only in terms of criteria that indicate whether or not the school's operations and accomplishments are in conformity with acceptable purposes. As has been pointed out, the Southern Association believes that evaluation and accreditation stimulate improvement in member institutions. (SACS, 1981:8)

As expressed by Hunt (1978:260), the decision by school authorities is not whether to evaluate or not evaluate,

because evaluation is constantly taking place formally
or informally. It is rather to determine why to eval-
uate, then evaluate regularly.

In Virginia the evaluation process is conducted
in schools for two basic reasons: self-improvement and
to meet accreditation requirements. Standards for
Accrediting Secondary Schools in Virginia makes the
following reference to evaluation:

> The evaluation of a secondary school by a
> visiting committee of the Department of
> Education shall be considered an essential
> aspect of accreditation. (1979:2)

The Policies and Procedures For Evaluation and
Accreditation of the Southern Association of Colleges
and Schools requires that all schools seeking membership
be evaluated prior to being admitted and that the
evaluation process be conducted every ten years
thereafter (SACS, 1981:10).

The Commonwealth of Virginia Board of Education
has shown a commitment to the value of the evaluation of
public schools by providing a consultant or coordinator
from the professional staff to schools conducting
evaluation and by appropriating money to pay expenses
for visiting committee members while evaluating
secondary schools. This state aid has been in effect
since 1947, and, among the eleven southern states which
make up the Southern Association of Colleges and

Schools, is unique to Virginia (Magill, 1980:28).

Jewell (1981:7) explains that the objective
aspect of accreditation in Virginia is promoted through
the administration of the accreditation process, and the
subjective aspect is encouraged by requiring schools to
show evidence of a definite program for the improvement
of instruction, identifying needs and problems of the
school and working toward solving the identified
problems. The evaluation program and the services of a
supervisory staff with expertise in all phases of the
educational process is provided by the Virginia
Department of Education to assist in these endeavors.

In an Oregon study of the follow-up to high
school evaluations, Hahn (1955:120-132) found that
teachers and principals felt the evaluation process
provided support for known needs, opportunity to
determine program strengths and weaknesses through
self-analysis and inter-departmental understanding and
appreciation. He suggested that school faculties should
develop improvement programs based on their evaluations,
since only through systematic, purposeful follow-up can
effective implementation result for visiting committee
recommendations.

Ricart (1956:321-341), in a study of twelve
public secondary schools in Pittsburgh, concluded that

the evaluations within the studied schools had been an
effective force in stimulating a continuous program of
improvement.

Sheely's study (1967:145) of the reevaluation of
twenty-eight Indiana high schools found that the
evaluation process was responsible for a large number of
both quantitative and qualitative changes in each of the
participating schools.

Magill (1980:163), in a follow-up study of the
evaluation process in Virginia Junior High, Middle, and
Intermediate schools, concluded that the process of
school evaluation had been responsible for a large
number of planned changes directed at improvement.

Although the previously cited authors emphasized
the positive aspects of the evaluation process, there
are opposing viewpoints. Stufflebean and Webster
(1980:11) concluded that the main advantage of the
values-oriented accreditation study is that it aids lay
persons in making informed judgments about the quality
of educational institutions and the qualifications of
educational personnel. The main difficulties are that
the guidelines of accrediting bodies typically emphasize
the intrinsic and not the outcome criteria of education
and that the self-study and visitation phases offer many
opportunities for corruption and inept performance.

In summary, it has been observed that of all
societies, the free one depends most heavily on quality
education for the fulfillment of its destiny. The
teacher and the quality of the teacher's performance are
of paramount importance. The likelihood that the
teacher will improve is enhanced when evaluation is
carried out systematically in accordance with good
planning, conscientious follow-through and careful
assessment of results (Commonwealth of Virginia,
1974:1).

The Virginia Secondary School Evaluation Program

School evaluation as practiced by the Virginia
Department of Education is a gathering and assessment of
information for the purpose of providing assistance in
formulating an organized, continuous program of school
improvement. This program is most effective when
accomplished with the consent and interest of those
being evaluated and should be carried out primarily by
peer groups. Ratings should be a minor objective;
rather, emphasis should be placed on realistic
perception of strengths and areas of concern (Williams,
1980:19).

The phases of the evaluation process for the
secondary school which is being evaluated are self-

evaluaton, evaluation by a visiting committee and
follow-up activities.

The Self-Study Phase

The self-study phase of the evaluation process
is conducted over a period of twelve to eighteen months.
During this time the total school staff and student and
community representatives participate in activities that
lead to the identification of strengths and weaknesses
characteristic of the school (NSSE, 1978:6).

Dr. E. E. Brickell, Division Superintendent of
the Virginia Beach City Public Schools, in an October 8,
1980, open letter to the faculty and staff of Plaza
Junior High School, summarizes the worth of the
self-study phase of the evaluation program in these
words:

> No doubt the self-study is the most
> illuminating and significant part of the
> accreditation process, and it can yield many
> beneficial results.
>
> It is an instrument for opening a
> channel of communication between the school and
> its community; it is the springboard for
> encouraging an assessment of community needs and
> community understanding of the school program,
> pinpointing strengths and weaknesses; it
> provides for an analysis of existing school
> conditions and practices; it requires individual
> and staff deliberation, discussion, research,
> and informational changes; it affords an
> opportunity for participation in school
> management through recommendations for
> improvement.

Finally, it is the catalyst for a
systematic plan for school improvement.

The Visiting Committee Phase

Shortly after the initiation of self-evaluation
the coordinator invites a well-qualified educator to
serve as chairperson of the visiting committee which
will evaluate the school upon completion of the
self-study. Once the visiting committee chairperson has
accepted the invitation to serve, the coordinator meets
with him to discuss the progress of the self-evaluation,
provide background information, and work with him in
planning for the detailed work ahead, devoting special
attention to plans for the subsequent evaluation by the
visiting committee (Young, 1974:2).

The visiting committee includes members who have
educational backgrounds and experiences in all areas
being evaluated. They may represent the state
department of education and collegiate institutions, or
be superintendents, principals or teachers. Members are
not selected from the school division in which the
school being evaluated is located (SACS, 1981:7).

The purpose of the visiting committee is to
validate the evaluation carried out by the school staff
and to suggest changes to improve the educational
program. This visitation is required if the evaluation

is to be used for regional accreditation purposes and
can be valuable to the school's administrators when the
evaluation is used to interpret the work of the school
to the community, parents, alumni and appropriate boards
(NSSE, 1978:7).

The work of the visiting committee can be
categorized into six phases. The first phase is a
perusal of the school's self-study, with particular
attention given to the general area reports. The
visiting committee members also give special attention
to those areas to which they are assigned as
subcommittee members. The second phase includes a
review of the completed Evaluative Criteria sections
which correspond to the visiting committee members'
assignments. These sections are usually mailed to the
subcommittee chairperson with the self-study report and
will be available to all subcommittee members upon their
arrival at the school. Discussions with the
corresponding faculty subcommittees are a part of this
phase and take place on the first day of the visiting
committee evaluation.

Phase three begins with the visitation of
classes for the purpose of determining the effectiveness
of instruction and appropriate use of teaching aids and
materials. Appropriate subcommittee members also meet

with personnel in the areas of student support services.
An attempt is made to have each teacher visited at least
twice. The fourth phase requires the writing of
subcommittee reports for presentation to the entire
visiting committee.

The fifth phase includes a discussion of
preliminary findings with faculty subcommittee members.
This provides an opportunity to correlate visiting
committee information with the school subcommittee
members and to correct discrepancies. The final phase
of the visiting committee's work is the presentation of
the report to the faculty. The general area reports are
discussed with faculty subcommittee members, and a
faculty meeting is held for the visiting committee
chairperson to deliver summary and concluding remarks
(Williams, 1981:76-77).

The Follow-up Phase

When the visiting committee leaves the school,
the faculty and administration have two documents from
which to develop an organized plan for improvement: the
self-study report and the visiting committee report.
This plan should lead to improvements in the following
areas:

        1. better staff understanding and commitment to
        purpose

2. an improved school program

3. improvement of staff personnel

4. better utilization of facilities

5. better school-community interaction

6. better coordination among all concerned with the school

7. broader understanding of the total school program by staff members (Young, 1974:4-6).

The implementaton of these and other improvements is the follow-up phase of the evaluation program. For secondary schools in Virginia, this phase has two aspects: the Virginia Department of Education eighteen-month follow-up, and the Southern Association of Colleges and Schools five-year interim evaluation procedure.

The Virginia Department of Education eighteen month follow-up report asks for a breakdown of recommendations implemented and recommendations deemed not valid for the school. This information is reviewed by the Supervisor of Secondary School Evaluations and the school's progress made a matter of record. A corresponding progress report based on the school's response is also made to the Virginia Secondary Committee, Southern Association of Colleges and Schools.

The Southern Association of Colleges and Schools five-year interim evaluation process exists to insure an

organized program of school improvement and continuous

progress toward the implementation of recommendations

made during the evaluation process. To this end, the

Virginia Secondary Committee provides information and

assistance to member schools to insure that the

evaluation process develops into a continuous,

coordinated program for each school. This committee,

through the office of the Executive Secretary, supplies

schools with suggestions for follow-up organization,

follow-up timetable development and reporting format.

(Virginia Secondary Committee, 1981:15-19).

At the beginning of the sixth year following

visiting committee evaluation, a member of the Virginia

Secondary Committee and the educator who served as

chairperson for the previous visiting committee

evaluation make arrangements with the school's principal

to visit the school. During this visit to the school,

the interim evaluation committee discusses with

administrators and faculty members the progress that has

been reflected in the five-year interim report and

serves as consultant on special school concerns or

problems. This committee then delivers a report to the

principal and central office representative concerning

observations made and recommendations for continued

improvement (Williams, 1981:101-105).

Morale

Morale is an imprecise although highly important
term that is related to the emotional and mental
reaction of a person to his job. It may best be
conceived as a continuous variable. The level of morale
is then determined by the extent to which an
individual's needs are satisfied, and the extent to
which the individual perceives satisfaction as stemming
from the total job situation. High morale is evident
when there is interest in and enthusiasm for the job.
What is important in morale is what the person believes
and feels, rather than the conditions that may exist as
perceived by others (Bentley and Rempel, 1980:1).

The Definition and Concept

Research interests and efforts in the area of
employee attitudes began to mount in the late 1920's and
1930's. One of the first systematic research efforts
devoted to human factors in work situations was
accomplished by Elton Mayo at the Hawthorne Plant of the
Western Electric Company during the years 1927-1932.
The interest that developed from this study motivated a
greater research emphasis in human relations, job
satisfaction, and morale. These early studies by Mayo

indicated that productivity was more than a function of employee aptitude, training, and the skills possessed (Spivey, 1978:11-12).

Many investigators of teacher morale have treated total scores as though morale was unidimensional, and yet one of the few points of agreement among recent researchers of morale has been that morale is multidimensional. The practice of measuring morale in terms of a preconceived definition assigned by the investigator has been inadequate as a means of identifying and measuring the various dimensions of morale. Within this context, Bentley and Rempel have defined morale as "the professional interest and enthusiasm that a person displays toward the achievement of individual and group goals in a given job situation" (1980:2). This definition recognized the satisfaction of both individual and group needs and their effective harmonization as a basis for morale.

Child, in a report of a conference on psychological factors in morale held in 1940 at Cambridge, recognized three realms of discussion and offered the following definitions of morale:

> 1. (The individual-organic emphasis) The term morale refers to a condition of physical and emotional well-being in the individual that makes it possible for him to work and live hopefully and effectively, feeling that he shares the basic purposes of the groups of which he is a member; and that makes it possible for

him to perform his tasks with energy,
enthusiasm, and self-discipline, sustained by a
conviction that, in spite of obstacles and
conflict, his personal and social ideals are
worth pursuing.

2. (The group emphasis) Morale refers to the
condition of a group where there are clear and
fixed group goals (purposes) that are felt to be
important and integrated with individual goals;
where there is confidence in the attainment, in
the leaders, associates, and finally in oneself;
where group actions are integrated and
cooperative; and where aggression and hostility
are expressed against the forces frustrating the
group rather than toward other individuals
within the group.

3. (Emphasis on "individual within the group"
on any specific occasion) Given a certain task
to be accomplished by the group, morale pertains
to all factors in the individual's life that
bring about a hopeful and energetic
participation on his part so that his efforts
enhance the effectiveness of the group in
accomplishing the task at hand. (1941:393-400)

Watson (1942:30) observed that good morale was

shown by the stamina with which people stand up under

punishment and by the energy with which they strive to

realize their ideals. As the corollary, he explained

that poor morale was evidenced by those who could not

take it and who became easily discouraged and

disillusioned.

Watson, along with Likert, Batesoh, Lazarsfeld,

and Lewin, participated in a round-table discussion on

morale that was sponsored by the Society for the

Psychological Study of Social Issues. During the period

of their deliberations the discussants decided that

morale had five components:

>1. A clearly defined, positive goal: people
>need hope and something to look forward to in
>order to sustain high morale.
>
>2. Togetherness and mutual support: people
>need to feel a sense of common purpose in order
>to sustain high morale.
>
>3. Knowledge of common danger: high morale
>requires shared danger which can arouse the
>individual and the group into a higher state of
>energy mobilization.
>
>4. Something each can do: there must be a
>conviction that it is possible to overcome the
>danger and achieve the goal and that each member
>shares important tasks.
>
>5. Approaching the goal: there must be a sense
>of progress toward the goal. (Motowidlo et al.,
>1976:50)

Hahn and Morse (1951:8) defined morale as the

sum of satisfactions which the individual experiences

because of his membership and involvement in an

organization. Gordon (1955:1) stated that morale is a

feeling of well-being experienced by an individual when

his needs are being filled to his satisfaction. Stagner

(1958:64), in a report of the motivational aspects of

industrial morale, observed that morale is an index of

the extent to which the individual perceives a

probability of satisfying his own motives through

cooperation with the group. At the same symposium,

Guion (1958:62) reported on the problems of terminology.

He pointed out that the group of psychologists had
revealed various definitions of morale and listed them
as follows:

1. the absence of conflict

2. a feeling of happiness

3. good personal adjustment

4. ego-involvement in one's job

5. cohesiveness of the group

6. collection of job related attitudes

7. acceptance of the group's goals

He then proceeded to offer his own definition of
morale as "the extent to which the individual's needs
are satisfied and the extent to which the individual
perceives that satisfaction as stemming from his total
job situation." Katzell (1958:73) stressed that "morale
is a condition of congruent motivation among members of
a group, resulting in relatively high levels of energy
expenditure toward common goals having positive
valence."

Getzels and Guba (1957:438-439) developed a
model which suggested a definition of morale as the
interaction among the variables of belongingness,
rationality and identification. They defined the
variable "belongingness" as how well an individual
perceives that meeting institutional expectations will

permit him to serve personal needs, "rationality" as the
perception of the relationship between individual and
group goals and "identification" as the degree to which
an individual is able to integrate the goals of the
institution with his own needs.

Gregory expressed the opinion that when people
are happy morale is high. He suggested two definitions
for morale:

> In general terms, it has been described as a
> feeling of belongingness or a feeling of
> happiness resulting from good personal
> adjustment through the satisfaction of
> individual needs and the absence of conflict.

> On the industrial level, morale has been
> variously defined as a collection of job-related
> attitudes, an individual's ego involvement in
> his job, his personal acceptance of the goals of
> the group, and his satisfaction with the job in
> general. (1959:33)

Herzberg, Mausner, and Snyderman, in a 1959
study of the industrial employee motivations of 203
accountants and engineers, found that positive events
are dominated by references to intrinsic aspects of the
job, such as achievement, recognition, the work itself,
responsibility and advancement. Negative events are
dominated by extrinsic factors such as interpersonal
relations with superiors and peers, technical
supervision, company policy and administration, working
conditions and personal life. Based on these factors,
the researchers concluded that the presence of certain

factors called satisfiers act to increase the individual's job satisfaction, but the absence of these factors does not necessarily cause job dissatisfaction. There are other factors called dissatisfiers which, when absent, do not necessarily result in satisfaction and positive motivation. In brief, this two-factor theory of motivation postulates that one set of factors (motivators) produces satisfaction, but another set (hygienes) produces dissatisfaction. Work satisfaction and dissatisfaction are not opposites; rather, they are separate and distinct dimensions of work orientation that increase or decrease from a neutral point of job satisfaction and/or dissatisfaction (Hoy and Miskel, 1978:102-104).

Spivey reports that Herzberg, in a 1966 study, described job satisfaction as a dichotomous variable, as opposed to the previous concept of job satisfaction as a continuous variable, and reflected further on the 1959 research:

> First, the factors involved in producing job satisfaction were separate and distinct from the factors that led to job dissatisfaction . . . These two factors were not obverse of each other. Thus, the opposite of job satisfaction would not be job dissatisfaction, but rather no satisfaction; similarly, the opposite of job dissatisfaction is no job dissatisfaction, not satisfaction with one's job. (1977:15-16)

Summers, who also conducted research on morale

in industry, reports the following:

> ...the general feeling seems to be that morale
> consists of a composite of factors. Morale can
> be viewed as a description of esprit de corps,
> enthusiasm, or zeal. Most definitions hint and
> relate to various satisfactions obtained from
> the job or work environment. Some of the factors
> comprising morale are: personality of the
> individual, job performance, ability,
> motivation, working conditions, organizational
> structure, supervisor's leadership style,
> individual needs, etc. (1965:40)

Later research and literature stressed the

importance of group influences on morale. Davis

(1967:58), in his book on the subject of human relations

and organizational behavior, defined morale as "the

attitudes of individuals and groups toward their

environment and toward voluntary cooperation to the full

extent of their ability in the best interests of the

group." Blum and Naylor (1968:391) argued that morale

is related to job satisfaction but is not the same

thing. They attempted to define morale and its group

and motivational aspects in four main determinants: a

feeling of togetherness; the need for a goal; observable

progress toward the goal; and specific, meaningful tasks

necessary for goal achievement distributed among the

group members.

Motowidlo (1976:48-60), in a review of

motivation, satisfaction and morale in army careers,

explained that the combined writings of psychologists

and military authors on morale suggest that a
high-morale group is cohesive with high levels of esprit
de corps and unit pride. He summarized the thinking of
military authors about morale as a state of mind
characterized by the following:

    a. a sense of advancing toward a worthwhile
        goal

    b. an exaltation of ideals

    c. a determination to reach the goal

    d. positive and adaptive attitudes toward
        adverse conditions

    e. feelings of contentment and satisfaction

    f. courage

    g. discipline

    h. self-confidence

    i. feelings of group cohesiveness

Kline, in a 1977 paper presented at the annual
meeting of the American Association of School Adminis-
trators, defined morale as a condition of readiness for
the next challenge. He explained readiness as charac-
terized by accumulated energy, having a future-time
orientation, arising from satisfaction and expectation
of forthcoming challenges and successes, and tending
toward the subsequent work activity.

Cooper (1977:9) observed that high morale does
not ensure high productivity and that certain situ-

ational and environmental factors, as well as motiva-

tional determinants that result in greater worker

effectiveness and productivity, may generate high morale

and job satisfaction.

Hogan, in a 1979 address to English teachers in

two-year colleges, summarized his thoughts on the

changes that have taken place in the concept of morale

with these words:

> We should recognize the difference between
> morale and esprit de corps (we use them as if
> they're interchangeable, and they're not).
> Esprit de corps is what you feel when everything
> is going great. Morale is what you feel when
> it's not quite going so well. There's a
> difference between the '60s and the '70s in our
> profession. In the '60s there was money all
> around; there were growing enrollments and jobs
> for everybody. Then we had esprit de corps.
> Now we need morale.

The Relationship to Educational/Demographic Factors

Luther F. Shealy, in a study of the relationship

between selected variables and teacher morale, found

that readily accessible data about teachers are useful

in the prediction of morale level. His conclusions

included the following:

> 1. The single best set of prediction variables
> was the academic variables: National Teacher
> Exam score, type of degree, and number of
> education courses.
>
> 2. Correlations indicated that older, more
> experienced teachers with more professional
> education courses and advanced degrees tended to
> have higher morale.

3. Morale level of male teachers was lower than the morale level of female teachers.

4. There was a higher morale level for teachers whose salary was not the primary source of income, nor needed for family expenses.

5. Elementary teachers had higher morale than secondary teachers. (1974:6997A)

Tharpe (1976:3280A), in a study of morale of public elementary, junior high, and high school teachers in Louisiana, found that conditions affecting teacher status, image and salary have especially strong impact on the morale of male teachers, who exhibited lower morale scores than female teachers. She also found that the teaching profession is more gratifying to female teachers with respect to salary, status and working conditions, and that levels of teacher morale usually increase as teaching experience increases. She concluded that since more experienced teachers have higher morale levels, it is likely that teachers are more susceptible to low morale levels during their early years of teaching.

Allred, in a study of teacher morale as it relates to the principal's administrative leadership style, found the following:

1. There is a significant positive relationship between teacher morale and the age of the teacher.

2. There is not a significant relationship between teacher morale and the sex of the

teacher.

3. There is not a significant relationship
between teacher morale and the educational level
of the teacher.

4. There is a significant relationship between
teacher morale and the teacher's length of
service. (1980:4218A)

Reese, in a study of the morale of North

Carolina teachers in fifty randomly selected schools

during the 1978-79 school year, concluded the following:

1. Teacher morale can be better determined by
focusing on the components that make up morale
as well as on a total morale score.

2. Age made little difference in regard to
teacher morale, although a gradual progression
in the level of morale was noted with increasing
age, except for the 41-45 age group category,
whose members had the lowest morale.

3. In general, female teachers had higher
morale than male teachers.

4. Non-white teachers had higher morale than
white teachers.

5. Marital status, teaching experience, years
taught in present teaching situation, grade
level presently taught, and educational level of
the teacher made no difference in terms of the
morale of teachers.

6. Size of school was related to teacher
morale. Schools with 501-1000 students enrolled
ranked higher with regard to morale factors
"community support of education" and "school
facilities and services". (1980:72-73)

Lewis (1968:3382A), in a survey of public school

teachers in the Shikellamy, Pennsylvania, school

district, investigated factors which tend to lower,

strengthen or improve teacher morale. The conclusions
formulated from data received from the 214 study
participants revealed that teachers 50 years of age and
older had very high morale and that teachers in the
younger 20-34 age group had low or very low morale. He
also found that teachers with a master's degree or
higher generally had average or higher morale, that
married teachers had the highest morale rating, and that
approximately one-half of the teachers having at least
twenty-six years of teaching experience had high or very
high morale, while only one-third of the teachers with
one to ten years of teaching experience had corre-
sponding high or very high morale levels.

Johnson, Clary, and Brown studied the morale of
114 vocational education teachers in Guilford and
Johnston counties in North Carolina in 1969 by relating
the ten factors on the Purdue Teacher Opinionaire of
teacher morale to each of eight selected demographic
factors. Their findings are summarized below:

> 1. A significant relationship was found between
> sex of the teacher and the dimensions
> "satisfaction with teaching" and "teacher
> status". Female teachers scored higher than
> male teachers on these morale dimensions.
>
> 2. Highest mean morale scores on all ten morale
> dimensions were attained by teachers who were
> grouped in the category "fifty years of age and
> older".
>
> 3. There were no statistically significant
> relationships between teacher morale and

educational level. (1969:35-37)

Rempel and Bentley (1963:236-238), in a study of
263 vocational agriculture teachers in Indiana, found
that teachers having from fifteen to thirty years of
teaching experience had significantly higher morale than
those with less than fifteen or more than thirty years
of teaching experience. They also found that teachers
with only the bachelor's degree and little or no
additional training had significantly lower morale than
teachers with more preparation.

Spivey (1977:753A) used the Purdue Teacher
Opinionaire and Russell's Change Orientation Instrument
to study the relationships between morale and change
orientation of 936 randomly selected vocational
education teachers in Alabama. His conclusions were
that teachers with high morale tend to have more
positive attitudes toward change and that teacher morale
is influenced by variables that include daily student
load, adequacy of facilities and equipment, age of the
teacher and education of the teacher.

Davis (1979:3648A), in a study conducted in the
European region Department of Defense Dependents School
on teacher perceptions of factors contributing to staff
morale and the principal's management style found that
teacher morale was unrelated to any demographic factor

analyzed in the study except age. However, Bergeth (1970:6293A), in a study in selected school divisions in North Dakota, found that teachers with the least education had higher morale than teachers with advanced degrees and that more experienced teachers had higher morale than less experienced teachers.

Forrest (1970:1701A) utilized the Purdue Teacher Opinionaire to study the relationships between selected independent demographic variables and the morale of 683 teacher respondents representing seven vocational and one non-vocational educational fields. An analysis of the data revealed the existence of a significant relationship between one or more of the morale factors and the independent variables: teaching field, age, race, teaching experience, years in present teaching position, size of school and daily student load.

Summary

Research supports the thesis that teacher morale has a direct influence on the operation of a school and that good staff morale is important to the operation of an effective educational program. The professional staff members' perception of their role in the school and in the community, the ways in which achievement and participation are recognized, administrative

expectations of the teacher and the opportunities that exist for professional growth are factors that contribute to the level of teacher morale within a school.

The school evaluation process provides the opportunity for teachers to participate in the decision-making procedure during the self-evaluation phase of the program and permits a number of teachers to be recognized as professionally competent through participation on visiting committees which react to the self-evaluation completed by staff members of another school. This identification and participation in an extended four-day professional endeavor gives the teacher an opportunity to be involved in professionally related discussions that explore ideal educational situations for all areas of a comprehensive instructional program.

Much of the most recent research relating to teacher morale has utilized the Purdue Teacher Opinionaire as the data collection instrument and has explored the morale factors which make up the total morale score of the instrument. These studies have examined various levels of demographic independent variables and support the thesis that age and experience, sex, level of education attained, marital

status and teaching assignment have an influence on teacher morale.

The existing research concentrates on teacher morale and relationships with demographic categories. There was found no evidence of research relating teacher morale with professional in-service experiences for teachers.

Chapter 3

RESEARCH METHODOLOGY

Chapter Three includes a description of the
research design utilized in the study, a listing of
research hypotheses which guided the study, an expla-
nation of sample selection and instrumentation, a review
of reliability and validity established for the Purdue
Teacher Opinionaire and discussions of data collection
and data analysis procedures.

Research Design

The study utilized a pre-test/post-test control
group design to determine the effect of visiting
committee participation on teacher morale, as measured
by the Purdue Teacher Opinionaire. The research groups
were determined as follows:

Group I: (Experimental Group E1) Recommended
teachers who had no previous visiting committee
experience and who served on a visiting committee during
the fall semester of the 1981-82 school year.

Group II: (Experimental Group E2) Recommended
teachers who had previous visiting committee experience

and served on a visiting committee during the fall
semester of the 1981-82 school year.

Group III: (Control Group C1) Recommended
teachers who had no previous visiting committee
experience and did not serve on a visiting committee
during the 1981-82 school year.

Group IV: (Control Group C2) Recommended
teachers who had previous visiting committee experience
and did not serve on a visiting committee during the
1981-82 school year.

Group V: (Experimental Group N1) Teachers with
no previous visiting committee experience, who served on
a visiting committee during the fall semester of the
1981-82 school year, but were recommended by sources
other than the Virginia Department of Education.

Group VI: (Experimental Group N2) Teachers who
had previous visiting committee experience, served on a
visiting committee during the fall semester of the
1981-82 school year, but were recommended by sources
other than the Virginia Department of Education.

Stratified random sampling was used to select
250 teachers from the recommended list of visiting
committee members for 1981-82. These teachers received
the Purdue Teacher Opinionaire during October, 1981
(T1), before the initiation of visiting committee

activities for the 1981-82 school year. Visiting

committee participants received an additional adminis-

tration of the Purdue Teacher Opinionaire (T2) on the

last day of their respective visiting committee

assignments. These scores provided an indication of

short-term gain (T2-T1) in teacher morale and offered a

comparison with the long-term gain (T3-T1) as indicated

by the scores from the administration of the Purdue

Teacher Opinionaire to all groups during May, 1982 (T3),

approximately six months after the visiting committee

experience.

The paradigm for this research design was as

follows:

```
E1  - -  R  - -  T1  -->  X  -->  T2 -->  T3

E2  - -  R  - -  T1  -->  X  -->  T2 -->  T3

C1  - -  R  - -  T1  --> --> --> --> -->  T3

C2  - -  R  - -  T1  --> --> --> --> -->  T3

N1  - -  -  - - -->  -->  X  -->  T2 -->  T3

N2  - -  -  - - -->  -->  X  -->  T2 -->  T3
```

R: the stratified random sampling method that

is common to groups E1, E2, C1 and C2

T1: administration of the Purdue Teacher

Opinionaire at the beginning of the 1981-82 school year

T2: administration of the Purdue Teacher

Opinionaire immediately following the treatment,

visiting committee participation

T3: administration of the Purdue Teacher Opinionaire in May, 1982

X: the treatment, visiting committee participation

-->: progressive sequence of the 1981-82 school year

Dependent variables:

1. Total score on the Purdue Teacher Opinionaire

2. Scores on the ten factors of the Purdue Teacher Opinionaire

Independent variables:

1. Visiting committee membership

2. Previous visiting committee experience

3. Demographic categories: sex, age, education, marital status, area of instructional assignment, years of teaching experience

A direct comparison of group means and differences in gain scores between the research groups was made to determine the singular effect of the independent variable, visiting committee experience, on teacher morale and the ten factors of morale. Differences in mean scores were tested for significance using t-test statistical procedures. Analysis of variance

statistical procedures were used to test the demographic independent variables for significance.

Research Hypotheses

The seven null hypotheses which were derived from the stated purpose of the study and related questions were as follows:

1. There is no significant difference in the pre-test morale scores of state recommended teachers who have had previous visiting committee membership and state recommended teachers who have not had previous visiting committee membership.

2. There is no significant difference in the pre-test morale scores of state recommended teachers who are selected for visiting committee membership and state recommended teachers who are not selected for visiting committee membership.

3. There is no significant difference in the short-term gain scores of state recommended teachers who served on a current visiting committee and have had previous visiting committee membership and state recommended teachers who served on a current visiting committee and have not had previous visiting committee membership.

4. There is no significant difference in the

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retention of gain scores of teachers who served on a
current visiting committee and have had previous
visiting committee membership and teachers who served on
a current visiting committee and have not had previous
visiting committee membership.

5. There is no significant difference in the
long-term gain scores of state recommended teachers who
served on a current visiting committee and state
recommended teachers who did not serve on a current
visiting committee.

6. There is no significant difference in the
long-term gain scores of state recommended teachers who
served on a current visiting committee and state
recommended teachers who did not serve on a current
visiting committee on the following ten morale factors
of the Purdue Teacher Opinionaire:

      a. Teacher rapport with principal

      b. Satisfaction with teaching

      c. Rapport among teachers

      d. Teacher salary

      e. Teacher load

      f. Curriculum issues

      g. Teacher status

      h. Community support of education

      i. School facilities and services

j. Community pressures

7. There is no significant difference in the long-term gain scores of state recommended teachers who served on a current visiting committee when based on the following demographic variables:

a. Sex

b. Age

c. Educational level

d. Marital status

e. Instructional Assignment

f. Years of teaching experience

Sample Selection

Members of the experimental and control groups were selected by random sampling procedures from predescribed groups. Groups I, II, III, and IV were derived from lists of suggested visiting committee members that are obtained annually from the professional staff members of the Virginia Department of Education. The lists of recommended visiting committee members for the 1981-82 school year contained the names of 333 secondary teachers recommended for membership on the thirteen evaluations scheduled for the fall semester. A 75% sample (N=250) was obtained by eliminating every fourth name as contained on the subject area lists. The

sample was divided into two units: the experimental
groups I (prior experience) and II (no prior experience)
from the unit which consisted of recommended teachers
who were selected to be members of visiting committees
and the control groups III (prior experience) and IV (no
prior experience) from the unit which consisted of
recommended teachers who were not selected to be members
of visiting committees. Experimental groups V and VI
consisted of those secondary teachers who were selected
for visiting committee membership but were not included
on the recommended lists from which the sample was
drawn.

The 1981-82 recommended lists for visiting
committees were obtained for the following instructional
areas as listed in the Evaluative Criteria, 5th Edition,
published by the National Study of School Evaluation:
Agriculture; Art; Business Education; Distributive
Education; Driver Education; English; Foreign Language;
Health and Physical Education; Home Economics;
Industrial Arts; Mathematics; Music; Science; Social
Studies; Special Education; and Trade and Industrial
Education.

Table I reflects the pre-test population sample
in the different areas of instructional assignments and
the return percentage for each instructional area.

Table 1

Pre-test Survey Data Collection Summary

Instructional Area	Number In Sample	Percentage Of Sample	Number Surveys Returned	Percentage Instructional Area Return	Percentage Of Total Return
Agriculture	11	4.4	11	100.0	5.1
Art	13	5.2	11	84.6	5.1
Business Ed.	10	4.0	8	80.0	3.7
Health/Physical Ed.	27	10.8	22	81.5	10.2
Distributive Ed.	14	5.6	13	92.9	6.1
Driver Education	12	4.8	10	83.3	4.7
English	30	12.0	27	90.0	12.6
Foreign Language	19	7.6	16	84.2	7.4
Home Economics	23	9.2	18	78.3	8.4
Industrial Arts	18	7.2	12	66.7	5.6
Mathematics	19	7.6	16	84.2	7.4
Music	9	3.6	9	100.0	4.2
Science	23	9.2	21	91.3	9.8
Social Studies	15	6.0	14	93.3	6.5
Special Ed.	2	0.8	2	100.0	0.9
Trade/Industrial Ed.	5	2.0	5	100.0	2.3
Total Sample	250	100.0	215	86.0	100.0

Instrumentation

The Purdue Teacher Opinionaire (revised form) was used in this study to provide a measure of teacher morale. This previously validated and standardized instrument, which yields a total score of teacher morale as well as sub-scores which distribute morale across ten identified dimensions, was designed by Bentley and Rempel (1980) at Purdue University. They utilized the approach to measuring morale that consists of asking the individual to make qualitative judgments and express his feelings about the people and things in his environment that may be related to his morale. These responses were then weighted and quantified so that a total score or index could be assigned.

The instrument consisted of 100 items designed to provide the teachers an opportunity to express their opinions about their work and various school problems. The scale for recording responses to the items on the Opinionaire allowed for the following reactions by the teachers:

> A - Agree with the statement
>
> PA - Probably Agree with the statement
>
> PD - Probably Disagree with the statement
>
> D - Disagree with the statement

Values for items were assigned as follows:

When A was the keyed response the values were

A	PA	PD	D
4	3	2	1

When D was the keyed response the values were

A	PA	PD	D
1	2	3	4

A total score for teacher morale was obtained from the summation of the scores on the 100 items.

The ten factors included in the revised Purdue Teacher Opinionaire are listed and described as follows:

Factor 1 - Teacher Rapport With Principal: deals with the teacher's feelings about the principal . . . his professional competency, his interest in teachers and their work, his ability to communicate, and his skills in human relations.

Factor 2 - Satisfaction With Teaching: pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this factor, the high morale teacher loves to teach, feels competent in his job, enjoys his students, and believes in the future of teaching as an occupation.

Factor 3 - Rapport Among Teachers: focuses on a teacher's relationships with other teachers. The items here solicit the teacher's opinion regarding the cooperation, preparation, ethics, influence, interests, and competency of his peers.

Factor 4 - Teacher Salary: pertains primarily to the teacher's feelings about salaries and salary policies. Are salaries based on teacher competency? Do they compare favorably with salaries in other school systems? Are salary policies administered fairly and justly, and do teachers participate in the development of these policies?

Factor 5 - Teacher Load: deals with such matters as record-keeping, clerical work, "red tape", community demands on teacher time, extra-curricular load, and keeping up to date professionally.

Factor 6 - Curriculum Issues: solicits teacher reactions to the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship.

Factor 7 - Teacher Status: samples feelings about the prestige, security, and benefits afforded by teaching. Several of the items refer to the extent to which the teacher feels he is an accepted member of the community.

Factor 8 - Community Support of Education: deals with the extent to which the community understands and is willing to support a sound educational program.

Factor 9 - School Facilities and Services: has to do with the adequacy of facilities, supplies and equipment, and the efficiency of the procedures for obtaining materials and services.

Factor 10- Community Pressures: gives special attention to community expectations with respect to the teacher's personal standards, his participation in outside-school activities, and his freedom to discuss controversial issues in the classroom.

Reliability

The revised form of the Purdue Teacher Opinionaire was administered to the high school faculties of schools in Indiana and Oregon which had twenty or more teachers. The sixty Indiana schools were a stratified random sample and the sixteen Oregon schools were selected primarily from the eastern part of

that state. The instrument was then readministered to
all schools four weeks later. In total, test-retest
data were obtained for 3023 secondary teachers.

Bentley and Rempel (1980:5) reported test-retest
correlations ranging from .62 to .88 for the subfactor
scores and .87 for the total score. The mean and
standard deviation for the total score for the test and
retest administration of the Opinionaire were,
respectively, 312.49 and 38.31 for the first
administration, and 311.28 and 40.77 for the retest
administration. The designers of the test instrument
also reported that interfactor correlations which were
computed from the sample of 3023 secondary teachers
ranged from .18 to .61 with a median correlation of .38.
It was their opinion that these correlations, in most
instances, appeared to be sufficiently low to make
factor scores meaningful in assessing the status of
morale for an individual or for a group. They observed
that the magnitude of the correlations between items and
the factor to which they belong indicated that, in most
instances, they contributed significantly to that
factor.

Validity

The original form of the Purdue Teacher

Opinionaire, which was developed in 1961 and included 145 items grouped into eight categories, was validated against peer judgments made by fellow teachers. The peer judgments were obtained at the time the teacher responded to the Opinionaire. By means of an attached rating form, teachers were asked to identify, by name, the teachers whom they considered to have the highest morale. They were also asked to identify an equal number of teachers with low morale.

On the basis of these judgments, high, middle, and low teacher morale groups were identified. To determine the validity of the instrument against the peer judgment ratings, mean scores on the Purdue Teacher Opinionaire were calculated for each of the groups. Differences were in the expected direction for each of the three groups. The differences were also significant beyond the .05 level of significance.

Bentley and Rempel (1980:7) have observed, however, that there is no relevant criterion on which to judge the validity of an instrument of the nature of the Purdue Teacher Opinionaire except, perhaps, the relative performance of teachers. Peer ratings and evaluations by administrators have had very limited relevance as a criterion of validity of teacher morale. To the extent that teachers agree with one another, are self

consistent in their ratings, and content validity is
exhibited, at least adequate validity may be assumed.

Bentley and Rempel (1963), Brinkman (1966), and
the National Education Association Department of
Classroom Teachers (1966) have reported that in studies
in which the Purdue Teacher Opinionaire has been used,
it has been found to discriminate sharply among
different schools, and also among the individual
teachers in a school. Conditions known to exist in a
particular school situation often have been reflected in
the teacher responses to the Opinionaire. The authors
have also observed that when morale scores on the
Opinionaire were low in a school, teacher turnover was
frequently high the following year (Bentley and Rempel,
1980:7).

Data Collection Procedure

The following sequence of events was implemented
to collect the data for this study:

A packet of introductory and measurement
material was mailed to each of the 250 members of the
sample on October 1, 1981, before the selection of
visiting committee members was made. This packet
included an introductory letter explaining the study,
(Appendix A), a coded copy of the Purdue Teacher

Opinionaire, (Appendix E), and a coded supple-

mental information sheet, (Appendix F). The

supplemental information sheet requested information

pertaining to the following selected demographic

factors:

1. Sex

2. Age

3. Education

4. Previous visiting committee membership

5. Marital status

6. Area of instructional assignment

7. Years of teaching experience

The designation of the various instructional

areas to categories is shown by Table 2. Instruc-

tions included a request to return the completed Purdue

Teacher Opinionaire and demographic questionnaire no

later than October 15, 1981. A follow-up request was

mailed to non-respondents on October 16, 1981.

Similar packets were prepared for members of

Experimental Groups I, II, V, and VI, who would be asked

to take the Purdue Teacher Opinionaire on the last day

of their visiting committee evaluation. This packet

included a letter of explanation (Appendix C), the

Purdue Teacher Opinionaire (Appendix E), and a visiting

committee supplemental information sheet (Appendix G).

Table 2

Assignment of Instructional Areas to Categories

Instructional Area	Categories of Instructional Assignment							
	Academic	N	Fine Arts	N	Vocational	N	Other	N
Agriculture					X	11		
Art			X	13				
Business Education					X	10		
Health and Physical Ed.							X	27
Distributive Ed.					X	14		
Driver Education							X	12
English	X	30						
Foreign Language	X	19						
Home Economics					X	23		
Industrial Arts					X	18		
Mathematics	X	19						
Music			X	9				
Science	X	23						
Social Studies	X	15						
Special Education							X	2
Trade/Industrial Ed.					X	5		
Total Numbers		106		22		81		41

Notes: N = number of teachers in instructional area sample
        Sum of N = 250

Visiting committee participants were also requested to respond to questions regarding strengths and weaknesses of the visiting committee process and to indicate ways their evaluation experience could have been improved (Appendix G). These packets were delivered to the appropriate Virginia Department of Education evaluation coordinator for delivery to the visiting committee members on the last day of the visiting committee evaluation. The coordinator was also asked (Appendix B) to collect the packets before the members of the visiting committee concluded the evaluation activities on that day.

A third series of packets, which included a cover letter (Appendix D) and the coded Purdue Teacher Opinionaire, was prepared for a May 1, 1982, mailing to study participants who had returned the first mailing in October, 1981, or had served on a fall, 1981, evaluation committee. The cover letter requested completion and return of the Purdue Teacher Opinionaire by May 15, 1982. A follow-up letter was mailed on May 17, 1982, to those who had not returned the requested information by that date. Data collection was terminated on May 28.

A thank-you letter and a summary of the findings of the study were mailed to study participants on September 1, 1982.

Data Analysis Procedure

　　　　Demographic information and data collected to measure teacher morale were keypunched and analyzed through the computer center facilities at Virginia Commonwealth University using the Statistical Analysis System (SAS). A direct comparison of group means and differences in gain scores between the research groups was made to determine the singular effect of the independent variable, visiting committee experience, on the total score for teacher morale and the ten factors of morale which are included in the Purdue Teacher Opinionaire. Differences in mean scores were tested using t-test statistical procedures. Analysis of variance statistical procedures (Subprogram General Linear Models - GLM) were used to test the demographic variables which had more than two values. Significance was reported at the actual probability level and indicated at the .2, .1 and .05 levels.

　　　　Further analysis utilizing Duncan's Multiple Range Test was made of significant demographic variables which had more than two values. Significance between possible combinations of individual or group dimensions of the variables were reported at the .05 level.

　　　　Data were reported through the presentation and explanation of statistics and tables which reflect the

selected statistical procedure. Suggestions for improvement in the visiting committee phase of the evaluation process were categorized and reported through the presentation of frequency tables.

Chapter 4

PRESENTATION AND DISCUSSION OF DATA

The detailed findings of this study are based on
an analysis of data collected during the 1981-82 school
year. The research design utilized the Purdue Teacher
Opinionaire and personal data forms to supply the raw
data from the secondary school teachers who were
included in the population sample.

The purpose of the study was to investigate the
effect of visiting committee membership on teacher
morale. Seven null hypotheses were derived from the
purpose statement and served to direct the focus of the
study. Data are presented in tabular form according to
the order of the null hypotheses, as stated in Chapter
Three. Significance is reported in the various tables,
with one asterisk indicating significance at the twenty
percent level, two asterisks indicating significance at
the ten percent level, and three asterisks indicating
significance at the five percent level.

Information derived from a questionnaire dis-
tributed to all visiting committee members (Appendix G)
is presented by frequency distribution analysis in

tabular form.

Analysis of Data by Hypothesis

Hypothesis 1: There is no significant difference in the pre-test morale scores of state recommended teachers who have had previous visiting committee membership and state recommended teachers who have not had previous visiting committee membership.

The mean pre-test scores on the Purdue Teacher Opinionaire for the two groups which represented the dimensions of visiting committee experience were analyzed using t-test statistical procedures. A comparison of the group mean scores on the pre-test Purdue Teacher Opinionaire is presented in Table 3. Although the mean score of the group with previous visiting committee experience was higher (mean=301.2) than the mean score of the group with no previous visiting committee experience (mean=296.6), the difference was not significant (p = .42) and the null hypothesis was retained.

Hypothesis 2: There is no signficant difference in the pre-test morale scores of state recommended teachers who are selected for visiting committee membership and state recommended teachers who are not selected for visiting committee membership.

Table 3

Pre-test Mean Scores on the Purdue Teacher Opinionaire By Previous Visiting
Committee Experience

Visiting Committee Experience	N	Mean	SD	t Value	Prob >
Previous Membership	86	301.2	40.6		
No Previous Membership	129	296.6	41.3		
				0.81	0.42

Notes: N = Number of Teachers
         SD = Standard Deviation
         Prob = Probability
         Degrees of Freedom = 213.0

The mean pre-test scores on the Purdue Teacher
Opinionaire of the two groups which represented the
dimensions of the selection process for visiting
committee membership were analyzed using t-test
statistical procedures. A comparison of the group means
on the pre-test Purdue Teacher Opinionaire is presented
in Table 4. Although the mean morale score of the group
not selected for visiting committee membership was
slightly higher (mean=299.9) than the group selected for
visiting committee membership (mean=294.4), the
difference was not significant (p = .39) and the null
hypothesis was retained.

Hypothesis 3: There is no significant
difference in the short-term gain scores of state
recommended teachers who served on a current visiting
committee and have had previous visiting committee
membership and state recommended teachers who served on
a current visiting committee and have not had previous
visiting committee membership.

The difference between pre-test (T1) and
visiting committee week (T2) mean scores on the Purdue
Teacher Opinionaire for the two groups which represent
the dimensions of visiting committee experience was
analyzed using t-test statistical procedures. A
comparison of the mean short-term (T2-T1) gain scores is

Table 4

Pre-test Mean Scores on the Purdue Teacher Opinionaire By Selection For Visiting
Committee Membership

Selection	N	Mean	SD	t Value	Prob >
Selected for Membership	56	294.4	38.7		
Not Selected For Membership	159	299.9	41.8		
				0.86	0.39

Notes: N = Number of Teachers
         SD = Standard Deviation
         Prob = Probability
         Degrees of Freedom = 213.0

presented in Table 5. A significant difference in the scores of the two groups was found (p < .2). In comparing the two groups, the mean gain score of the group with previous visiting committee experience was greater (+21.4) than the mean gain score of the group with no previous visiting committee experience (+11.9). Since the comparison of mean short-term gain scores for the two groups reflected a significant difference (p = .17), Hypothesis 3 was rejected.

Hypothesis 4: There is no significant difference in the retention of gain scores of teachers who served on a current visiting committee and have had previous visiting committee membership and teachers who served on a current visiting committee and have not had previous visiting committee membership.

The difference between visiting committee week (T2) and May, 1982, post-test (T3) mean scores on the Purdue Teacher Opinionaire for teachers who served on a fall, 1981, visiting committee was analyzed by the categories of visiting committee experience using t-test statistical procedures. A comparison of the mean retention (T3-T2) scores is presented in Table 6. The results of the analysis show that the group which had previous visiting committee experience had a higher morale score (mean=312.0) immediately following current

Table 5

Short-term Gain Scores (T2-T1) on Purdue Teacher Opinionaire By Previous
Visiting Committee Experience For Paired Groups of Teachers Selected For Current
Visiting Committee Membership

Visiting Committee Experience	N	Gain (T2-T1)	SD	t Value	Prob >
Previous Membership	15	+21.3	25.9		
No Previous Membership	41	+11.9	21.3	1.39	0.17*

Notes: N = Number of teachers
        SD = Standard Deviation
        Prob = Probability
        Degrees of Freedom = 54.0
        * p < .2

Table 6

Visiting Committee Week (T2), Post-test (T3), and Retention Scores (T3-T2) on
Purdue Teacher Opinionaire By Previous Visiting Committee Experience For Paired
Groups of Teachers Selected For Current Visiting Committee Membership

Visiting Committee Experience	N	Mean (T2)	Mean (T3)	Retention (T3-T2)	t Value	Prob >
Previous Membership	21	312.0	294.1	-17.9		
No Previous Membership	58	305.5	292.4	-13.1	0.90	0.37

Notes: N = Number of teachers
        Prob = Probability
        Degrees of Freedom = 77

visiting committee experience than the group with no

previous visiting committee membership (mean=305.5), but

regressed more over the period of time between the

visiting committee week and the concluding month of the

school year. Since a comparison of the morale loss

scores for the two groups was not significant (p = .37),

the hypothesis was not rejected.

Hypothesis 5: There is no significant

difference in the long-term gain scores of state

recommended teachers who served on a current visiting

committee and state recommended teachers who did not

serve on a current visiting committee.

The difference between pre-test (T1) and May,

1982, post-test (T3) mean scores on the Purdue Teacher

Opinionaire for the two groups which represent the

dimensions of the selection process for visiting commit-

tee membership was analyzed using t-test statistical

procedures. A comparison of the long-term (T3-T1) mean

gain scores is presented in Table 7. The group which

was state recommended but was not selected for visiting

committee membership maintained a higher morale score

throughout the course of the 1981-82 school year and had

less long-term score regression than did the group which

was selected for current visiting committee membership.

The differences, however, were not significant (p = .59)

Table 7

Pre-test (Tl), Post-test (T3), and Long-term Gain Scores (T3-Tl) on the Purdue
Teacher Opinionaire for Paired Groups of Teachers by Current Visiting Committee
Membership

Visiting Committee	N	Mean (Tl)	Mean (T3)	Gain (T3-Tl)	SD	t Value	Prob >
Served	46	295.6	288.5	-7.1	24.4		
Did Not Serve	107	302.8	298.1	-4.7	24.0	0.54	0.59

Notes: N = Number of Teachers
         Degrees of Freedom = 151
         Prob = Probability
         SD = Standard Deviation

and the hypothesis was retained.

Hypothesis 6: There is no significant difference in the long-term gain scores of state recommended teachers who served on a current visiting committee and state recommended teachers who did not serve on a current visiting committee on the following morale factors: (a) teacher rapport with principal, (b) satisfaction with teaching, (c) rapport among teachers, (d) teacher salary, (e) teacher load, (f) curriculum issues, (g) teacher status, (h) community support of education, (i) school facilities and services, and (j) community pressures.

The difference between pre-test (T1) and May, 1982, post-test (T3) scores on the ten morale factors of the Purdue Teacher Opinionaire for the two groups which represent the dimensions of the selection process for visiting committee membership was analyzed using t-test statistical procedures. A comparison of the long-term (T3-T1) mean gain scores for each morale factor is presented in Table 8. A significant difference at the .05 level was found for only one factor, "curriculum issues". For this factor, the group which served on a current visiting committee experienced a long-term mean score regression of -1.65, while the group which was not selected for current visiting committee membership had a

Table 8

Pre-test (T1), Post-test (T3), and Long-term Gain Scores (T3-T1) on
Selected Morale Factors of the Purdue Teacher Opinionaire
By Current Visiting Committee Membership

Morale Factors	Items	Current Membership N=46			No Current Membership N=107			t Value	Prob >
		T1	T3	Gain	T1	T3	Gain		
1	20	59.32	57.45	-1.87	59.65	59.00	-0.65	0.82	0.41
2	20	64.91	63.28	-1.63	67.39	65.61	-1.78	-0.14	0.89
3	14	44.58	43.18	-1.40	45.18	44.09	-1.09	0.38	0.71
4	7	14.93	15.27	0.34	16.09	16.21	0.12	-0.34	0.73
5	11	32.78	32.96	0.18	32.54	32.76	0.22	0.05	0.96
6	5	16.37	14.72	-1.65	16.62	16.04	-0.58	2.63	0.01***
7	8	19.57	19.33	-0.24	19.58	19.36	-0.22	0.03	0.98
8	5	13.85	13.33	-0.52	14.77	14.37	-0.40	0.27	0.79

Morale Factors	Items	Current Membership N=46			No Current Membership N=107			t Value	Prob >
		T1	T3	Gain	T1	T3	Gain		
9	5	13.37	13.35	-0.02	14.92	14.68	-0.24	0.48	0.63
10	5	15.93	15.68	-0.25	16.12	16.00	-0.12	0.31	0.76

Notes: Morale Factor 1 = Teacher rapport with principal
Morale Factor 2 = Satisfaction with teaching
Morale Factor 3 = Rapport among teachers
Morale Factor 4 = Teacher salary
Morale Factor 5 = Teacher load
Morale Factor 6 = Curriculum issues
Morale Factor 7 = Teacher status
Morale Factor 8 = Community support of education
Morale Factor 9 = School facilities and services
Morale Factor 10 = Community pressures
Prob = Probability
Degrees of Freedom = 151
*** p < .05

mean regression of only -0.58. Hypothesis Six (f),
"curriculum issues", was rejected. Other parts of the
hypothesis were not rejected.

Hypothesis 7a: There is no significant
difference in the long-term gain scores of state
recommended teachers who served on a current visiting
committee when compared by sex categories.

The difference between pre-test (T1) and May,
1982, post-test (T3) morale scores on the Purdue Teacher
Opinionaire was analyzed using t-test statistical
procedures for the two groups which represent the
dimensions of sex for those state recommended teachers
who served as members of a current visiting committee.
A comparison of the long-term (T3-T1) gain scores is
presented in Table 9. Although the male members of the
experimental group maintained a higher mean score
throughout the 1981-82 school year, this group reflected
almost twice the long-term mean regression rate as did
the female group. The difference in mean long-term gain
scores was not significant (p = .54) and the hypothesis
was retained.

Hypothesis 7b: There is no significant
difference in the long-term gain scores of state
recommended teachers who served on a current visiting
committee when compared by age categories.

Table 9

Pre-test (T1), Post-test (T3), and Long-term (T3-T1) Gain Scores on the Purdue
Teacher Opinionaire Compared by Sex

Sex	N	T1	T3	Gain	t Value	Prob >
Female	32	288.26	282.68	− 5.58		
Male	14	312.30	301.90	−10.40		
Total	46	295.58	288.53	− 7.03	0.61	0.54

Notes: N = Number of Teachers
        Prob = Probability
        Degrees of Freedom = 44.0

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The difference between pre-test (T1), and May, 1982, post-test (T3) morale scores on the Purdue Teacher Opinionaire was analyzed using Analysis of Variance statistical procedures. A comparison of the long-term (T3-T1) gain scores is presented in Table 10. Examination of Table 10 shows that the age group category 50-59 had the highest pre-test (T1) morale score and gained 5.24 points over the course of the school year. Age group categories 30-39 and 40-49 experienced the greatest long-term regression, -12.73 and -11.20, respectively. Age group 60+ had only one respondent and was not considered in this analysis. Since the comparison of long-term gain scores by age was not significant (p = .37), the hypothesis was retained.

Hypothesis 7c: There is no significant difference in the long-term gain scores of state recommended teachers who served on a current visiting committee when compared by attained educational level.

The difference between pre-test (T1), and May, 1982, post-test (T3) morale scores on the Purdue Teacher Opinionaire was analyzed using Analysis of Variance statistical procedures. A comparison of the long-term (T3-T1) gain scores is presented in Table 11. Examination of Table 11 shows that in comparing the levels of educational attainment, category "bachelor's

Table 10

Pre-test (T1), Post-test (T3), and Long-term (T3-T1) Gain Scores on the Purdue
Teacher Opinionaire Compared by Age

Age	N	T1	T3	Gain	F Ratio	Prob >
20-29	8	283.45	285.82	2.37		
30-39	21	289.99	277.26	-12.73		
40-49	10	312.44	301.24	-11.20		
50-59	6	314.78	320.02	5.24		
60+	1	226.00	231.00	5.00		
Total	46	295.58	288.53	-7.03	1.11	0.37

Notes: N = Number of Teachers
       Prob = Probability
       Degrees of Freedom = 41.0

Table 11

Pre-test (T1), Post-test (T3) and Long-term (T3-T1) Gain Scores on the Purdue
Teacher Opinionaire by Educational Level

Educational Level	N	T1	T3	Gain	F Ratio	Prob >
Bachelor's Degree	18	304.72	291.39	-13.34		
Master's Degree	26	289.95	287.98	- 1.97		
Educational Specialist	1	278.94	272.94	- 6.00		
Doctoral	1	293.94	266.94	-27.00		
Total	46	295.58	288.54	- 7.03	0.99	0.40

Notes: N = Number of Teachers
         Prob = Probability
         Degree of Freedom = 42.0

degree" had a higher post-test (Tl) score (304.72) than the "master's degree" group (289.95). However, by the end of the school year (T3) the morale scores for the two groups were essentially the same, with the "bachelor's degree" group having regressed -13.34 points and the "master's degree" group only -1.97 points. Since the comparison of long-term gain scores was not significant (p = .41), the hypothesis was retained.

Hypothesis 7d: There is no significant difference in the long-term gain scores of state recommended teachers who served on a current visiting committee when compared by marital status.

The difference between pre-test (Tl) and May, 1982, post-test (T3) mean scores on the Purdue Teacher Opinionaire for the two groups which represent the dimensions of marital status was analyzed using t-test statistical procedures. A comparison of the long-term (T3-Tl) gain scores is presented in Table 12. The category "married" had a higher pre-test (Tl) morale score (300.45) than the category "single" (278.95) and maintained a higher score over the course of the 1981-82 school year. A comparison of the long-term gain scores was not significant (p = .71) and the hypothesis was retained.

Hypothesis 7e: There is no significant

Table 12

Pre-test (Tl), Post-test (T3), and Long-term (T3-Tl) Gain Scores on the Purdue
Teacher Opinionaire Compared By Marital Status

Marital Status	N	T1 Mean	T3 Mean	Gain Score	t Value	Prob>
Married	36	300.45	292.69	-7.76		
Single	10	278.05	273.57	-4.48		
Total	46	295.58	288.53	-7.03	-0.37	0.71

Notes: N=Number of Teachers
         Prob = Probability
         Degrees of Freedom = 44.0

difference in the long-term gain scores of state recommended teachers who served on a current visiting committee when compared by instructional assignment.

The difference betweeen pre-test (T1) and post-test (T3) mean scores on the Purdue Teacher Opinionaire was analyzed using Analysis of Variance statistical procedures. A comparison of the long-term (T3-T1) gain scores is presented in Table 13. A comparison of the categories of the variable "instructional assignment" shows that the group "fine arts" had the lowest mean morale score at both testing periods (T1=278.28, T3=273.82), but experienced less long-term regression (-4.46) than the other groups. The categories "vocational" (T1=305.35, T3=298.66) and "other" (T1=307.56, T3=297.38), which includes health, physical education, and special education teachers, had the highest pre-test and post-test morale scores. A comparison of long-term gain scores was not significant (p = .98) and the hypothesis was retained.

Hypothesis 7f: There is no significant difference in the long-term gain scores of state recommended teachers who served on a current visiting committee when compared by years of teaching experience.

The difference between pre-test (T1) and post-test (T3) mean scores on the Purdue Teacher

Table 13

Pre-test (T1), Post-test (T3), and Long-term (T3-T1) Gain Scores on the
Purdue Teacher Opinionaire Compared by Instructional Assignment

Instructional Assignment	N	T1 Mean	T3 Mean	Gain Score	F Ratio	Prob >
Academic	22	291.49	284.72	-6.77		
Fine Arts	6	278.28	273.82	-4.46		
Vocational	10	305.35	298.66	-6.69		
Other	8	307.56	297.38	-10.18		
Total	46	295.58	288.53	-7.03	0.06	0.98

Notes: N=Number of teachers
         Prob = Probability
         Degrees of Freedom = 42.0

Opinionaire was analyzed using Analysis of Variance
statistical procedures. A comparison of the long-term
gain scores is presented in Table 14. A significant
difference at the .1 level was found and the hypothesis
was rejected. Further analysis utilizing Duncan's
Multiple Range Test revealed a significance at the .05
level between the mean long-term gain scores of combined
categories "10-19" and "20-29" and combined categories
"0-3" and "4-9". The Duncan Test also revealed a
significant difference at the .05 level between category
"20-29" and the other three combined categories. This,
however, was influenced by the fact that category
"20-29" contained only one respondent.

Analysis of Visiting Committee Member Questionnaire

Each secondary school teacher who served as a
member on one of the thirteen high school visiting
committees conducted during the fall semester, 1981, was
asked to complete a questionnaire (Appendix G) on the
last day of the evaluation week. This questionnaire
presented seven incomplete statements that were to be
completed with a selection from a Likert-type scale.
The eighth question asked for an open-ended response.
All questions related to the evaluation week experiences
of the visiting committee members and were as follows:

Table 14

Pre-test (T1), Post-test (T3), and Long-term (T3-T1) Gain Scores on the Purdue
Teacher Opinionaire Compared by Years of Teaching Experience

Years of Teaching Experience	N	T1	T3	Gain	F Ratio	Prob >
0-3	19	291.47	283.82	- 7.65		
4-9	19	293.99	281.15	-12.85		
10-19	7	321.66	324.47	2.79		
20-29	1	220.97	266.94	45.94		
Total	46	295.58	288.53	- 7.03	2.55	0.07**

Notes: N = Number of Teachers
        Prob = Probability
        Degrees of Freedom = 42.0
        ** p < .1

Question 1: Motel accommodations for the visiting committee were (1) poor, (2) fair, (3) good, (4) excellent.

Question 2: Preparations made by the school for the visiting committee were (1) poor, (2) fair, (3) good, (4) excellent.

Question 3: Organization provided by the chairperson and coordinator was (1) poor, (2) fair, (3) good, (4) excellent.

Question 4: Hospitality provided by the school faculty and administration was (1) poor, (2) fair, (3) good, (4) excellent.

Question 5: This school's total educational program is (1) poor, (2) fair, (3) good, (4) excellent.

Question 6: Compared with the total educational program evaluated this week, my home school's total educational program is (1) not as good, (2) about the same, (3) better.

Question 7: Compared with other visiting committees on which I have served, this visiting committee experience was (1) not as good, (2) about the same, (3) better.

Question 8: How can visiting committee evaluation be improved?

Table 15 presents the frequency distribution and

Table 15

Frequency and Percentage of Response on the Visiting Committee Member
Questionnaire, Questions 1-5

Item	Poor N	Poor %	Fair N	Fair %	Good N	Good %	Excellent N	Excellent %	Total N
Question 1	0	0	2	2	41	41	57	57	100
Question 2	0	0	2	2	24	23	78	75	104
Question 3	0	0	2	2	12	11	89	87	102
Question 4	0	0	2	2	8	8	95	90	105
Question 5	2	2	16	17	62	66	14	15	94

Notes: N = Frequency of Response
        % = Percentage of Response

percentage of, response for questions 1-5. On Question

one, 98% of the respondents felt that their motel

accommodations during the visiting committee week were

either "good" or "excellent". The same percentage of

respondents (98%) judged the preparations made by the

school (Question two) to be either "good" or

"excellent". For Question three, 87% of the responses

classified the preparations made by the chairperson and

coordinator of the visiting committee to be "excellent".

When combined with the "good" category, the total was

98%. When asked about their impressions of the

hospitality provided by the faculty and administration

of the school being evaluated (Question four), 90% of

the respondents felt that this provision was

"excellent". Question five asked for a response related

to the total educational program of the school being

evaluated. Of the respondents, 77% felt that the

educational program was either "good" or "excellent" and

another 17% chose "fair". Only 2% judged the total

educational program to be "poor".

Table 16 presents the frequency distribution and

percentage of response for Questions six and seven. On

Question six, which requested a comparison of the total

educational program of the school being evaluated with

the total educational program of the visiting committee

Table 16

Frequency and Percentage of Response on the Visiting Committee Member
Questionnaire, Questions 6-7

Item	Not As Good		About The Same		Better		Total N
	N	%	N	%	N	%	
Question 6	9	9	24	24	69	67	102
Question 7	1	4	10	37	16	59	27

Notes: N = Frequency of Response
        % = Percentage of Response

member's home school, 67% of the respondents stated that their home school had a "better" educational program than the school being visited. For Quesion six, 24% judged the educational progams to be "about the same", and 9% said that their home school's program was "not as good". Question seven asked for a comparison of the current visiting committee experience with other visiting committee experiences the committee member may have had. Of the twenty-seven current committee members with previous visiting committee membership who responded to Question seven, 59% judged the current committee to be a "better" experience, 37% stated it was "about the same", and 4% said the current experience was "not as good" as past visiting committee experiences.

Question eight was designed to be open-ended and asked for suggestions for improvement in the organization for visiting committee evaluation. Table 17 presents a summary of these suggestions. The suggestion which appeared most frequently (N=17) was that more time be spent at the school, particularly in additional classroom visitation and discussions with students and teachers. Other suggestions related to an earlier scheduled mailing of general information and self-study material to the members of the vistiing committee (N=8), a later due date for reports and reporting during the

Table 17

Frequency Summary of Improvement Suggestions For
Visiting Committee Evaluation, Question 8

Frequency	Response
17	Spend more time at the school in classroom visitation and discussion.
8	Send general information and self-studies to visiting committee members at an earlier date.
7	Provide a visiting committee checklist for subcommittees (to include regulations).
7	Provide more time to observe classes and write reports before having to report to the total committee.
6	Avoid late night meetings.
6	Require less classroom visitation and allow more time for interview/discussion with faculty members and subcommittees.
6	Provide better orientation for the joint committee when they move to the second assigned school.
6	Limit subcommittee assignments for major area subcommittee chairpersons and/or members.
5	Eliminate the use of joint committees to serve more than one high school.
5	Provide additional orientation for visiting committee members with no previous visiting committee experience.
4	Provide a better explanation of schedule, reporting format, and deadlines during orientation sessions.
3	Include joint committee in final meetings at both schools.

evaluation week (N=7), and the need for a subcommittee checklist that includes regulations of the state and the Southern Association of Colleges and Schools (N=7). In addition, suggestions were made to limit the length of meetings, number of subcommittee assignments for visiting committee members, and the amount of time spent in classroom visitation.

Summary of Findings

The data were obtained from 274 secondary school teachers. Of this number, 232 were recommended for visiting committee membership by Virginia Department of Education personnel and 42 were recommended from sources other than the Department of Education.

A significant difference (p < .2) was found between the short-term (T2-T1) gain scores of state recommended teachers who had previous visiting committee experience and state recommended teachers who had not had previous visiting committee experience. It was found that the mean gain score of the group with previous visiting committee experience was significantly higher than the group without previous experience.

In examining the ten morale factors which make up the Purdue Teacher Opinionaire total morale score, it was found that "curriculum issues" was the only factor

for which a significant difference (.05 level) was found between long-term (T3-T1) gain scores for the two groups representing the dimensions of the selection process for visiting committee membership. In this analysis, the group which served on a current visiting committee had a significantly greater long-term mean score regression than did the group which did not serve on a current (fall, 1981) visiting committee.

Statistical analysis of the demographic variables included in this study revealed a significant difference (p < .1) in the long-term gain scores for "years of teaching experience". It was found that teachers with 0-9 years of teaching experienced a significantly greater long-term mean regression score than the group with more than nine years of teaching experience.

Suggestions for visiting committee improvement were grouped from highest to lowest by the frequency of response. The most frequently listed suggestion (N=17) was for more time at the school, especially to be spent in classroom visitation and in discussions with students and teachers. Other reported suggestions ranged in frequency from eight to three. Thirty additional suggestions received either one or two responses and were not included in the frequency table.

Chapter 5

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The process of evaluation in Virginia secondary schools includes the self-study, visiting committee, and follow-up phases. During the visiting committee phase, invited educators come into the host school for a period of three and one-half days to visit classes, engage in programmatic discussions with teachers and students and react to the recommendations contained in the faculty's self-study document. Research has been recorded which focuses on the implementation of visiting committee recommendations by the faculty and administration of the school evaluated and on the relationship of teacher morale to various components of the educational environment. However, research directed toward the purpose of assessing relationships betweeen teacher morale and participation on evaluation committees has not been recorded.

The purpose of this dissertation was to investigate the effect of visiting committee membership on teacher morale, as measured by the Purdue Teacher Opinionaire. Answers were sought to the following questions:

1.   Does visiting committee membership improve morale? Does prior visiting committee experience influence morale score changes?

2.   What is the impact of visiting committee experience on the morale of secondary teachers immediately following the experience? Do changes in morale scores dissipate over time?

3.   Does visiting committee membership influence scores on the ten factors of morale that are described in the Purdue Teacher Opinionaire?

4.   Do demographic variables make a difference in morale score changes related to visiting committee membership?

5.   What suggestions do secondary teachers who serve as members of visiting committees make for improving the visiting committee process?

The seven null hypotheses which were derived from the stated purpose of the study and related questions were as follows:

1.   There is no significant difference in the pre-test morale scores of state recommended teachers who have had previous visiting committee membership and state recommended teachers who have not had previous visiting committee membership.

2.   There is no significant difference in the

pre-test morale scores of state recommended teachers who are selected for visiting committee membership and state recommended teachers who are not selected for visiting committee membership.

3. There is no significant difference in the short-term gain scores of state recommended teachers who served on a current visiting committee and have had previous visiting committee membership and state recommended teachers who served on a current visiting commttee and have not had previous visiting committee membership.

4. There is no significant difference in the retention of gain scores of teachers who served on a current visiting committee and have had previous visiting committee membership and teachers who served on a current visiting committee and have not had previous visiting committee membership.

5. There is no significant difference in the long-term gain scores of state recommended teachers who served on a current visiting committee and state recommended teachers who did not serve on a current visiting committee.

6. There is no significant difference in the long-term gain scores of state recommended teachers who served on a current visiting committee and state

recommended teachers who did not serve on a current

visiting committee on the following ten morale factors

of the Purdue Teacher Opinionaire:

    a. Teacher rapport with principal

    b. Satisfaction with teaching

    c. Rapport among teachers

    d. Teacher salary

    e. Teacher load

    f. Curriculum issues

    g. Teacher status

    h. Community support of education

    i. School facilities and services

    j. Community pressures

7. There is no significant difference in the

long-term gain scores of state recommended teachers who

served on a current visiting committee when based on the

following demographic variables:

    a. Sex

    b. Age

    c. Educational level

    d. Marital status

    e. Instructional assignment

    f. Years of teaching experience

The population of this study consisted of 333

secondary teachers recommended for membership on the

thirteen visiting committees scheduled for the fall
semester of the 1981-82 school year. A seventy-five
percent random sample (N = 250) was taken from this
population. Following the selection of visiting
committee members by evaluation coordinators from the
professional staff of the Virginia Department of
Education, the sample was divided into two groups. The
experimental group consisted of teachers who were
selected to be members of a visiting committee and the
control group consisted of teachers who were not
selected for visiting committee membership.

The Purdue Teacher Opinionaire was used to
measure teacher morale and a coded demographic
information sheet was used to collect data pertaining to
selected teacher-related factors. A questionnaire
asking for responses to questions related to strengths
and weaknesses of the visiting committee phase of the
evaluation process was prepared and included in the
packet for visiting committee week post-test
measurement.

A letter of introduction, instructions, the
Purdue Teacher Opinionaire, and the demographic
information sheet were included in a packet for mailing
on October 1, 1981, to each of the 250 teachers in the
research sample. Usable instruments were returned by

215 teachers or 86% of the teachers sampled.

A similar packet of information, with the addition of the visiting committee member questionnaire, was delivered to evaluation coordinators. These packets were dispersed by the coordinator to secondary teachers on the last day of the evaluation week. Usable instruments were completed by 115 teachers. These included teachers who were part of the sample population and teachers who had been identified for visiting committee membership from sources other than Virginia Department of Education recommendation.

A third series of packets, including a cover letter and the Purdue Teacher Opinionaire, was mailed on May 1, 1982, to 263 study participants who had returned the October, 1981, pre-test forms (N = 215) or had served on a fall, 1981, evaluation committee (N = 48). Usable instruments were completed by 173 teachers, or 66% of the teachers included in the post-test mailing.

Teacher responses to items on the Purdue Teacher Opinionaire were processed by the IBM 370 Computer housed in the Computer Center on the campus of Virginia Commonwealth University in Richmond, Virginia.

Findings

The results of testing the seven null hypotheses

of this study and consideration of frequency tables compiled from responses to questions on the visiting committee member questionnaire led to the following findings:

1. There is no indication, from this research, that previous visiting committee experience causes an impact on the long-term morale scores of teachers.

2. Although teachers selected from the state recommended lists had lower mean scores on the Purdue Teacher Opinionaire than teachers not selected, there was no significant difference in the pre-test morale scores of those groups.

3. The findings in this study indicate that prior visiting committee experience appears to have a significant (p = .17) but moderate influence on short-term gain scores, with teachers having prior visiting committee experience achieving higher gain scores than those without prior experience.

4. Morale gain scores appear to decline at about the same rate for teachers regardless of previous visiting committee experience.

5. Service on a visiting committee does not have a lasting effect on morale scores of those who participate in that activity. There was no significant difference between the gain scores of participating

teachers and non-participating teachers using Purdue
Teacher Opinionaire scores taken during October and May
of the same school year.

6. An analysis of the long-term gain scores for
the ten factors of the Purdue Teacher Opinionaire
indicated no significant difference in nine of the ten
factors. A significant difference (p < .01) in favor of
non-participating teachers was found in the factor
labeled "curriculum issues".

7. An analysis of long-term gain scores using a
variety of demographic factors for teachers who served
on a visiting committee yielded few significant
findings. "Years of teaching experience" appeared to be
the variable which had the greatest impact on morale
scores (F = 2.55, p = .07), with teachers having less
than ten years of teaching experience indicating a
greater year-long loss of morale score than teachers
with ten or more years of teaching experience.

8. The comparison of scores for any one testing
period indicates that, generally, male teachers have a
higher morale score than female teachers; married
teachers have a higher morale score than single
teachers; morale scores increase as teachers become
older; teachers with only the bachelor's degree have a
higher morale score than teachers with graduate degrees;

and vocational, driver education, health and physical education, and special education teachers have a higher morale score than teachers in academic or fine arts areas.

9. The vast majority of visiting committee members are satisfied with motel accommodations, preparations made by the school for the visit of the committee, the organization provided by the committee chairperson and the Department of Education coordinator, and the hospitality shown to the committee by the school's faculty and administration.

10. The vast majority of visiting committee members think their home school's total educational program is as good or better than the program evaluated during the visiting committee week.

11. The majority of visiting committee members who have had previous visiting committee membership perceive the current evaluation experience to be better than previous visiting committee experiences.

Conclusions

The application of these findings to the problem statement and research questions led to the following conclusions:

1. Morale score increases during the period of

the visiting committee experience but decreases as the school year progresses.

2. Previous visiting committee membership appears to influence the short-term gain in morale score experienced at the time of the current evaluation week but gains dissipate as the school year progresses.

3. Visiting committee membership does not significantly affect the score on any of the ten morale factors of the Purdue Teacher Opinionaire except the factor "curriculum issues", for which teachers who serve on a visiting committee experience a greater loss of morale score as the year progresses. This significance, if in fact a reality, is probably due to an increased awareness of curriculum issues brought about by discussions during the visiting committee's deliberations. However, this factor of the Purdue Teacher Opinionaire only considers the responses to five items. Thus, the reported difference in scores represents an average of one higher response to one of the five items.

4. Members of visiting committees consider the experience a beneficial professional opportunity and are, generally, satisfied with the present format for the evaluation week.

5. Morale score, as defined by the ten factors of the Purdue Teacher Opinioniare, may be the wrong

descriptor to determine the lasting benefit that is
derived by teachers from participation in a professional
activity such as visiting committee membership.

Recommendations

Recommendations for further study in the area of
teacher morale and the evaluation process are as
follows:

1. A similar study be conducted that would
examine the effect of visiting committee membership on
teachers, looking at factors other than morale that
relate to professional growth.

2. Research be conducted to determine if more
appropriate characteristics other than morale are
affected by the experiences of visiting committee
membership.

3. Research be conducted to determine the
effect of the evaluation process on the faculty members
of the school being evaluated.

4. Research be conducted to determine the
effect of the recently instituted five-year interim
evaluation study on the effectiveness of the evaluation
program in secondary schools.

The responses of teachers to questions regarding
their experiences during the week of visiting committee

evaluation led to the following recommendations for
visiting committee organizational change:

1. The schedule for the week of visiting
committee evaluation should be changed to permit more
time for classroom visitation and discussions with
faculty and students.

2. The Department of Education coordinators
should complete the formation of visiting committees at
such time that would insure the receipt of orientation
information and the school's self-study by the visiting
committee members at least three weeks before the
evaluation begins.

3. Additional guidelines should be developed
for use by members of visiting committee subcommittees
during the evaluation week.

4. Those charged with organizational
responsibilities for a visiting committee should revise
the evaluation week's schedule to allow more time for
observation and discussion before asking for reports.

5. The length of night meetings should be
limited to insure that the visiting committee members
have time for rest and individual work.

6. The usefulness of joint committees for the
evaluation of two or more schools during the same
visiting committee week should be reconsidered.

7. Additional orientation activities should be provided for visiting committee members without previous experience.

8. Guidelines that would prevent the assignment of multiple subcommittee chair and/or major area assignments should be established.

Observations

Since this study was limited to secondary school teachers who were selected for visiting committee membership on one of the thirteen evaluations conducted during one semester of one school year, findings of this research should not be widely generalized. No attempt was made to include administrators, supervisors, college or university personnel, guidance counselors, or librarians in this study of the effect of visiting committee membership on morale.

It was observed that only fifty percent of the possible number of visiting committee membership positions were filled by secondary teachers. A larger percentage of administrators, supervisors, and college and university personnel than was expected served on the thirteen visiting committees included in this research, thus limiting the number of teachers included in this study.

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APPENDIX A

PRE-TEST SURVEY LETTER TO STUDY PARTICIPANTS

THE VIRGINIA COMMITTEE

The Commission on Secondary Schools

Southern Association of Colleges and Schools

P.O. Box 6-Q • Richmond, Virginia 23216

October 1, 1981

Dear

　　I am currently in the process of completing work towards the Ed. D. degree in educational leadership and administration at Virginia Polytechnic Institute and State University. The research topic which I have selected is an investigation of the relationship between the morale of public secondary school teachers and various aspects of the secondary school evaluation program. The results of this study will be of interest to both the Southern Association of Colleges and Schools and the Virginia Department of Education.

　　As one of 250 randomly selected public secondary school teachers, your participation in the study is of vital importance. Responses of participating teachers will be kept confidential. Your identity and the name of your school and school division will not be disclosed in the study or the summary of the results of the study which will be sent to you upon request.

　　Will you please respond to the enclosed Purdue Teacher Opinionaire and the Supplemental Information Sheet within the next few days and return them to me before October 15, 1981? A stamped, self-addressed envelope is enclosed for your use in returning the requested information. I thank you, in advance, for your consideration to this request and for taking the time to furnish data to be used in this research project.

　　　　　　　　　　Sincerely,

　　　　　　　　　　L. Irvin Williams, Associate Member
　　　　　　　　　　Virginia Secondary Committee

LIW/stg

Enclosures

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APPENDIX B

MEMORANDUM TO VISITING COMMITTEE COORDINATORS

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TO: Evaluation Coordinators for Fall Visiting Committee
          Evaluations

FROM: L. Irvin Williams, Supervisor
          Secondary School Evaluations

SUBJECT: Survey of Certain Visiting Committee Members

        Thank you for agreeing to assist in the collection of data for
this research project. As I mentioned in our previous discussion, the
enclosed questionnaire packets are to be completed by visiting committee
members who are secondary school teachers. The packets should be given
to appropriate visiting committee members on the last day of the
evaluation week and collected by you after approximately 30 minutes (no
time limit, however). Please place the completed questionnaires in the
return envelope provided and seal the envelope. I will then collect the
sealed envelope during the week following visiting committee evaluation.

LIW/stg

APPENDIX C

MEMORANDUM TO VISITING COMMITTEE MEMBERS

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
RICHMOND. 23216

TO: Certain Members of Fall, 1981 Evaluation Committees

FROM: L. Irvin Williams, Supervisor Secondary School Evaluations

On this concluding day of your visiting committee week, you are being asked to participate in a research project to investigate the effect of visiting committee membership on teacher morale. Although some visiting committee members may have had the opportunity to complete the Purdue Teacher Opinionaire during an October pre-test data gathering period, each of you who teach in a public secondary school is being asked to participate at this time. You will also be asked to complete a post-test instrument in May. Your identity and your responses will be kept confidential and your cooperation valued and appreciated. The survey instruments and instructions are as follows:

I.   The Supplemental Information Sheet (2 pages):

A.   Control Number - please do not mark this space.

B.   Name/school/address - this information is needed for post-test mailing in May and will be coded for research purposes.

C.   On page 2, please give your feelings about the topics presented.

II. The Purdue Teacher Opinionaire: Please answer each of the 100 questions.

III. Please accept my sincere thanks for your participation in this study. The data will be used in dissertation research (VPI) and for planning future evaluation activities.

LIW/jn

APPENDIX D

POST-TEST SURVEY LETTER TO STUDY PARTICIPANTS

THE VIRGINIA COMMITTEE

The Commission on Secondary Schools

Southern Association of Colleges and Schools

P.O. Box 6-Q • Richmond, Virginia 23216

May 1, 1982

Dear

The research project on the relationship of teacher morale to the various aspects of the secondary school evaluation program has been an on-going endeavor throughout the 1981-82 school year. As the spring semester draws quickly to a close, I ask, once more, for your cooperation and participation in the final phase of this study--the process of obtaining a measurement of teacher morale near the end of this school year. This measurement will be compared with other scores obtained during the year. Your participation at this time is of particular importance since you were a part of the randomly selected sample which responded in October.

As with your previous response, this information will be kept confidential. Your identity and the name of your school and school division will not be disclosed.

Will you please respond to the enclosed Purdue Teacher Opinionaire and return it to me in the stamped, self-addressed envelope before May 15, 1982? I thank you for your earlier participation in this study and for the consideration you may give to this final request.

Sincerely,

L. Irvin Williams
Associate Executive Secretary
Virginia Committee, SACS

LIW/stg

Enclosures

APPENDIX E

PURDUE TEACHER OPINIONAIRE

NCS–PTO

THE PURDUE TEACHER OPINIONAIRE
Prepared by Ralph R. Bentley and Averno M. Rempel

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

PLEASE READ THE DIRECTIONS FOR RECORDING RESPONSES ON OTHER SIDE
DO NOT OMIT ANY ITEMS

PLEASE FILL IN THE FOLLOWING INFORMATION:

SCHOOL: _____

AGE: _____ SEX: _____

DATE: _____ HIGHEST DEGREE COMPLETED: _____

	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
9. I am satisfied with the policies under which pay raises are granted	A	PA	PD	D
10. My teaching load is greater than that of most of the other teachers in our school	A	PA	PD	D
11. The extra-curricular load of the teachers in our school is unreasonable	A	PA	PD	D
12. Our principal's leadership in faculty meetings challenges and stimulates our professional growth	A	PA	PD	D
13. My teaching position gives me the social status in the community that I desire	A	PA	PD	D
14. The number of hours a teacher must work is unreasonable	A	PA	PD	D
15. Teaching enables me to enjoy many of the material and cultural things I like	A	PA	PD	D
16. My school provides me with adequate classroom supplies and equipment	A	PA	PD	D
17. Our school has a well-balanced curriculum	A	PA	PD	D
18. There is a great deal of griping. arguing. taking sides. and feuding among our teachers	A	PA	PD	D
19. Teaching gives me a great deal of personal satisfaction	A	PA	PD	D
20. The curriculum of our school makes reasonable provision for student individual differences	A	PA	PD	D
21. The procedures for obtaining materials and services are well defined and efficient	A	PA	PD	D
22. Generally. teachers in our school do not take advantage of one another	A	PA	PD	D
23. The teachers in our school cooperate with each other to achieve common, personal, and professional objectives	A	PA	PD	D
24. Teaching enables me to make my greatest contribution to society	A	PA	PD	D
25. The curriculum of our school is in need of major revisions	A	PA	PD	D

	A	PA	PD	D
26. I love to teach	A	PA	PD	D
27. If I could plan my career again. I would choose teaching	A	PA	PD	D
28. Experienced faculty members accept new and younger members as colleagues	A	PA	PD	D
29. I would recommend teaching as an occupation to students of high scholastic ability	A	PA	PD	D
30. If I could earn as much money in another occupation. I would stop teaching	A	PA	PD	D
31. The school schedule places my classes at a disadvantage	A	PA	PD	D
32. The school tries to follow a generous policy regarding fringe benefits. professional travel. professional study. etc.	A	PA	PD	D
33. My principal makes my work easier and more pleasant	A	PA	PD	D
34. Keeping up professionally is too much of a burden	A	PA	PD	D
35. Our community makes its teachers feel as though they are a real part of the community	A	PA	PD	D
36. Salary policies are administered with fairness and justice	A	PA	PD	D
37. Teaching affords me the security I want in a position	A	PA	PD	D
38. My school principal understands and recognizes good teaching procedures	A	PA	PD	D
39. Teachers clearly understand the policies governing salary increases	A	PA	PD	D
40. My classes are used as a "dumping ground" for problem students	A	PA	PD	D
41. The lines and methods of communication between teachers and the principal in our school are well developed and maintained	A	PA	PD	D
42. My teaching load in this school is unreasonable	A	PA	PD	D
43. My principal shows a real interest in my department	A	PA	PD	D
44. Our principal promotes a sense of belonging among the teachers in our school	A	PA	PD	D
45. My heavy teaching load unduly restricts my non-professional activities	A	PA	PD	D
46. I find my contacts with students. for the most part. highly satisfying and rewarding	A	PA	PD	D
47. I feel that I am an important part of this school system	A	PA	PD	D
48. The competency of teachers in our school compares favorably with that of teachers in other schools that I know	A	PA	PD	D
49. My school provides the teachers with adequate audio-visual aids and projection equipment	A	PA	PD	D
50. I feel successful and competent in my present position	A	PA	PD	D

NCS Trans-Optic B08 9601 32!

DIRECTIONS FOR RECORDING RESPONSES ON 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 circle "A" ● PA PD D

If you are somewhat uncertain, but probably agree with the statement, completely fill in circle "PA" A ● PD D

USE A NO. 2 PENCIL ONLY

If you are somewhat uncertain, but probably disagree with the statement, completely fill in circle "PD" A PA ● D

If you disagree with the statement, completely fill in circle "D" A PA PD ●

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

52. Our teaching staff is congenial to work with

53. My teaching associates are well prepared for their jobs

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

55. The teachers in our school work well together

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

57. Our school provides adequate clerical services for the teachers

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

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

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

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

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

63. Teaching gives me the prestige I desire

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

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

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

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

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

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

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

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

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

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

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

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

76. Most of the actions of students irritate me

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

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

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

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

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

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

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

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

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

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

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

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

89. I really enjoy working with my students

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

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

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

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

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

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

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

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

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

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

100. I am well satisfied with my present teaching position

APPENDIX F

SUPPLEMENTAL INFORMATION SHEET

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SUPPLEMENTAL INFORMATION SHEET

Control Number _____   Please return to: L. Irvin Williams
                                                     P. O. Box 6-Q
                                                     Richmond, VA 23216

    In the spaces provided for each item below, please check the appropriate
category which indicates your situation. ALL RESPONSES WILL BE KEPT CONFIDENTIAL.
PLEASE DO NOT OMIT ANY ITEM.

Sex: Marital Status:

_____ Female   _____ Married

_____ Male   _____ Single

Age (as of 10/1/81)   Area of Instructional Assignment:

_____ 20 - 29   _____ Academic Subject _____

_____ 30 - 39   _____ Fine Arts Subject _____

_____ 40 - 49   _____ Vocational Subject _____

_____ 50 - 59   _____ Elective Subject _____

_____ 60 +   _____ Other _____

Education: Years of Total Teaching Experience:

_____ Bachelor's Degree   _____ 0 - 9

_____ Master's Degree   _____ 10 - 19

_____ Specialist Degree or   _____ 20 - 29
        Certificate of Advanced Study
                                      _____ 30 or more
_____ Doctorate

Evaluation Participation:

_____ Previous member of a visiting committee
_____ Last visiting committee membership 1 - 2 years ago
_____ Last visiting committee membership 3 - 4 years ago
_____ Last visiting committee membership 5 or more years ago
_____ No previous visiting committee membership

Research Summary (available summer, 1982)
_____ I would like a summary of the results of this study
_____ I would not like a summary of the results of this study

APPENDIX G

VISITING COMMITTEE SUPPLEMENTAL INFORMATION SHEET

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VISITING COMMITTEE
SUPPLEMENTAL INFORMATION SHEET

Control Number _____   School Evaluated _____

                                  Your name _____

                                  Your school _____

                                  School address _____

                                  _____, Virginia

                                                Zip _____

     In the spaces provided for each item below, please check the appropriate category
which indicates your situation. ALL RESPONSES WILL BE KEPT CONFIDENTIAL. PLEASE DO NOT
OMIT ANY ITEM.

Sex: Marital Status:

_____ Female   _____ Married

_____ Male   _____ Single

Age (as of 10/1/81)   Area of Instructional Assignment:

_____ 20 - 29   _____ Academic Subject: _____

_____ 30 - 39   _____ Fine Arts Subject: _____

_____ 40 - 49   _____ Vocational Subject: _____

_____ 50 - 59   _____ Elective Subject: _____

_____ 60 +   _____ Other: _____

Highest Degree Attained: Years of Total Teaching Experience:

_____ Bachelor's Degree   _____ 0 - 3

_____ Master's Degree   _____ 4 - 9

_____ Specialist Degree or   _____ 10 - 19
         Certificate of Advanced Study
                                  _____ 20 - 29

_____ Doctorate   _____ 30 or more

Evaluation Participation:
_____ Last visiting committee membership 1 - 2 years ago
_____ Last visiting committee membership 3 - 4 years ago
_____ Last visiting committee membership 5 or more years ago
_____ No previous visiting committee membership before this week

In the place provided for each item, please circle or complete the appropriate category which indicates your feelings about the topic in question.

Scale for questions 1 - 5
1 - Poor
2 - Fair
3 - Good
4 - Excellent
NA - Not Applicable

(1) Motel accommodations for the visiting committee were   1 2 3 4 NA

(2) Preparations made by the school for the visiting committee were   1 2 3 4

(3) Organization provided by the chairperson and coordinator was   1 2 3 4

(4) Hospitality provided by the school faculty and administration was 1 2 3 4

(5) This school's total educational program is   1 2 3 4

Scale for questions 6 - 7
1 - not as good
2 - about the same
3 - better
NA - not applicable

(6) Compared with the total educational program evaluated this week, my home school's total educational program is   1 2 3

(7) Compared with other visiting committees on which I have served, this visiting committee experience was   1 2 3   NA

(8) How can visiting committee evaluation be improved?

a. _____
_____
_____

b. _____
_____
_____

c. _____
_____
_____

THE EFFECT OF VISITING COMMITTEE MEMBERSHIP ON TEACHER MORALE

by

L. Irvin Williams

(ABSTRACT)

The purpose of the study was to investigate the effect of visiting committee membership on teacher morale, as measured by the Purdue Teacher Opinionaire.

Two hundred fifty teachers were selected to receive the PTO during October, 1981, before the initiation of visiting committee activities. Visiting committee participants received an additional administration of the test on the last day of their respective visiting committee evaluations and all study participants received the PTO during May, 1982.

A direct comparison of group means and differences in gain scores between the research groups was made to determine the effect of the independent variables, visiting committee experience and demographic characteristics on teacher morale and the ten factors of morale. Differences in mean scores were tested for significance using t-test and analysis of variance statistical procedures.

The findings of this study appear to justify the

following conclusions:

1. Morale scores of secondary school teachers increase during the period of the visiting committee week but decrease as the school year progresses.

2. Previous visiting committee membership influences the gain in morale score experienced at the time of the evaluation week but gains dissipate as the school year progresses.

3. Visiting committee membership does not significantly affect the score on any of the ten morale factors of the PTO except the factor "curriculum issues".

4. A greater loss in morale score is experienced during the course of the school year by teachers with less than ten years teaching experience.

5. Members of visiting committees consider the experience a beneficial professional opportunity and are, generally, satisfied with the present format for the evaluation week.

6. Morale score, as defined by the ten factors of the PTO, may not be the best choice of a dependent variable to determine the lasting benefit that is derived by teachers from participation in a professional activity such as visiting committee membership.