

PERCEIVED FACTORS ASSOCIATED WITH HIGH AND LOW
JOB SATISFACTION AMONG TEACHERS

by

Judith Joerger Ruben

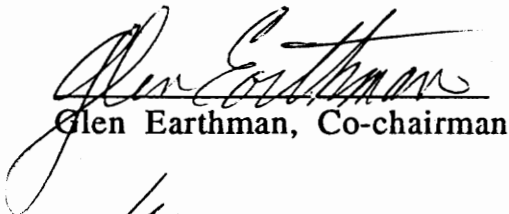
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in partial fulfillment of the requirements for the degree of

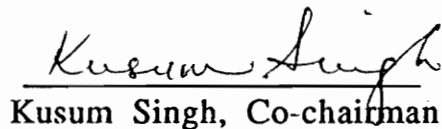
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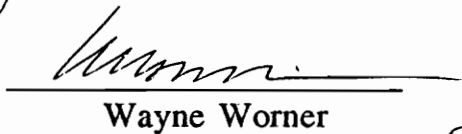
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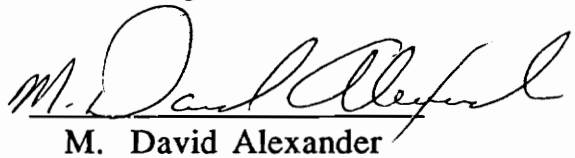
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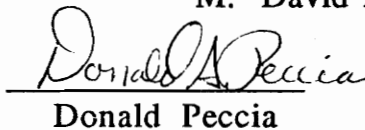
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(ABSTRACT)

Public schools need to enhance teacher job satisfaction which should improve teacher retention, teacher performance, and student achievement. This was a qualitative study of those factors which teachers with high and low job satisfaction perceived affected how they felt about their jobs.

A sample of 200 tenured Virginia Beach teachers was randomly selected sent the *Teacher Job Satisfaction Questionnaire* (TJSQ). Eighty-four of these teachers who agreed to be interviewed were rated on performance by their principals. Eight teachers, who placed at the top the ranked list of TJSQ scores and who were rated at least above average by their principals, were selected for interviews. Five teachers, who placed at the bottom of the list of TJSQ scores and who were rated average at best by their principals, were also selected for interviews.

The teachers in the study said they liked student success best and paperwork least. Respondents said the principal, coworkers, students, materials, autonomy, home life, parents, personality and participatory

decision-making all affected job satisfaction. The principal was ranked most important.

Job satisfiers were tabulated across questions. The most frequently identified intrinsic factor was student success. The extrinsic factors of working conditions, principal support and coworker support were identified. Intrinsic dissatisfiers included lack of teacher achievement, lack of recognition and lack of student success. Extrinsic dissatisfiers were poor working conditions and unpleasant student relationships.

Concerning demographics, the teachers with the top 30 job satisfaction scores were older, more female, more minority, more elementary, more experienced and about equally educated than the teachers with the lowest 30 job satisfaction scores.

In general, there was little difference between the responses of the high job satisfaction group and the low job satisfaction group perhaps because of the manner in which they were selected. However, teachers with low job satisfaction in this study were slightly more concerned with recognition, coworker support, working conditions, salary, student support, parent support and input into decision making than the high job satisfaction group.

DEDICATION

This study is dedicated to my parents, Eloise Joerger and the late Richard Joerger, who always taught me the importance of education and encouraged me to be my best. I thank my father for teaching me that being born female should not limit one's potential for success. I also thank my uncle, John Joerger, for being there for my mother and me since my father's death and continuing my father's encouragement. This study is further dedicated to my children, Karl and Ross Ruben, who missed a lot of hot meals and time with their mother during the four years I worked on this degree.

ACKNOWLEDGEMENTS

Appreciation is expressed to every member of my committee for their wonderful help and encouragement. Without them this project would never have been completed.

A very special appreciation is expressed to Dr. Glen Earthman, a gentleman and a scholar, whose tireless efforts got me through the dissertation. Through his diligent editing and revising, a germ of an idea became a dissertation. Even when I had no idea what I was doing, Dr. Earthman was always as close as the phone.

Thanks also goes to Dr. Kusum Singh. Having been involved in the teaching of mathematics for twenty-four years, I must comment first that Dr. Singh is the ultimate statistics teacher. She made research a joy. She also picked me up off the floor when I learned that I was conducting a qualitative study despite my two college degrees in mathematics and offered to help by directing me to various references.

I want to thank Dr. Wayne Worner. When I first presented the idea for a quantitative study on teacher job satisfaction to his class in the summer of 1992, the look on his face told me that a quantitative study was not going to fly. He was right, as usual. His encouragement, his astute comments, and particularly his deck made the summer of 1992 a memorable experience.

I want to express gratitude to Dr. M. David Alexander who was

always there to listen and share a story. Dr. Alexander added the principal's evaluation of the teachers to the study to ensure that teachers with high job satisfaction performed well and teachers with low job satisfaction did not perform so well. This was a connection I had not contemplated.

Thanks also goes to Dr. Donald Peccia and his secretary Robin Childress. They provided me with a list of every teacher in Virginia Beach and received teacher evaluations from principals so that I would not breach the confidentiality of the evaluation. Their help was invaluable.

Special thanks goes to Linda Schiflette, a fellow Virginia Tech student. She shared graciously and unselfishly of her time to teach some of us from the Tidewater Center the intricacies of qualitative research.

Finally, I would like to thank the 161 Virginia Beach teachers who took time to complete my questionnaire and especially the 13 who took time from their busy schedules to be interviewed. They should be congratulated for adding to the body of knowledge about teacher job satisfaction.

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CHAPTER ONE

INTRODUCTION

There has long been a fascination with the relationship between man and his work. Specialized fields such as vocational guidance and industrial psychology developed specifically to help individuals deal with selecting the right job and adjusting to the work environment. Early work in these two fields dealt with matching the worker's ability to aptitudes through a scientific process.

According to Vroom (1964):

This emphasis on improving the 'fit' between the abilities of persons and the demands of their jobs made an important contribution to both organizational functioning and individual adjustment. It did not, however, shed much light on the basic processes of adjustment. (p.3)

The interest in the last few decades has been not so much on matching people to the correct job but on facilitating their morale once on the job. Guion (1958) has defined 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 the total job situation" (p. 62).

Many of the studies on job satisfaction have been done in the field of business. While some of the literature on job satisfaction from business is applicable to education, not all of it applies since the nature of the two environments is somewhat different.

Education is similar to business in that both are organized in a

hierarchy although the hierarchy of a school tends to be flatter. Relationships with coworkers are important in both settings as is trying to please the clients. There are differences, however. Rewards in education tend to be more intrinsic than extrinsic. Opportunities for advancement in education are limited. Also, business generally rewards greater productivity with a larger salary.

Studies of job satisfaction have historically tried to focus on general characteristics applicable to all vocations. As time passed, it became fairly obvious that there were very few generalizations which could be made about satisfaction for all jobs. Research in recent years has centered on specific fields. One of these fields is education. The job satisfaction research in education has taken place mostly in the last few decades.

Teacher job satisfaction has become an issue of increasing concern for school administrators. A study by Sparks (1979, p. 447) reported that forty-six percent of teachers surveyed were dissatisfied with their job and the same percentage said that if they had it to do all over again they would not choose teaching as a career. Thirty-four percent of teachers interviewed by Lou Harris (1988, p. 1) said that they planned to leave teaching in the next five years. Job dissatisfaction among teachers has been linked with higher stress (Sutton & Huberty, 1984), turnover, absenteeism, and illness--all of which have some impact upon the efficiency and effectiveness of the organization (Culver et. al, 1990). Furthermore,

dissatisfied teachers can weaken programs by sabotage (Leslie, 1989). Teacher job satisfaction influences success at one's career. One study found teachers who felt good about themselves and their abilities have experienced success in their careers (Cheng, 1990). However, in a recent study conducted by the Carnegie Foundation (1990, p. 3), sixty-one percent of the teachers surveyed said that morale at their schools was fair or poor. With the increasing numbers of teachers leaving the profession, the number of teachers who "burn out" before they retire, and the high absentee rate among dissatisfied teachers, it is important that administrators examine the factors that impact upon job satisfaction at the school site to find ways to make teachers more satisfied with the job so that they will stay longer in the profession and be more productive.

Studies in the fields of business and education have examined the issue of job satisfaction of workers and teachers in great depth. As previously mentioned, the majority of these studies have been done in the business setting but many have also been done in the schools. The majority of these studies have been quantitative in nature and have identified factors associated with job satisfaction. Qualitative research is needed to obtain more details about exactly how identified factors impact upon job satisfaction.

Statement of the Problem

Morale and job satisfaction have been identified as major factors related to school quality. In order to improve morale and teacher job

satisfaction, it is necessary to identify those factors which affect teacher job satisfaction. Once identified, it is important to understand how each factor contributes to job satisfaction. In the past, most quantitative studies have focused largely on listing factors without analyzing exactly how each relates to teacher job satisfaction. In order to conduct this type of analysis, a qualitative study is needed.

Other factors associated with teacher job satisfaction are demographic characteristics. A study of demographic characteristics associated with high and low job satisfaction could be helpful to administrators in identifying teachers who might "burn out."

With this background in mind, the following research questions were investigated.

1. What factors do teachers report as contributing to their job satisfaction?
2. Are there demographic characteristics which relate to teacher job satisfaction?
3. Are there differences between those teachers identified as having high job satisfaction and those identified as having low job satisfaction?

Purpose of the Study

Most teachers either like or dislike their jobs. By identifying and analyzing those factors which teachers report contribute to their job satisfaction and by examining demographic variables,

administrators can gain a better understanding of those factors which affect teacher job satisfaction.

The purpose of this study was to

1. Identify factors which teachers report contribute to job satisfaction.
2. Analyze how each factor contributes to job satisfaction.
3. Explore the similarities and differences between the responses of teachers with high job satisfaction and low job satisfaction.
4. Identify demographic characteristics associated with teachers with high job satisfaction and with teachers with low job satisfaction.

Significance

This study should contribute to the body of knowledge about teacher job satisfaction. In the past, studies have been done regarding pre-conceived ideas of what contributed to teacher job satisfaction. Perhaps there are unexplored categories. Also, once identified, factors which teachers consistently say contribute to job dissatisfaction can be examined by principals and/or the school division for possible remedies. By improving job satisfaction, perhaps teacher productivity may likewise be improved.

Definitions

Job satisfaction as defined by Locke (1976, p. 120) is the "positive emotional state resulting from the appraisal of one's job or job experiences" as measured by a high score on the *Teacher Job Satisfaction Questionnaire*.

Job dissatisfaction is the "negative emotional state resulting from the appraisal of one's job or job experiences" as measured by a low score on the *Teacher Job Satisfaction Questionnaire*.

Limitations

The study was limited to tenured teachers who taught in Virginia Beach, Virginia, during the 1992-1993 school year.

Organization of the Study

This study is organized into five chapters. The first chapter provides a background for the study; identifies the problem, purpose, and significance; and provides a definition of terms. The second chapter is a review of literature pertinent to this study. The third chapter describes the methodology, design, population, sample, instrumentation and data analysis. The fourth chapter presents the results of the study including relevant tables. The final chapter contains the summary, analysis, conclusions, and recommendations of the study. A list of references is provided to identify sources discussed in the paper. Appendices contain approval letters, the *Teacher Job Satisfaction Questionnaire*, an endorsement letter from the Virginia Beach Education Association, reminder letters, a

practice interview, the interview protocol, and a letter requesting an interview from teachers.

CHAPTER TWO

REVIEW OF THE LITERATURE

A review of the literature was conducted to determine past factors associated with job satisfaction both in business and education. These factors were then used to form questions for the interviews. Not all factors could be used due to time restrictions on the length of the interview. After the interviews were completed, the results could then be compared to previous research.

Since the time of the industrial revolution, there has been an interest in studying the nature of work. The early studies of work in the industrial setting concentrated on how to increase productivity. The purpose in studying workers was to maximize human capital in order to increase profits. Jobs were analyzed and broken down into small components in order to better train workers (Taylor, 1911). Later, largely because of the Hawthorne studies (Mayo, 1933), researchers began to look at work from a more humanistic point of view since it was found that just paying attention to workers increased the production rate.

Since the early 1950s, motivation has been closely related to job satisfaction. Maslow (1954) developed his hierarchy of needs which included the physiological, safety, belongingness and love, esteem, and the self-actualization needs. Many of these needs can be met at the workplace. Herzberg, Musner, and Snyderman (1959)

concentrated on satisfiers and dissatisfiers at work which they called "motivators" and "hygienes" respectively. They concluded from their research that hygienes and motivators were not at opposite ends of the continuum. For example, if high salary contributes to high job satisfaction, low salary does not necessarily contribute to low job satisfaction. The motivators they found were items intrinsic to work such as achievement, responsibility, advancement, recognition and the work itself. The dissatisfiers they found were items extrinsic to work such as company policy, administration, supervision, interpersonal relationships, working conditions, and salary.

With this background in mind, the conceptual framework displayed in Figure 1 serves as an organizer for the rest of this chapter. The model contains Herzberg's (1959) list of extrinsic and intrinsic factors, but was otherwise created by the researcher.

Overview of Conceptual Framework

The conceptual framework illustrates the various factors impacting on teacher job satisfaction. The first group of factors concerns demographics. These factors impact on the personality of the teacher. The teacher's gender, race, length of service, age, and educational background all influence how a teacher will react in given situations. All of the demographic factors have been shown to influence job satisfaction.

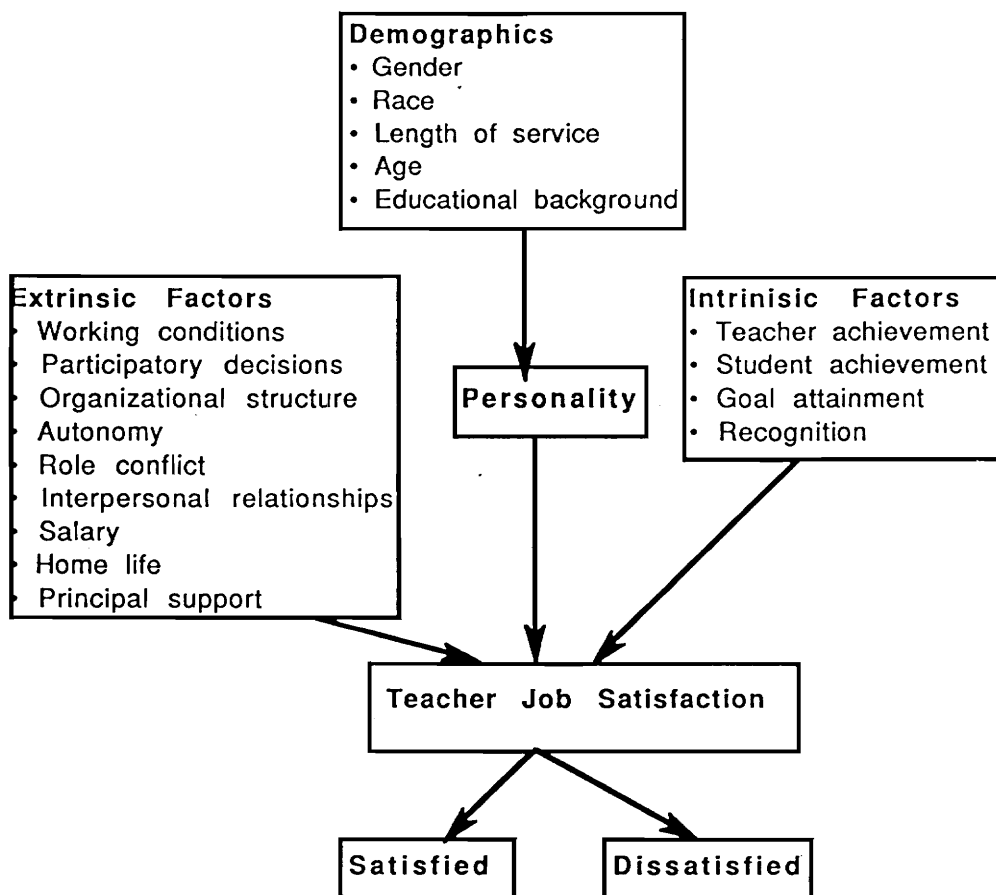


Figure 1
Conceptual Framework

Demographic factors influence the teacher's personality which in turn affects job satisfaction. Personality influences how one reacts to the environment. Kahn (1981, p. 55) has said that "personality factors act as conditioning variables as well as determinants of differential reactions to job conditions." Some people are optimistic by nature and some are pessimistic. Even with this predisposition, the impact of other factors can influence how one reacts to one's job.

Intrinsic factors relate to the personal achievement and growth of the teacher. Achievement may refer to achievement by the teacher, the student, or both. This could include completing a job, solving a problem or seeing the results of work successfully completed (Engelking, 1986). Other intrinsic factors that impact on the teacher are goal setting and goal attainment. The actual act of sitting down and writing a goal and then the sense of achievement at actually attaining the goal is extremely satisfying to some teachers. The final intrinsic factor is recognition. This could be written or verbal and could come from fellow teachers, administrators, or students.

Extrinsic factors also impact upon the teacher (Herzberg, 1959). These include working conditions, participative decision making, organizational structure, autonomy, role conflict, interpersonal relationships, home life, and principal support. One of these is working conditions. This could include the school plant itself or the availability of materials. Another extrinsic factor is participative

decision making. This concerns the administration allowing teachers to have a voice in matters that directly affect their work. Yet another factor, organizational structure, relates to the amount of bureaucracy in the organization. Autonomy refers to the degree to which the administration leaves the teacher alone to do his or her job. Role conflict reflects the various roles that teachers participate in every day and which do not always blend with each other. Interpersonal relationships refer to relationships with co-workers, administrators, parents and students. Salary refers to activities which involve compensation. Home life includes aspects of the teacher's personal life which affect the job. Family needs or problems associated with the job are also included in this category (Engelking, 1986). Principal support includes actions by the building administrator which teachers perceive as assisting them in doing their jobs.

Given all the demographic, intrinsic, and extrinsic factors as well as the personality of the teacher, the teacher may react in various ways to the job situation. The teacher may be satisfied with the job situation or dissatisfied with the job situation. All factors work together to influence this result.

Demographic Factors

Many studies have focused on the demographic variables associated with job satisfaction. Raisani (1988) found that demographic characteristics can significantly predict job

satisfaction. One of these factors is the educational background of the employee. Quinn (1974) analyzed studies conducted between 1969 and 1974 and reported that since 1969, a positive pattern has emerged between educational level and job satisfaction and yet there is no significant relationship.

Another factor that has been investigated is job status. The business literature is highly consistent in showing a positive relationship between job status and job satisfaction (Weaver, 1974). Another job-related factor is job longevity. As job longevity increases, job satisfaction falls very rapidly at first and then slows to a gradual decline throughout the employee's stay with the job (Saleh & Pasrich, 1970). Other researchers have not reported such a decline in job satisfaction as job longevity increases. Herzberg, Mauser, Peterson and Capwell (1957) conducted an extensive study on the relationship between job satisfaction and job tenure. They found high job satisfaction related to longer tenure in 33 out of 37 studies. Studies of teaching longevity have corroborated the findings of Herzberg that longevity is positively related to job satisfaction (Lester, 1985; Rachman & Kemp, 1964). Educational background and job status have also been related to job satisfaction, but the literature on job longevity's effect on job satisfaction is mixed.

Personal characteristics have been also associated with job satisfaction. One such factor that has been studied extensively is age. Older people are generally more satisfied with their jobs than

younger employees (Rachman & Kemp, 1964). Gender is another personal characteristic that has been associated with job satisfaction. The findings on gender are mixed. In the business field, more male than female professionals seem satisfied overall with their jobs (Weaver, 1977). However, another business study found that males are more likely to be dissatisfied with factors such as salary than females (Evans, 1985). For high school teachers, women seem more satisfied with their jobs than men (Chapman & Lowther, 1982). This verified a finding by Lortie (1975) that male teachers were more dissatisfied with their work than either single or married females and men were less sure than women that they would repeat the decision to go into teaching had they to do it all over again. The conflicting results may indicate the fact that the issue involved is not really gender, but rather other factors that tend to center around gender. One study concluded that it is not gender per se that is the crucial factor in teacher job satisfaction, but pay, job level, and promotional opportunities within the company (Hulin & Smith, 1964). Thus, the research is mixed on the relationship between job satisfaction and gender of the employee.

The relationship between marital status and job satisfaction has been researched as a factor associated with job satisfaction. Married workers are more satisfied with their jobs than single workers and workers with two or more children are more satisfied with their jobs than workers with fewer children (Rachman & Kemp,

1974, p. 2). Job satisfaction of teachers of bilingual students has been positively related to marital status (Andrews, 1991). The relationship between race and job satisfaction is yet another factor that has been investigated. In one study, black CPAs were less satisfied than their white counterparts along a number of dimensions (Slocoum & Strauser, 1972). Nonwhite general and special educators experienced lower job satisfaction than their white counterparts (Billingsley & Cross, 1992). Marital status, number of children, and race can be considered factors that affect job satisfaction. The studies on demographic factors associated with teacher job satisfaction are summarized in Table 1.

Teacher Personality

While many of the factors related to job satisfaction may be considered either intrinsic or extrinsic, teacher personality does not really fit either of these categories. Some people believe that studying factors affecting job satisfaction means very little as some people are by nature optimistic and others are pessimistic. There has been a long history of the study of personality by social scientists.

An ancient Greek named Galen (130-200 B. C.) popularized Hippocrate's theory that there are four personality types. These four types were believed to be caused by excesses of bodily humors and also related to fire, earth, water, and air. The type associated with fire was said to be caused by an excess of blood in the body and was

Table 1**Summary of Demographic Studies**

Authors	Date	Type	Findings
Weaver	1974	Business	Pos. correlation between job status and job sat.
Saleh & Pasrich	1970	Business	Job sat. declines rapidly at first and gradually declines
Herzberg et. al	1957	Business	Pos. correlation between longer tenure and job sat.
Lester	1985	Education	Same as Herzberg
Rachman & Kemp	1964	Education	Older teachers are more satisfied
Weaver	1977	Business	Males have higher job sat.
Chapman & Lowther	1982	Education	Female secondary teachers are more satisfied
Lortie	1975	Education	Males more dissatisfied
Rachman & Kemp	1974	Business	Married workers more satisfied
Andrews	1991	Education	Married bilingual teachers more satisfied
Slocum & Stausser	1972	Business	Black CPAs more dissatisfied
Billingsley & Cross	1992	Education	Nonwhite teachers less satisfied

known as the sanguine type. This type of person was an optimist by nature. The second type was associated with earth and caused by an excess of black bile and known as the melancholic type. This person was normally depressed. The third type was associated with air caused by an excess of yellow bile and known as choleric. This person was said to be impulsive. The last type was associated with water and an excess of phlegm and known as phlegmatic. This person was listless (Wilson, 1989).

Many others have tried to categorize personality types. Freud said that different personalities reflected a dominance of the ego, which causes a withdrawn personality, or the id, which causes an aggressive personality. Jung identified eight personality types. One category concerned a person's attitude toward life which is called introvert or extrovert. The other two categories referred to mental functions. One of these was known as feeling or thinking and the other as sensation or intuition. From this typology emerges eight possible personality types. Yet another researcher, Karen Horney (1885-1952), had identified three basic personality types: those who move toward people (compliant), those who move away from people (withdrawn), and those who move against people (aggressive) (Riso, 1987).

Riso (1987) has also developed a system of characterizing personalities known as the enneagram. This system has nine categories as opposed to Jung's eight. The nine categories (with Jung's equivalent in parentheses) were: reformer (extrovert-

thinker), helper (extrovert-feeler), artist (introvert-intuitive), thinker (introvert-thinker), loyalist (intuitive-feeler), generalist (extrovert-sensor), leader (extrovert-intuitive), peacemaker (introvert-sensor), and status seeker (no equivalent). Yet another similar typing system was developed by Oldham and Morris (1990). This system included ten categories: conscientious, self-confident, devoted, dramatic, vigilant, sensitive, leisurely, adventurous, idiosyncratic, and solitary. A system devised by Eysenck described personalities that are low or high in emotionality and either introverted or extroverted. Another developed by Cattell had sixteen personality factors (Wilson, 1989). While the number of categories differ in these varying systems, the categories are remarkably similar.

Regardless of the system of categorization, it seems clear that human beings do exhibit distinctly different personality traits. These traits are remarkably stable through life. In one study in the 1930s a group of 100 junior high school children responded to a personality scale that produced a score which represented a type of personality. The group then repeated the same personality scale thirty years later. The results indicated that the children had not changed much in personality (Wilson, 1989). Given that teachers will come into the profession with different personalities and that these personalities will probably change little with time, how does this fact influence job satisfaction? Riso (1987) has stated:

Job satisfaction and productivity increase when employees feel

that management understand personal needs and takes them into consideration. (p.9)

Personality has been related to teacher job satisfaction by Atkinson (1982) in that certain personality types have been associated with higher job satisfaction than other personality types. Another way in which personality is related to job satisfaction is through personality conflicts. One of the ten most common reasons given for leaving teaching in one study was a personality conflict with the administration (Dillon, 1978, p. 35). Personality is a factor that influences teacher job satisfaction. These results are summarized in Table 2.

Intrinsic Factors

One area that has been of interest to researchers in the field of job satisfaction is teacher achievement. Successful job performance and accomplishments have been shown to be related to job satisfaction (Ruch, Hershauer & Wright, 1976; Chapman & Lowther, 1982). The study by Ruch et. al examined teachers who were good performers to see if they were satisfied with their jobs and also teachers who were satisfied with their jobs to see if they were good performers. They found that successful job performance affects job satisfaction rather than the reverse. The study by Chapman and Lowther surveyed 5764 graduates of the University of Michigan who held teaching certificates. The survey asked questions about current

Table 2

Summary of Studies on Personality

Author	Date	Type	Findings
Atkinson	1982	Business	Personality is positively correlated to job sat.
Dillon	1978	Education	Teachers leave education because of personality conflicts

employment, satisfaction with employment, and ratings of educational experience. The study found a strong correlation between actual accomplishments and job satisfaction. Evans and Maas (1969) studied 1400 Minneapolis teachers to try to determine what factors contributed to their job satisfaction. They found a strong positive relationship between accomplishments and job satisfaction and a feeling of achievement was ranked second as leading to job satisfaction. Teacher achievement was an important factor in job satisfaction as was student achievement.

Two types of achievement were identified in the study by Evans and Maas (1969), teacher and student. Student successes in learning activities were found to be positive psychic rewards for teachers (Bredeson, Fruth, & Kasten, 1983). Student achievement is a factor contributing to teacher job satisfaction because it indicates a job well done. Thus, both teacher and student achievement have been related to job satisfaction.

Another area related to job satisfaction is goal setting and goal attainment. Spitzer (1964) studied ninety-six first line supervisors in a large aeronautical corporation and found by the use of survey instruments that goal attainment and job satisfaction were related. In response to the theory that goal setting should have beneficial effects on job satisfaction, Umstot, Bell and Mitchell (1976), studied business employees and found that goal setting had significant impact on need satisfaction. They also studied

employees having jobs with high goals and low enrichment.

Enrichment on the job includes any factor above and beyond what is required of the job and the supervisor. The employees in this study thought their jobs to be high on the enrichment variables of feedback and skill variety. The researchers speculated that the existence of goals made the jobs more interesting and therefore more satisfying.

Not just any goal improves job satisfaction. To be satisfying to workers, goals must be specific in nature (Locke & Bryan, 1967). Another way to approach goal setting is to give all the workers common goals. A study by Peters and Waterman (1982) attempted to identify the conditions that contributed to the success of American companies with excellent reputations. These companies appealed to the employee's desire to belong and be part of a common cause while at the same time structured the reward system to recognize employees for individual achievements. Goal setting and goal attainment have been linked with job satisfaction by various researchers.

Another factor related to job satisfaction is recognition. Whereas teacher achievement may or may not be formally rewarded, recognition means that achievement has been officially acknowledged. Ernie Boyer (1986), in responding to the National Commission on Excellence in Education Report (1983), said that teachers need to be provided with more recognition and rewards. If individuals are to be inspired to exceptional effort they need to feel a sense of recognition (Herzberg, Musner, & Snyderman, 1959;

Sergiovanni, 1967). Recognition is important because it is inversely related to turnover (Ross & Zander, 1977). That is, the more teachers are recognized, the less likely it will be that they will leave the profession. Since turnover is an increasing problem in the profession, factors which decrease it should be investigated. Another finding concerning recognition came from the previously mentioned survey of over 5000 University of Michigan graduates with teacher certificates. In this study recognition by administrators was listed as an important factor in teacher job satisfaction by the respondents (Chapman & Lowther, 1982). Rank in teaching has been shown to be a significant factor in determining satisfaction with work, pay, and promotion (Resinol, 1988). There is little chance of promotion in the field of teaching and this serves as a dissatisfier for male teachers in particular (Dabrowski, 1990). Recognition has been related in the literature to teacher job satisfaction.

Extrinsic Factors

Good interpersonal relationships with fellow teachers, administrators, parents and students are important to make the organization run more smoothly. The amount of tension between coworkers, superiors, and subordinates was found to be an important variable in teacher job satisfaction (Schmidt, 1980). Job burnout rates seemed to be lower for those helping professionals who had access to programs in which they discussed problems than the

professionals who did not have the assistance program. By comparing two groups of employees, one who did and one who did not have access to help, Maslack (1976) found that coworkers helped each other deal with stress. Using survey methods, Caplan and Jones (1975) determined that two variables of subjective environmental stress--low support from the supervisor and low support from others at work--correlated positively and significantly with job satisfaction.

Good relationships with other members of the school community have been cited as important to teacher job satisfaction (Chen, 1985). Good relationships provide the teacher with needed support when the job gets difficult. Support may come from coworkers, administrators or from students. Relationships with students have been cited by teachers as both positive and negative factors concerning job satisfaction and positive interpersonal relationships with students have been listed by teachers as having served as positive psychic rewards (Bredeson, Fruth & Kasten, 1983). Teaching rewards are largely from teachers' work with students. These rewards come from good interpersonal relationships with students (Sykes, 1983). Relationships with parents are also important as support from the home can influence student achievement and behavior and in turn influence teacher job satisfaction. Good parental relations is another source of teacher satisfaction with their jobs according to Engleking (1986). A survey of teachers by Evans & Maas (1969) determined that 70 percent of

those surveyed thought that interpersonal relationships with parents contributed to job satisfaction and 29 percent said that parents contributed to job dissatisfaction. The factor of parental relationships is noteworthy since over a fourth of those surveyed said that it was a contributing factor to job dissatisfaction. Recognition from parents plays an important role in teacher job satisfaction.

A study was commissioned by the Danforth Foundation's Administrator Fellowship Program to investigate why there was such high teacher absenteeism in the Richland School District One and also why there was such high teacher job dissatisfaction (Johnson, 1986). One reason that teachers gave for their dissatisfaction was lack of parental and community support (Pellicer, 1984). Teachers report that interpersonal relationships are important for teacher job satisfaction. This includes good relationships with coworkers and students. Table 3 summarizes these studies addressing the relationship between interpersonal relationships and teacher job satisfaction.

Support of the teacher by the principal has been studied quite extensively to determine its affect on job satisfaction. Emotional support is the most important type of support that administrators can provide as teachers who experience higher levels of this type of support are more likely to experience greater job satisfaction (Littrell, 1992). Behavior which shows consideration on the part of the principal has been closely related to job satisfaction (Knoop,

1981; Blase, Dedrick, & Strathe, 1986). On the other hand, lack of administrative support when a teacher is in need of help can lead to job dissatisfaction (Bredeson, Fruth & Kasten, 1983). Davis (1963) completed a review of the teacher job satisfaction literature between 1958 and 1963 and found that:

The immediate supervisor or administrator is extremely important to a teacher's morale. Democratic administration can offset low morale-producing factors. (p. 400)

Raisani (1988) administered the *Teacher Job Satisfaction Questionnaire* and the *Organizational Climate Description Questionnaire* to a randomly selected group of Michigan public secondary school teachers to investigate the relationship of organizational climate and teachers' and school's selected demographic characteristics to job satisfaction. A significant relationship was found between organizational climate dimensions and certain job satisfaction factors. Positive relationships were found between the engaged organizational climate dimension and supervision, colleagues, working conditions, work itself and recognition; supportive organizational climate and work itself and recognition; and intimate organizational climate and working conditions. Thus, the researchers concluded that administrative support is important to teacher job satisfaction.

The organization itself can contribute to job satisfaction. Teacher job satisfaction has been related to a higher degree of

Table 3**Summary of Studies about Interpersonal Relationships**

Author	Date	Type	Findings
Maslack	1976	Business	Coworkers help with stress
Caplan & Jones	1975	Business	Pos. correlation between low supervisor and coworker support and job dissatisfaction
Chen	1985	Education	Pos. correlation between good interpersonal relations and job sat.
Bredeson et a.	1983	Education	Interpersonal relations can have pos. or neg. effect
Sykes	1983	Education	Pos. correlation between good relations with students and job sat.
Engelking	1986	Education	Pos. correlation between good relations with parents and job sat.
Evans & Maas	1969	Education	Same as Engleking
Johnson	1986	Education	Pos. correlation of poor parent support with job dissatisfaction
Pellicer	1984	Education	Same as Chen

organizational complexity (Lester,1985). Organizational complexity refers to numerous levels in the organization, typically a bureaucracy. Bureaucracy may not contribute to job satisfaction for all teachers because Benson (1983) found that teachers who perceived their school to be bureaucratically organized are more willing to leave than those who do not. On a smaller scale, two factors concerning an employee's immediate work group have been related to job satisfaction. Size of the work group (Talacchi, 1960) has been related to job satisfaction. Some workers prefer working in large groups and others prefer a smaller work setting. Also, the structure of the group (Bavelas and Barrett, 1951) has been related to job satisfaction. Some workers prefer a very structured work group complete with hierarchy and others prefer a leaderless group structure. The level of the organization is important. The National Education Association study, *Status of the American Teacher, 1980-1981* (1982, p.2), found that 24 percent of all respondents said they would probably not become a teacher again and 12 percent said they would certainly not become a teacher again. Of these two categories, the majority of the teachers were secondary teachers. The study concluded that elementary teachers seem more satisfied with their jobs than secondary teachers since the majority of the respondents who said they would not choose the profession again taught in either a junior or senior high school. The structure of the organization can affect job satisfaction.

Some studies have been done which examine the various levels of teaching and how these levels affect job satisfaction. The organizational structure is very different between an elementary and a high school. One study found that high school teachers tend to leave teaching sooner than elementary teachers (Bentzen, Williams, & Heckman, 1980). It can be assumed that those who leave the profession are not totally satisfied with their jobs. In the case of high school teachers, it may be that they can make more money in private industry with their specialization in a subject area. While few studies have been done on junior high teacher's job satisfaction, one study did show that there was no significant difference in job satisfaction between teachers certified as elementary teachers and teachers certified as secondary teachers teaching at a junior high (Middleton, 1990). Elementary, middle or high school settings themselves may affect job satisfaction and not the certification of the teachers in the building. Organizational structure, the nature of the work group, and the level of organization may all affect job satisfaction.

Salary is a factor that has been studied fairly extensively in relation to job satisfaction. Salary has a potential influence on job satisfaction for managers (Kanungo, 1982). Beer (1964) found persons with higher salaries tend to be more satisfied than persons with lower salaries. One of the reasons for leaving teaching given by teachers is inadequate salary (Crane & Ervit, 1955). While these studies stressed the importance of salary on job satisfaction, other

studies have found that salary was not necessarily the most important factor. Personnel policies and practices rather than salary levels seem to influence morale among teachers more than salary (Redeffer, 1964). Mibourn (1981) found that job satisfaction was not necessarily associated with salary but instead, with higher order needs such as self-actualization. Rewards and incentives play key roles, but intrinsic rewards are more important than extrinsic (Dillworth, 1991). Although teachers are motivated primarily by intrinsic rewards, they are not motivated solely by them, money does matter (Johnson, 1986). Thus, the research is mixed on the effect of salary on job satisfaction. The results from the studies on the principal, level and salary are summarized in Table 4.

Autonomy is yet another factor associated with job satisfaction. As stated earlier, autonomy refers to the degree to which the administration leaves the teacher alone to do his or her job. Peters and Waterman (1982) verified Herzberg's finding that the key to motivation was increasing the autonomy of the employee. Redeffer (1964) studied teachers who were given a great deal of autonomy in their jobs and found that their turnover rate was quite low. That means the greater the amount of autonomy a teacher has, the less likely the teacher is to leave the profession. Another study which examined teacher autonomy also found that teachers who have autonomy are more likely to stay in their jobs and also that they feel satisfied with their jobs (Super & Hall, 1978). One of the sources of job

Table 4**Summary of Studies about the Principal, Level and Salary**

Author	Year	Field	Findings
Littrell	1992	Education	Pos. correlation between emotional support from principal and job sat.
Knoop	1981	Education	Pos. correlation between consideration behavior of principal and job sat.
Bredeson et. al.	1983	Education	Pos. correlation between lack of admin. support and job dissatisfaction
Davis	1983	Education	Pos. correlation between relationship with supervisor and job sat.
Raisani	1988	Education	Pos. correlation between supportive admin. and job sat.
NEA	1981	Education	Secondary teachers more dissatisfied
Bentzen et al	1980	Education	Same as NEA
Kanungo	1982	Business	Salary has influence
Beer	1964	Business	Pos. correlation between higher salary and job sat.
Crane & Ervit	1955	Education	Teachers leave because of low pay
Milbourn	1981	Education	Salary not necessarily associated with job sat.
Johnson	1986	Education	Salary does matter

discontent among teachers was their desire for more autonomy than they presently had (Ashbaugh, 1982). Autonomous decision making has also been inversely related to turnover. In a study of turnover among employees of a telephone company, Wickert (1951) found that those staying with the job felt they were able to make autonomous decisions. Autonomy is yet another factor related to job satisfaction.

Autonomous decision making is important and so is participatory decision making in studying job satisfaction. Autonomous decision making refers to those decisions made by teachers without having to consult an administrator. Participative decision making refers to those decisions, usually more important than those made autonomously by the teacher, that involve teachers and administrators working collaboratively. One of the most significant factors in supervisor/subordinate interactions is participative decision making (Weitzel, Pinto, Dawis, & Jury, 1973). Teachers still do not have much say in the decision making at their schools. In the opinion of Shreeve et. al (1988), this lack of involvement in decision making is a "deprivation" of decision-making powers. This deprivation was expressed by the difference between the teacher's perceived involvement and their desired involvement as measured by a questionnaire. A survey of teachers found that ninety-one percent of those surveyed felt they had little or no influence in curriculum or policy decisions in their schools (Sparks, 1979, p.447). A more recent survey conducted by the Carnegie Foundation (1990, p. 3)

found that 55 percent of the teachers surveyed said they were satisfied with the control they had over their professional lives. This control had to do with the amount of autonomous and participative decision making they were involved in at their job. In the same survey 71 percent said they were not at all or slightly involved in setting student retention and promotion policies. In response to another question in the survey, more than one-third said they were not at all or only slightly involved with shaping the curriculum at their school. One reason cited by teachers for leaving the profession has been that they feel peripheral to the decision-making process (Mason, 1986). Perhaps the group that leaves is among the 29 percent in the Carnegie Foundation study that said they do not have enough control over their professional life.

Role conflict is another factor that has been associated with job satisfaction. The problem is that most teachers have many roles. Seventy-three percent of the teachers in Sparks' survey (1979, p. 448) felt they were "pulled in different directions by the expectations of students, administrators and the general public." The teachers in that study felt overwhelmed by all the demands and they were unable to fill them all. Role conflict is inversely related to commitment (Morris & Koch, 1979). For example, teachers who had a lot of problems balancing the various roles they are asked to perform will have low commitment to the job. Billingsley and Cross (1992) developed a teacher job satisfaction questionnaire for the Virginia State Department of Education. Their survey included

10percent of the special education teachers (n=558) and 1 percent of the regular education teachers (n=559) during the 1988-1989 school year. One of the variables they investigated was role conflict. They found job satisfaction was associated with lower levels of role conflict. Role conflict is yet another variable associated with job satisfaction.

Researchers have been interested in whether home life affects job satisfaction. According to one study, job satisfaction affects life satisfaction (Milbourn & Francis, 1981). That is, ones satisfaction with the job influences one's overall happiness with life. Home life was found to have a strong relationship with job satisfaction on a multi-dimensional job satisfaction index (Atkinson, 1982). However, in another study, the home life was found to have little influence on satisfaction with the job (Friedlander, 1964). It can be said that there is an interaction between home life and the job. Jorde-Bloom (1986) stated:

Job satisfaction and life satisfaction are intricately related and that personal factors outside the school often determine satisfaction with the job. (p. 167)

Hoppock (1977) echoed these sentiments when he said:

Indeed, there may be no such thing as job satisfaction independent of the other satisfactions in one's life. Family relationships, health, relative social status in the community, and a multitude of other factors may be just as important as the job itself in determining what we tentatively choose to

call job satisfaction. (p. 42)

Satisfaction with life and with work seem to go hand in hand (Blase & Pajak, 1985). Teachers in Iowa, Kansas, Missouri, and Nebraska were surveyed about the significant aspects of their non-worklife and worklife. A positive correlation was been shown to exist between life and job satisfaction (Boardman, 1985). Thirty-six percent of the teachers surveyed by Sparks (1979, p. 448) said that their work frequently or almost always interfered with their home life. Interestingly, Evans and Maas (1969) found males who have good home lives also report having high job satisfaction. A majority (55 percent) of the teachers surveyed by the Carnegie Foundation (1990, p. 3) agree that they "subordinate all aspects" of their lives to work and spend an average of 47 hours per week on school work, either at home or at school. Home life can contribute to job satisfaction. A good home life can contribute to higher job satisfaction and, conversely, a poor home life can affect job satisfaction adversely.

Conditions at the place of work can influence teacher satisfaction with the job. Working conditions may include the physical space itself, the pupil-teacher ratio or materials. In a recent survey of teachers conducted by the Carnegie Foundation (1990, p. 4), 58 percent said that there had been a decline or no change at all in the physical resources at their school since 1983 and 96 percent reported having to spend their own money on supplies at an average of \$250 a year. Concerning facilities, at a South Bronx

junior high school, teachers and students designed their classroom and the teachers reportedly had higher job satisfaction than the previous year (Green, 1975). The researchers felt that the participation in designing the classroom had contributed to the increase in job satisfaction. The physical setting may also influence job satisfaction. Past studies have indicated that the physical design of the work space can affect psychological and physiological states as well as social behavior (Jorde-Bloom, 1986). College students were studied under increasing conditions of heat and density. The greatest deterioration in performance occurred when both heat and density were present (Griffith, 1971). Even the school size itself can have an adverse effect on job satisfaction. Secondary school buildings with 1500 students enrolled were shown to have an adverse affect on job satisfaction of secondary physical education teachers (Reese, 1985). High student/teacher ratio has also been linked with higher teacher turnover which is an indicator of job satisfaction (Theobald, 1989). High staff-child ratios have been found to be related to staff perceptions of job dissatisfaction and burnout (Jorde, 1982). Poor facilities, high density of students, and the actual design of the classroom may all influence teacher job satisfaction. Studies on autonomy, participatory decisions, role conflict, working conditions and life satisfaction are summarized in Table 5.

Table 5**Summary of Studies on Autonomy, Participatory Decisions,
Role Conflict, Life Satisfaction and Working Conditions**

Author	Year	Field	Findings
Super & Hall	1978	Education	Pos. correlation of job sat. with autonomy
Ashbaugh	1982	Education	Same as Super & Hall
Mason	1986	Education	Teachers leave profession when not involved in decisions
Billingsley & Cross	1992	Education	Pos. correlation between lower role conflict and higher job sat.
Milbourn & Francis	1981	Business	Pos. correlation between life sat. and job sat.
Akinson	1982	Business	Same as Milbourn & Francis
Blase & Pojak	1985	Business	Sat. with life causes sat. with work
Boardman	1985	Education	Same as Milbourn
Reese	1985	Education	The larger the school the lower the job sat.
Theobald	1989	Education	Pos. correlation of job turnover and high student to teacher ratio
Jorde	1982	Education	Same as Theobald

Qualitative Research

The previously cited studies have all been quantitative in nature. Very little qualitative research work has been done in this field over the last fifty years. Perhaps this is the reason that even though this field has been studied extensively, so many questions are still unanswered. One of the classic studies of a qualitative nature was done in the 1930's. Hoppock (1935) surveyed 500 teachers in New York City concerning their job satisfaction. He analyzed the differences between the top 100 of these teachers and the bottom 100. Factors on which there were three or more standard errors difference between the two groups were considered factors which discriminated between the two groups. These included emotional adjustment, religion, supervisors and associates, size of community, feelings of success, praise, family influence, social status, vocational choice, interest in work, monotony, fatigue, and age. One item that did not discriminate was salary. This finding confirms Redeffers (1964) study that salary is not an important factor in determining teacher job satisfaction. Another study that employed interviews was one done by Chase (1951). In order to determine factors which affect teacher job satisfaction, the researcher used a questionnaire to identify school systems with high and low job satisfaction. He followed up with free response questionnaires and personal interviews. He determined that the most important factor for teachers was ". . . freedom to plan, to experiment, to feel that he

has the professional responsibility for meeting the needs of pupils with whom he is working" (p. 129). More recently, Pedersen (1988) interviewed forty teachers to determine how they would rank Herzberg's satisfiers and dissatisfiers. Achievement and recognition were the important satisfiers and unfairness, a lack of a sense of achievement and school policy/administration were the dissatisfiers. An even more in-depth approach was used by Burg (1991) who interviewed only four teachers. The teachers in this study scored highly on the *Teacher Satisfaction Survey* and were recognized for successful teaching through a state program. They were in mid-career and mid-life. These teachers were successful and satisfied with their jobs. Teacher job satisfaction is a subjective, personal experience of work according to this study. For this particular group, satisfaction is more related to self-perceived effectiveness than the physical conditions of work.

Recommendations for Improving Teacher Job Satisfaction from Other Studies

Several studies have given suggestions for improving teacher job satisfaction. The Phi Kappa Delta study by Andrew et. al (1985) gave many sound suggestions for improving school morale. In schools with good morale, the principal was described as open, helpful, student-centered, systematic, responsive, and fair. The study

recommended that principals should strive to treat teachers these ways. The study also made further recommendations. The principal should try to dissuade the formation of cliques because schools with poor morale invariably have them. The principals should also try to instill a sense of mission in his/her teachers. Teachers should be involved in decision making, particularly if it affects them professionally. Teachers should be supported with instructional materials, clerical help and support with discipline problems. Finally, the superintendent should visit the schools and communicate directly with personnel.

A study by Davis (1981) also gave several practical recommendations for improving teacher job satisfaction. Principals should build self-esteem of the staff with deserved praise. Principals should also develop chances for teachers to develop and grow. Another suggestion is that principals should combine individual, program, and school system goals. The principal should promote the development of teacher interpersonal relationships. Finally, the principals should practice good managerial skills. This means keeping paperwork to a minimum, scheduling meetings for important reasons only, and involving teachers in decision making.

Perhaps the answer to teacher job satisfaction is for personnel

departments and principals to do a better job of matching teachers to school climates and principal leadership styles. One theory is that there needs to be a match between the teacher and the working environment (Chapman, 1983). For example, a teacher who likes a very structured working environment could be matched to a structured school and a teacher who enjoys a less structured school could be similarly matched. Only when congruence is achieved can both the organization and the teacher be happy.

From a review of the literature it can be seen that many factors influence teacher job satisfaction. Demographic factors such as the teacher's gender, race, length of service, age, and educational background have been shown to affect how a teacher feels about the job. Extrinsic factors such as working conditions, participative decision making, organizational structure, autonomy, role conflict, interpersonal relationships, salary, home life and support from the principal have all been shown to be factors in determining satisfaction with one's job. Intrinsic factors such as teacher and student achievement, goal setting and attainment and recognition are other identified factors concerning job satisfaction. Finally, the teacher's personality can also indicate how satisfied the teacher is with the job. The area of teacher job satisfaction has been shown in

the literature to be influenced by a variety of factors.

CHAPTER THREE

METHODOLOGY

Information was gathered on factors leading to teacher job satisfaction using both quantitative and qualitative methods. Quantitative methods were used to identify teachers with high and low job satisfaction by use of the *Teacher Job Satisfaction Questionnaire*. After the identification process, interviews were held to obtain additional information on factors that affected job satisfaction. The interviews provided richer data than could have been obtained with purely quantitative survey methods.

Type of Research

This study was, for the most part, a qualitative study. According to Feldman (1991):

The purpose of in-depth interviewing is not to get answers to questions, not to test hypotheses, and not to evaluate as the term is normally used. At the root of in-depth interviewing is an interest in understanding the experience of other people and the meaning they make of that experience (p. 52).

There are at least three reasons for conducting qualitative research in the field of job satisfaction. One is that more detail may be obtained through qualitative research (Patton, 1980). For example, the principal has been identified in many studies as a factor affecting job satisfaction. However, do the respondents mean the

leadership style of the principal or the support from the principal? Only by interviewing could that distinction be made. Secondly, interviews will help to answer the question of why teachers are satisfied or dissatisfied with their jobs. Finally, since very few qualitative studies have been done in this field, new information may emerge that has not yet been obtained using quantitative methods.

Population and Sample

The population for this study consisted of all the tenured teachers in the Virginia Beach Public School System in the 1992-1993 school year. In order to obtain an interview sample consisting of a group of teachers with high job satisfaction and another group with low job satisfaction, two samples were created, a survey sample and an interview sample. The survey sample consisted of 200 randomly selected teachers from the population. They were sent the questionnaire. Of those who returned the survey and agreed to be interviewed, an interview sample of thirteen was selected according to predetermined criteria.

Sample Selection

After obtaining permission to conduct this study from the author of the *Teacher Job Satisfaction Questionnaire* (Appendix A) and Virginia Beach Schools (Appendix B), the first phase of the study was to identify two hundred tenured classroom teachers teaching in Virginia Beach Public Schools who would be asked to complete the

Teacher Job Satisfaction Questionnaire. To accomplish this, an alphabetic list of the 4724 employees on the teacher pay scale was obtained from the Virginia Beach Public Schools Department of Personnel. Every twenty-fourth name was selected in order to obtain a sample size of two hundred. The questionnaires were coded by number with the researcher maintaining a list of code numbers associated with names and schools. A cover letter (Appendix C), a sheet requesting demographic information (Appendix D), the questionnaire (Appendix E), an endorsement letter from the Virginia Beach Education Association (Appendix F) and a piece of candy were sent to all teachers in the sample. The candy was included as suggested by Dillman (1978, p. 52): "A small token of appreciation might also be enclosed to convey the impression that the researcher appreciates the respondent's effort to respond." The cover letter asked recipients to return the questionnaire unanswered if they were either non-tenured and/or not a classroom teacher. Fifty-two surveys were returned unanswered. The questionnaire was then sent to the next name on the list. Of the fifty-two questionnaires that were redistributed, ten were returned because the recipient was either non-tenured and/or not a classroom teacher. These ten questionnaires were recycled a third time; none of these were returned due to the recipient not fitting the correct categories.

Respondents were asked to complete the questionnaire regardless of whether they agreed to be interviewed. Also, the respondent could request to have his or her scores returned along with the

average score of the sample whether or not he or she agreed to be interviewed. Two weeks after a questionnaire was sent out, a reminder note was sent to teachers asking them to let the researcher know if they did not care to participate or if they needed another questionnaire (Appendix G). Five teachers responded by saying that they did not wish to participate and seven asked for an additional questionnaire. Five additional questionnaires were sent to the next teacher on the list to replace those who responded that they did not care to participate. Two weeks later a second reminder was sent (Appendix H).

As the questionnaires arrived and all the participants at a particular school had completed their forms, a form was sent to the principal of each school of respondents who agreed to be interviewed. The principals were asked to rate the teachers on their performance on a one to five scale with a one indicating outstanding performance with five indicating a rating of poor (Appendix I). Since the Virginia Beach School Department of Educational Planning would not permit the researcher to see the principal's rating of teachers, these ratings were sent to the Director of Personnel. The researcher sent the personnel office a list of all of the teachers ranked from high to low score on the *Teacher Job Satisfaction Questionnaire*. Starting from the top of this list, eight teachers who had the highest scores on the *Teacher Job Satisfaction Questionnaire* and who received a score of one or two by their principal on the performance rating scale were selected by the Personnel Director.

The eight were also selected so that there would be four elementary teachers, two middle school teachers, and two high school teachers, a proportion which is representative of the number of teachers in the school system. The same procedure was used to pick teachers with low scores, the selection process began from the bottom of the ranked scores list and the teachers received a score of five, four or three on the principals' rating scale of performance. It was not possible to pick eight teachers, four secondary and four elementary using these criteria since only five teachers who agreed to be interviewed met the criteria. Four were elementary and one a secondary teacher. The researcher did not see any of the ratings of teachers given by principals.

Of the 200 surveys distributed, one hundred sixty-one were returned completed for a completion rate of 80.5 percent. With this high percentage of return, no follow-up was undertaken to contact non-respondents. Of these surveys, eighty-four teachers indicated that they would be willing to be interviewed. This represented 52.1 percent of those who completed a survey.

Interviews

Interview questions were written using information derived from the literature review. The interview was piloted by interviewing two teachers from a neighboring school district (Appendix J). Due to the time restrictions on interview length and the ambiguity of the last two questions, the last two questions were eliminated. An

introduction was added to ease the subjects into the interview. Also, the two teachers interviewed seemed uncomfortable talking about their own personality and home life, so the tone of these questions was changed to make the questions less personal. The question previous to this question, which dealt with autonomy, was also changed so that the person being interviewed did not suspect the transition.

An *a priori* decision was made to interview sixteen subjects, however, only thirteen met the selection criteria. Eight teachers were identified with high job satisfaction and "good" performance. Five with low job satisfaction and average or below performance were selected for interview. The performance rating from the principal was important because satisfaction with one's school has been shown to be a predictor of productivity (Westbrook, 1988). Subjects were notified that they had been selected for the study and interviews scheduled (Appendix L).

Data Needs

Three types of data were collected. The first was a set of data identifying eight teachers with high scores on the teacher job satisfaction instrument and good performance ratings from their principals and five with low scores and low ratings by their principals. The second set of data came from structured interviews with these individuals in an effort to identify factors affecting their job satisfaction. The third set of data was demographic and

professional information collected on all subjects. These data were used to identify traits associated with high and low job satisfaction among teachers in Virginia Beach.

Instrumentation

The instrument that was used to identify teachers with high and low job satisfaction was the *Teacher Job Satisfaction Questionnaire* (Lester, 1985). After examining several available instruments, this instrument was chosen because it was the only instrument available dealing specifically with teacher job satisfaction.

The instrument contained 66 items measuring teacher job satisfaction in nine areas: supervision (14 items), colleagues (10 items), working conditions (7 items), pay (7 items), responsibility (8 items), work itself (9 items), advancement (5 items), security (3 items) and recognition (3 items). These subscales are an accurate reflection of the literature in the field. The instrument was designed to ascertain teacher's feelings about their jobs. The teachers indicate their level of agreement or disagreement with each statement on a five-point scale: strongly disagree, disagree, neutral, agree, strongly agree.

The instrument has been found to be both reliable and valid by Dr. Lester and other researchers. Reliability is the variance in the observed scores that is free of error. The coefficient of reliability may range from 1 where there is no error to 0 where the measurement is all error. The reliability coefficient has been

computed for the full scale as well as for each factor. Internal consistency was determined through computation of an alpha coefficient. The alpha coefficient measures inter-item consistency or homogeneity of the items and is used when measures have multiple-scored items (Ary, Jacobs & Razavich, 1990). The alpha coefficient for the full scale was .93. The alpha coefficients for each factor were: supervision, .92; colleagues, .82; working conditions, .83; pay, .80; responsibility, .73; work itself, .82; advancement, .81; security, .71; and recognition, .74. Content validity was determined by a Q-sort and a pilot study of 30 teachers. Statements with less than 80 percent agreement were rewritten or rejected. The content of the instrument was examined by several experts. Construct validity was determined by a factor analysis of the nine factors across the 120 items. Factor analysis was used to discover clusters of related variables. No attempt was made to establish criterion validity since no other similar instrument exists (Lester, 1985).

The instrument provides a total score for job satisfaction. This questionnaire was chosen because it has already been validated on a group of teachers.

Data Gathering

The *Teacher Job Satisfaction Questionnaire* was sent to two hundred of the tenured Virginia Beach teachers during the 1992-1993 school year. After the questionnaires were collected, eight teachers with high scores and good performance and five with low scores and average or below performance were identified and

interviewed. The two groups were unequal in size. Originally, the plan was to have eight teachers with high job satisfaction and eight with low job satisfaction. It was possible to choose eight teachers who had job satisfaction scores one standard deviation above the mean, were willing to be interviewed and whose principals rated them as above average. It was only possible to find five teachers whose job satisfaction scores were at or below the mean, were willing to be interviewed and whose principals rated them average or below.

Data Analysis

Once the original survey was collected, it was necessary to identify those persons who had high and low scores on the instrument. Teachers who had scores at least one standard deviation above the mean were considered to have high job satisfaction and those with scores at or below the mean were considered to have low job satisfaction.

From the scores on the *Teacher Job Satisfaction Questionnaire*, thirteen teachers were selected by the Department of Personnel from the 84 teachers who agreed to be interviewed. These teachers scores were ranked and matched with the evaluations of the principals. The Director of Personnel chose eight teachers who had job satisfaction scores above one standard deviation above the mean and who were rated as above average in performance by their principals. They were also chosen so there were half elementary and half

secondary teachers. A similar selection process was not possible for the low job satisfaction group. The Director of Personnel chose five teachers with average or below average scores on the questionnaire and ratings of at best average by their principals.

A demographic profile of the teachers with the highest thirty scores and the lowest thirty scores was constructed. This profile included age, sex, race, college degrees, experience, level, grade, subject, and marital status. The means for age and experience were calculated for the low job satisfaction group and the high job satisfaction group.

Each of the interview questions was summarized in a table. The table listed the responses and the number of each teacher giving that response broken into the two categories of high job satisfaction and low job satisfaction.

Once the interviews were conducted, transcripts were made of each interview. The transcripts were coded according to categories. The following categories were used for coding: teacher achievement, goal setting, recognition, organizational structure, autonomy, participatory decision making, salary, principal support, school plant, student success, role conflict, coworkers, home life, personality, materials and parents. These categories were determined from the literature review. The number of instances these factors were mentioned as satisfiers or dissatisfiers was summarized.

By identifying teachers with high and low job satisfaction, more in-depth information as to what factors contribute to job satisfaction and the relative importance of each factor was obtained.

CHAPTER FOUR

FINDINGS OF THE STUDY

Results from the Questionnaire

This study examined not only what teachers perceived as important for job satisfaction but also what exactly it was about that factor that contributed to or detracted from their job satisfaction. Two hundred Virginia Beach tenured teachers were randomly selected to complete the *Teacher Job Satisfaction Questionnaire* (TJSQ). One hundred sixty-one surveys were returned. Of those, eighty-four of the teachers agreed to be interviewed. Those teachers were rated by their principals on their performance. Eight teachers, four secondary and four elementary, were selected for interviews because they had a job satisfaction score one or more standard deviations above or below the mean score of the sample and above average performance. Five teachers, four elementary and one secondary, were selected for interviews because they had a job satisfaction score at or below the sample mean and an average or below average performance rating from the principal.

For the 161 *Teacher Job Satisfaction Questionnaires* that were completed, the mean score was 238.9, the range 171-298 and the standard deviation was 27.42. For the eighty-four teachers who agreed to be interviewed the mean score was 245.1 and the standard deviation 25, and for the thirteen teachers who were interviewed the

mean was 283 and the standard deviation 8.7. These results are summarized in Table 6.

The eight teachers selected to be interviewed who were considered to have high job satisfaction had scores ranging from 274 to 296. They were also rated as above average in classroom performance by their principals. Each of the TJSQ scores was at least one standard deviation above the mean. It was expected that a similar group could be formed of those with low job satisfaction. However, this was not the case. Many of the principals were not willing to rate teachers as "average" or "below average" in performance. The range of scores for the low job satisfaction and average or below performance group was 195-234 with only five teachers fitting into this category. Only one score was more than one standard deviation from the mean and the other four were between the mean and one standard deviation from the mean.

Demographic Information

Demographic information was collected on the 161 teachers who returned the questionnaire. For purpose of comparison, the teachers with the highest 30 scores were considered the high job satisfaction group and the teachers with the lowest 30 scores the low job satisfaction group. Table 7 summarizes demographic information on highest degree held, gender, race, age, experience, level, and marital status.

Table 6**Scores by Interval on the Teacher Job Satisfaction Questionnaire**

	Survey sample (n = 161)	Teachers who agreed to be interviewed (n = 84)	Interview sample (n = 13)
290-300	4	3	3
280-289	4	4	4
270-279	10	6	1
260-269	18	10	0
250-259	22	14	0
240-249	22	9	0
230-239	30	14	1
220-229	11	7	2
210-219	14	6	1
200-209	12	4	0
190-199	6	3	1
180-189	3	1	0
170-179	5	1	0
Mean	238.9	245.1	283
Standard dev.	27.4	25	8.7

Table 7**Demographic Information for High and Low Job Satisfaction**

Variable	High job satisfaction n = 30	Low job satisfaction n = 30
Mean score (TJSQ)	273.8	199.5
Highest degree	Bachelor's: 53.3% Master's: 43.3% CAS: 3.4%	Bachelor's: 50% Master's: 50%
Gender	Female: 83.3% Male: 16.7%	Female: 80% Male: 20%
Race	White: 83.3% Minority: 16.7%	White: 93.3% Minority: 6.7%
Mean age	43.2	39
Mean number of years of experience	15.2	11
Level	Secondary: 43.3% Elementary: 56.7%	Secondary: 56.7% Elementary: 43.3%
Marital status	Married: 73.3% Divorced: 13.3% Single: 10% Separated: .4%	Married: 60% Divorced: 13.3% Single: 23.3% Separated: 3.4%

Age

The mean for the high job satisfaction group was 43.2 and 39 for the low job satisfaction group. The mean age for the high job satisfaction group was higher echoing the findings of the findings of Rachman and Kemp (1964) that job satisfaction increases with age.

Sex

Female teachers with high job satisfaction represented 83.3% of their group and 16.7 % were male. For the low job satisfaction group, 80% were female and 20% male. The low job satisfaction group had a slightly higher representation of males than the high job satisfaction group. This finding supports one of the studies (Lortie, 1975) that found males generally more dissatisfied than females.

Race

The high job satisfaction group had 83.3% whites and 16.7% minorities. The low job satisfaction group had 93.3% whites and 6.7% minorities. There was a higher percentage of minority representation in the high job satisfaction group than the low job satisfaction group. This finding does not support the finding of Billingsley and Cross (1992) that nonwhite teachers are less satisfied.

Education

For the high job satisfaction group, 53.3% had Bachelor's degrees, 43.3% a Master's, and 3.4% a Certificate of Advanced Studies. For the

low job satisfaction group, 50% had Bachelor's degrees and 50% had a Master's. The low job satisfaction group had a slightly higher percentage of advanced degrees. Quinn (1974) found that there was a tendency for teachers with high job satisfaction to have more education but that this trend was inconclusive. This study also found no real trend.

Level

The high job satisfaction group was composed of 56.7% elementary teachers and 43.3% secondary school teachers. The low job satisfaction group was composed of 56.7% secondary teachers and 43.3% elementary teachers. The lower job satisfaction group was more secondary supporting the findings of the National Education Association (1982) that secondary teachers are more dissatisfied than elementary teachers.

Marital Status

For the high job satisfaction group, 73.3% were married, 10% were single, 13.3% divorced, and .4% separated. The low job satisfaction group had 60% married teachers, 23.3% single teachers, 3.4% separated teachers and 13% divorced teachers. The high job satisfaction group had more married teachers supporting the findings of Rachman and Kemp (1964).

Experience

The mean number of years of experience for the high job satisfaction group was 15.2 years. The mean for the low job satisfaction group was 11 years. This result supports the findings of Lester (1985) that teachers who have taught longer are more satisfied with their jobs.

A composite profile of the interviewed teachers is shown in Table 8. These data were obtained from the Personal Information Sheet attached to the *Teacher Job Satisfaction Questionnaire*. The teachers above the double line are the high job satisfaction group and the teachers below this line are the low job satisfaction group.

The mean age for the high job satisfaction group was 45 years. There were 7 females and 1 male as well as 7 Caucasians and 1 Black. Two of these teachers held Bachelor's degrees, 4 Master's and 2 Certificates of Advanced Studies. The mean numbers of years taught in Virginia Beach was 17.25. Six of the teachers were married, 1 was divorced, and 1 was single.

The mean age for the low job satisfaction group was 40.2 years. Three were female and two were male and all five were Caucasian. Four held a Master's and one held a Bachelor's degree. The mean number of years of experience in Virginia Beach was 13. Four were married and one was divorced.

The data which follows reflects the answers to Questions 1-15 from the Interview Protocol (Appendix K).

Table 8**Interviewed Teachers Demographic Data and Scores**

No.	Age	Sex	Race	Deg.	VB yr.	Lev.	Grade	Score TJSQ	Mar.*
1**	46	F	W	CAS	23	E	6	288	S
2	52	M	W	M	31	H	12	295	M
3	45	F	W	M	14	E	2	288	M
4	31	F	W	B	9	E	3	285	M
5	49	F	W	M	16	H	12	296	D
6	42	F	B	CAS	20	M	8	274	M
7	58	F	W	M	14	E	K-2	284	M
8	37	F	W	B	11	M	6	293	M
9	48	F	W	M	26	M	6-8	219	M
10	34	M	W	M	12	E	5	224	M
11	46	F	W	B	4	E	4	221	M
12	45	M	W	M(2)	17	E	6	195	D
13	28	F	W	M	6	E	6	234	M

*Mar=Marital Status; M= Married, S=Single, D=Divorced

** Teachers 1-8 are the high job satisfaction group and 9 -13 the low job satisfaction group.

Results from the Interviews

Question #1: What Do You Like Best About Your Job?

The interviews actually began with a question about the present teaching assignment. This question was used to ease the teacher into the interview and to obtain additional demographic information not included on the profile sheet. Answers to the first actual interview question are summarized in Table 9.

Dominant Theme: Success of the Students

Of the thirteen teachers, eight mentioned they liked watching the growth, development, and success of their students. Five of the eight teachers with high job satisfaction gave this same response and three of the five with low job satisfaction also gave this response. Teacher #11 when asked what she liked best about her job responded:

Watching that light bulb go on. Watching the growth in them. At this point (first grade) they want to know, they are eager to learn, and everything is new. It is like watching a flower open. They are still enthusiastic. They want to please.

Subtheme: Interaction with Children

Three of the teachers (two with high job satisfaction and one with low job satisfaction) mentioned the interaction or relationship with children as something they liked about their jobs. While this theme is very similar to the dominant theme of success of the

Table 9**Question #1: What Do You Like Best About Your Job?**

Response	Teacher number (high job satisfaction) (n = 8)	Teacher number (low job satisfaction) (n = 5)
Success of students	2, 3, 4, 6,7	9, 11, 12
Interaction with students	2, 8	13
Never boring	3, 5 ,6	
Empowerment	1, 5	
Supportive administration	1, 5	
Being around people	4	10
Everything	5, 8	
Subject matter	1	
Learn new things	3	
Work with intelligent adults	3	
Hours		10
Summer		10
High salary (facetious)		10
Friday		12

children, these three teachers did not specifically mention success. Two other teachers (one with low job satisfaction and one with high job satisfaction) mentioned they liked being around people included students as well as adults. Teacher #8 described it:

My greatest pleasure is the interaction with the kids. One of the things I like best is reading to them and talking about and sharing a piece of literature with them. They really like me reading to them because most of them have not been exposed to it before.

Subtheme: Never Boring

Three of the teachers (all with high job satisfaction) mentioned they liked the fact that teaching is never boring. Teacher #5 stated:

In teaching government there is always something new and interesting. I teach four classes of the same subject but no two classes are ever the same. This class will come in and ask me questions. In the next class we cover the same material but in a different way. We will have an emphasis on something else.

Teacher #3 had worked at another job before she started her teaching career. In talking about this former job she said:

It was the same old thing day in and day out: lie for your boss, type the letters, make the coffee and buy

gifts for the wife. This was before the Equal Rights Amendment. Teaching is never boring. My husband would come home when he was in the Navy to tell me how boring his day was. Even on the worse day teaching is never boring.

Subtheme: Miscellaneous

Two of teachers each with high job satisfaction said empowerment, supportive administration, supportive parents, and everything was liked best about their jobs. Being around people was mentioned by both a teacher with high job satisfaction and one with low job satisfaction.

Teacher #10 mentioned that the hours were important to him since it enabled him to be with his children after school. He also mentioned that he liked summers for the same reason. He facetiously mentioned that what he liked best was the high salary. Another teacher with low job satisfaction (#12) mentioned that what he liked best about teaching was Friday.

Comparison of High and Low Groups

The majority of teachers in both the high and low job satisfaction groups indicated that success of the students was what they liked best about their job. There was a difference in the quantity and kinds of responses given by both groups. The high job satisfaction group averaged 2.25 responses per teacher while the low job

satisfaction group averaged only 1.8 responses per teacher. Two of the responses given by teachers in the low job satisfaction group were facetious: high salary and Fridays. The difference between the two groups was the number of responses as well as the content of the response.

Question #2: What Do You Like Least About Your Job?

This question seemed to generate a vast variety of responses from the teachers with low job satisfaction. They seemed to have no difficulty in generating an extensive list of complaints. Paperwork seemed to be the only response even a few teachers agreed upon. Other responses seemed to be unique to the person's individual situation. The responses are summarized in Table 10.

Dominant Theme: The Paperwork

Many of the teachers interviewed would like to just teach without being bothered with a lot of the administrative details attendant to the task. Teacher #1 said she dislikes:

The day to day drudgery. Every day is different but then there are always the lesson plans, the papers, the paperwork.

Although our principals have kept paperwork to a minimum, there is always something coming down the pike that we need to take care of. It may not be a form but there is something we have to read or handle, that kind of thing.

Table 10**Question #2: What Do You Like Least About Your Job?**

Response	Teacher number (high job satisfaction) (n = 8)	Teacher number (low job satisfaction) (n = 5)
Drudgery	1, 4, 7	13
Parent apathy	2, 3	
Outgrown the job	6	
Getting up early	5	
Negative coworkers	8	
Changing classrooms		9
Money		10
Lack of telephone		10
Lack of state-of-the-art materials		10
Too-little hands-on activities		11
Pressure to teach guide		11
Being male in a female job		12
Lack of appreciation		12
Passport Test		13
Unmotivated students		13

Teacher #7 is a special education teacher and seemed to be particularly overwhelmed by all the paperwork required of her. She stated:

The paperwork can be overwhelming in special education. I have emotional problems and I really should sit down at the end of every day and document their behaviors, but I just don't have time. A new IEP is written every year but every three years a complete review of the child is made. Just to record emotional problems it would be nice if you had a secretary. If you are conscientious you feel frustrated because there is a lot of paperwork you never get to. A lot of our paperwork comes from downtown. You feel as though you are doing all this counting. Of course we have the IEPs. I also have students who are taking away from the children when you do paperwork, which you are. The time that you would like to be planning you are doing all this counting.

Even though teacher #7, a teacher with high job satisfaction, had a full-time assistant in the classroom, she felt frustrated by all the paperwork required of her job. Teacher #13, a teacher with low job satisfaction, felt that some of the paperwork could be handled by secretaries. She said she dislikes:

The extra demands that are put on us that have nothing to do with teaching. Right now we are preregistering the kids for junior high school. It takes a lot of time and coordination and effort. Making sure that their cumulative folders are ready for

the junior high school. That seems to be more of an office type of thing to be done rather than having us have to do it.

Subtheme: Parent Apathy

While only two teachers gave this response, it was the only other response that was given by more than one teacher in the study. A teacher with one of the highest job satisfaction scores (#2) said that parent apathy is getting worse as time goes on. He said he didn't like:

The fact that the parents do not know where their children are or what their children are doing and that they want us to be parents. That is the thing I dislike the most. Let me rephrase that, that is the thing that affects my job the most, that makes my job the toughest.

Teacher #3 expressed the same sentiments about parents but did not feel her parents were apathetic but just negative. Part of the difference between teacher #2's perspective of apathy and teacher #3's perspective of negativity may be that teacher #2 is a high school teacher and teacher #3 is a primary teacher. Teacher #3 said she didn't like:

The negative parents. They don't understand what you're doing and before they bother to ask why they're on the phone telling the principal. That is what I find the most unappealing is uncooperative parents. I won't call them uncaring because I don't believe that there is an uncaring parent. They care about

other priorities. Their priorities are different. But I don't think I've ever come across a parent who truly doesn't care but they don't care in the way I want them to or they should. They're in here nit-picking because I make somebody wear their coat home in the freezing cold weather, how dare I do that? But they don't bother to come in when the child is failing or out of school for three weeks to go to some uncle's wedding and is three weeks behind. I have had wonderful parents but I seem to have more of the negative ones lately. They don't think I can relate to the Navy life, but my husband was an enlisted man in the Navy, so I can relate. They had bad experiences when they were in school and they have a negative attitude about school in general and they fear it. They are not comfortable coming in and they're afraid and they can't separate themselves from their children. The children are an extension of themselves. They're not secure so they come with a chip on their shoulder. They're very defensive. That is a hard way to start a conference when they sit down ready to fight. I do get a lot of that. We get phone calls, dizzy stuff.

Subtheme: Miscellaneous

No other response was given by more than one teacher. Teacher #5, who had the highest score on the *Teacher Job Satisfaction Questionnaire*, had to really think of something she didn't like about her job. She finally decided that she didn't like getting up early, but

she then said that she did like the fact she could leave early. The teachers with low job satisfaction scores gave a variety of answers. A gifted resource teacher said that she did not like changing classrooms. Another teacher said he did not like the salary, the lack of telephone, and the lack of state-of-the-art materials. Yet another teacher said she had too few hands-on activities in science and that she felt pressured to teach the curriculum guide. A male elementary teacher said he disliked being a male in a female job and also the lack of appreciation. Finally, a middle school teacher said she did not like the Literacy Passport Test and also her unmotivated students.

Comparison of High and Low Groups

There was no answer that was consistently given by both groups for this question. The most often given answer, paperwork, was given by three teachers with high job satisfaction and one with low. There was a difference in the quantity of responses. The high job satisfaction group each gave one response. The low job satisfaction group averaged 2.2 responses each. The low job satisfaction teachers were able to generate a longer list than the high job satisfaction teachers.

Question #3: How Does the Principal Affect Your Job Satisfaction?

There was overwhelming response on this question that the principal affected job satisfaction by providing support. Six teachers, four with high job satisfaction and two with low, gave this response. All other responses were given at most by half as many teachers. The results are summarized in Table 11.

Major Theme: Provides Support

Five of the thirteen teachers interviewed mentioned that a principal can affect their job satisfaction positively or negatively according to the amount of support they provide. This support usually occurs when there is a disagreement between the teacher and a parent, a teacher and a student, or a teacher and a fellow teacher. These teachers mentioned that they are happiest when the principal is on their side. Teacher #3 felt that this support is extremely important to get her through tough times:

I think she is very supportive. I had personal circumstances in which she was extremely supportive. She has told me personally that she likes me. I appreciate that. When I have down days I think of that. She said, 'There are some people in this school that I would cut off my right arm for and you are one of them.' That has kept me going on the worst of days. She knows that I support her too. My nose is not turned around but I

Table 11

Question #3: How Does the Principal Affect Your Job Satisfaction?

Response	Teacher number (high job satisfaction) (n = 8)	Teacher number (low job satisfaction) (n = 5)
Provides support	3, 4, 5, 6	9, 13
Sets tone	1, 4, 7	
Maintains discipline	2	10
Provides recognition	6	12
Trusts you to do the job	8	
Is neither too lenient or too easy	8	
Lets the power go to their heads		10
Terrifies you so you are afraid to make a mistake		11

agree with most of her policies and I support her and she knows it. I feel that she is supportive. Not everyone feels that way. I know her. I understand her and I know where she is coming from. If she comes off seemingly negative at times I don't take it personally. I know where she is coming from. The next day she will be right back.

Teacher #4 also thought that support from the principal affected how she felt about her job. She thought that much of this support centered around professional treatment. She said:

The principal here is wonderful. It is unbelievable the difference in attitude between this school and past schools. This is the fourth principal I have worked for because of changes in schools and it really makes a big difference. He is very supportive. He treats you as a professional. He will get any materials that you need, he goes out of his way to make sure you have things. It is impossible to have a principal that can be that can be perfect all the time, but you can sit in the teacher's lounge and I have heard maybe one or two negative comments about him in the years and previously where I was everyone complained and it really brings you down. That was one reason that I decided that it was time for me to move on. It makes an unbelievable difference. I was in a position where I really didn't know if it was worth moving to another school because I was thinking about having a family and working on my Master's degree and I didn't know how much longer I would be right in the

classroom and I thought maybe I should just stick it out but this has been really unbelievable, it is the best thing that I did. He calls you by your first name, and if you need to leave early he will work with you on that and he will let you make up the time because he realizes that I come every day early and stay late where other people would not work with you on that you just have to take your 1/4 or 1/2 day and then they complain that they had to get you a sub for 1/4 day but they wouldn't work with you on leaving a few minutes early and getting an assistant to cover or anything. It has just been a big difference. You can tell by the whole school.

Even two of the teachers who were not very satisfied with their jobs agreed that the principal's supportiveness affected how they felt about their jobs. One of them stated:

We have had two very good principals. They supported me when parents were breathing down my neck and I didn't feel as though I had done anything wrong. They were able to see the educational side of whatever decision I had made and they supported me fully. In discipline cases, if you had a student who was a pain in the rear and you had done everything you could and you send them to the office, they understand that they are there because they are disrupting the class. I've talked to teachers at other schools where when the principal walks in the building no one wants to be there.

Subtheme: Principal Sets the Tone of the School

Three teachers with high job satisfaction discussed the principal's leadership style. They liked a principal who took charge of the school and yet could be humanistic. One teacher also thought that the faculty could survive regardless of the tone the principal set:

I think they set the atmosphere. I think they certainly set the mood of the school. But I also think that through all different types of principals if you have a good faculty that sticks together you can handle almost anything. If the faculty has *esprit d'corps* about it. Principals come and go. They all have their strengths and weaknesses. There are certain things you like better than others about people because we are all human beings. A teacher down the hall might not agree with you but I think that if the faculty has a good *esprit d'corps* you can weather anything.

In speaking about how the principal sets the tone of the school, teacher #2 spoke about who is in control of the school. He said:

Our last principal was a students' principal. The staff and the students ran the building. Now we have a total principal. The building is being run from his office.

Comparison of High and Low Groups

The most often given response, "provides support", was given by teachers with both high and low job satisfaction. Two other

responses, maintains discipline and provides recognition, were also given by both groups. Certain responses were given exclusively by only one group. A teacher with high job satisfaction said the principal trusts you and shouldn't be too hard or lenient. Teachers from the low job satisfaction group said that the principal lets power go to his head and he terrifies you.

Question #4: How Do Co-workers Affect Your Job Satisfaction?

There were only four different responses given to this question. Most of the teachers interviewed, with both high and low job satisfaction, agreed that coworkers were important to share ideas and provide support. The results are summarized in Table 12.

Dominant Theme: Shares Ideas

Many teachers commented on the importance of sharing ideas with other teachers. This sharing takes all shapes and forms. Some teachers meet every few weeks to touch base and check on pacing. Others meet every day to collaboratively plan to save time in writing lesson plans. No matter what the extent of the involvement, the fact that they do have other adults to share ideas with is very important to teachers. It helps with the isolation that most classroom teachers feel.

Table 12

Question #4: How Do Coworkers Affect Your Job Satisfaction?

Response	Teacher number (high job satisfaction) (n = 8)	Teacher number (low job satisfaction) (n = 5)
Shares ideas	1, 4, 5, 6, 7	10, 11, 12, 13
Provides support	1, 2, 5, 7	9, 10, 12, 13
Treat each other as professionals	3, 4	
Can be unpleasant if difficult	2, 3, 8	10, 13

Subtheme: Coworkers Provide Support

Five of the thirteen teachers said that support from coworkers does affect their job satisfaction. One of the teachers called this support the maintenance of high morale and another called it *esprit d'corps*. Regardless of what it is called, this feeling that one is not alone is very important to teachers. Teacher #2 said:

In the twenty-six years since I have been at this school, there has only been one unpleasant experience with working with someone in the boy's physical education department and of course that person is now a principal. The *esprit d'corps* between the men and women in this department has always been beautiful and that is why I love this place.

Teacher #7, who is a special educator, was glad that she has someone else to talk to who teaches the same discipline. She said:

There are five special education teachers and two assistants. We have a grade level chairman which we have not always had. We do share. When I first came here I was a resource teacher and I was the only special education teacher in the building. It is good for morale to have people you can talk to because you share the same problems.

Teacher #5 said that this support could be just the simple courtesy of looking out for each other. She said:

We do something no other department does. During semester exams we have a list to give everyone a bathroom break and if the person finishes early we will go and run off the exams on

the person finishes early we will go and run off the exams on the scantron.

Subtheme: Difficult Coworkers Make the Job Unpleasant

Five of the teachers, three with high job satisfaction and two with low job satisfaction, recalled instances in which work was made unpleasant by a difficult coworker. Teacher #8 left a school because of a coworker:

There is some interaction between teachers but nothing at all like other jobs. You can have a mediocre relationship and it can not affect you, it is just when it is a poor relationship. I left that kind of situation last year. We weren't teamed but certain things on grade level you have to work together. It had not become a group decision, one person had all the power. It was real difficult because I was the newest person on the grade level because she had a connection with the principal. We backed off and didn't say anything any more. I decided I would be more comfortable going somewhere else because I knew it was going to escalate. It has escalated since I left.

Teacher #3 gave up the extra money that went along with grade level chairman in order to get along better with her grade level. She stated:

I think in general the school has wonderfully professional teachers. On my grade level some of them are ditzes. They are not too bright I don't agree with them and I have to bite my

tongue. I was grade level chairman last year and it was really difficult because they resent any kind of authority. Very sophomoric. Their attitude, say something, they take it personally and boo-hoo all over the place. They really are a difficult group to work with. Fortunately, the rest of the school in general is very professional and intelligent and I like the grade level so I have to put up with it so I close my door. I get along but I know that we don't agree philosophically on a lot of things. I'm older too and they view me as a mother trying to boss them and I'm not. Some of these teachers are even in their thirties, close to my age, but their minds haven't grown. I have to bite my tongue. I have to look the other way. Amazingly we are able to work together with friction, and I'm not paranoid because the teachers at the other grade levels notice how the attitude is toward me. I feel many times that we do not gel up her (points to her head). I go along. I haven't gotten fired yet so I guess we're doing all right.

One of the teachers with low job satisfaction, #13, also expressed the idea that a difficult coworker can make the job miserable and a cooperative one can make the job much more pleasant:

When I first started teaching here there were two teams of two sixth grade teachers. There was a lot of friction because one person was very difficult to get along with. She was very stubborn and everything had to be done her way. She left 2-3

years later when another school opened. We had some transfers in and it was very much more of a give-and-take situation. In terms of me and Kathy it has always been that way. We try to do cross curriculum things. She makes things very pleasant. If I didn't have Kathy or someone like her I would be absolutely miserable.

Subtheme: Coworkers Treat Each Other as Professionals.

Two teachers with high job satisfaction said treating each other as professionals was important. Teacher #3 said she enjoyed coming to work everyday to work with such an "intelligent and professional group." By professional treatment these two teachers indicated that they were referring to treating each other with respect and dignity.

Comparison of High and Low Groups

There was not very much difference in the responses from the two groups to this question. Both teachers with high job satisfaction and low job satisfaction said coworkers share ideas, provide support, and can be difficult. Two teachers with high job satisfaction did say that coworkers need to treat each other as professionals.

Question #5: How Do Students Affect Your Job Satisfaction?

There were only five different responses given to this question. The answer given by six teachers, three with high job satisfaction and three with low job satisfaction, was that students can make the job unpleasant if they cause discipline problems. The results from this question are summarized in Table 13.

Dominant Theme: Students Cause Discipline Problems

Three teachers with high job satisfaction and three with low job satisfaction said that students causing discipline problems can make their job unpleasant. All teachers experience difficult students over the years, but some seem to be more difficult for the teacher to handle than others. A combination of several of these students in the same class can be particularly bothersome. Teacher #13 spoke of how these students sometimes make it difficult to teacher the rest of the class:

I have a couple, I don't know if something is going on in the family or if it is attitudes that have developed over the years, and they are very difficult to teach and they take a lot of my time away from the kids who need the extra help who want and

Table 13

Question #5: How Do Students Affect Your Job Satisfaction?

Response	Teacher number (high job satisfaction) (n = 8)	Teacher number (low job satisfaction) (n = 5)
Cause discipline problems	1, 4, 8	9, 12, 13
Must be motivated	2, 3,	10
Are polite	5	
Are fun to teach	6	
Special need students are sometimes hard	7	11

enjoy being here. We just had two kids transfer in, brothers, who if they were not in school would be in jail. The first day I came back from maternity leave it hadn't been two minutes before I had to have a conference with one of the boys about what was and wasn't acceptable. He had a chip on shoulder and an attitude. The rest of the kids were like, what is she going to do about this? I spend a lot of time disciplining them or cajoling them into behaving so I can go on with the lesson and that is what I absolutely hate.

Subtheme: Students Must Come to School Willing to Learn.

Three of the teachers, two with high job satisfaction and one with low, mentioned that they are faced with students who are unwilling to learn, who lack motivation. Teacher #2 said that it is up to the teacher to motivate unmotivated students because that motivation is not longer coming from home as it did in the past. He felt that some of that motivation can be taught in extra-curricular activities. Teacher #10, a teacher with low job satisfaction, had just transferred out of a school with low socio-economic class students. He spoke of their lack of motivation:

If I go back to last year, those students didn't appreciate any of their teachers, it is terrible when you have such a majority that are like that. In this class, there are two or three in any class on any given day that do not want to do anything. You can handle that but over there it is the opposite. By the time they

are in the 5th or 6th grade they have done that so long that it is almost like there is no hope for them. It is totally ingrained in them.

Teacher #3 talked about the same problems of motivation as these other two teachers but dealt more with the cause. According to her, students today arrive at the schoolhouse door with a lot of "extra baggage." She was referring to the home problems that plague many school children. She saw this as the reason many of them were not motivated to learn.

Subtheme: Difficult to Work With Special Needs Children

Two of the teachers, one with high job satisfaction and one with low job satisfaction, mentioned the difficulty in working with special needs children. With the new emphasis on mainstreaming, this problem has increased over the years. Even the teacher who teaches special education addressed this problem:

Some of my students are very difficult. Some days they are very hard to deal with especially the ones with emotional problems. We can isolate them in the carrels. You have to be very calm and learn to ignore a lot. Be firm with what you have said, if you are going to have a temper tantrum, then you have to pay the consequences. When you tell them they have to pay then that sets them off into another tantrum but you have to be prepared for that. If you give in then you have lost it totally. There is a lot of overlap with LD and emotional problems. We

have a lot of flare ups. You can see improvement with that too in teaching the other children to ignore inappropriate behavior. You can see some progress. You can see that they want to be able to control themselves, they are not happy when they are out of control. It is rewarding but can be tiring some days. Like tomorrow will be bad because they are coming back after a day off. If there is an assembly, their behavior is horrible. My students must have routine or they get upset. They feel comfortable in their routine because they are safe and secure.

Teacher #11, who teaches first grade, spoke of the fact that at her grade level many of the special needs are not yet identified and this lack of identification makes her job more difficult. Out of a class of 24 she had two who were HDH (hearing disabled handicapped), one who is going to be tested, and two more that she had recommended for testing. She said that oftentimes even though the problems surfaced in kindergarten, the administration would wait and see if things got better in first grade.

Subtheme: Having Polite Students and Good Classes

Two of the teachers with high job satisfaction had nothing but praise for their students. Teacher #5, who had the highest score on the questionnaire, told of how very polite her students were and how they addressed her as "m'am." Teacher #6 spoke of her good classes and how pleasant they made her job.

Comparison of High and Low Groups

The two most commonly given answers, causing discipline problems and lacking motivation, were given by both groups. The concern for special needs children was also given by both groups. Two responses, students and polite and fun to teach, were given only by the high job satisfaction group.

Question #6: How Do Working Conditions Affect Your Job Satisfaction?

This question did not seem to matter much to those interviewed. Most of the teachers responding were quite happy with the materials they had to work with and their facilities. The abundance of teaching materials has been a result of new curriculum guides and the purchase of new materials to support those guides. The responses to this question are summarized in Table 14.

Dominant Theme: Have Good Materials and Facilities

Ten of the thirteen teachers said they had plenty of teaching materials and that their facilities were well-kept. Teacher #12 said that he almost felt guilty having so many materials. Two of the teachers, #1 and #2, mentioned that they could not teach unless they had the correct materials. Several teachers mentioned that they spent their own money on materials, but this was their choice and was needed to give their students the "extras." Concerning

Table 14**Question #6: How Do Working Conditions Affect Your Job Satisfaction?**

Response	Teacher number (high job satisfaction) (N = 8)	Teacher number (low job satisfaction) (n = 5)
Have wonderful materials	1, 2, 3, 4, 5, 6, 7, 8	9, 12
Have overcrowded classes	5	
Would like my own classroom		9
Need flat-top desks		10
Rooms are too cold		11
Room have too little storage		11
Don't have enough materials		11
Have outdated materials		13

facilities, teacher #4 noted that she was in an older building which had its problems, but she said that administrative support was much more important to her than the age of the facility.

Subtheme: Miscellaneous

The remainder of the complaints concerned specific schools with specific situations. Teacher #5, who had the highest score on the when her school takes on ninth graders next year it would become even worse. The other responses were all given by teachers with low job satisfaction. Teacher #9, who is a gifted resource teacher, said she would like to have her own classroom. Teacher #10 said he needed flat-top desks to teach science. The slant-top desks are being replaced in the middle schools but this is a very slow process. Teacher #11 complained that her room was too cold, had little storage space, and did not have enough materials. Teacher #13 said that she had plenty of materials but that some of them were outdated:

I need a new set of encyclopedias. The ones I have were printed when Nixon was president. There is no money for that.

This same teacher also was not too happy with her classroom. She is in an older facility and had been in a portable classroom the previous year. She said:

The only major drawback is that there are so many windows that if anything is going on outside they are all watching.

When the garbage truck comes there is tons of noise. Last year when I was in a portable they were building the gym and the tractor kept bumping into the portable. Since it is an old building, the wind whistles through the windows. The high ceilings add to the noise problems. But, I have a roof over my head, I'm not too far from the bathrooms, what can I say?

Comparison of High and Low Groups

It is interesting to note that the petty types of complaints came from the teachers with low job satisfaction. The teachers with high job satisfaction seemed to think that other things were more important than worrying about facilities and materials. Some of the teachers with low job satisfaction may have valid complaints that the others may not have experienced or they may take them more seriously than their counterparts with high job satisfaction.

The response concerning the abundance of materials was given by teachers in both groups. One teacher with high job satisfaction complained of having overcrowded classes. The teachers with low job satisfaction were able to generate six additional negative responses to the question whereas the high job satisfaction group generated only two types of responses and most of their responses concerned a positive comment.

Question #7: How Do Parents Affect Your Job Satisfaction?

Several of the teachers interviewed commented that they had dealt with negative parents over the years and the experiences had sometimes been unpleasant. On the other hand, several teachers said that parents could be supportive of the teacher. The results are summarized in Table 15.

Dominant Theme: Parents Are Supportive

Five teachers, four with high job satisfaction and one with low said they had very supportive parents. In an ideal world, parents and teachers should work together for the good of the student. However, in some neighborhoods and in some situations, this partnership has not existed because parents refused to get involved with the school. Teacher #4 was very proactive with her parents. Before school begins she called each of them to introduce herself. She also mails a letter to each student. When problems began to arise, she was immediately on the phone to the parents. She said she has a lot of support. She probably gains more parent support than teachers who wait to call until the problem is blown out of proportion because she is always on top of the situation.

Subtheme: Parents Can Wear You Down

This response was given by one teacher with high job satisfaction and three with low job satisfaction, almost a complete reversal of the previous response. These teachers recalled incidents

Table 15

Question #7: How Do Parents Affect Your Job Satisfaction?

Response	Teacher number (high job satisfaction) (n = 8)	Teacher number (low job satisfaction) (n = 5)
Parents can wear you down	1	9, 10, 12
Parents are supportive	4, 5, 6, 8	11
Parents are not supportive	2, 3	13
Parents don't expect enough	7	

of unpleasant experiences with negative parents. Teacher #9 called the parents "nit-picky." It must be remembered that the teachers with low job satisfaction scores were also rated as average or below on performance, so the parents may have legitimate complaints about these teachers.

Subtheme: Parents Are Not Supportive

Two of the teachers with high job satisfaction and one with low job satisfaction said the parents were not supportive. As was previously mentioned, teacher #2, a coach, was upset about the lack of parental support he has seen increase over the last twenty years. He said he is getting increasingly frustrated over being a parent to his students.

Subtheme: Parents Don't Expect Enough

This response was given by the special education teacher. She said she becomes frustrated with the parents when she has been trying to push her students to achieve all day long and the students get home and almost nothing is expected of them. Furthermore, the parents don't expect their children to do very well in school. Since she teaches primary special education, she said these parents are often in the denial stage, so it is understandable. She said it is understandable, but it is still frustrating to her and makes her job more difficult.

Comparison of High and Low Groups

One response, "parents are not supportive", was given by teachers in both groups. Two other responses were given by teachers in both groups, but one group gave each answer much more often than the other. The response that parents can wear you down was given three times as often by the low group as the high group. The response that parents are supportive was given four times as often by the high group as the low group.

Question #8: How Does Salary Affect Your Job Satisfaction?

Some of the teachers seemed almost embarrassed to talk about this issue. Six of them immediately responded that they wished they made more money. The second most common response was that they didn't go into the profession for the money. The results are shown in Table 16.

Dominant theme: Wish I Could Make More Money

Six of the thirteen teachers said that they wished they could make more money. Three of these had high job satisfaction scores and three had low job satisfaction scores. The three female teachers with high job satisfaction scores who mentioned that they wished they made more money seemed almost embarrassed to mention it.

Two of the male teachers with low job satisfaction who

Table 16**Question #8: How Does Salary Affect Your Job Satisfaction?**

Response	Teacher number (high job satisfaction) (n = 8)	Teacher number (low job satisfaction) (n = 5)
I didn't go into it for the money	3, 4, 5	8, 9
Wish I could make more	1, 2, 5	9, 10, 11
Good second income	4, 8	10, 12
Frustrating to see friends in other professions make more	4	10, 12
Not a dissatisfier	1	
Should increase benefits	5	
Not paid extra for outstanding work	7	
Not the most important issue		13

gave this response said that it is a big issue with them. One of these teachers was divorced with custody of his son and no child support and was having a difficult time making ends meet. The other male teacher mentioned that he had just received notification that he was over his credit limit on his credit card and that his card was now invalid.

Subtheme: Didn't Go Into Teaching for the Money

Five teachers, three with high job satisfaction and two with low job satisfaction, mentioned they knew from the beginning they were not going to make a lot of money at teaching. Some seemed surprised that beginning teachers seemed so naive about the low salary. One teacher mentioned that she didn't think colleges gave prospective teachers a fair idea of the amount of time that must be put in at home for the amount of salary received.

Subtheme: A Good Second Income

Four teachers, two with high job satisfaction and two with low job satisfaction, said they thought that a teaching salary made a very good second income. Teacher #8 said that she and her husband had made a decision not to make a lot of money in order to do the jobs they liked. She said if she did not have his income, they could not make it. Two males with low job satisfaction voiced the opinion that teaching has been historically a female profession and therefore

the salary had been low since it was considered a second income.

Subtheme: Frustrating to See Colleagues in Other Professions Make More

Three teachers, one with high job satisfaction and two with low job satisfaction, mentioned that it was very frustrating as the years went along to watch people with whom they had gone to college making so much more money. Teacher #12 expressed it this way:

I think in this area, Virginia Beach, as well as in the state, we are behind. I see how my salary was gone up in the last 20 years and I see my friends who graduated from college with me and I see what they are making and I say, 'My God, what have I done wrong?' I have three college degrees and 18 years experience.

Subtheme: Miscellaneous

Other responses did not fall into any of the previous categories. One teacher with high job satisfaction said salary was not a dissatisfier. Another teacher with high job satisfaction said if salary could not be increased then benefits, such as retirement benefits, should be increased. Teacher #7 was very frustrated that she earned the same salary as teachers who did a lot less. She said:

I think after you have taught awhile you find teacher burnout because you see you may be doing all these things, staying after school and such, and you are still getting paid the same

as the teachers who leave on time. That can be frustrating. On the other hand, in the teaching profession you don't get fired unless you have done something really bad. It is a secure kind of profession. In the business world if you can't cut it then you are just gone. Why do the principals feel that they can't get rid of people? I don't think our salary is that poor but I think that if you are doing a really good job then you should be rewarded. And yet it is difficult when you are working with children, you shouldn't be measured on student ability especially if you work with special education children.

Finally, teacher #13 said salary was not the most important issue concerning her job satisfaction. It should be mentioned that this teacher had just returned from maternity leave and she said she debated coming back to work because she really didn't need to work.

Comparison of High and Low Groups

The three answers which were given the most frequently were given by members of both groups in almost equal numbers. Three answers were given only by members of the high job satisfaction group. These were that salary is not a dissatisfier, the school board should increase benefits and teachers are not paid for outstanding work. One response, salary is not the most important issue, was given by a teacher with low job satisfaction.

Question #9: How Does Autonomy Affect Your Job Satisfaction?

All thirteen teachers felt autonomy was very important for their job satisfaction. They also agreed they had an adequate amount of autonomy. Almost all had experienced situations where they felt the principal did not leave them alone to do their job. Most said they appreciated the current climate in Virginia Beach of teacher empowerment which includes giving teachers autonomy to do their jobs the way they best see fit.

Question #10: How Does a Teacher's Home Life Affect Job Satisfaction?

Over half the teachers agreed that home life affected teacher job satisfaction. They had either experienced it themselves or seen it in fellow teachers. Interestingly, there were different trains of thought on this issue. One was that a poor home life adversely affects the job. The other was that even if a teacher is having problems at home, they are usually able to leave it there and not let it affect their job. The results are summarized in Table 17.

Dominant theme: Definite Effect, I've Seen It

Three of the teachers with high job satisfaction and four teachers with low job satisfaction said that home life affected job satisfaction.

Five of these teachers, four with high job satisfaction

Table 17

Question #10: How Does a Teacher's Home Life Affect Job Satisfaction?

Response	Teacher number (high job satisfaction) (n = 8)	Teacher number (low job satisfaction) (n = 5)
Affects job, I've seen it	2, 4, 7	9, 10, 11, 13
Most teachers are able to leave it at home	3, 5, 7, 8	12
My marital problems affected my teaching		10, 12
Low self-esteem carries into job	2, 3	
Married teachers affected more than single teachers	1	
Depends on individual	5	
Everything that happens affects the job	6	

and one with low job satisfaction, said that they had observed other teachers who were having problems at home also having problems with their job. Two of the teachers with low job satisfaction revealed that they had experienced serious marital problems and were unhappy with everything in their lives at that time including their jobs.

Subtheme: Able to Separate My Home Life from My Professional Life

Many of the teachers said that they were able to separate the job from home. Several of them even went so far as to mention that when times were tough at home the job was a respite. Teacher #3 said:

It depends on the individual and their pain tolerance. When I have gone through some hard times in my personal life my job has been a real saviour. I can walk through those doors and drop everything. I belong to those kids. I get so into what I am doing that for that length of time I can forget everything else.

When I get home it all begins again.

Teacher #5 had an almost identical comment:

Having gone through lots of things in my life, I would say to a big degree yes but I can also say that work has been my therapy a lot of times. I've cried all the way to school some days and I can arrive here and be real upset but when those kids

come in I totally forget everything. Only at lunchtime might something come back to me but when the kids are here I see their joy and you can't stay that way.

Subtheme: Miscellaneous

Two teachers with high job satisfaction said they thought the issue was not so much of home life but of self-esteem. They felt if a teacher has low self-esteem, this is bound to carry over into the job. Teacher #1, who is single, commented that she thought home life affected married teachers more than single teachers. Another teacher thought the effect of home life on job satisfaction is dependent on the individual. Finally, one teacher with high job satisfaction said it is not just home life but everything effects how you feel about your job.

Comparison of High and Low Groups

The most often given response, home life affects the job, was given by both groups. The response that most teachers are able to leave it at home was given predominantly by teachers with high job satisfaction. Two teachers with low job satisfaction confessed that their personal marital problems had affected their jobs. Four other responses concerning self-esteem, married teachers, individual differences and everything affecting the job, were given by teachers with high job satisfaction.

**Question #11: How Does a Teacher's Personality Affect
Job Satisfaction?**

There was a great diversity of answers to this question. Four teachers agreed on one response, two on another, and the rest were given by individual teachers. The response most gave concerned negative teachers. Several felt that if you have a negative personality, you won't like your job regardless of how wonderful it is. The results are summarized in Table 18.

Dominant theme: Negative Personality

Three teachers with high job satisfaction and one with low job satisfaction said if a teacher has a negative personality, he or she won't like the job no matter how wonderful it is. Teacher #1 said:

Any job to me is what you make it, and you can either like it or not like it and I think that if they could give us \$50,000, give us an aide, and only have seven students in the building per classroom, some people still would not be satisfied.

Subtheme: Personality Carries Into the Classroom

Two teachers, one with high job satisfaction and one with low job satisfaction, said personality, good or bad, carries into the classroom. They had both observed teachers who were always happy or always depressed outside the classroom behave the same way in the classroom.

Table 18

Question #11: How Does a Teacher's Personality Affect Job Satisfaction?

Response	Teacher number (high job satisfaction) (n = 8)	Teacher number (low job satisfaction) (n = 5)
If negative, won't like job	1, 2, 4	9
Carries into class	4	13
Affects others	3	
Doesn't carry to class	2	
Job affects personality	6	
Some don't like kidss	7	
Mean teachers take it out on kids	8	
I sometimes do best when depressed		10
Feel good, teach good		10
If you have good self-esteem, kids respond		10
Must have high expectations		10

Subtheme: Miscellaneous

One of the teachers with high job satisfaction mentioned how a teacher with a negative personality influences fellow teachers.

Teacher #3 said negativity affects others:

What I find frustrating is to watch these negative people suck in these new teachers. A Negative Nellie got hold of one of our new teachers and the new teacher said she was burned out in November. She let herself get sucked in. I sent her anonymous notes to tell her what a great job she was doing because I didn't want to be her mother. She resented that because she told everyone in lunch that she was getting these stupid notes, so I stopped.

Teacher #6 said the job affects personality, not the other way around. Teacher #7 said that some teachers just don't like children and it shows. Teacher #8 said that teachers with mean personalities take it out on children. Teacher #10 had several comments. Similar to his answer on home life, he said that sometimes when he is depressed he teaches his best. He also said that when he feels good he usually teaches well. Similar to some responses from other teachers on home life, teacher #10 said that the issue was really good self esteem not personality. Finally, teacher #10 thought that the most important thing was to have high expectations of the students not the teacher's personality.

Comparison of High and Low Group

Two responses, "negative teachers won't like the job" and "personality carries into the class," were given by teachers in both groups. Five additional responses were given by teachers with high job satisfaction. Three of these responses concerned negative colleagues who adversely affected others. A teacher with low job satisfaction gave three separate responses. He said sometimes he does great on the job while depressed but usually he has to feel good to teach well. This teacher also mentioned that the issue was not one of personality but of self-esteem.

Question #12: How Does the Amount of Input Into Decision Making Affect Your Job Satisfaction?

All the teachers who answered this question thought they needed input into the decision making at their school to feel good about their jobs. This school year has witnessed a dramatic change in decision making in Virginia Beach. Decisions are for the most part made at the site and not from the central office. This is a definite shift from the past. The two decision-making bodies are the Faculty Council, which has teachers and the principal as members, and the School Planning Council, which has the principal, teachers, and parents as members. Most of the teachers interviewed reacted to this new process. Their responses are summarized in Table 19.

Table 19

Question #12: How Does the Amount of Input Into Decision Making Affect Your Job Satisfaction?

Response	Teacher number (high job satisfaction) (n = 8)	Teacher number (low job satisfaction) (n = 5)
Yes it does	2, 4, 5, 6, 8	10, 12, 13
Some principals are having trouble giving up power	4	9, 10, 11, 12
Time consuming	1, 7	
Too soon to tell	3	
Not allowed to make all decisions	6	
Still don't have enough input into curriculum	8	
Don't feel I have any input		11
Four or five people are running Faculty Council		12

Dominant Theme: Input Into Decision Making Affects Job

Eight of the teachers, five with high job satisfaction and three with low job satisfaction, said that participatory decision making was important to their job satisfaction. Most were very pleased with the phenomena of site-based management and commended the work of the Faculty Councils. Teacher #5 said she was very impressed because the Faculty Council had circulated quite a few questionnaires this year to solicit her opinion before they made a decision. Teachers who had taught for a long time were especially happy with the change as they had been used to everything being decided at the School Administration Building without much input from teachers.

Subtheme: Some Principals Have Trouble Giving Up Power

Four of the teachers with low job satisfaction and one teacher with high job satisfaction were not totally enamored with the idea of site-based management. They said that while the process was in place, very little had really changed at their schools since their principals were not willing to give up the power they had enjoyed for so long. It is interesting that this response was primarily given by teachers with low job satisfaction.

Subtheme: Participatory Decision Making Is Good But Time Consuming

Two of the teachers with high job satisfaction said that participatory decision making was good but they were amazed at

how much time it took. This only makes sense as it is much harder for a group to reach consensus, particularly when parents are involved, rather than an individual. Teacher #1 said she would prefer less input into decision making:

I read an article once and they were saying that this would come about that teachers would wish that they did not have all these shared decisions. They want to get in there and teach and handle all of that. It doesn't make me dissatisfied to help make decisions, it takes away from the time I would like to have to prepare or from some 'free time.' It means less free time for teachers and I think that free time is very important.

Subtheme: Miscellaneous

At the time of the interviews, site-based management had only been in place for one semester. Teacher #6 felt that some decisions were still being made by central office administrators that could be done at the site and she said that she would be happier when the transfer of power was complete. Teacher #8 said she had quite a bit of input into decision making at her school but she felt she did not have quite so much input into curriculum matters. Two teachers with low job satisfaction, #11 and #12, were not too excited about the process. Teacher #11 said he did not feel he had any input into the decision making process at his school. Teacher #12 said four or five teachers (the ones he called the "superstars") were making all the decisions.

Comparison of High and Low Groups

Several teachers from both groups said the amount of input into decision making does indeed affect job satisfaction. Six teachers with high job satisfaction generated an additional five responses. Four of these responses were negative. They addressed the issues that participatory decisions were time consuming and not yet inclusive of all opinions. Two of the teachers with low job satisfaction gave additional responses and these were also negative in nature. Both said they felt they did not have enough input into the process.

Question #13: What Are the Most Important Factors We've Talked About Concerning Job Satisfaction?

There was a wide diversity of responses to this question. The answer that emerged as the most important factor was the principal. Other answers such as teacher self-esteem and good relationships with coworkers trailed behind the response about principals. Results are summarized in Table 20.

Dominant Theme: The Principal

Four teachers with high job satisfaction and two with low job satisfaction said the principal was the most important factor we had discussed concerning their job satisfaction. When asked specifically what was it about the principal that affected their job satisfaction, the most often given responses were supportiveness and professional

Table 20

Question #13: What Are the Most Important Factors We've Talked About Concerning Job Satisfaction?

Response	Teacher number (high job satisfaction) (n = 8)	Teacher number (low job satisfaction) (n = 5)
The principal	1, 4, 6, 8	9, 13
Good self esteem	6, 7	11, 13
Relationships with coworkers	4	9, 11, 13
Participatory decision making	4, 5	
Salary		10, 12
Autonomy	1	
Working conditions	1	
Set example for students	2	
Meet students' needs	3	
Parents	3	
Recognition		12
Good students	5	
Discipline	8	

treatment. Almost half the teachers in the study said the principal affected their job satisfaction in this way.

Subtheme: Teacher Self-esteem

Four teachers, two with high job satisfaction and two with low job satisfaction, said a teacher's self-esteem affected how he or she felt about the job. Interestingly, self-esteem was not mentioned in any of the questions, but several teachers picked up on it under the category of personality. These four teachers felt a teacher's self-esteem was one of the most important factors concerning how a teacher felt about his or her job.

Subtheme: Relationships With Coworkers Four teachers, one with high job satisfaction and three with low job satisfaction, said relationships with coworkers was one of the most important factors affecting job satisfaction. Sixty percent of the teachers with low job satisfaction gave this response. Several of these same teachers related unpleasant experiences with coworkers, so these experiences may have prompted these teachers to assign relative importance to this factor.

Subtheme: Miscellaneous

No other response was given by more than two teachers. Two teachers, both with high job satisfaction scores, said participatory decision making was important. Two teachers with low job satisfaction said salary was important. Other responses were given

only by individual teachers. Teacher #1 said autonomy and working conditions were important. Teacher #2 said it was important to set an example for the students. Teacher #3 said satisfaction of the students' needs and relationships with parents were important. Teacher #12 said recognition was important. Teacher #5 said having good students was important for her to feel good about her job. Finally, teacher #8 said maintaining good discipline was important for her job satisfaction.

Comparison of High and Low Groups

Responses of the principal, self-esteem and relationships with coworkers were given by teachers in both groups, with the coworker answer given by more teachers with low job satisfaction than high. Salary and recognition were given only by teachers with low job satisfaction. Autonomy, working conditions, parents, good students and discipline were given only by teachers with high job satisfaction.

Question #14: What Are The Least Important Factors We've Discussed Concerning Job Satisfaction?

This question was probably the most difficult question of the interview. Several of the teachers paused two or three minutes to ponder a response to this question. Four of the teachers believed nothing we had discussed was the least important. Four different teachers said salary was the least important issue. Their responses are summarized in Table 21.

Table 21**What Are the Least Important Factors We've Discussed Concerning Job Satisfaction?**

Response	Teacher number (high job satisfaction (n = 8)	Teacher number (low job satisfaction) (n = 5)
Nothing	5, 8	9, 12
Salary	1, 3, 4, 6	
Home life	1	
Co-workers	1	
Personality	1	
Destruction of property	2	
Disregard for discipline	2	
Materials	3	
Where students come from		10
Location of school		11
Parents		13

Dominant theme: Nothing Is Least Important

As was previously mentioned, many teachers took quite a long time to answer this question. Some even asked to look at the list of interview questions to review the categories that had been discussed. In reflecting on what had been discussed, four teachers, two with high job satisfaction and two with low job satisfaction, said nothing we had discussed was least important because they all affected teacher job satisfaction.

Subtheme: Salary

Four teachers, all with high job satisfaction, said salary was the least important issue that had been discussed. It must be remembered that these teachers were all married females whose husbands worked so that their salaries did not totally support their families. Several mentioned that they did not have to work. Their perspective would be a little different from a single male teacher.

Subtheme: Miscellaneous

Teacher #1 said home life, personality, and coworkers were the least important issues. Teacher #2 said destruction of property and disregard for discipline were the least important issues. The researcher believes he misunderstood the question. Teacher #3 said materials did not matter that much to her. Teacher #10 said where students come from is not important. Similarly, teacher #11 said the

location of the school isn't important. Finally, teacher #13 said parents don't affect her job satisfaction very much.

Comparison of High and Low Groups

Teachers from both groups said nothing was least important. Four teachers from the high job satisfaction group said salary was the least important issue that had been discussed. The high job satisfaction group also mentioned home life, coworkers, personality, and materials. The low job satisfaction group mentioned where students come from, location of school and parents.

Question #15: What Could Be Done to Improve Your Job?

Reduction in class size was the most often given response to this question. Three teachers said having an assistant would help and three also said nothing could improve their jobs. The results are summarized in Table 22.

Dominant Theme: Lower Class Size

Four teachers, three with high job satisfaction and one with low job satisfaction, said lowering class size would improve their jobs. One teacher expressed frustration that she can not give individual students the help they deserve because her classes are so large. Another teacher said that special needs children take a lot of time

Table 22**Question #21: What Could Be Done to Improve Your Job?**

Response	Teacher number (high job satisfaction) (n = 8)	Teacher number (low job satisfaction) (n = 5)
Lower class size	4, 5, 7	13
Have own classroom and assistant	4, 8	9
Nothing	1, 2, 6	
Shorter hours, longer lunch	3	
Merit pay	7	
Cut down paperwork		9
State-of-the-art technology		10
More science in the curriculum		11
Retire		12
More help from social services		12

also making it necessary to reduce class size in order to give other children enough time.

Subtheme: Own classroom With Assistant

Surprisingly, only three teachers, two with high job satisfaction and one with low job satisfaction, said they could use an assistant since an assistant could certainly cut down on the paperwork and provide students with more individual attention. Teacher #8 spoke of her ideal situation:

I've dreamed about winning the lottery and I would hire my own assistant and I would also buy myself a portable that I would put outside the building and turn into a classroom museum. You would have a workplace and a place to build and create.

Subtheme: Nothing

Three teachers, all with high job satisfaction, said there was nothing that could be done to improve their jobs. These teachers all thought for at least a minute about this question and then gave that response.

Subtheme: Miscellaneous

All other responses were given by only one teacher. An elementary teacher with high job satisfaction wanted shorter hours

and a longer lunch. Another teacher with high job satisfaction wanted merit pay to reward those who were working harder than others. The teachers with low job satisfaction wanted such items as less paperwork, state-of-the-art technology, more science in the elementary curriculum, retirement and more help from social services.

Comparison of High and Low Groups

Lowering class size and having a classroom with an assistant were mentioned by teachers from both groups. Three teachers with high job satisfaction said nothing could be done to improve their jobs. High job satisfaction teachers also mentioned shorter hours and merit pay. The low job satisfaction group gave three additional responses. They mentioned cutting down paperwork, having new technology, having more science, retiring and obtaining more help from social services.

Summary of Intrinsic Factors Mentioned as Satisfiers

Table 23 summarizes the number occurrences of respondents mentioning intrinsic factors, determined from the literature review, that positively affected their job satisfaction.

No teachers mentioned their own achievement or goal setting/goal attainment as a satisfier. Two teachers, one with high job satisfaction and one with low job satisfaction, said recognition was a satisfier. Finally, eight teachers, four with high job satisfaction and four with low job satisfaction, said student

Table 23

Number of Responses of Intrinsic Factors Given as Satisfiers*

Factors	High job sat (n = 8)	Low job sat (n = 5)
Teacher achievement	0	0
Goal setting	0	0
Recognition	1	1
Student success	4	4

* Note: Multiple responses in one category could come from an individual teacher.

success made their jobs more satisfying. This was the only intrinsic factor that clearly served as a satisfier in this study.

Summary of Extrinsic Factors Mentioned as Satisfiers

Table 24 summarizes the number of occurrences when an extrinsic factor was mentioned by a teacher as being a satisfier. According to Herzberg, the lack of an extrinsic factor is a dissatisfier, but the presence of the factor does not necessarily make it a satisfier. Extrinsic factors positively affecting job satisfaction in this study included: autonomy, participatory decision making, principal support, working conditions, parent relations, coworker support, home life, and student relationships. The three factors which were mentioned the most number of times were principal support, working conditions, and coworker support.

Summary of Intrinsic Factors Mentioned as Dissatisfiers

The responses for intrinsic factors mentioned as dissatisfiers is summarized in Table 25. Lack of achievement, recognition, and student success were mentioned by teachers as being dissatisfying. These responses were all given by teachers with low job satisfaction. In Herzberg's model, intrinsic factors are satisfiers.

Table 24

Number of Responses of Extrinsic Factors Given as Satisfiers*

Factors	High job sat (n = 8)	Low job sat (n = 5)
Autonomy	3	
Par. decisions	7	3
Principal support	17	5
Salary	0	0
Working conditions	9	2
Org. structure	0	0
Parent relations	5	1
Co-worker support	14	3
Role	0	0
Student relationships	6	2
Home life	3	5

* Note: Mutiple responses in one category could come from an individual teacher.

Table 25
Number of Responses of Intrinsic Factors Given as
Dissatisfiers*

Factors	High job sat (n = 8)	Low job sat (n = 5)
Lack of teacher achievement	0	1
Lack of goal setting	0	0
Lack of recognition	0	1
Lack of student success	0	1

* Note: Multiple responses in one category could come from an individual teacher.

According to his theory, the lack of these factors are not necessarily dissatisfying, but three of the teachers in this study did think they were dissatisfying.

Summary of Extrinsic Factors Mentioned as Dissatisfiers

Table 26 summarizes extrinsic factors mentioned by teachers as dissatisfiers. Extrinsic factors mentioned as dissatisfiers were lack of participatory decisions, lack of principal support, low salary, poor working conditions, poor parent relations, poor coworker support, poor home life, and poor student relationships. The most often mentioned factor was working conditions. All of these relate to Herzberg's theory of extrinsic factors as being dissatisfiers.

Personality

Personality was given by teachers in this study as being both a satisfier and a dissatisfier. Nine teachers with high job satisfaction and two with low job satisfaction said a teacher with a negative personality is usually dissatisfied with the job. Three said teachers with pleasant personalities usually like the job. Several teachers in discussing personality said self-esteem was the real issue and not personality. These teachers viewed personality and self-esteem as one and the same.

Results for the fifteen interview questions as well as demographic information have been summarized in this chapter. Both positive and negative factors affecting job satisfaction were tabulated. Demographic information was tabulated for the teachers

Table 26**Number of Responses of Extrinsic Factors Given as Dissatisfiers ***

Factors	High job sat (n = 8)	Low job sat (n = 5)
Lack of autonomy	0	0
Lack of par. decisions	2	6
Lack of principal support	0	2
Lack of high salary	1	5
Lack of good working conditions	7	10
Org. structure	0	0
Lack of good parent relations	2	0
Lack of coworker support	4	2
Role conflict	0	0
Lack of good student relationships	6	5
Lack of good home life	3	6

* Note: Mutiple responses in one category could come from an individual teacher.

teachers with high job satisfaction and two with low job satisfaction with the highest 30 questionnaire scores and the lowest 30 scores. They were also tabulated for the 8 highest scores of the interviewed teachers and the 5 lowest scores.

A summary of information, an analysis of results, as well as a list of conclusions and recommendations follow in Chapter 5.

CHAPTER FIVE

SUMMARY, ANALYSIS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

A qualitative study was conducted during the 1992-1993 school year of Virginia Beach teachers. The purpose of the study was to identify factors which teachers report contribute to job satisfaction, to analyze how each factor contributes to job satisfaction, to determine the similarities and differences of the responses of teachers with high and low job satisfaction, and to identify demographic characteristics associated with high and low job satisfaction.

Thirteen tenured Virginia Beach teachers were interviewed about their job satisfaction. Eight of these teachers had scores of at least one standard deviation above the mean on the *Teacher Job Satisfaction Questionnaire* for 161 Virginia Beach teachers in the sample. These eight teachers were also rated as having above average performance by their principals. Five of the teachers had scores at or below the sample mean on the *Teacher Job Satisfaction Questionnaire*. These teachers were rated as average or below average in performance by their principals.

Teachers were first asked what they like best about their jobs. The answer most frequently given was the "success of children."

Five teachers with high job satisfaction and three with low job satisfaction gave this response. Two of the teachers with low job satisfaction gave answers of "summer" and "Friday," suggesting they perhaps liked the time off more than the job. Teachers with low job satisfaction spent more time thinking about something they liked about their jobs compared to teachers with high job satisfaction . They also generated fewer responses than the high job satisfaction group.

Question #2 in the interview addressed what teachers liked least about their jobs. The most frequently given response was "paperwork." This response was given by three teachers with high job satisfaction and one with low job satisfaction. Parent apathy was mentioned by two teachers with high job satisfaction, but other responses were given by no more than one teacher. Teachers with low job satisfaction generated a longer list of things they did not like about their jobs than teachers with high job satisfaction. Their list included: changing classrooms, lack of money, lack of telephone, lack of state-of-the-art materials, too few hands-on activities in the curriculum, pressure to teach the curriculum guide, being male in a female job, lack of appreciation, pressure to have students do well on the Literacy Passport Test, and unmotivated students.

How the principal affected job satisfaction was the focus of the third question. The most frequently listed response to this question was that the principal provides support. Three teachers with high job satisfaction and two with low job satisfaction gave this

response. Maintaining discipline and providing recognition to teachers were also given as ways principals affect teacher job satisfaction. Two negative comments were made by teachers with low job satisfaction. One said that some principals let their power go to their heads. Another said that she was "terrified" to make a spelling or grammatical mistake in front of the principal. Both the high and low groups agreed on the importance of principal support.

Question #4 concerned how coworkers affected teacher job satisfaction. Two responses were given by an almost equal number of teachers. Sharing ideas was given as an important way in which coworkers affect job satisfaction by five teachers with high job satisfaction and four with low job satisfaction. Providing support was given as an answer by four teachers with high job satisfaction and four with low job satisfaction. There appeared to be little differentiation between the teachers with high or low job satisfaction on this question. Two of the teachers with low job satisfaction did say that difficult coworkers can make your job unpleasant, but a similar response was also given by three teachers with high job satisfaction showing that both groups had experienced unpleasant instances with coworkers. The high and low groups both agreed that coworker support was important.

When teachers were asked how students affected their job satisfaction, the most common response for this question was that discipline problems with students can make the job very unpleasant. This response was noted by three teachers with high job

satisfaction and three with low job satisfaction. Positive responses indicating that the students are polite and fun to teach were articulated by two teachers with high job satisfaction. Only two negative comments were made by teachers with low job satisfaction. These were that the students need to be motivated and that it is sometimes difficult to work with special needs students. These responses were also received from teachers with high job satisfaction. Both groups said that discipline problems and lack of motivation of students affect job satisfaction but the high job satisfaction group was able to generate more positive comments about students.

When teachers were asked how working conditions affected their job satisfaction. Ten of the thirteen teachers commented that they had wonderful teaching materials. Only one teacher mentioned overcrowded classrooms, a perennial problem in the school system where this teacher is employed, and this teacher was the one with the highest job satisfaction score. A total of six negative comments were made by four of the teachers with low job satisfaction. A teacher who is rostered in several classrooms said it would be nice to have her own classroom. An elementary science teacher said he needed flat-top desks. Another elementary teacher said her room is too cold, has little storage, and not enough materials. Another elementary teacher said the materials were outdated. Most teachers agreed that materials were good. The teachers with low job

satisfaction were able to generated a long list of complaints about working conditions.

Teachers how parents affected their job satisfaction for the seventh question. Five teachers, four with high job satisfaction and one with low, said parents are supportive and this enhances their job satisfaction. Four teachers, one with high job satisfaction and three with low, said parents can wear them down. Teachers who have high job satisfaction and are rated as effective by their principals seemed to have supportive parents. Teachers with low job satisfaction who were rated at best average by their principals seemed to have negative parents who wore them down even though both groups had the same calibre of students.

Question #8 concerned how salary affected teacher job satisfaction. Six of the teachers, three with high job satisfaction and three with low, said they wished they made more money. Five teachers, three with high job satisfaction and two with low job satisfaction, said they didn't go into teaching for the money. They felt teaching provided many more intrinsic rewards versus extrinsic rewards. Four teachers, two each with high and low job satisfaction, said teaching provided a good second income but it was not sufficient for a single person. Two of the teachers with low job satisfaction said they found it frustrating that their friends with equal college degrees and equal experience made so much more money. One teacher with high job satisfaction also made the same

comment. There was not much difference between the two groups on this questions.

Autonomy of teachers was the focus of the ninth question. All thirteen teachers felt autonomy was very important for their job satisfaction. All thirteen also agreed that they had an adequate amount of autonomy. Some had worked for principals in the past where this was not the case so they were able to appreciate the present amount of autonomy. There was no difference between the two groups on this question.

Teachers how home life affects teacher job satisfaction for the tenth question. Seven teachers, three with high job satisfaction and four with low job satisfaction, said home life can affect how you feel about the job because they had witnessed it. Some of these teachers had personal experiences and some did not. Most related personal experiences of themselves or of other teachers who had experienced marital problems and how they had been negative to the students and negative about the job in general. Two of the teachers with low job satisfaction revealed that they had experienced marital problems of their own and these negative feelings carried over to the job and how they felt about the job. An answer given by four teachers with high job satisfaction and one with low indicated most teachers are able to leave their home life at home. The teachers who said they were able to leave their problems at home actually said that work was always a respite from their difficulties.

Although both groups said home life can affect job satisfaction, the high job satisfaction group said they were able to leave it at home.

Teachers were questioned about the relationship of teacher personality and job satisfaction for the eleventh question. Four teachers, three with high job satisfaction and one with low, said if a teacher has a negative personality, he or she wouldn't like the job regardless of how good it is. Two teachers, one with high job satisfaction and one with low job satisfaction, thought that a teacher's personality carries into the classroom. All other responses to this question were given by only one teacher. The teachers with high job satisfaction seemed concerned that their colleagues with negative personalities were negative to students. One teacher with low job satisfaction brought up the recurring theme of self esteem. He felt if a teacher has good self esteem the students will respond to the teacher regardless of the personality of the teacher. There appeared to be no difference in the responses of the two groups on this question.

Teachers input into decision making was the subject of the twelfth question. Eight teachers, five with high job satisfaction and three with low job satisfaction, felt having input into decision making made them feel better about their jobs. Four out of five of the teachers with low job satisfaction said their principals were having problems with site-based management because they did not like giving up their power. Eighty percent (4) of the teachers with low job satisfaction felt that way. Two of the teachers with low

job satisfaction expressed negative feelings towards the present site-based decision-making process. One said she felt she didn't have any input at all and another said that her input really didn't matter as four or five teachers were running the Faculty Council by themselves. Both groups said participatory decision making is important but the low job satisfaction group said they didn't feel they had much input into the process.

Teachers gave the most important factors concerning job satisfaction they had discussed in response to the thirteenth question. The most often given answer was the principal. This response was given by four teachers with high job satisfaction and two with low job satisfaction. The teachers said that it was very important to them that the principal of the school be supportive of their efforts. Four of the teachers, two each with high and low job satisfaction, said good self-esteem was important concerning teacher job satisfaction. They thought if a teacher feels good about himself or herself, this feeling had to carry over to how the person felt about his or her job. Four teachers, one with high job satisfaction and three with low job satisfaction, said relationships with coworkers were important for their job satisfaction. Three out of the five teachers with low job satisfaction gave this response. Many of these teachers said they had experienced difficult relationships with coworkers in the past and this had made them feel unhappy about their jobs. Two of the teachers with high job satisfaction said participatory decision making was important for

their job satisfaction. Two of the teachers with low job satisfaction said salary was important for their job satisfaction. Salary seemed to differentiate the teachers with high and low job satisfaction, teachers with low job satisfaction seemed to care about it more. Only one teacher with low job satisfaction said recognition was important to him. He said he thrived on recognition and he didn't get enough. Both groups agreed on the principal being the most important factor to job satisfaction. In addition, the low job satisfaction group said salary, coworkers, and recognition were also important.

The least important factor which had been discussed was identified by teachers for the fourteenth question. Four of the teachers, two each with high and low job satisfaction, said everything that had been discussed was important. Four teachers with high job satisfaction said salary was the least important issue that had been discussed. This response was the opposite of the two teachers with low job satisfaction who said salary was the most important. There was a definite difference in the priority of salary concerning job satisfaction between the teachers with high and low job satisfaction. All other responses were listed by only one teacher. Teachers with low job satisfaction thought that where students come from, the location of the school, and the parents were the least important factors related to job satisfaction. The difference between the two groups on this question was that salary was the least important to many of the high job satisfaction group.

The last question was what could be done to improve their jobs. Four teachers, three with high job satisfaction and one with low job satisfaction, said a lower class size would improve their jobs. Many expressed frustration that they could not give students the individual help they thought necessary due to the size of their classes. Three teachers, two with high job satisfaction and one with low job satisfaction, said their jobs would be better if they had their own classroom with a full-time assistant. Three teachers with high job satisfaction said there was nothing that could make their jobs any better. All other responses were given by only one teacher. Teachers with low job satisfaction indicated they would like less paperwork, more technology, more science in the elementary curriculum, and more help from social services in dealing with family problems. The teacher with the lowest job satisfaction score said the only thing that would improve his job situation would be retirement. Both groups agreed that lowering class size would improve their jobs but the low job satisfaction group was able to generate a long list of other things which could be changed about their jobs.

Concerning demographics, the thirty teachers with the highest job satisfaction scores were older, more female, more minority, more elementary, more experienced and about equally educated as the thirty teachers with the lowest job satisfaction scores. These findings support the research. This study also refutes the study of Saleh and Pasrich (1970) which said job satisfaction decreased rapidly at first

with experience to a point and then declines gradually. The two teachers with the highest job satisfaction in this study had each taught over twenty years.

Analysis of Factors

When teachers were asked what they liked best about their jobs, the most frequently given response concerned the success of the students. This answer would seem to support Herzberg's theory that satisfiers in the teaching profession are intrinsic in nature. The teachers in this study with low job satisfaction had to think long and hard of something they liked about their jobs. Two gave flip remarks about liking Fridays and summer. Humor may have been their way of dealing with their dislike for their jobs.

In looking at what teachers liked about their jobs, watching students succeed emerged as the factor that most influences job satisfaction. Adults who choose teaching as a profession should like students. To see them succeed is a very rewarding part of the profession. Seeing students succeed makes the job worthwhile. Teachers from both the high and low job satisfaction groups gave this response so this question did not discriminate between the groups. When teachers were asked what they liked least about their jobs, the most frequently given response concerned paperwork. Again, this answer would support Herzberg's theory that dissatisfiers are extrinsic to the job. The teachers with low job satisfaction had no difficulty generating a long list of complaints for this question.

Again, these responses tended to be extrinsic such as changing classrooms, money, lack of telephone, lack of materials, and the curriculum. Two intrinsic responses were given by teachers with low job satisfaction, lack of recognition and lack of student achievement. These answers contradict Herzberg's theory that if a factor is a satisfier, lack of that same factor is not necessarily a dissatisfier. In other words, there is not a continuum from satisfier to dissatisfier. For example, if student success is a satisfier, lack of student success may not necessarily be a dissatisfier.

When looking at what teachers like least about their jobs, paperwork was given as a response most frequently in this study. Teachers said they want to be left alone to do their jobs without having to spend a lot of their time filling out forms. They felt that much of the paperwork is unnecessary and could be completed by others in the building. Filling out paperwork infringes on planning time and even free time at home for teachers. Principals should look for ways to reduce paperwork to relieve this problem. Also, principals can improve job satisfaction of teachers by providing adequate materials and recognition for teachers' efforts.

Perhaps the most overwhelming response given by both teachers with high and low job satisfaction was that the principal greatly affected their job satisfaction. When asked what it was about the principal that affected job satisfaction, most said supportiveness. Since all of these teachers had worked for many years in the school system, all had experienced various leadership styles of principals.

Two of the teachers with low job satisfaction had disparaging remarks to make about principals. One said that principals let power go to their heads. The other said she was terrified to make a grammatical mistake in front of her principal. It must be remembered that these teachers' performance was rated average at best by their principals. Perhaps they see the principal differently than those who have better performance or at least feel differently about the principal's role.

There was a fair amount of consensus among teachers with both low and high job satisfaction that coworkers are important for job satisfaction because they provide support. This is the second time in the study when the word *support* surfaced. The other instance was in speaking of principal support. Apparently support is important to enhance teacher job satisfaction. Several teachers mentioned how difficult coworkers could make the job unpleasant. It might be thought that this response would be given by more teachers with low job satisfaction than with high job satisfaction. However, the response was given by almost an equal number from both groups. Again, since these teachers had all been teaching for a long time, almost all of them had experienced some difficulties with coworkers. Principals should provide time for teachers during the school day to be with coworkers.

In responding to how students affected teacher job satisfaction, the most common answer was that discipline problems could make the job unpleasant. Again, this is a response that one would think

would be given by more teachers with low job satisfaction than teachers with high job satisfaction. This was not the case. An equal number from each group gave this response. Teachers with high job satisfaction said that students were positive and fun to teach. Two teachers with low job satisfaction said students were unmotivated and that special needs students were difficult. These responses follow the pattern that teachers with high job satisfaction generally give more positive responses than teachers with low job satisfaction. Principals should ensure that discipline problems are handled quickly.

Concerning working conditions, ten of thirteen teachers said they had an abundance of teaching materials. Much of this can be attributed to a curriculum overhaul begun in the school system in 1989. The new curriculum guides have been supported by an abundance of materials. Interestingly, only one teacher, the teacher with the highest job satisfaction score, mentioned overcrowded classrooms as a problem. The teachers with low job satisfaction were able to generate a list of complaints about working conditions. Again, their answers seemed to reflect their general negativity. To improve the job satisfaction of teachers with low job satisfaction, principals should deal with problems in working conditions as quickly as possible.

Concerning parents, teachers with high job satisfaction tended to say their parents were supportive. On the other hand, teachers with low job satisfaction tended to say that parents could wear them

down. The teachers with low job satisfaction may not deal with these parents effectively since they are unhappy about their own jobs. Principals need to provide in-service for teachers with low job satisfaction on effective relationships with parents.

Salary was an interesting issue. Many of the teachers with both high and low job satisfaction wished they made more money. There is nothing startling in this response. About an even number of teachers with high and low job satisfaction said they didn't go into the profession to make money. Several teachers from both groups commented that teaching was a good second income. Both male teachers commented that it was almost impossible to be a single parent and live on a teacher's income. Both had been divorced and one had remarried. These same two teachers commented that it was very frustrating for them to see their friends with equal college degrees and experience making so much more money than they did. This may be particularly true of the males comparing themselves to other primary breadwinners as many of the females commented that their income was a second income and they really did not have to work for the money. In general, salary does not seem to affect teacher job satisfaction all that much but the teachers with low job satisfaction seemed more frustrated by it than teachers with high job satisfaction. The single parents seemed most concerned about salary.

There was remarkable unanimity on the question concerning teacher autonomy. All teachers agreed that autonomy was important for teacher job satisfaction. This consensus of response might be

contributed to the new superintendent who has given classroom teachers a lot of power that had been taken away from them by a previous superintendent. Principals should continue to allow teacher autonomy.

Many teachers from both groups agreed that home life affects teacher job satisfaction. Several of the teachers related incidents when they had experienced problems at home, particularly marital problems, which affected how they felt about the job. Others told of coworkers who had experienced problems and whose job satisfaction had been affected. Several of the teachers with high job satisfaction said that work is a wonderful respite from their problems. It appears that teachers with high job satisfaction are able to leave their problems at home more so than teachers with low job satisfaction.

Teachers were also asked how personality affects job satisfaction. Several teachers from both groups said that teachers with negative personalities will not like their jobs regardless of the circumstances. It is the opinion of the researcher that many of the teachers with low job satisfaction did have negative personalities since they were never at a loss to generate negative responses to a question. One teacher mentioned that the issue here was self-esteem, not personality. This issue recurred again and again across questions and across groups. These teachers felt that it was how a teachers feels about himself or herself that is important, not the personality with which he or she is born. While there is not much that school

systems can do about a teacher's personality, it should be noted that personality is a factor that affects job satisfaction.

Participatory decision making came across as important to teachers. Much of the response to this question can be attributed to the site-based management initiated by the new superintendent during the 1992-1993 school year. Teachers actually did have much more voice in the decision-making process than they have had in the past. Four out of five of the teachers with low job satisfaction said their principals were having problems involving teachers more in decision making. It would seem these teachers didn't feel they had as much input into the decision-making process as teachers with high job satisfaction. It may be that since the teachers with low job satisfaction are not considered by their principals as having good performance, they may not have been selected to participate on the Faculty Council. Even though they do have input into the decision-making process, they may not feel that it is firsthand input. That is, teachers should have direct input into decisions not through a representative. This is further supported by the fact that one teacher said only four or five teachers were making decisions at her school.

When asked to give the most important factor concerning job satisfaction, teachers said the principal was the most important. They said supportiveness and professional treatment were the ways in which the principal affected their job satisfaction. Teachers from both groups mentioned that self-esteem was important. This was an

interesting response as self-esteem was not mentioned in any of the prompts. Relationships with coworkers and participatory decision making also were listed as important by multiple teachers from both groups. All of these responses can be thought of as intrinsic in nature. All involve some amount of recognition. Only one teacher who had low job satisfaction mentioned recognition specifically in response to this question. He said that he personally does not get enough recognition. It may be that he does not receive recognition because he is not perceived as an adequate teacher by his principal. Two teachers with low job satisfaction mentioned salary in this category, again showing the difference between the two groups on this issue.

In analyzing responses to the previous question, it can be said that principals should be supportive of teachers in whatever ways possible. To enhance teacher self-esteem, deserved recognition should be given to teachers by principals. This is particularly true for teachers with low job satisfaction.

When asked to give the least important factor that had been discussed, six of the teachers representing both groups, said everything discussed had been important. For many of the teachers, two or three minutes passed before they answered this question indicating that they were trying to complete a mental ranking. Four of the teachers with high job satisfaction said salary was the least important, again showing the difference on the salary issue between

the two groups. Teachers with low job satisfaction also listed where students come from (neighborhoods) and parents as least important.

When asked what could be done to improve their jobs, several teachers in both groups indicated a smaller class size would improve their jobs. Interestingly, three teachers with high job satisfaction said nothing could improve their jobs. The teachers with low job satisfaction were again able to create a list of complaints: less paperwork, more technology, more science, and more help from social services. The negative response from the teacher with the lowest job satisfaction score that retirement would improve his job was again indicative of the generally negative comments made by these teachers as a group.

In general, there were very few differences between the high and low groups. It may be that the *Teacher Job Satisfaction Questionnaire* did not distinguish the two groups sufficiently or that the two groups scores were too close to each other to distinguish them from each other or there was a non-response bias. The high job satisfaction group gave more positive answers than the low job satisfaction group. Concerning home life, the high job satisfaction group said they were able to leave it at home. The low job satisfaction group was able to generate long lists of complaints particularly about students, parents, working conditions, salary, coworkers, recognition, and participatory decision making. It must be remembered that these teachers were rated at best average by their principals so there may be valid reasons why they don't get

along with parents and students and why they are not chosen for recognition or committees.

Analysis of Satisfiers and Dissatisfiers

When satisfiers were analyzed across categories, the responses given most often were the intrinsic factor of student success and the two extrinsic factors, principal support and coworker support. In Herzberg's theory, intrinsic factors are satisfiers but extrinsic factors are not necessarily satisfiers. In this study, two extrinsic factors emerged as satisfiers.

When dissatisfiers were analyzed across categories, three intrinsic factors were given by one teacher each: lack of teacher achievement, lack of recognition and lack of student success. Extrinsic factors given as dissatisfiers were: lack of participatory decisions, lack of principal support, low salary, poor working conditions, poor parent relations, poor coworker support, poor home life and poor student relations. The two most frequently mentioned factors were poor working conditions and poor student relations. There was a difference between the high and low job satisfaction groups on these questions. More low job satisfaction teachers mentioned low salary, lack of participatory decisions, and poor home life as being dissatisfying.

Conclusions

It may be concluded from this study that:

- 1) The most important factor contributing to teacher job satisfaction is the success of students. This finding supports the research of Bredeson, Fruth, and Karsten (1983).
- 2) Principal and coworker support enhance teacher job satisfaction, corroborating the findings of Caplan and Jones (1975). Principals should continue to be supportive of teachers and, in addition, should provide opportunities for coworker interaction.
- 3) Poor working conditions and unpleasant relationships with students affect teacher job satisfaction adversely. Jorde-Bloom (1986) also found unpleasant working conditions to adversely affect job satisfaction. Poor relationships with students were also found to adversely affect job satisfaction by Bredeson, Fruth, and Karsten (1983).

Recommendations for Practice

If principals and central office administrators are interested in improving teacher job satisfaction, there are some things they can do. From the conclusions of this study it is recommended that:

- 1) Since principal support emerged in this study as the most important factor affecting teacher job satisfaction, principals should explore possibilities of ways to support teachers to enhance their job satisfaction. For example, a particular teacher may need extra recognition or more experienced teachers might need feedback.

- 2) Principals consider providing opportunities through scheduling that allow coworkers to meet with each other and share ideas to enhance a support system for each other.
- 3) Central office administrators and principals consider examining school buildings and the teaching materials in these buildings to provide students with an environment complete with stimulating materials.
- 4) Central office administrators and principals consider providing staff development opportunities for teachers to learn how to better deal with disruptive and special-needs students.

Recommendations for Further Study

More research is needed in the field of teacher job satisfaction. It is an important area of research since it is related to student success and to teacher turnover. Also, past research has provided non-consistent results. Research needs to be undertaken which would utilize different combinations of quantitative and qualitative methods to determine gender-based differences in teacher job satisfaction. Also, more research on the effect of the level of the school on job satisfaction needs to be completed. Further, little research has been done on the effect of the socio-economic condition of the school on job satisfaction nor the issue of public versus private school.

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Appendix A

Note: This letter is a typed copy of the original.

Long Island University
C. W. Post Campus
Brookville, NY 11548
(516) 299-2244
August 20, 1992

Mrs. Judi Ruben
716 Etheridge Road
Chesapeake, VA 23320

Dear Mrs. Ruben:

Thank you very much for your interest in the Teacher Job Satisfaction Questionnaire that I developed and validated.

Your research sounds very interesting. You have my written permission to use the TJSQ in your study. You also have my written permission to make as many copies of the TJSQ for the purpose of your research.

If I may be of any assistance to you, please do not hesitate to contact me.

The best of luck with your study.

Sincerely,

Paula E. Lester, Ph.D.
Associate Professor

Appendix B

Note: This letter is a typed copy of the original.

Virginia Beach City Public Schools
P.O. Box 6038
Virginia Beach, Virginia 23456
October 6, 1992

Dear Judi:

We have reviewed your study and agree you have identified an important issue with policy implications for the school division. The survey instrument is sound, however, we anticipate potential problems obtaining interview volunteers, particularly volunteers who would be willing to release their most recent principal evaluation. In addition, it is my understanding very few of our teachers receive unsatisfactory ratings. I think this may increase the difficulty of getting "marginal performers" in the study.

Before you proceed, you will need to send a copy of the cover letter that is to accompany the survey. The letter should include a statement that the study has been approved by the Educational Planning Center. If you have any questions, I can be reached at 430-2882. Good luck with your study.

Sincerely,

E. Sidney Vaughn, III
Assessment Specialist
Educational Planing Center

Appendix C

Dear Colleague,

My name is Judi Ruben. I am a teacher at Bayside Middle School and am presently writing a dissertation to complete my work for my doctoral degree in Educational Administration from Virginia Tech. Since I am studying tenured classroom teachers, if you do not fall in that category please check here ___ and return my survey as soon as possible so I may mail it to someone else.

You have been selected randomly from the over 4000 teachers in Virginia Beach to participate in my study. I am looking at the factors that contribute to teacher job satisfaction. After the survey instruments are scored, I will be interviewing eight teachers who have high job satisfaction and eight who have low job satisfaction to discern the differences between the two groups and ultimately to compile a list of recommendations to principals and the school system to improve teacher job satisfaction. If you would be willing to be interviewed for about twenty minutes at your convenience, please check here _____. **Your answers to all questions will remain confidential.** This study has been approved by the Educational Planning Center.

Please complete the questionnaire by November 13 regardless of whether you agree to be interviewed or not so that I may obtain a realistic average for Virginia Beach teachers. If you would like to receive your score and the sample average score, please check here _____. Thank you for the use of your valuable time.

Appendix D

Personal Information
(Attached to *Teacher Job Satisfaction Questionnaire*)

Educational background: Bachelor's degree ____
Master's degree ____
Advanced Certificate ____
Doctorate degree ____

Gender: Male ____
Female ____

Race: White ____
Black ____
Oriental ____
Indian ____
Hispanic ____

Age: _____

**Number of teaching years
for which you are being paid:** _____

Level: High School ____
Middle/Junior High School ____
Elementary ____

Marital Status: Married ____ Divorced ____
Single ____ Widowed ____

Appendix E

Teacher Job Satisfaction Questionnaire

Directions: The following statements refer to organizational factors that can influence the way a teacher feels about his/her job. These factors are related to teaching and to the individual's perception of the job situation. When answering the following statements, circle the numeral which represents the degree to which you agree or disagree with the statement. Please do not identify yourself on this instrument.

- | Key: | 1 | 2 | 3 | 4 | 5 |
|------|---|----------|---------|-------|-------------------|
| | Strongly
disagree | Disagree | Neutral | Agree | Strongly
agree |
| 1. | Teaching provides me with an opportunity to advance professionally. | | | | 1 2 3 4 5 |
| 2. | Teacher income is adequate to meet normal expenses. | | | | 1 2 3 4 5 |
| 3. | Teaching provides an opportunity to use a variety of skills. | | | | 1 2 3 4 5 |
| 4. | Insufficient income keeps me from living the way I want to live. | | | | 1 2 3 4 5 |
| 5. | My immediate supervisor turns one teacher against another. | | | | 1 2 3 4 5 |
| 6. | No one tells me that I am a good teacher. | | | | 1 2 3 4 5 |
| 7. | The work of the teacher consists of routine activities. | | | | 1 2 3 4 5 |
| 8. | I am not getting ahead in my present teaching position. | | | | 1 2 3 4 5 |
| 9. | Working conditions in my school can be improved. | | | | 1 2 3 4 5 |

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 10. | I receive recognition from my immediate supervisor. | 1 | 2 | 3 | 4 | 5 |
| 11. | I do not have the freedom to make my own decisions. | 1 | 2 | 3 | 4 | 5 |
| 12. | My immediate supervisor offers suggestions to improve my teaching. | 1 | 2 | 3 | 4 | 5 |
| 13. | Teaching provides for a secure future. | 1 | 2 | 3 | 4 | 5 |
| 14. | I receive full recognition for my successful teaching. | 1 | 2 | 3 | 4 | 5 |
| 15. | I get along well with my colleagues. | 1 | 2 | 3 | 4 | 5 |
| 16. | The administration in my school does not clearly define its policies. | 1 | 2 | 3 | 4 | 5 |
| 17. | My immediate supervisor gives me assistance when I need help. | 1 | 2 | 3 | 4 | 5 |
| 18. | Working conditions in my school are comfortable. | 1 | 2 | 3 | 4 | 5 |
| 19. | Teaching provides me the opportunity to help my students learn. | 1 | 2 | 3 | 4 | 5 |
| 20. | I like the people with whom I work. | 1 | 2 | 3 | 4 | 5 |
| 21. | Teaching provides limited opportunities for advancement. | 1 | 2 | 3 | 4 | 5 |
| 22. | My students respect me as a teacher. | 1 | 2 | 3 | 4 | 5 |
| 23. | I am afraid of losing my teaching job. | 1 | 2 | 3 | 4 | 5 |
| 24. | My immediate supervisor does not back me up. | 1 | 2 | 3 | 4 | 5 |
| 25. | Teaching is very interesting work. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 26. | Working conditions in my school could not be worse. | 1 | 2 | 3 | 4 | 5 |
| 27. | Teaching discourages originality. | 1 | 2 | 3 | 4 | 5 |
| 28. | The administration in my school communicates its policies well. | 1 | 2 | 3 | 4 | 5 |
| 29. | I never feel secure in my teaching job. | 1 | 2 | 3 | 4 | 5 |
| 30. | Teaching does not provide me the chance to develop new methods. | 1 | 2 | 3 | 4 | 5 |
| 31. | My immediate supervisor treats everyone equitably. | 1 | 2 | 3 | 4 | 5 |
| 32. | My colleagues stimulate me to do better work. | 1 | 2 | 3 | 4 | 5 |
| 33. | Teaching provides an opportunity for promotion. | 1 | 2 | 3 | 4 | 5 |
| 34. | I am responsible for planning my daily lessons. | 1 | 2 | 3 | 4 | 5 |
| 35. | Physical surroundings in my school are unpleasant. | 1 | 2 | 3 | 4 | 5 |
| 36. | I am well paid in proportion to my ability. | 1 | 2 | 3 | 4 | 5 |
| 37. | My colleagues are highly critical of one another. | 1 | 2 | 3 | 4 | 5 |
| 38. | I do have responsibility for my teaching. | 1 | 2 | 3 | 4 | 5 |
| 39. | My colleagues provide me with suggestions or feedback about my teaching. | 1 | 2 | 3 | 4 | 5 |
| 40. | My immediate supervisor provides assistance for improving instruction. | 1 | 2 | 3 | 4 | 5 |
| 41. | I do not get cooperation from the people I work with. | 1 | 2 | 3 | 4 | 5 |

- | | | | | | | |
|-----|--|---|---|---|---|---|
| 42. | Teaching encourages me to be creative. | 1 | 2 | 3 | 4 | 5 |
| 43. | My immediate supervisor is not willing to listen to suggestions. | 1 | 2 | 3 | 4 | 5 |
| 44. | Teacher income is barely enough to live on. | 1 | 2 | 3 | 4 | 5 |
| 45. | I am indifferent toward teaching. | 1 | 2 | 3 | 4 | 5 |
| 46. | The work of a teacher is very pleasant. | 1 | 2 | 3 | 4 | 5 |
| 47. | I receive too many meaningless instructions from my immediate supervisor. | 1 | 2 | 3 | 4 | 5 |
| 48. | I dislike the people with whom I work. | 1 | 2 | 3 | 4 | 5 |
| 49. | I receive too little recognition. | 1 | 2 | 3 | 4 | 5 |
| 50. | Teaching provides a good opportunity for advancement. | 1 | 2 | 3 | 4 | 5 |
| 51. | My interests are similar to those of my colleagues. | 1 | 2 | 3 | 4 | 5 |
| 52. | I am not responsible for my actions. | 1 | 2 | 3 | 4 | 5 |
| 53. | My immediate supervisor makes available the material I need to do my best. | 1 | 2 | 3 | 4 | 5 |
| 54. | I have made lasting friendships among my colleagues. | 1 | 2 | 3 | 4 | 5 |
| 55. | Working conditions at my school are good. | 1 | 2 | 3 | 4 | 5 |
| 56. | My immediate supervisor makes me feel uncomfortable. | 1 | 2 | 3 | 4 | 5 |
| 57. | Teaching income is less than I deserve. | 1 | 2 | 3 | 4 | 5 |

58. I try to be aware of the policies of my school. 1 2 3 4 5
59. When I teach a good lesson, my immediate supervisor notices. 1 2 3 4 5
60. My immediate supervisor explains what is expected of me. 1 2 3 4 5
61. Teaching provides me with financial security. 1 2 3 4 5
62. My immediate supervisor praises good teaching. 1 2 3 4 5
63. I am not interested in the policies of the school. 1 2 3 4 5
64. I get along well with my students. 1 2 3 4 5
65. Pay compares with similar jobs in other school districts. 1 2 3 4 5
66. My colleagues seem unreasonable to me. 1 2 3 4 5

Appendix F

Note: This letter is a typed copy of the original.

Virginia Beach Education
Association
445 King Grant Road
Virginia Beach, VA 23452

November 2, 1992

Dear Virginia Beach Teacher,

Judi Ruben, a teacher at Bayside Middle School, is conducting research on teacher job satisfaction in Virginia Beach schools.

Her dissertation will include recommendations to principals to improve working conditions for teachers. I encourage you to participate in her study as she has agreed to share her results with the Virginia Beach Education Association.

Sincerely,

James B. Chapman

UniServ Director

Appendix G

November 1, 1992

Dear Colleague,

I recently sent you a survey form concerning job satisfaction. I have not yet received your form. I would encourage your to complete the survey if you still have it. Your concerns about your particular job and the teaching profession in general will be heard since the research is being conducted with the guidance of Virginia Tech faculty, it is approved by the Educational Planning Center (who will receive the results), and it is supported by the Virginia Beach Education Association.

If you have misplaced your survey form, please drop me a note and I will be glad to send you another. If you do not intend to participate in any way, I would appreciate a note to that effect so that I may delete your name from my files.

Thank you for your help,

Judi Ruben

Bayside Middle School

Appendix H

November 14, 1992

Dear Colleague,

Approximately one month ago you received my questionnaire. For whatever reason you chose not to complete the questionnaire. I have already received one hundred fifty-seven of the two hundred surveys that were distributed. In order to get a totally accurate picture, I would like to have 100% participation. Even if you have already indicated that you do not wish to participate, I ask you to reconsider. Completing the survey will only take a few minutes and will add to the body of knowledge in our field. Remember your answers will be strictly confidential.

Thank you again,

Judi Ruben

Bayside Middle School

Appendix I

November 20, 1992

Dear Principal,

My name is Judi Ruben. I am a teacher at Bayside Middle School and am conducting research on job satisfaction for my dissertation for Virginia Tech. This research has been approved by the Educational Planning Center (Dr. Sidney Vaughn). One or more of your teachers has completed a survey for my study. I am in the process of selecting teachers with high and low job satisfaction to interview. A member of my committee has requested that the principal of each teacher rate his or her job performance to compare teachers' job satisfaction scores with a rating of performance.. Please rate the performance of the following teacher(s) using the scale of (1) Outstanding, (2) Above average, (3) Average, (4) Below average, and (5) Poor. When you have completed this form, please return it to **Dr. Donald Peccia, Personnel**. Neither the teacher(s) nor myself will see your rating. Thank you for your help with this project.

Teacher	ID#	Rating (1 - 5)
_____	_____	_____

Please complete by December 11 if at all possible.

Appendix J

Practice Interview

- 1) What are the things you like most about your job?
- 2) What are the things you like least about your job?
- 3) How do you feel the following affect your job satisfaction:
 - a) the principal?
 - b) your co-workers?
 - c) your students?
 - d) the working conditions?
 - e) your students' parents?
 - f) your salary?
 - g) the amount of autonomy you have?
 - h) the amount of inputs you have into decision making?
 - i) your home life?

Appendix K

Interview Protocol

1. What do you like best about your job?
2. What do you like least about your job?
3. How does the principal affect your job satisfaction?
4. How do co-workers affect your job satisfaction?
5. How do students affect your job satisfaction?
6. How do working conditions affect your job satisfaction?
7. How do parents affect your job satisfaction?
8. How does salary affect your job satisfaction?
9. How does autonomy affect job satisfaction?
10. How does a teacher's home life affect job satisfaction?
11. How does a teacher's personality affect his or her job satisfaction?
12. How does input into decision making affect job satisfaction?
13. What are the most important factors that have been discussed concerning teacher job satisfaction?
14. What are the least important factors we've discussed concerning teacher job satisfaction?
15. What could be done to improve your job?

Appendix L

January 4, 1993

Dear Colleague,

Happy New Year! Thank you for completing one of my questionnaires and agreeing to be interviewed. I am now starting the interview process and would like to interview you **at your convenience**. This interview should last sixty minutes. You can call me at Bayside Middle at 473-5064 from 7:10-9 a.m. or at 473-5080 from 10 a.m.-12:40 p.m. or at my home phone (482-3159) after 4 to set up an interview.

I am willing to come to your building during school (if our schedules permit) or after school. I could also interview you over the phone during school or in the evening. Please let me know your preference and schedule. If you cannot reach me by phone, please pony a note to me.

Again, thank you so much for participating in my study. The results of our interview will add to the body of knowledge on teacher job satisfaction. I am most grateful for your cooperation.

I know this is a very busy time of year for all of us after the holiday. I would appreciate hearing from you by January 13 if at all possible.

Thank you again for your help,

Judi Ruben

VITA

Judith Joerger Ruben grew up in Riverdale, Illinois and graduated from Thornton Township High School in Harvey, Illinois. She received her undergraduate degree from the University of Michigan. In addition she holds an Educational Specialist degree from George Washington University in Washington, D.C. and a Certificate of Advanced Graduate Studies from Virginia Polytechnic Institute and State University in Blacksburg, Virginia.

Her career in education began and continues in Virginia Beach, Virginia. She taught mathematics and computer science prior to spending seven years as an Instructional Specialist in secondary mathematics. She is now a gifted resource teacher at Bayside Middle School in Virginia Beach, Virginia.

A handwritten signature in cursive script that reads "Judith Ruben". The signature is written in black ink and is centered on the page.