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Testing a Model of Teacher Satisfaction

by

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(ABSTRACT)

The primary purpose of this study was to construct and test a model of the influences affecting teachers' job satisfaction. To test the model, a representative sample (N = 512) of early-career (those with less than seven years teaching experience) public school teachers in the Commonwealth of Virginia was used.

The path model proposed is a set of structural equations that consider the job satisfaction of a teacher to be a function of four exogenous variables--the teacher's sex, age, years of teaching experience, and socioeconomic status of family of origin--and three endogenous variables--the teacher's scholastic achievement, the school climate where the teacher is employed, and the teacher's commitment to staying in teaching. Because of possible interactions caused by differing parameters between blacks and whites, the model was analyzed separately for white teachers and for black teachers.

Results of the LISREL analyses indicated that teachers' perceptions of the school climate where they are employed and

teachers' commitment to staying in teaching were the two most important influences on teacher job satisfaction. For white teachers, females tended to be more committed to teaching than did their male counterparts. For the black teachers, no such distinction was evident. Also, white females tended to be more satisfied than the white males; black females tended to be less satisfied than the black males. Perhaps most importantly, the lower achieving whites tended to be more satisfied in their teaching positions than did higher achieving whites. For blacks, no differences in the effects of achievement level were noted. These differences illustrate that the process leading to teacher job satisfaction is similar for whites and blacks, but there are critical differences within the model itself in how the variables interact with one another.

Recommendations for future research include further work with broader based populations of teachers as well as follow-up with teachers now under study. A look at politically feasible ways to improve the "quality of life" for teachers is also encouraged.

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CHAPTER 1

INTRODUCTION

Recent data suggest that a great number of teachers--elementary, junior high/middle, and high school--are dissatisfied in their jobs. When Moracco, D'Arienzo, and Danford (1983) surveyed 691 teachers in a large metropolitan area in one of the Middle Atlantic states, 52% of the teachers who responded said that they would not again become teachers if they had the choice. Of 1,738 teachers responding to a survey sponsored by the National Education Association (NEA), 41% said they would not choose the teaching profession if they had the choice to make again. Furthermore, only 43% planned to continue teaching until retirement, while 9% stated that they were planning to leave the classroom as soon as possible. A New York Times survey of public school teachers in New York State found that 47% of the respondents would go into another career if they had to choose again (Levitov & Wangberg, 1983).

When Colorado's K-12 public school teachers were surveyed in 1986, 27% of those teachers responding felt it likely they would leave the teaching profession within the next five years to enter some different occupation (Colorado, 1986). This figure is low compared to the 38% of Alabama teachers who were seriously considering leaving the profes-

sion (Ernest & Tishler, 1984). A study of 437 Wisconsin high school graduates who became teachers revealed that 40% had left teaching after five years (Benderson, 1982). Dissatisfied teachers have also been an important finding in other recent studies (e.g., Chapman & Lowther, 1982; Charters, 1970; Dunham, 1976; Litt & Turk, 1985; Lortie, 1975; and Mark & Anderson, 1978).

There is a growing concern about the increase in dissatisfaction among teachers because dissatisfaction has been associated with teacher absenteeism and sickness (Carranza, 1972; Simpson, 1962), with teacher stress or "burn-out" (Cichon & Koff, 1980; Kyriacou & Sutcliffe, 1977), and with teacher turnover (Kyriacou & Sutcliffe, 1977; Kyriacou & Sutcliffe, 1979; Louis Harris and Associates, 1985). According to Edward Masonis, then administrator of teacher programs and services at Educational Testing Service, "If you look at stress jobs, teachers are ranked number one or number two along with air traffic controllers" (cited in Benderson, 1982, p. 5).

Unfortunately, the problem of teacher dissatisfaction is complex and not easily solved (Davis, 1981). There are, for example, the pressures created by the public's ambivalence about teachers. As Sharon Robinson, then Director of Instruction and Professional Development for the National Education Association noted, "Americans value education, but they have never valued teachers" (cited in

Benderson, 1982). Recent reports, such as A Nation at Risk: Imperatives for Educational Reform (1983), Time for Results: The Governors' 1991 Report on Education (1986), A Nation Prepared: Teachers for the 21st Century (1986), and A Report of the Holmes Group: Tomorrow's Teachers (1986) suggest that the education of youth is important and must be improved. Because the weak link in the educational process, as identified in these reports, is the teacher, these improvements center on teacher training and credentialing. For example, persons entering teaching are believed by some to be less academically prepared than their college counterparts, though several studies present evidence that refute this notion (see Book, 1985; Cohen, 1984; Fisher & Feldmann, 1985).

There are also the low salaries--an average of \$24,559 compared to the average of \$32,216 for all college-educated workers (Feinberg, 1986). In Virginia, however, the average teaching contract is only \$21,982 a year, more than \$2,500 less than the national average ("Poll results," 1987). There is also the uniqueness of the teaching profession: people who enter the field for a "set of values and motivations that sets them apart from the people who become engineers or accountants" (Feistritz, as cited in Feinberg, 1986). People who choose to become teachers do so "to work with young people, to see young people develop, and to use their own minds and abilities" (Feistritz, 1986, p. 17). They see teaching as a "calling," like the ministry (Berry, 1984), and often

their satisfaction stems from their ability to "motivate students to learning" (Bouchard & Hull, 1980).

Unfortunately, most research on teacher satisfaction does not take into account the complexity of these societal, individual, and job factors that can affect how satisfied or dissatisfied teachers are in their jobs. For instance, satisfaction is often measured simply by response to a single item (e.g., Kyriacou & Sutcliffe, 1979) despite its recognized multidimensional nature (see Campbell, Converse, & Rodgers, 1976; Coleman, 1986). Some recent studies (e.g., Feistritzer, 1986), however, have begun to recognize that many different aspects of teaching are included in the concept of job satisfaction. These studies tend to divide satisfaction into satisfaction with salary, satisfaction with general working conditions, satisfaction with curriculum, and so on.

Aside from oversimplifying the nature of satisfaction, the research designs are limited to a look at the effects of one or two variables. As Katzell, Barrett, and Parker (1961) pointed out over 20 years ago, not much can be learned from "simple two-variable research designs" (p. 65). Yet, studies continue to focus on how two, three, or four variables are related to job satisfaction (e.g., Lewis, 1981; Warner, 1981; Wiggins, Lederer, Salkowe, & Rys, 1983). Too often relationships are explored only through bar charts and graphs (e.g., Feistritzer, 1986). Commenting on other investi-

gations into the problems of beginning teachers, McDonald and Elias (1983) noted the methodological weaknesses: "samples of convenience, weak data-gathering procedures, poor categorical analyses, and a lack of comparisons and contrasts among programs and among places where teachers first begin to teach" (p. 4).

Chapman (1984), in an attempt to take into account these various and diverse factors, proposed a conceptual scheme that included interrelationships among several hypothesized influences of teachers' career satisfaction. This scheme, based on the work of vocational theorists such as Holland (1973) and Super and Hall (1978), and Chapman's earlier work with Hutcheson (1982), proposes that teacher career satisfaction is influenced by demographic variables (sex, age, race), self perceptions of skills and abilities, teachers' criteria for judging success and their professional achievement in terms of job challenges and rewards and recognition. Chapman further hypothesized that career satisfaction, in turn, affects professional achievement. This reciprocal causation between professional achievement and satisfaction prevents the model from being tested statistically. Still, it was an attempt to tie many interrelated factors into a cohesive explanation for predicting teacher satisfaction.

In summary, despite calls for research into teacher stress and job satisfaction that deals with the recognized

complexity of the problem, only Chapman's model has been proposed, yet it is currently untestable.

Statement of the Problem

The primary purpose of this study was to test a model of the influences affecting teachers' job satisfaction. These influences can be broadly categorized as personal traits, institutional (school) traits, and family background characteristics.

Specifically, the study was guided by the following research questions:

1. What effects do background demographic variables, such as age, sex, race, father's education, and mother's education have on the job satisfaction of a sample of early-career teachers in Virginia?
2. What effects do years of teaching experience have on the job satisfaction of these teachers?
3. What effects do differing levels of academic achievement have on the job satisfaction of these teachers?
4. What effects do teachers' perceptions of the climate of the school where they are employed have on their job satisfaction?
5. What effect does a teacher's commitment to teaching have on the job satisfaction of that teacher?

6. Does the model, which hypothesizes both direct and indirect effects among these independent variables, adequately serve as a model for the explanation of the job satisfaction of a sample of early-career Virginia school teachers?

7. Does this causal framework explain the process leading to job satisfaction equally well for black teachers and for white teachers?

Significance of the Study

Evidence suggests that job satisfaction and how committed an individual is to a job or organization are closely related (Marsh & Mannari, 1979) and dissatisfaction may contribute to the formation of behaviors that lead to withdrawal from the job situation (Hom, Katerberg, & Hulin, 1979; Price, 1971). Indeed, with 291 high school teachers, Litt and Turk (1985) found that the intention to leave teaching was significantly associated ($r = -.39$) with job satisfaction. Chapman (1984) and Kyriacou and Sutcliffe (1979) also found a significant relationship between wishing to leave the profession and dissatisfaction. In short, dissatisfied teachers may be leaving the profession, thus contributing to the already noticeable problem of supply and demand of teachers in some areas of the country and in some subject content areas (Berry, 1984; Douglas & Bird, 1985).

The federal government has estimated that half of the nation's 2.1 million public school teachers will resign, retire, or die in the next seven years. By 1992, demand for new teachers will outstrip the number of new teacher graduates by 34% if enrollments remain constant ("Ex-teachers," 1986). Albert Shanker, president of the American Federation of Teachers notes, "If we're to avert a staffing disaster in the schools, we need to devote just as much attention to why we're losing so many teachers as we do to getting new ones. After all, we wouldn't need so many new ones if we weren't losing so many" ("Ex-teachers," 1986). Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching believes there is "a national emergency in teaching . . . morale is low, the best teachers are bailing out and the supply of good recruits is drying up" (Boyer, 1983).

The topic of supply and demand of teachers is further complicated by the ethnicity issue. Because of stiffer requirements for those becoming teachers, including specified performance levels on standardized tests, such as the National Teacher Examinations (NTE), blacks entering the teaching profession must overcome demonstrated differentials in test performance between whites and blacks. As Cross (1986) noted about the situation in Virginia, a large number of teacher applicants will not be certified because of new testing requirements, and a disproportionate number will be black. For these and various other reasons, some states,

such as Maryland, show a decrease in the number of minority applicants for teaching positions (Maryland State Department of Education, 1986). In recent news interviews with college and personnel officials in Florida and Washington, D. C., it was stressed that black candidates for teaching jobs are "just not there" (Maryland State Department of Education, 1986). Also troubling is that the Holmes group ("A report," 1986), in an attempt to professionalize teaching, has given little attention to the traditionally black institutions in the South (Lee, 1986).

Perhaps with knowledge about the concomitants of job satisfaction, and how, for example, race, sex, and school climate interact and affect how teachers feel on the job, career counselors may be able to provide better advice to teacher prospects. Teacher educators, policy makers, and school officials could work together to ameliorate aspects of teaching that make it less than satisfying to good, highly qualified people. Programs and policies could be developed for those now teaching to help reduce stress and dissatisfaction, particularly in dealing with school policies and administrative personnel.

Limitations

This study is limited to a sample of early-career teachers in the Commonwealth of Virginia. The sample was

drawn from teachers who entered the teaching profession in Virginia between 1979-80 and 1984-85 inclusive. The rationale for sampling from only these less experienced, "early-career" teachers is presented in Chapter Three. Any generalizations drawn from this study should recognize these sample restrictions.

Another limitation of the study is the validity of the measures used to define operationally the variables in the model. For example, though the two measures of school climate are literature-based and have been used in previous studies, there are many different ways to measure school climate. The same can be said of the measure of teachers' job satisfaction used in this study. To the extent that one disagrees with these measures, the study's results are limited.

Finally, as Pascarella, Smart, Ethington, and Nettles (1987) have pointed out, the causal model proposes "theoretically plausible causal relationships" (p. 75). Though these data tend to support these relationships, they imply the possibility, not necessarily the actuality, of the causal structure implied.

Organization of the Study

The dissertation is divided into five chapters. As a guide to this organization, the content of each of the chapters is presented here.

Chapter 1 contains a brief introduction to the study, the statement of the problem, the significance of the study, the limitations and the organization of the study.

Chapter two presents a review of the literature related to the purposes of this study. A review of the history of job satisfaction research begins with a summary of early work by industrial psychologists and continues with a review of studies conducted specifically with teachers. As shown, most work in the area does not consider the complex nature of job satisfaction and its causes. The chapter closes with a discussion of the factors shown to affect career satisfaction and a summary of this broad field of literature.

Chapter three explains the methodology of the study. The model, the sample, the procedure, and the description of the variables used in the model are contained in this chapter.

Chapter four presents the results of the survey, as well as the results of testing a model of teacher satisfaction with data from the white teachers sampled and from the black teachers sampled. In the proposed model, the teacher's age, sex, father's education, and mother's education are seen to

affect the teacher's academic ability, perceptions of the climate of the school where employed, the teacher's commitment to teaching, and ultimately, the teacher's job satisfaction. The teacher's number of years teaching experience are also seen to affect the teacher's perceptions of school climate, the teacher's commitment to teaching, and the teacher's job satisfaction. The teacher's perceptions of school climate are seen to affect the teacher's commitment to teaching. Finally, each of these previously mentioned variables are seen to have a direct effect on the job satisfaction of the teacher.

Chapter five is a discussion of the results of testing the model, with emphasis on how these findings compare to those previously obtained in the literature. This discussion is conducted in light of the sample, the limitations of the study, previous studies, and current concerns in the literature. Following is a summary of the study, a discussion of the findings, and recommendations based on the findings. Particular emphasis is given to those parts of the model, namely the variables measuring the teacher's perception of the school climate, that lend themselves to intervention and are not simply attribute variables. Recommendations for future research are also addressed.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Job satisfaction was initially investigated by industrial psychologists. Vocational theorists incorporated the concept into their theories and recent work with teachers and their satisfaction has relied on the previous efforts of both vocational theorists and industrial psychologists because little work was done that focused on teachers. For instance, except for Hoppock's (1935) study, researchers until the early 1940s sought to analyze teaching and classroom learning in terms of the conditions brought to it by the teacher as a professional worker . . . devoid of "any personal needs, purposes, idiosyncrasies" (Withall & Lewis, 1963, p. 709). There is, then, a large body of literature that focuses on job and career satisfaction. Only a small portion of it, however, deals with teachers.

Job Satisfaction from an Industrial Perspective

Job satisfaction was one of several characteristics that industrial psychologists in the early twentieth century used to distinguish "good" workers from "bad" workers (Blum & Naylor, 1968). These psychologists often worked for management and so dealt with factors that were believed to affect

the productivity of workers. Among these concerns were how the satisfaction or contentment of workers affected job turnover, absenteeism, accidents, and job performance.

Because of the ramifications of job satisfaction or dissatisfaction, industrial management devoted time and money to studies focused on the happiness of workers. The formal study of job satisfaction began in the 1930s with the famous Hawthorne studies conducted at the Hawthorne Plant of Western Electric (see Roethlisberger & Dickson, 1939) and at other industries, such as the Philadelphia Company and Procter & Gamble, that had formed their own personnel research programs (Blum & Naylor, 1968). Studies conducted by Watson (1939), Seidman and Watson (1940), Watson and Seidman (1941), and Seidman (1943) focused on asking samples of men and women what aspects of their jobs were most satisfying and least satisfying to them; how, in general, they felt about their jobs; and what could be done to make their jobs more satisfying.

One of the early studies conducted not in one industrial setting but across a community was Hoppock's (1935) survey of job satisfaction in New Hope, Pennsylvania. Eighty-eight percent of the 351 employed adults in the town answered a lengthy questionnaire. Respondents were asked how they felt about a possible change of jobs, how much of the time they liked their jobs, how they felt about changing jobs, and how they liked their jobs compared to others who worked with

them. He found that 15% of the sample had negative attitudes or were dissatisfied with their jobs. Later, when Robinson and Hoppock (1952) collected the results of 191 studies of job satisfaction, they found that the median percentage of dissatisfied workers was 18%. Wool (1975), more than twenty years later, found that while most workers were pretty satisfied in their jobs, between 10 and 21% reported they were dissatisfied.

Work with Teachers

Hoppock, as a part of his 1935 study, also conducted a survey of people in the teaching profession. Five hundred teachers, from 51 urban and rural communities in the northeastern United States, were mailed a questionnaire. Respondents were asked the same kinds of questions as in the New Hope study--their feelings about their jobs, changing their jobs, how much of the time they liked their jobs, and their feelings as compared to their colleagues'. From their Likert-type responses, Hoppock developed an Index of Satisfaction which he used to select the 100 most satisfied and the 100 least satisfied of the teachers. These 200 teachers were then asked 200 more questions about their jobs. Hoppock found that the satisfied and the dissatisfied groups differed in their answers in nine areas:

1. The satisfied showed fewer indications of emotional maladjustment.

2. The satisfied were more religious.

3. The satisfied enjoyed better human relationships with superiors and with associates.

4. The satisfied were teaching in cities over 10,000 people.

5. The satisfied felt more successful.

6. Family influence and social status were "more favorable" among the satisfied.

7. The satisfied "selected" their vocations.

8. Monotony and fatigue were reported more frequently by the dissatisfied.

9. The satisfied were 7.5 years older on average.

Hoppock's study has been criticized because he made no effort to measure the proficiency of the teachers and so it is unknown whether those who were dissatisfied were not as "good" at teaching as those who were satisfied and he approached the concept of job satisfaction from a perspective that was too broad for some researchers' tastes (Blum & Naylor, 1968). Still, his approach was less global than that of Kitson (1930) who asked 247 teachers to rate, on a scale of 0 to 100, their interest in the occupation of teaching, not necessarily their interest in their current positions. Teachers were to choose the 0 if they had absolutely no interest in teaching; they were to choose 100 if they would

spend a major portion of their time teaching, even if they had a million dollars and no longer had to teach.

Definition of Job Satisfaction

Research in job satisfaction has traditionally been directed by models developed by vocational theorists interested in career development and vocational maturity. Though there are many separate and distinct models, they generally fall into three major categories: developmental models, personality models, and composite or interactionist models.

Briefly stated, developmental theorists stress the developmental process of making career plans, a process that is ongoing throughout life. Developmental theories generally look at career maturation in terms of stages or life tasks. Another group of vocational theorists emphasize the importance of personality traits and individual needs in choosing and being satisfied in a career. From this perspective, individuals who choose careers consistent with their needs, interests, and abilities will demonstrate higher levels of satisfaction (Seligman, 1980). A third model developed by vocational theorists to explain career development and vocational maturity is the composite or interactionist approach. This model emphasizes the interaction between a person and the work environment. Specific research interests include how a perceived job situation relates to a person's values

and how the person views the organizational rewards of his or her participation in the system.

Perhaps because there are many models that have driven research in the area, there is confusion in the use of the term, "job satisfaction," and in the factors that contribute to it. Danoff (1962) has even suggested that comparing studies of satisfaction is hindered because the term is defined so many different ways. Another complication in the study of work satisfaction is that jobs and workers' needs vary widely (Super & Bohn, 1970). Some workers value intrinsic work-related rewards more than extrinsic ones (Weaver, 1975), while some jobs place more emphasis on intrinsic work values than do others (Heneman, 1973).

Similar to Hoppock's (1935) early work, many studies of job satisfaction among teachers use a measure of overall job satisfaction. This measure is typically the teacher's feeling about the job in a global sense, rather than with particular aspects of the job. A method often used to measure satisfaction of a sample of educators has been to use a single item, such as "Overall, how satisfied are you with teaching as a job?" Several studies (e.g., Chapman & Hutcheson, 1982; Kyriacou & Sutcliffe, 1979) have used Likert-type responses to this one question as a measure of satisfaction.

For the purposes of this study, job satisfaction is measured by a 20-item scale (explained in Chapter Three)

based on a definition of job satisfaction as a single factor that focuses on a teacher's affective reactions to both individuals on the job and to various facets of the job itself. Included in the scale are items concerned with teachers' feelings about relationships with students, about their feelings of competence on the job, about teaching in general, and about their belief in the future of teaching as an occupation.

Factors That Affect Job Satisfaction

Despite the fact that different models have driven the research in job satisfaction in both industrial and nonindustrial settings, certain variables have been shown consistently to affect levels of job satisfaction. Among these are demographic variables such as age, sex, and organizational tenure, as well as ability or measured achievement, organizational climate, and commitment to the organization or profession.

Demographic Variables

Sex, age, and organizational tenure have long been viewed as salient demographic variables predictive of turnover and employee satisfaction (Parasuraman, 1982). In studies of organizations, age and organizational tenure have

been found to be consistently and positively associated with satisfaction (e.g., Marsh & Mannari, 1977; Price, 1971). Studies of job satisfaction among teachers have also indicated that job satisfaction tends to be higher for older and more experienced teachers (Hoppock, 1935; Lewis, 1981; Price, 1971; Srivastava, 1982). However, a few studies have found that age and years of teaching experience have no significant effect on levels of job satisfaction (e.g., Kuhn, 1981; Wiggins, Lederer, Salkowe, & Rys, 1983), and one study (Feistritz, 1986) reported that newer teachers tend to be more satisfied than veteran teachers.

The relationship of gender to satisfaction is less clear. In surveys of various professional workers (Keaveny, Jackson, & Fossum, 1978; Shapiro & Sodano, 1974) and in a study of over 400 factory workers (Hulin & Smith, 1964), women were found to be less satisfied in their occupations than were men. Farley (1974), who surveyed the entire work force at Cornell University, also found that females tended to be less satisfied. However, Kagen's (1983) survey of several occupations and Lewis' (1981) study of teachers in elementary schools found that females tended to be more satisfied than males. In their sample, Chapman and Lowther (1982) also found women teachers to be more satisfied than male teachers. Stone (1964), however, though not directly investigating teachers' satisfaction, found that male early-career teachers experienced fewer problems in general than

did their female counterparts. Fewer problems are associated with less stress (Hunt & Joyce, 1981). There are other studies in which there was found no difference in satisfaction between the sexes (e.g., Hafford, 1976; Kuhn, 1981; Miskel & Gerhardt, 1974; Warner, 1981).

Family Background Characteristics

Vocational theories of career development and maturity (e.g., Holland, 1973; Super & Hall, 1978) emphasize the importance of family background on a person's occupational choice, maturity, and motivation. Lyson and Falk (1984) found that becoming a teacher and keeping that job was strongly conditioned by social background characteristics, most prominent among them the social status of the family of origin.

Studies of occupational and educational attainment have generally viewed family background characteristics as an important part of the process (e.g., Blau & Duncan, 1967; Hauser, 1973; Heyns, 1974; Wolfle, 1985). Father's and mother's years of education and the family's socioeconomic status have been shown to be related to differential development of verbal reasoning, numeration, and spatial abilities (Scarr & Weinberg, 1978; Walberg & Marjoribanks, 1976). Father's level of formal education correlates highly with SAT scores (Belz & Geary, 1984) and other achievement measures

which in turn have been found to be significant factors in the prediction of occupational performance criteria such as income, job satisfaction, and effectiveness ratings (Samsun, Graue, Weinstein, & Walberg, 1984).

Ethnicity (Belz & Geary, 1984) and race (Blau, 1981; Ogbu, 1978; Schlechty & Vance, 1981; Shade, 1982) have proved significant factors in determining differences in test scores, particularly on the National Teacher Examinations (NTE) (Ayres, 1983; Medley & Quirk, 1974).

Achievement

In studies of organizations, ability or measured achievement and manifested performance on the job have been found to be correlates of job satisfaction (Norris & Niebuhr, 1984). Generally, the more able people tend to be more satisfied with their jobs and the organization.

Based on these studies and on the work of vocational theorists, such as Super and Hall (1978), Chapman and Lowther (1982) suggested that the abilities of teachers are related to their job satisfaction. In their study of 542 teachers graduated from the University of Michigan, they found self-rated skills and abilities to be a significant factor in the explanation of teachers' levels of satisfaction. Chapman (1983) also found that self-reported perceptions of ability

correlated highly with teachers' feelings about the profession.

Though they did not look at the satisfaction of teachers, Schlechty and Vance (1981) found that teachers who tended to score higher on the NTE Commons Test (the old version of the NTE Core Battery) also tended to leave the profession sooner. Similarly, Lyson and Falk (1984) found that teachers who leave the profession tend to have higher SAT scores than those who stay. Conversely, research supports the notion that teachers at higher cognitive development levels tend to function better and have fewer problems and less stress; they are better able to assume multiple perspectives and to choose from a variety of teaching strategies and coping behaviors (Glassberg & Sprinthall, 1980; Hunt & Joyce, 1981).

Organizational Climate

Organizational climate refers to the notion of perceived environmental quality: in Argyris' (1958) rather colorful terms, "ordering and conceptualizing a buzzing confusion of simultaneously existing, multilevel, mutually interacting variables" (p. 501). Research in this area began with studies of behavior in industrial and business organizations (Deer, 1980) and has recently been incorporated into educational studies (see Anderson, 1982).

Typically involved in the concept of organizational climate are environmental variables, such as size and structure of the organization, and personal variables, such as aptitudes and attitudes, that the individual brings to the job. The interaction between the environmental and personal variables results in outcomes, such as job satisfaction and productivity, that have been shown to be affected by the climate of the organization (Deer, 1980; Forehand, 1968).

Aside from time-consuming and expensive field observation, organizational climate may be measured through perceptions of individuals (Maxwell, 1967; Pace & Stern, 1958; Perkins, 1976) or through objective measures (James & Jones, 1974; Mitchell, 1967) such as school size, social composition, ability composition, number of hours of study for students, and so forth. Despite the "objectivity" of such measures as school size, many researchers agree that perceptual data may be more accurate in predicting outcomes than more quantitative characteristics (see Anderson, 1982, for a thorough discussion of this issue). Basically, a person's perceptions, rather than the "reality", control one's responses (Halpin & Croft, 1963), and since a variety of climates, positive and negative, may exist in the same school (Chavez, 1984), the teacher's perception of the school may be unique.

One measure of organizational climate that is often used is how well people believe they get along with their co-

workers. In schools, for example, a teacher's perceptions of other faculty and staff have often been used as a measure of organizational climate (Bentley & Rempel, 1963, 1980). A high amount of socialization among faculty (Wynne, 1980) and cooperation among teachers (Phi Delta Kappa, 1980) have been associated with a positive school spirit. Teacher relationships with other teachers have been found to be determiners of teachers' attitudes about their schools (Rutter, Maughan, Mortimore, Ouston, & Smith, 1979).

Another aspect of the school setting that researchers have long suggested has a significant effect on teachers' job satisfaction is the actions of the principal (Chapman & Hutcheson, 1982; Chapman & Lowther, 1982; Gesten, Cowen, DeStefano, & Gallagher, 1978; Reitman, 1971). As Litt and Turk (1985) found, dissatisfaction with supervisors is a major source of concern for teachers. Bloland and Selby (1980) have even suggested that an important factor in teachers leaving the profession is dissatisfaction with the principal's role, often seen as reducing the opportunity for teacher creativity in the classroom (pp. 22-23). Principals are viewed as the teachers' direct link to the bureaucracy of the school (Berry, 1984) and so are seen as those who can ease or increase teachers' "bureaucratic burden" (Douglas & Bird, 1985). The administration, then, becomes embodied in the figure of the principal.

Specific traits of the principal that contribute to the high morale of the faculty include facilitating communication, not only among teachers (Berman & McLaughlin, 1979), but between school and community (Wilkie, 1967; Wilson, 1981); providing staff with knowledge and skills (Emrick, 1977; Utz, 1972) and development activities (Berman & McLaughlin, 1979; Leithwood & Montgomery, 1982); and handling routine matters effectively and with efficiency (Maryland State Department of Education, 1980; Reinhardt, Arrends, Burns, Kutz, & Wyant, 1979). Generally, principals perceived as sensitive to school problems (Litt & Turk, 1985), taking care of problems early on (Comber & Whitfield, 1979) and setting a good example are associated with more satisfied teachers.

Because of their documented importance in the determination of school climate, these two aspects of teachers' feelings about their school--their perceptions of their co-workers and their perceptions of their principal--will be used as manifest measures of the latent "school climate" variable in the proposed path model explained in Chapter Three.

Commitment to Teaching

A major construct in Tinto's model of dropout behavior is how committed the person is to the process in which he or

she is engaged (Tinto, 1975). Other researchers (e.g., Pascarella & Chapman, 1983; Pascarella & Terenzini, 1980, among others) have used Tinto's commitment construct in their models of persistence/ withdrawal in higher education.

In the development of a model to test influences on teacher retention, Chapman (1984) incorporated a measure of teacher commitment and professional integration as a factor contributing to a teacher's career satisfaction, which in turn was hypothesized to affect a teacher's decision to remain in teaching. This teacher commitment/integration variable included self-rated skills and abilities, self-rated achievement on selected criteria of success, recognition of family and friends, and sufficient prestige. Chapman found, as he did in earlier studies (Chapman, 1983; Chapman and Hutcheson, 1982), that a teacher's commitment to teaching played an important factor in determining whether a teacher remained in or left the profession. More recent work by the Rand Corporation (1986) supports the inclusion of teacher commitment as a factor affecting teacher satisfaction and performance.

Factors indicated by previous studies that play a significant part in the determination of a teacher's commitment to the profession include personal characteristics, such as race and sex, family background variables, such as father's and mother's educations, and ability measures, such as SAT scores or high school grades (Lyson & Falk, 1984). Also

predictive of teacher commitment is the climate of the school where the teacher is employed (see Anderson, 1982). However, as Tinto (1975) pointed out for dropouts, the most important factor may be the interaction between these traits of the individual and how the individual perceives the institution he or she is in.

Summary

Initial investigations in the area of job satisfaction were done by industrial psychologists in the 1930s and since then several different theoretical models have guided research in the field. Work with teachers, from Hoppock's (1935) study on, has focused on various factors, such as demographic characteristics, socioeconomic background variables, and school characteristics, that affect the job satisfaction of educators. This focus has become a growing part of the literature (e.g., Berry, 1984; Chapman & Hutcheson, 1982; Chapman & Lowther, 1982; Kuhn, 1981; Lewis, 1981; Louis Harris and Associates, 1985), particularly since a strong association has been demonstrated between teacher satisfaction and teacher turnover.

CHAPTER 3
METHODOLOGY

This study is an investigation of factors that affect the job satisfaction of teachers in Virginia. Because of the interrelated nature of these variables, a structural model is proposed that presents seven latent variables as predictors of levels of teacher job satisfaction.

Data from a representative sample of public school teachers in the Commonwealth of Virginia were used to test the model of job satisfaction. These teachers were drawn from the population of teachers who began their careers in Virginia since 1979-80 and were still teaching in 1984-85. These data were gathered from two sources: Virginia Department of Education data file tapes and questionnaires administered in April, 1986.

Data Sources

Virginia Department of Education Tapes

The Virginia Department of Education provided copies of computer tapes containing personnel files for each of six years, beginning 1979-80 and ending 1984-85. These tapes included such teacher information as name, social security

number, school division and school where employed, teaching assignments and endorsements, as well as other information including year of certification, sex, race, and the number of years of full-time teaching experience.

The Department of Education also provided a file containing the NTE scores submitted to the state by prospective teachers. On this tape is teacher identification information, such as name and social security number, and various scores on the NTE as applicable. These scores included raw scores (and corresponding percentile scores) on the NTE Commons Examination for those who took the NTE prior to the fall of 1982; scores on the three tests of the NTE Core Battery for those taking the NTE in the fall of 1982 or later (these tests were introduced in the fall of 1982 to replace the discontinued Commons Examination); and scores on the NTE area specialty tests.

For each of the six years, persons who began their teaching careers (whose total experience that year was listed as zero) were identified and traced through each of the subsequent years. By using this cascading effect, 13,710 were identified as "early-career" teachers, those having six or fewer years of full-time teaching experience. Because a teacher may have taken a year or two off during this time the number of years are not necessarily consecutive for all teachers. (In the sample responding to the questionnaire, 2.2% had taken at least one year off and then returned to

teaching.) Of these 13,710, 3,957 were not teaching during the 1984-85 school year. (The more current 1985-86 data were not available until late in the contract period.) The NTE file was then searched for the remaining 9,753 teachers and these scores were merged with the data obtained from the personnel files. The people contained on this file of early-career teachers in the Commonwealth of Virginia represent the population from which a random sample of blacks and whites were mailed questionnaires in April of 1986.

Early-career Teacher Questionnaire

Development of Questionnaire

The questionnaire was developed to fulfill the purposes of this study as well as the purposes of the larger study funded by the Virginia Department of Education (see Cross, 1986). Included in the six-page questionnaire is the 20-item satisfaction scale taken from the Purdue Teacher Opinionnaire (1980) and the two eight-item scales from Deer (1980) that are measures of school climate. The origin and validation of these three scales are presented later in this chapter.

Also included in the questionnaire were items designed to solicit teachers' opinions about how long they were likely to teach and how important each of several incentives would be in making the profession more attractive to them personally. Both these items were taken from the National Edu-

cation Association's (NEA) surveys of teachers in 1973 and 1978.

The last items on the questionnaire sought to obtain demographic information not available on the Department of Education tapes. This information included parents' educational attainment, parents' occupational status, whether or not the respondent was primary wage earner of the household, and how far from hometown and from college attended the respondent was teaching. This last item was identified by Berry (1984) as a variable that affected the supply of teachers in different areas of the Southeast.

On the last page of the questionnaire, space was provided for each teacher "to tell us about your concerns as a teacher in Virginia." Teachers were asked to think of ways to better "understand the problems and feelings of beginning teachers in the Commonwealth." Administration of Questionnaire

A memo signed by the Deputy Superintendent for Curriculum, Instruction, and Personnel Services was sent to Division Superintendents. This letter (see Appendix A) briefly described the study and requested the superintendents' cooperation.

The questionnaires were mailed to 722 teachers at their school addresses as provided by the Virginia Department of Education. The package (see Appendix A) sent to these teachers included three items:

1. A cover letter that briefly outlined the purpose of the study, its support by the Virginia Department of Education and the importance of the response by those sampled;
2. The questionnaire itself;
3. A stamped, self-addressed envelope in which to return the completed questionnaire.

The questionnaire package was mailed out on Friday, April 11, 1986.

Postcard Prompt. Teachers were asked to respond by April 30. Consequently, to those who had not returned completed questionnaires by April 29 (n=428), a postcard was sent (see Appendix A) prompting them to please complete and return the questionnaire. If they had not received the questionnaire, they were instructed to call or write the project staff as indicated on the postcard. The postcard also thanked those who had returned their questionnaires but had not yet been received by the project staff.

Follow-up Mail Out. A second mailing of the questionnaire was conducted during the week of May 5. This package was sent to those who had not yet responded (n=376) by returning completed surveys; it contained another copy of the questionnaire and a self-addressed stamped envelope. Accompanying this mail out of the survey was a cover letter (see Appendix A) stressing the importance of the study and of people's responses.

Telephone Follow-up of Nonrespondents. Two weeks after the second mailing of the questionnaire, a 10% sample of the remaining nonrespondents were contacted by telephone at their schools and prompted to return their questionnaire or to explain their reasons for their nonresponse. These 16 people were randomly selected from the teachers who had not responded by May 20. Of the 16 who were called 5 (31%) were no longer employed at that school; 9 (56%) said they had either just put the survey in the mail or would return it as soon as possible; and 2 (13%) did not wish to participate in the survey because of the identification number on the questionnaire. One teacher said she had taken the time to fill out the survey "completely honestly" but then thought about the i.d. on the survey and "ripped it up." When the purpose of the identification number was explained to her, she felt better about completing the survey. However, if sent another questionnaire, she didn't really want to take the time to fill it out again. Of the two who wished not to participate, one was going to teach until something better came along and was actively looking for other jobs. The other person thought she might teach for "two or three years" and then go on to something else, even though she enjoyed teaching.

Of the 9 who said they had or were soon to return their questionnaire, 8 (89%) eventually did. Table 1 presents a comparison of selected questionnaire items and their means computed with this nonresponse group and with those who had

Table 1. Mean Comparisons Between Survey Respondents and Nonrespondents

Item	Nonrespondents			Respondents		
	N	X	SD	N	X	SD
Father's education	7	1.7	.95	498	2.6	1.41
Mother's education	8	2.1	.99	503	2.6	1.21
Total Years Teaching Experience	8	3.0	1.07	504	2.5	1.29
Age	8	30.6	5.53	495	29.2	6.07
Commitment To Teaching	8	261.9	55.93	480	247.8	48.95
Achievement	8	41.9	28.44	500	43.5	29.49
Attitudes Toward Principal	8	25.0	5.32	501	22.9	5.75
Attitudes Toward Co-workers	7	22.1	5.64	503	21.2	4.21
Satisfaction	8	67.3	9.42	501	66.4	8.02
<u>How long are you likely to teach?</u>						
1. Until eligible for 'early' retirement	8	18.1	32.51	504	19.5	19.92
2. Until 'normal' retirement	8	38.8	42.82	504	28.4	27.04
3. Until forced to retire due to age	8	48.1	23.29	472	40.7	20.10
4. Will probably continue until something better comes along	8	23.1	35.35	504	27.3	25.62
5. Definitely plan to leave teaching as soon as possible	8	7.5	17.32	504	11.7	19.98

already responded. Though those in the nonresponse group tended to believe they might be teaching longer than those who had responded, the other means are consistently similar. The similarity of the two groups' responses suggests little in the way of a nonresponse bias to the questionnaire, and so for further analyses this nonrespondent sample was added to the group who had already responded.

Survey responses were keyed into Virginia Tech's computer system and merged with the Virginia Department of Education personnel tapes. Survey data, with identification codes, were merged with a file containing the identification codes matched with teacher social security numbers. The resulting file was then matched with the personnel tape by social security number. Finally, all identification codes, names, and social security numbers were stripped from the data to ensure anonymity. This merger of data allowed for the investigation of relationships among certain demographic variables on the personnel tapes and information obtained from the survey.

The Sample

A sample of early-career teachers was drawn according to two objectives related to this study as well as to the purposes of the large study funded by the State Department of Education of which this work is a part. These two objectives were

to obtain a sample that would be representative of all early-career teachers in Virginia and that would permit comparisons between blacks and whites.

In order to accomplish the first objective, a simple random sample of the entire eligible population would serve. However, a simple random sample would likely result in too few blacks for meaningful black/white comparisons (objective two). In the population of 9,753 teachers from which this sample was drawn, only 13.5% were black. It was therefore decided to sample at random approximately equal numbers of blacks and whites (actually 350 whites and 375 blacks). Of this number, two black teachers and one white teacher had missing school assignments and so could not be sent a survey.

The slightly different sample sizes are related to a third purpose of the larger project. This third purpose was to obtain a sample that would permit comparisons between those scoring above and those scoring below state established cut-scores on the NTE area tests. Because of funding limits, 1000 teachers to be surveyed was the upper limit. And, because blacks historically tend to divide rather evenly above and below the cut-scores (as compared to whites who tend to score on the passing side), it was assumed that more whites than blacks would need to be added in a subsequent sampling stage to result in comparable numbers of teachers above and below cut-scores. Hence, slightly more blacks than whites

were selected in the initial, random sampling of the population.

As a consequence of separately sampling blacks and whites of nearly equal sample size, the resulting sample is not representative of all early-career teachers in Virginia since blacks are overrepresented in the sample. Since, however, simple random samples were obtained from the two groups, generalizations can be made to those groups. Accordingly, separate analyses were maintained for blacks and whites.

Rationale for Sample

Both theoretical and practical reasons exist for choosing a sample of early-career teachers. Through a project funded by the Virginia Department of Education, these data were readily available in a usable tape format. Aside from practicality, there are several theoretical reasons for working with a sample of relatively new teachers. First, though newer teachers may be dissatisfied, they are less likely to have left the profession than teachers who have been dissatisfied for a longer time. Teachers with six or fewer years of full-time teaching experience make up slightly over 30% of the nation's teacher work force (Hamner, 1986). Selection from early-career teachers gives an opportunity to look at a wider, more discriminating range of

satisfaction/dissatisfaction within a group of teachers. Second, by selecting teachers who entered the occupation within a few years of each other, differences in outside factors such as teacher supply and demand, health of the economy, and other labor force statistics are minimized.

Another reason for concentrating on this sample is that much is known about the problems that newer teachers face (problems much different from those faced by their more experienced colleagues), but little is known about environmental and personal characteristics that may exacerbate or mitigate these problems (Veenman, 1984). Understanding early-career teachers who are typically newer to their school environments and fresher from teacher training programs, can be beneficial in terms of modifying schools and training programs, as well as looking at teacher selection processes (Lortie, 1975; Veenman, 1984).

By selecting a sample of early-career teachers, the problem of time intervals among variables is also avoided. The more time between measures of variables in the model, the greater the likelihood of extraneous factors occurring that confound the results (Nettles, Theony, & Gossman, 1985). Also, the NTE is recommended as a measure of achievement for teachers who are beginning or who are in the early stages of their careers (Educational Testing Service, 1983). ETS is uncertain about the validity of the tests for more experienced teachers.

Typically, studies of early-career teachers define those teachers as having 6 or less years of teaching experience (Kennedy, Cruikshank, & Meyers, 1976; Lynch & Kuehl, 1977; Telfer, 1981). The sample for this study was predominantly made up of teachers with three years or less teaching experience. A small number of teachers had four, five, and six years teaching experience.

The Model

The model to be tested in this study (depicted diagrammatically in Figure 1) proposes the job satisfaction of a sample of teachers to be a function of the teacher's sex, age, father's education, mother's education, the teacher's academic achievement, the number of years the teacher has taught, the teacher's perceptions of the climate of the school where employed, and the teacher's commitment to the teaching profession. Four of these variables are exogenous; that is, their sources of variation lie outside the model. Two of these--father's education (PAED) and mother's education (MAED)--are manifest indicators of the latent variable, socioeconomic status (SES) of family of origin. Three variables--SEX, AGE, and the number of years a teacher has taught (TOTEXP)--are individual characteristics that have been shown in other studies to have an impact on the job satisfaction of teachers.

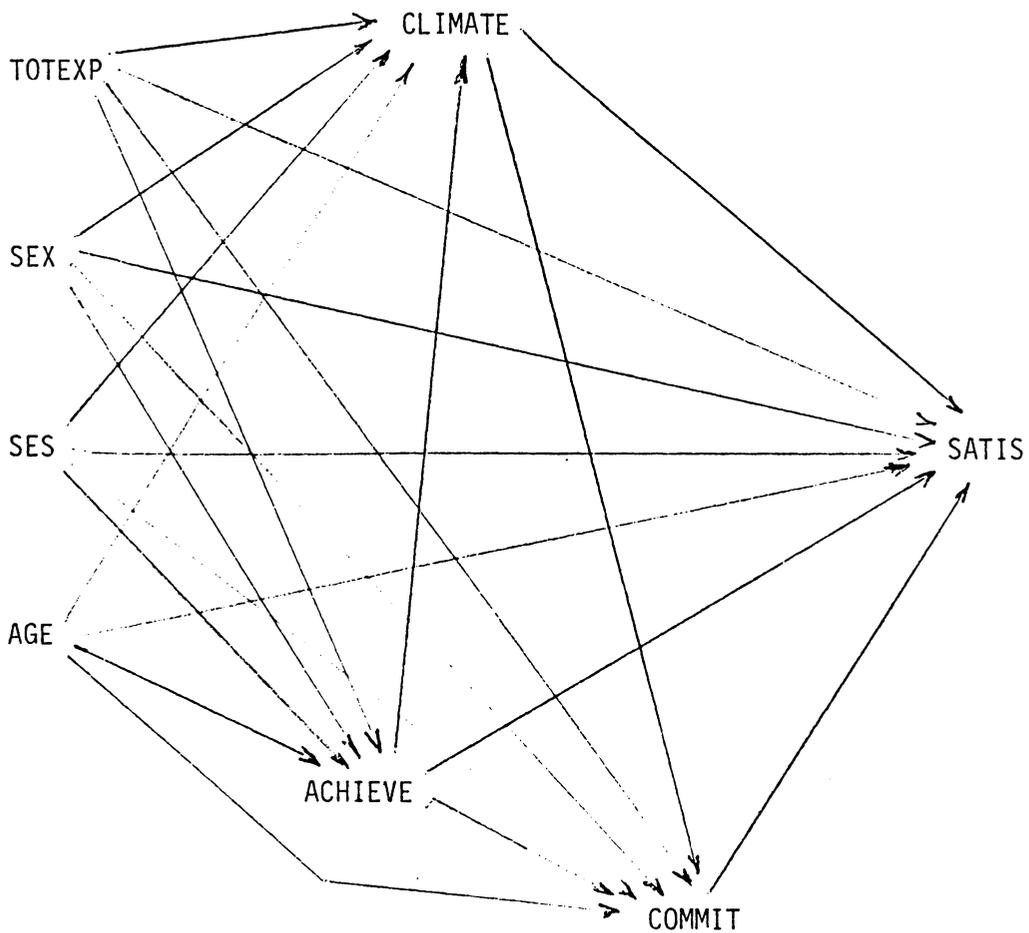


Figure 1. Model of Teacher Satisfaction

There are four latent variables whose causes lie within the framework of the model. These endogenous variables are the teacher's academic achievement (ACHIEVE), the teacher's perceptions of the climate of the school (CLIMATE) where employed, the teacher's commitment to teaching (COMMIT), and the ultimate variable of interest, the teacher's job satisfaction (SATIS).

The latent achievement variable, the first of the endogenous variables in the causal structure, was measured by percentile scores on either the three Core Battery Tests of the National Teacher Examinations (NTE) or percentile scores on the NTE Commons Examination (the earlier version of the Core Battery), depending on which exam the teacher took. This achievement variable was seen as dependent on the four exogenous variables--TOTEXP, AGE, SEX, and SES. These variables were hypothesized to have positive effects on ability. In other words, higher levels of each variable are associated with higher levels of achievement. In the case of SEX, females were expected to have higher scores than males (see Schlechty & Vance, 1981).

The latent variable defined as school climate was measured by two manifest variables. One was a measure of the teacher's perceptions of staff and other teachers' behaviors in the school (OTHTEACH); the other was a measure of how the teacher feels about the principal (PRIN) in the school. Both OTHTEACH and PRIN are eight-item scales developed by Deer

(1980) for measuring school climate. CLIMATE was seen to be a function of ACHIEVE, and the four exogenous variables--TOTEXP, SEX, AGE, and SES. All five of these variables were hypothesized to have positive effects on CLIMATE.

The variable defining a teacher's commitment to teaching (COMMIT) was seen as dependent on all the preceding variables. Positive effects were hypothesized from all of the previous variables in the model.

Finally, job satisfaction (SATIS) was seen as dependent on all the preceding variables: TOTEXP, SEX, AGE, SES, ACHIEVE, CLIMATE, and COMMIT. All the variables were hypothesized to have positive effects on job satisfaction. In the case of SEX, for example, females were assumed to be more satisfied in their jobs.

Many researchers have suggested that the processes leading to achievement, occupational attainment, and lifetime goals are different for whites and blacks (Ogbu, 1978; Shade, 1982). The "black experience" is seen as different from the "white experience" (Banks, 1987). Besides manifest differences in success indicators (e.g., educational achievement measures), these suggested process differences may also affect the interactions among the variables within a specified model (Nettles, et al., 1985). Therefore, the proposed model of teacher satisfaction was tested with black teachers and

with white teachers separately. These analyses were then compared.

Variable Specification

There were seven variables that were used to predict the job satisfaction of teachers in this sample. Two of these were latent variables, each with two manifest indicators.

Sex (SEX)--Coded as 1=male, 2=female: the data for this variable came from the Virginia Department of Education tapes.

Socioeconomic status (SES) of family of origin was measured by two manifest indicators: Father's education (PAED) and Mother's education (MAED). The measurement of these two variables was obtained from responses to a question on the survey. Responses were coded into five categories: (1) less than high school, (2) finished high school, (3) completed some college, (4) finished college, and (5) attended or completed graduate school.

Age (AGE)--Age of teacher was computed by subtracting from 1986 the year of birth as given on the tape files.

Academic Achievement (ACHIEVE)--Percentile scores from the NTE tests were used as a measure of academic achievement. For those teachers who took the NTE prior to the fall of 1982, percentile scores on the NTE Commons Examination were used to measure achievement. These percentiles were drawn from

the Department of Education tapes and are percentiles based on a weighted combination of the Professional Education and General Education subtest scores (Quirk, Witten, & Weinberg, 1973). For those teachers who took the NTE in the fall of 1982 or more recently, percentile scores computed from scores on the three tests of the NTE Core Battery were used. These percentile scores were computed by first converting the raw scores (as provided on the Department of Education tapes) on each of the three tests to z-scores, using the mean and standard deviation for each test as reported by ETS (1985). These z-scores were averaged and then the average was converted to a percentile score. This single percentile score was used as the measure of achievement when there was no Commons Examination score. (No teacher in the sample had taken both exams.)

Both versions of the NTE test attempt to measure various abilities that teachers are perceived to need in the capable performance of their jobs. For example, the Core Battery tests focus on the ability of the prospective teacher to use and understand the elements of written and spoken English, on the teacher's understanding of major disciplines and their interrelationships, and on the teacher's knowledge of such subjects as literature, fine arts, mathematics, science, and social studies that are believed to contribute to teachers becoming generally well educated (ETS, 1983). Examinees are expected to show knowledge of appropriate techniques or means

of instructional planning, implementation, and evaluation, as well as knowledge of what constitutes acceptable professional behavior. They are expected to know the constitutional rights of students, implications of state, federal, and judicial policy, and be informed about activities and functions of professional organizations and of teachers' rights and responsibilities (ETS, 1983). Typical reliability estimates of the Core Battery Test scores range from .90 - .94 (ETS, 1985). As in Cross, Frary, & Culver (1987), it should be noted that this indicator of achievement should not be interpreted as an indicator of teacher competence or of teacher effectiveness.

Total Number of Years Teaching Experience (TOTEXP)--The number of years of full-time teaching experience was given on the tape files.

Organizational Climate (CLIMATE)--To measure teachers' perceptions of the organizational climate of the school, two indicators were used: Teacher Perceptions of Teacher Group Behavior and Teacher Perceptions of Principal Behavior. These two scales stem from Deer's (1980) validation of Finlayson, Banks, and Loughran's (1971) earlier work measuring the organizational climate of British secondary schools. Finlayson and his colleagues measured organizational climate by assessing the perceptions of pupils and teachers. They produced four instruments with established validity and reliability: School Climate Index, Teacher Perceptions of

Teacher Group Behaviour, Teacher Perceptions of Head of Department Behaviour, and Teacher Perceptions of Head Behaviour.

To validate their work and extend the use of their instruments to other populations, Deer (1980) conducted a study using ten schools and over 350 teachers and 1400 students. Of the three instruments completed by teachers (the School Climate Index was completed by students), Deer used principal components factor analysis to check the construct validity of each of the scales. Items were included for further analyses if their factor loadings were more than + .5 on one factor and less than + .3 on the other factors. Analysis of inter-item correlations showed which, if any, of these items were not closely correlated with the factor being measured. Such items were then also omitted. For each scale, items with low inter-item correlations were omitted until the alpha coefficient was at least .7. These steps reduced the Teacher Group Behaviour scale from 27 items to 8 and the Principal Behaviour (Deer renamed "Head Behaviour") from 28 to 8. Each of these derived scales had a reported alpha of .76.

These two eight-item scales were part of the questionnaire and teachers were asked how they felt (Agree, Tend to Agree, Tend to Disagree, Disagree) about each of the sixteen items. As in previous studies, responses for items for each of the scales were summed and these summated scale scores used as measures of organizational climate in the model.

Teachers were considered to have valid responses to each of the 8-item scales if they had valid responses to at least five items within the scale. For those who responded to at least five items but less than eight, scale scores were computed by averaging the valid responses and multiplying by eight.

Commitment to Teaching (COMMIT)--The measurement of a teacher's commitment to teaching was obtained from a response to the mail survey question: "How long do you plan to remain in teaching?" Teachers were asked to distribute a "kitty" of 100 points across five categories that reflected varying lengths of time, from "definitely plan to leave teaching as soon as I can" to "until eligible for 'early' retirement." Teachers who distributed more or less than 100 points were considered as not having valid responses to this item.

Responses were collapsed into three categories-- (1) Definitely plan to leave teaching as soon as I can; (2) Will probably continue until something better comes along; (3) and the combined category of Until retirement ("required," "normal," or "early")--and then assigned multiples according to length of commitment represented. Thus, responses given to the "leave teaching as soon as I can" category were multiplied by one. Responses given to the "probably continue" category were multiplied by two. Responses given to the retirement category were multiplied by three. The summation of these responses, weighted by the number of points

given that category from the kitty of 100, constituted the COMMIT scale.

Satisfaction (SATIS)--Many different instruments and devices have been developed to measure job satisfaction and morale. Some have been designed to be occupation specific while others are said to have general application to any job. Because the teaching profession is in many ways unique (see Feistritz, 1986), instruments designed for other occupations or designed to be generally applicable to all occupations have questionable validity when used with a sample of teachers (Bentley & Rempel, 1980). For this reason, the Job Description Index (JDI), developed by Smith, Kendall, and Hulin (1969), the Job Diagnostic Survey (JDS), developed by Hackman and Oldham (1974), and the Minnesota Satisfaction Questionnaire (MSQ), developed by Weiss, Dawis, England, and Lofquist (1967)--inventories that have been used in studies of teachers--were not considered for use in this study.

The Purdue Teacher Opinionaire (earlier versions were called the Purdue Teacher Morale Inventory) is designed specifically as a measure of teacher morale. It asks teachers to make qualitative judgments and feelings about their own morale or job satisfaction. It has been used in a number of studies with elementary, middle, and senior high faculties (e.g., Davis, 1977; DeVille, 1976; Ellison, 1975; Henderson, 1976) and is recognized as an instrument well-grounded in the research (Zwier & Vaughan, 1984).

The first form of the Opinionnaire was developed in 1961 and consisted of 145 items grouped into eight categories that represented the multi-faceted nature of morale according to the literature. After reduction to 100 items, an experimental form was administered to a large representative sample of high school teachers and the resulting Kuder-Richardson internal consistency reliability coefficients for the eight categories ranged from .79 to .98 with an overall reliability coefficient of .96 (Bentley & Rempel, 1980). Validation by peer judgments, validation with groups in distinctly different morale categories (i.e., "high," "middle," and "low"), and a principal components factor analysis resulted in the 100-item, 10 subscale instrument as seen in its present form.

One of the ten factors that make up the Opinionnaire is "Satisfaction with Teaching." This factor consists of 20 items and pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this factor, the more satisfied teacher loves to teach, feels competent in the job, enjoys the students, and believes in the future of teaching as a profession (Bentley & Rempel, 1980, p. 4). The test-retest correlation reported for the satisfaction factor (obtained when a sample of 3023 teachers were administered the entire questionnaire four weeks apart) was .84. This number compares with .62 to .88 for the other

nine factors and with .87 for the total score on the entire instrument.

Bentley & Rempel (1980) noted that the criterion validity of the instrument is unestablished because there is no relevant criterion. Content validity has been exhibited, however, and teachers have been consistent in their self ratings. In studies in which the PTO has been used, it has been found to discriminate sharply among different schools and also among the individual teachers in a particular school. As in previous studies, responses for the 20 items of the satisfaction factor were summed and these summated scale scores were used as the measure of teacher job satisfaction. Teachers were considered to have a valid response to this scale if they had valid responses to at least 17 of the 20 items. For teachers with at least 17 but less than 20 valid item responses, the satisfaction scale score was computed by averaging the responses and multiplying by 20.

Estimation of the Model

The proposed model was estimated using Joreskog and Sorbom's (1983) LISREL VI software computer program. Introduced by Joreskog (1973), LISREL is a general computer program used to estimate the unknown parameters in a set of linear structural equations. The Lisrel model is made up of two parts: the measurement model defines the relationship between ob-

served variables and their unmeasured hypothetical constructs; the structural equation causal model is used to specify the causal links among the latent variables. The user can specify both parts through the manipulation of eight matrices. Elements in these matrices can be set equal to a given value (1.0, for example), declared to be zero, or allowed to be free (so as to be estimated by the LISREL program). Maximum likelihood estimates of measurement and causal parameters are obtained simultaneously.

The efficiency of the model for blacks and whites was evaluated by a chi-square goodness-of-fit statistic with degrees of freedom equal to the difference between the number of known relationships and unknown parameters. The chi-square is a direct function of the discrepancy between the sample covariance matrix and that reproduced through the parameter estimates of the model. By definition, large chi-square values, relative to the number of degrees of freedom, correspond to a bad fit and small chi-square values to a good fit. If an obtained chi-square corresponds to a probability level less than .05, it should typically be concluded that the proposed model does not fit the data and should be rejected.

In this instance, separate models were estimated for blacks and whites. This was accomplished in two steps. In the first step, the models were estimated with no constraints on the structural coefficients. In the second step, equality

constraints were applied on the same parameters across the two groups in order to determine whether the parameter estimate was the same for whites and blacks, or different. For this purpose, changes in the chi-square goodness-of-fit statistic were examined.

CHAPTER 4

RESULTS

In April, 1986, a questionnaire packet was mailed to a random sample of early-career teachers in Virginia. Of the 722 surveys sent, 36 were returned by the postal service as undeliverable or by school personnel because the teachers were no longer teaching at the school of record. Of the remaining 684 teachers available to respond, 512 (74.9%) returned useable questionnaires. Table 2 presents the number of teachers responding to the survey, divided by race and by week of response. The higher number of people responding in the fifth week (85), as opposed to weeks four (41), six (31), seven (18), or eight (8) indicates that response was favorable to the follow-up letter (see Appendix A), sent on May 7, that restated the importance of the study for those who had not yet responded. The response to the survey, by race and by week of response, is shown graphically in Figure 2.

Demographic Characteristics of the Sample

Table 3 presents the demographic characteristics of the 512 respondents, divided by race. Of those who responded to the survey, 250 (48.8%) were black; 262 (51.2%) were white; 80.1% were female. More (48.3%) were in the 26-30 age range

Table 2. Response to Survey, By Race and Week of Return

	Race					
	Blacks		Whites		All	
	N	%	N	%	N	%
Number Sent	373		349		722	
Number Undeliverable/ Unanswered	17	4.6	21	6.0	36	5.0
Number Remaining Able to Respond	356	95.4	328	94.0	684	94.7
Number Returned						
Week 1	62	24.8	108	41.2	170	33.2
Week 2	52	20.8	50	19.1	102	19.9
Week 3	31	12.4	26	9.9	57	11.1
Week 4	22	8.8	19	7.3	41	8.0
Week 5	49	19.6	36	13.7	85	16.6
Week 6	17	6.8	14	5.3	31	6.1
Week 7	12	4.8	6	2.3	18	3.5
Week 8	5	2.0	3	1.1	8	1.6
Total Returned	250		262		512	
Response Rate ^a		70.2		79.7		74.9

^a Total Returned/Number Remaining Able to Respond.

PERCENT OF SUBSAMPLE
RESPONDING

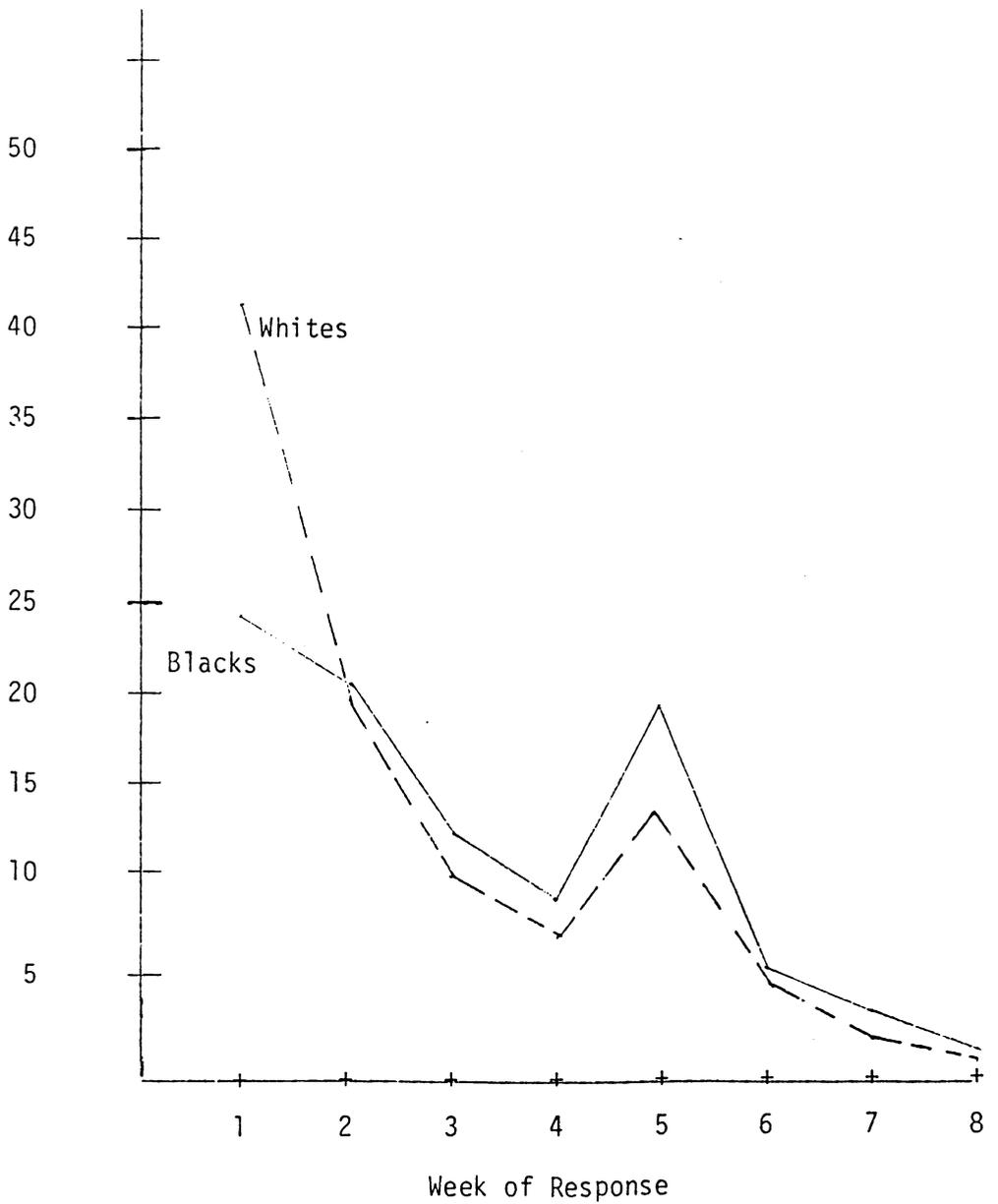


Figure 2. Response to Survey, By Race and By Week of Response

Table 3.
Demographic Characteristics of Early-Career Teachers
Responding to Survey

	Blacks		Whites		All	
	N	%	N	%	N	%
Gender						
Male	50	20.0	52	19.8	102	19.9
Female	200	80.0	210	80.2	410	80.1
Age						
21-25	47	19.0	76	29.7	123	24.5
26-30	133	53.1	114	43.7	243	48.3
31-35	36	14.5	37	14.1	73	14.3
36-40	18	7.3	17	6.6	35	6.9
41 +	15	6.1	15	5.9	30	6.0
Teaching Experience						
One Year	65	26.0	79	30.2	144	28.1
Two Years	62	24.8	73	27.9	135	26.4
Three Years	66	26.4	46	17.6	112	21.9
Four Years	43	17.2	45	17.2	88	17.2
Five Years	10	4.0	14	5.3	24	4.7
Six Years	4	1.6	5	1.9	9	1.8
Assignment Area						
Elementary	90	31.6	96	33.1	186	32.3
Science/Mathematics	28	9.8	37	12.8	65	11.3
Vocational Educ.	30	10.5	21	7.2	51	8.9
Special Education	62	21.8	57	19.7	119	20.7
Support	21	7.4	18	6.9	39	6.8
Other	54	18.9	61	23.3	115	20.0
Father's Education						
Less than h. s.	98	40.3	50	19.0	148	29.3
Finished h. s.	73	30.0	56	21.3	129	25.5
Some college	31	12.8	57	21.7	87	17.2
Finished college	19	7.8	48	18.3	67	13.3
Graduate school	22	9.1	52	19.8	74	14.7

table continues

Table 3 (continued)

Mother's Education

Less than h. s.	62	24.9	26	9.9	88	17.2
Finished h. s.	88	35.3	95	36.1	183	35.8
Some college	50	20.1	63	24.0	113	22.1
Finished college	24	9.6	56	21.3	79	15.5
Graduate school	25	10.0	23	8.7	48	9.4

Father's Occupation

Teacher	15	6.1	11	4.2	26	5.1
Nonteaching prof.	38	15.4	127	48.5	164	32.3
Skilled worker	87	35.2	92	35.1	179	35.2
Semiskilled worker	82	33.2	27	10.3	109	21.5
Deceased, absent, not employed	25	10.1	5	1.9	30	5.9

Mother's Occupation

Teacher	38	15.4	37	14.4	75	14.7
Nonteaching prof.	24	9.8	32	12.5	56	11.2
Skilled worker	59	24.0	66	25.7	125	24.9
Semiskilled worker	89	36.2	40	15.6	129	25.7
Deceased, absent, not employed	36	14.6	82	31.9	118	23.5

Miles From Where Grew Up

1-55	148	59.8	136	52.3	281	55.5
56-110	18	7.3	21	8.1	39	7.7
111-165	25	10.0	17	6.5	42	8.3
166-220	17	6.9	12	4.6	39	7.7
221-275	9	3.5	8	3.1	17	3.4
275+	43	17.5	66	25.4	109	21.5

Miles From Where Grew Up

1-55	102	41.3	81	31.2	183	36.1
56-110	53	21.5	40	15.3	93	18.3
111-165	17	6.8	24	9.2	46	9.1
166-220	27	11.0	25	9.6	52	10.3
221-275	16	6.4	13	5.0	29	5.7
275+	32	13.0	72	27.7	104	20.5

than any other, and most (28.1%) had one year or two years' (26.4%) teaching experience. Few teachers had taught five (4.7%) or six (1.8%) years. When compared to the population of early-career teachers from which this sample was drawn, blacks are overrepresented (they were only 13.5% of the population); division by sex is more representative (78% of the population was female).

Teachers also responded to a survey item asking them to describe which of five categories best described their father's and mother's occupations while they were growing up. Thirty-five percent of the fathers were skilled workers, such as police officers, salespersons, mechanics, foremen, or licensed practical nurses. Fathers (32.3%) were also common in nonteaching professional jobs, such as accountant, physician, registered nurse, manager, engineer, or commissioned officer. Almost twenty-five percent of the mothers were placed by respondents in the skilled worker category. Many of the mothers (25.7%) were reported to have semiskilled positions (such as laborer, hospital aide, assembly line worker, or domestic) or to be deceased or not employed outside the home (23.5%).

Teachers were also asked the extent of their parents' formal education. Those who responded reported that 29.3% of their fathers did not complete high school while 17.2% of their mothers had not. Conversely, 28% of the fathers either finished college or attended or completed graduate school.

Slightly fewer (24.9%) of the mothers had gone this far in their formal education.

As in other studies (e.g., Berry, 1984) done with teacher groups, those surveyed were also asked how many miles from where they are now teaching did they (a) grow up, and (b) go to college. Responses for the distance from where they grew up ranged from as little as one mile to as far away as 6000 miles. An average response was calculated as 213.4 miles, though 55.6% were within an hour's drive (55 miles) of where they grew up, and another 7.9% were more than an hour but less than two hours' drive (110 miles). Responses for the distance from where they went to college ranged from as little as one mile to as far away as 3000 miles, with an average of 192.9 miles. Thirty-six percent of the respondents were teaching within an hour's drive and 18.3% were teaching between one and two hours' drive from where they went to school. These results paralleled Berry's characterization of teachers in the Southeastern United States. Most teachers, he found, preferred to teach in "familiar" places, which turn out to be close to their high school or college homes. While these data are of less importance to this study, such "mobility" characterizations become important if one considers teacher supply and demand.

Another way to characterize teacher samples is through the subject matter areas represented. For this study and the larger project of which these data are a part, these areas

were defined by first matching 42 teaching areas to a series of assignment codes given to teaching assignments in the Commonwealth of Virginia. Appendix B contains sample pages from The School Administrator's Handbook of Course Codes and Endorsement Codes, showing how course codes are tied to teacher assignment codes. Also included in Appendix B is a table showing how these assignment codes were mapped onto the 42 teaching areas. Because assignment codes are not consistent from year to year, it was necessary to develop a list of procedures to guide the mapping process. This list is also included in Appendix B. The percentage of time each teacher taught in each of the 42 subject areas, such as English, Biology, and Business Education, could then be calculated. If a teacher was assigned any time in one of the areas, he or she was considered to be teaching in that area. To simplify the picture, these 42 areas were aggregated into six major assignment areas: Elementary Education, Science/Math, Vocational Education, Special Education, Support Areas, and Other Areas. Table 4 shows the 42 subject areas and how they are categorized within the six teaching areas. Because some teachers taught some amount of time in more than one of the six areas and were thus classified into more than one area, the total number of people in Table 3 represented by the six teaching areas is higher than the total number of teachers who responded to the survey.

Table 4. Teaching Fields Associated With Teaching Assignment Areas

<u>Elementary Education</u>	
Elementary education	
<u>Science/Mathematics</u>	
Mathematics	Chemistry
General Science	Physics
Biology	Earth Science
<u>Vocational Education</u>	
Business Education	Health Occupations
Agriculture	Industrial Arts
Marketing (Distributive)	Trade and Industrial
Home Economics	Vocational Handicapped
<u>Special Education</u>	
Preschool Handicapped	Visually Impaired
EMR	ED
TMR	LD
Hearing Impaired	Physical Disabilities
Speech & Language Impaired	Multiple
<u>Support Areas</u>	
Reading specialist	Librarian
Guidance	Principal
<u>Other Areas</u>	
English	English as a Second Language
Social Studies	Communication/Drama
French	Health, Physical Education
German	Art
Latin	Music
Spanish	Driver Education
Other Foreign Languages	

As shown in Table 3, most (32.3%) of the sample were elementary teachers. Special education teachers (20.7%) and teachers in other areas (20.0%), such as English, French, German, social studies, art, music, etc. were also heavily represented. The fewest teachers (6.8%) came from support areas, such as librarian, principal, guidance counselor, or reading specialist.

Teacher Comments

Though this study is a quantitative one, some researchers (e.g., Berry, 1984; Bird, 1984) have argued that too much information is lost through "opinion poll" research and that adequate examination of underlying trends, causes, and effects can only be accomplished through qualitative methods. It is not the purpose here to continue the qualitative/quantitative debate that occasionally rears its head in the literature. However, it was felt that teachers would feel more ownership in the survey process if they were given an opportunity to comment on the problems as they saw them of early-career teachers. Also, these written comments could be used to support and broaden the conclusions of the LISREL analyses.

Consequently, on the last page of the questionnaire, teachers were asked to share their concerns about being a teacher in Virginia and to write about ways to help "under-

stand the problems and feelings of beginning teachers in the Commonwealth." A substantial number (43.1%) of those returning useable questionnaires used this page to respond. Though some wrote only a sentence or two, many teachers wrote lengthy comments and some even clipped more pages to the survey to accommodate their reply. Though these comments cover a wide range of topics, they can generally be categorized into ten areas listed as follows:

1. Teaching Training & Support
2. Teacher Testing, Evaluation & Certification
3. Salaries
4. Extra Duties/Paperwork
5. Student Quality & Class Size
6. Principals & The School Administration
7. Teachers as Professionals
8. Parental & Community Support
9. Discipline
10. Miscellaneous Comments and Suggestions

Comments were classified according to which of the first nine categories were the main focus of the response. Comments that covered several topics and could not be placed in any of the other categories were placed in Miscellaneous Comments and Suggestions. These comments were not placed in multiple categories because too often they consisted of only a sentence on any one specified topic. Comments, ordered within the ten categories listed above, are presented in Ap-

pendix C. These opinions and suggestions augment and support the findings obtained from the more quantitative data used to test the model of teacher satisfaction in this study.

Teachers who responded had the most to say about how teachers were trained, not only through their undergraduate courses, but also through the first few years of their first teaching jobs. Generally, respondents leveled two criticisms at the "present system": first, college courses were too often "book learning" and not focused on material perceived as being of practical use in the classroom; and second, after getting their first teaching job, teachers were too often "thrown to the wolves" and not given support from their new colleagues or their past teachers in the teacher-training programs.

Teachers who wrote suggested that student teachers need more practical classroom experience, more experience in dealing with discipline problems, and more use of "forums . . . and discussions with new teachers" to "prepare college graduates for the 'real world' of teaching." Teachers also suggested several types of mentoring programs for new teachers in a school. They relayed the importance of "having another teacher available to assist, counsel, guide through that very trying first year."

Teachers also had a lot to say about teacher evaluation, testing, and certification. Though many teachers thought it a good idea to rid the profession of incompetent teachers,

they did not think that the NTE or the BTAP (Beginning Teachers Assistance Program) was a valid method of testing teachers. For example, a business teacher wanted to know how a test such as the NTE could ask "what kind of fish are in the Mekong River?" and be relevant to her field. Others did not see what the NTE has to do with the ability of a teacher to function properly in the classroom. As one teacher put it, "teaching can not only be measured by how much you know. A lot has to do with how much you care."

The evaluation of teachers' classroom performance was also seen as problematic. Teachers in this sample felt that those doing the evaluating lacked the expertise both in evaluation and in teaching to be doing the job. The amount of evaluation was also a topic of concern. Some felt evaluated too often; others felt they needed more, regular evaluation.

Perhaps the subject most teachers agreed upon was teachers' salaries. The consensus was that salary levels were "low," "inadequate," "discouraging," and "miserably low." However, many teachers pointed out that despite the few financial rewards, "I love to teach" and "I enjoy my job as a teacher." Teachers suggested raising pay scales generally (merit pay received mixed reviews) and getting tuition waivers for taking classes.

Large amounts of paperwork and extra duties that took them away from teaching were also concerns of the teachers

who wrote comments at the end of this survey. As indicated by teachers in other studies (e.g., Bloland & Selby, 1980), there was a feeling of frustration about the time wasted and taken up by filling out forms and other administrative duties. Many remarks were also directed at principals and administrators. A few felt good about the administration at their schools, but most felt that principals and administrators needed further training. Many teachers suggested that administrators be required to teach in a classroom every five years and be evaluated in the same way that teachers are.

Incentives to Teaching

While teacher comments suggested that the teaching profession was not all early-career teachers had hoped it would be, the responses to another item on the questionnaire helped focus on which areas were making teaching less attractive. Teachers were asked to distribute a "kitty" of 100 points to reflect how important each of eight incentives would play in making teaching a more attractive profession to them personally. Out of a possible 100 points, those who responded (n = 480) gave "higher teacher salaries" an average of 40.0 points, the highest rating given to any of the eight incentives. Thirty-nine percent of the teachers assigned at least 50 of the 100 points to be distributed to this category. The next most important categories were "fewer student discipline

problems", with an average of 15.5, "better facilities and materials", with an average response of 10.1, and "more community support", with an average of 9.9. "Using a merit pay system" was rated by the teachers as the least effective way of making teaching a more attractive profession. No teacher assigned more than 49 points to this category. Table 5 presents the frequency responses to each of the eight incentive categories, as well as the mean rating and standard deviation for each item.

Attitude Scales Computed From Survey Data

To measure teachers' attitudes about various facets of their jobs and of teaching in general, three scales were computed using data gathered from the early-career survey. These scales measure job satisfaction (SATIS), attitudes toward principals (PRIN), and attitudes toward other school co-workers (OTHTEACH). Each of these scales was constructed by summing Likert-type statements to which teachers were asked to respond with one of four categories: Agree, Tend to Agree, Tend to Disagree, and Disagree. A description of each of these scales and teachers' responses follows.

Table 5. Percent Responses to the Eight Incentives to Teaching

		Incentive							
		1	2	3	4	5	6	7	8
Most likely	100	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	90-99	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	80-89	3.3	0.0	0.0	0.4	0.0	0.0	0.0	0.0
	70-79	3.8	0.0	0.0	0.2	0.0	0.0	0.2	0.0
	60-69	8.9	0.2	0.2	0.6	0.0	0.0	0.2	0.0
	50-59	22.6	0.0	0.2	2.9	0.0	0.0	0.6	0.6
	40-49	14.4	0.2	0.8	3.3	0.4	0.0	0.6	0.6
	30-39	17.3	0.6	2.7	7.7	0.4	0.8	1.9	1.7
	20-29	16.9	4.4	11.3	21.0	2.7	3.3	7.5	16.7
	10-19	7.1	27.7	43.1	36.6	10.2	28.2	36.9	40.6
	0-09	2.7	66.7	41.7	27.1	86.2	67.7	52.5	40.0
Means		40.0	6.0	9.9	15.5	3.3	5.9	8.4	10.1
SD		20.2	6.3	8.1	12.9	5.3	5.2	8.2	7.9

Note:

- Incentive 1 = Higher teacher salaries.
- Incentive 2 = Less administrative supervision.
- Incentive 3 = More community support.
- Incentive 4 = Fewer student discipline problems.
- Incentive 5 = Using a merit pay system.
- Incentive 6 = More support from other teachers.
- Incentive 7 = More clerical and support services.
- Incentive 8 = Better facilities and materials.

Satisfaction

On the survey, the first twenty items deal with respondents' perceptions of their satisfaction as teachers. Table 6 presents the responses of white teachers and black teachers to each of these twenty items. As shown in the table, responses between the two groups are similar, though the black teachers are more extreme in their responses. For example, in response to the first item--"Teaching gives me a great deal of satisfaction"--over 95% (95.8%) of the white teachers agreed or tended to agree. Slightly fewer blacks (93.9%) responded in this manner. This small difference appears more meaningful when one examines just the responses to "agree." For this more extreme choice, 59.5% of the white teachers and 64.1% of the black teachers responded. Throughout the twenty items of the scale, blacks tend to be consistently more likely to choose the extreme choice categories than were their white counterparts. Only with item # 4 ("If I could plan my career again, I would choose teaching.") and item # 14 ("Most of the actions of students irritate me.") do white teachers respond more in the extreme than do the blacks. Thus, though the pattern of response in terms of agree/disagree is similar between the two groups, blacks tended to be more extreme in their responses to these items of the satisfaction scale.

Table 6. Teachers' Percent Responses to Satisfaction Items

Item	N	Agree	Tend to Agree	Tend to Disagree	Disagree
1. Teaching give me a great deal of satisfaction.	262	59.5	36.3	3.4	0.8
	248	64.1	29.8	4.8	1.2
2. Teaching enables me to make my greatest contribution to society.	260	35.0	53.8	8.8	2.3
	249	47.0	43.0	8.4	1.6
3. I love to teach.	262	60.0	35.8	3.1	1.1
	250	66.4	29.2	3.2	1.2
4. If I could plan my career again, I would choose teaching.	262	36.6	35.1	21.0	7.3
	248	35.9	30.6	24.2	9.3
5. I would recommend teaching as an occupation to students of high scholastic ability.	262	21.0	43.1	27.5	8.4
	248	27.8	35.5	25.8	10.9
6. If I could earn as much money in another occupation, I would stop teaching.	262	9.5	12.6	37.4	40.5
	250	20.0	22.0	32.0	26.0
7. I find my contacts with students, for the most part, highly satisfying and rewarding.	262	46.9	46.9	5.0	1.1
	249	56.6	39.4	3.6	0.4
8. I feel that I am an important part of this school system.	262	43.5	40.5	12.2	3.8
	249	51.4	36.5	8.4	3.6
9. I feel successful and competent in my present position.	261	61.3	33.7	4.6	0.4
	249	64.3	32.5	2.0	1.2
10. I enjoy working with student organizations, clubs, and societies.	256	38.0	45.9	12.9	3.1
	247	45.5	45.1	7.8	1.6
11. I am at a disadvantage professionally because other teachers are better prepared to teach than I am.	262	0.8	2.7	31.7	64.9
	250	1.6	7.2	24.4	66.8

table continues

Table 6 (continued)

12. As far as I know, the other teachers think I am a good teacher.	261	49.8	49.8	0.0	0.4
	247	54.1	43.9	1.6	0.4
13. The "stress and strain" resulting from teaching makes teaching undesirable for me.	258	6.2	17.4	49.2	27.1
	247	6.5	18.3	40.2	35.0
14. Most of the actions of students irritate me.	261	2.7	8.0	47.1	42.1
	246	2.4	12.2	46.1	39.2
15. My students regard me with respect and seem to have confidence in my professional ability.	260	51.2	43.8	3.8	1.2
	249	62.2	35.7	1.6	0.4
16. My students appreciate the help I give them with their school work.	260	47.7	44.6	6.2	1.5
	249	58.2	37.3	4.4	0.0
17. To me there is no more challenging work than teaching.	261	39.8	41.0	13.4	5.7
	249	41.4	28.9	22.1	7.6
18. As a teacher, I think I am as competent as most other teachers.	260	70.8	28.1	1.2	0.0
	248	73.0	26.2	0.8	0.0
19. I really enjoy working with my students.	260	69.6	27.7	2.3	0.4
	249	71.5	26.9	1.6	0.0
20. I am well satisfied with my present teaching position.	258	45.0	36.4	15.9	2.7
	250	51.2	32.8	10.0	6.0

Note:

First line is white teacher group response for each item.
 Second line is black teacher group response for each item.

In general, though, this sample of teachers tended to be a pretty satisfied group. They love to teach (item # 3) (60% whites; 66.4% blacks); they feel successful and competent in their present positions (item # 9) (61.3% whites; 64.3% blacks); and they really enjoy working with their students (item # 19) (69.6% whites; 71.5% blacks). However, when asked if they would become teachers if they could plan their careers again (item # 4), only 36.6% of the whites and 35.9% of the blacks agreed that they would. Only 21.0% of the whites and 27.8% of the blacks agreed that they would "recommend teaching as an occupation to students of high scholastic ability" (item # 5), and only about half (45.0% of the whites; 51.2% of the blacks) of those responding said they were "well satisfied" with their present teaching positions (item # 20). As with teachers in other studies (e.g., Berry, 1984; Feistritz, 1986), these responses indicate this sample's mixed feelings about the teaching profession, themselves as teachers, and their present teaching positions.

As designed by Bentley & Rempel (1980), these 20 items, when summed, form a teacher satisfaction scale. To this end, responses to items 6, 11, 13, and 14 were reverse coded so that for each item in the scale, higher numbers represent higher levels of satisfaction. Table 7 presents scores on the satisfaction scale for whites, blacks, and the sample. Scores ranged from 23 to 80, with a mean of 66.37 and a standard deviation of 8.0 for the entire group. For the black

Table 7. Scale Score Means and Standard Deviations by Race

	Race		
	Blacks	Whites	All
SATIS (20 items)			
N	250	262	512
Mean	66.645	66.111	66.372
sd	8.052	8.033	8.031
OTHTEACH (8 items)			
N	249	262	511
Mean	21.607	20.752	21.161
sd	4.296	4.120	4.222
PRIN (8 items)			
N	250	262	512
Mean	23.329	22.476	22.888
sd	5.759	5.701	5.745
COMMIT (5 items)			
N	238	250	488
Mean	244.603	251.316	248.055
sd	48.665	49.360	49.037

group this mean was 66.645; for the whites, it was 66.111. Thus, though blacks tended to be more extreme in their responses, the scale means are similar. The reliability (alpha) of the scale for the entire sample was calculated as .85. For blacks, the computed reliability was .83; for whites, it was .87.

Attitudes Toward Co-Workers

Questionnaire items 21-28 dealt with the respondents' attitudes toward other teachers and staff in the school where they are employed. As shown in Table 8, responses tend to be similar for whites and blacks, though the responses tend to be more scattered across the four response categories than did those in the satisfaction items. Also, as was the case with the satisfaction items, the black group tended to be more extreme in their responses. For example, responding to the statement "the morale of the staff at our school is high (Item #22), 23.4% (whites) and 27.9% (blacks) agreed, 38.3% (whites) and 38.1% (blacks) tended to agree, 29.1% (whites) and 23.1% (blacks) tended to disagree, and 9.2% (whites) and 10.9% (blacks) disagreed. This spreading across categories, with blacks tending toward the more extreme responses is consistent for these eight items.

As used in previous studies, these eight items were summed to construct the Attitudes Toward Co-Workers Scale

Table 8. Teachers' Percent Responses to Attitudes Toward Co-Workers Items

Item	N	Tend to		Tend to	
		Agree	Agree	Disagree	Disagree
21. The school staff is proud of the school.	262	38.9	47.3	11.5	2.3
	247	46.2	36.4	11.7	5.7
22. The morale of the staff at our school is high.	261	23.4	38.3	29.1	9.2
	247	27.9	38.1	23.1	10.9
23. Teachers of certain subjects do not mix freely with other members of the staff.	261	17.2	29.1	36.0	17.6
	247	15.0	31.6	30.8	22.7
24. Teachers get together in small select groups.	261	26.8	47.1	19.9	6.1
	248	31.9	46.8	15.7	5.6
25. School equipment is inadequate to meet demand.	262	21.4	19.5	35.1	24.0
	248	17.3	24.6	29.0	29.0
26. There is no real problem if additional materials and books are required.	262	19.1	33.6	34.4	13.0
	247	23.5	36.8	29.6	10.1
27. We are continually trying new ways of contact with parents.	261	22.6	51.0	21.1	5.4
	247	45.3	40.1	12.1	2.4
28. Teachers in this school have regular contact with teachers of their subject in other schools.	259	6.2	24.7	44.0	25.1
	245	15.2	29.1	37.3	18.4

Note:

First line is white teacher group response to each item.
 Second line is black teacher group response to each item.

(OTHTEACH). Responses to items 23, 24, and 25 were reverse coded to compute the scale score so higher values represent more favorable attitudes toward staff and school where employed. For the entire sample, scores on the Attitudes Toward Co-Workers Scale ranged from 10 to 32, with a mean of 21.16 and a standard deviation of 4.22. Reliability (alpha) for the entire sample was calculated to be .68; for the black group it was .69; for the white group it was .67. Table 7 presents means and standard deviations on the OTHTEACH scale for the total sample, for blacks, and for whites.

Attitudes Toward Principals

The third scale derived from items on the questionnaire is the Attitudes Toward Principal Scale (PRIN). Items 29-36 on the questionnaire are used to construct this scale. Much like their responses to the items of the OTHTEACH scale, teachers did not agree on how they saw their principals, and the black group tended to be more extreme in their responses. For example, in response to the statement, "Our principal sets a good example by working hard" (Item #32), 42.9% of the whites and 44.0% of the blacks agreed, 35.2% (whites) and 38.7% (blacks) tended to agree, 16.9% (whites) and 10.9% (blacks) tended to disagree, and 5.0% (whites) and 6.5% (blacks) disagreed. Likewise, in response to "Our principal develops a real interest in our welfare" (Item #36), 26.3%

(whites) and 32.5% (blacks) agreed, 42.9% (whites) and 41.5% (blacks) tended to agree, 19.7% (whites) and 15.0% (blacks) tended to disagree, and 11.2% (whites) and 11.0% (blacks) disagreed. Responses for blacks and whites to each of the eight items of the scale are shown in Table 9.

To construct the Attitudes Toward Principal scale, items 29-36 are summed (responses to items 30, 31, and 33 were reverse coded to compute scale scores so higher values represent higher levels of satisfaction with principal). For the sample, scores on the Attitudes Toward Principal scale (PRIN) ranged from 8 to 32, with a mean of 22.89 and a standard deviation of 5.75. Computed reliability (alpha) with the entire sample was .87; for blacks, it was .86; for whites, it was .88. Table 7 presents means and standard deviations for the PRIN scale for the total sample, for blacks, and for whites.

Commitment

As a measure of how committed teachers were to teaching, those surveyed were asked how long they planned to stay in the profession. They were asked to distribute a "kitty" of 100 points across 5 categories that reflected varying lengths of time, from "definitely plan to leave teaching as soon as I can" to "until eligible for 'early' retirement." Frequencies of responses, ranging from 0 (least likely) to 100 (most

Table 9. Teachers' Percent Responses to Attitudes Toward Principal Items

Item	N	Tend to		Tend to	
		Agree	Agree	Disagree	Disagree
29. Our principal encourages teachers to contribute suggestions to the running of the school.	259	24.7	37.1	20.8	17.4
	248	36.3	32.3	19.8	11.7
30. Our principal discourages teachers who want to try new ideas.	260	3.5	18.1	40.4	38.1
	249	8.0	13.7	31.7	46.6
31. Our principal sees all school problems from one point of view.	260	11.2	20.0	39.6	29.2
	250	7.2	16.0	34.8	42.0
32. Our principal sets a good example by working hard.	261	42.9	35.2	16.9	5.0
	248	44.0	38.7	10.9	6.5
33. Our principal never attempts to deal with a problem until circumstances force him/her to take action.	259	12.0	23.6	38.6	25.9
	249	12.9	22.1	31.7	33.3
34. Our principal takes pains to deal with problems at the earliest possible stage.	261	26.1	37.2	29.5	7.3
	243	29.5	39.4	21.6	9.5
35. Our principal helps teachers to solve their personal problems.	249	12.0	41.4	24.5	22.1
	241	17.5	35.9	24.8	21.8
36. Our principal develops a real interest in our welfare.	259	26.3	42.9	19.7	11.2
	246	32.5	41.5	15.0	11.0

Note:

First line is white teacher group response to each item.
 Second line is black teacher group response to each item.

likely), to each of the commitment categories, are presented in Table 10. Out of a possible 100 points, an average response of 28.6 points was given the category "until 'early' retirement." The second highest ranked category, with a mean of 27.3, was "will probably continue until something better comes along."

A COMMIT scale was constructed with the responses to these items as a measure of how long respondents were committed to staying in teaching. To construct the scale, responses to the three retirement categories ('early', 'normal', and 'forced') were summed to create a single category that contained those teachers who felt they were going to stay in the profession the longest. The three remaining categories--the newly constructed retirement category, the "probably continue until" category, and the "leave teaching as soon as I can" category-- were assigned multiples according to length of commitment represented. Thus, responses given to the "leave teaching as soon as I can" category were multiplied by one. Responses given to the "probably continue until" category were multiplied by two. Responses given to the retirement category were multiplied by three. The COMMIT scale then is a summation of these responses multiplied by the weight assigned to their category designation. Scores on this scale range from 100 to 300, with a mean of 248.055 and standard deviation of 49.037. Table 7 presents the means

Table 10. Percent Responses to the Five Commitment Categories

	Category				
	1	2	3	4	5
<u>How Long Likely to Teach</u>					
Most likely 100	1.4	2.1	0.8	3.3	1.0
90-99	1.0	0.6	0.2	2.0	0.0
80-89	0.4	2.0	1.0	2.2	1.4
70-79	0.4	3.7	1.2	3.3	1.2
60-69	1.2	4.7	2.4	4.9	0.4
50-59	3.9	14.7	7.6	13.9	1.2
40-49	2.0	8.4	6.5	3.9	2.0
30-39	4.3	8.8	8.8	8.6	3.9
20-29	6.3	9.5	14.6	13.7	8.2
10-19	20.5	15.5	27.6	18.1	26.5
0-09	58.8	30.1	29.5	26.2	54.3
Mean	19.5	28.6	11.0	27.3	11.6
SD	20.1	27.3	17.5	25.8	19.9

Note:

Category 1 = Until eligible for 'early' retirement.

Category 2 = Until 'normal' retirement.

Category 3 = Until forced to retire due to age.

Category 4 = Will probably continue until something better comes along.

Category 5 = Definitely plan to leave teaching as soon as I can.

and standard deviations for blacks, whites, and the total sample.

The Path Model

Variables in the Model

Table 11 presents the correlations matrix among the ten model variables for the data obtained from white teachers. Also presented are the means and standard deviations of each of these variables. Table 12 presents the same information for the data obtained from the black early-career teachers in the sample. Though these tables are immediately illustrative of the zero-order relationships among the variables for each group, it is the variance/covariance matrices that Joreskog and Sorbom (1983) suggest should be analyzed. Table 13 presents the variance/covariance matrix for the model variables with the white group; table 14 presents this information for the black group. These two variance/covariance matrices were analyzed simultaneously to see how the model fit the data obtained from these early-career teachers (see Joreskog & Sorbom, 1983, p. V. 9). To compute estimates of parameters implied by the model shown in Figure 1, the eight matrices of LISREL were set up as shown in Table 15. These eight matrices are as follows:

Table 11. Correlations, Means, and Standard Deviations for Model Variables with White Teachers (n = 262)

Variable	1	2	3	4	5	6	7	8	9	10
1 ACHIEVE	1.000 (.000)									
2 OTHTEACH	-.056 (.364)	1.000 (.000)								
3 PRIN	-.001 (.993)	.494 (.000)	1.000 (.000)							
4 COMMIT	.018 (.775)	.189 (.003)	.053 (.405)	1.000 (.000)						
5 SATIS	-.150 (.016)	.356 (.000)	.165 (.007)	.525 (.000)	1.000 (.000)					
6 TOTEXP	.003 (.959)	-.056 (.368)	.013 (.835)	.034 (.592)	-.057 (.361)	1.000 (.000)				
7 AGE	.133 (.034)	.007 (.914)	-.037 (.554)	.124 (.054)	-.113 (.072)	.386 (.000)	1.000 (.000)			
8 SEX	.006 (.920)	.154 (.013)	.006 (.918)	.186 (.003)	.249 (.000)	-.061 (.327)	-.170 (.006)	1.000 (.000)		
9 PAED	.044 (.482)	-.035 (.578)	-.033 (.591)	-.063 (.318)	-.030 (.627)	-.122 (.048)	-.261 (.000)	.138 (.025)	1.000 (.000)	
10 MAED	.096 (.122)	-.094 (.128)	-.033 (.591)	-.033 (.598)	-.075 (.226)	-.094 (.127)	-.167 (.008)	.184 (.003)	.573 (.000)	1.000 (.000)
Means	60.831	20.752	22.476	251.316	66.111	2.454	28.883	1.802	2.985	2.824
sd	25.546	4.120	5.701	49.360	8.033	1.323	6.234	0.400	1.401	1.138

Note: Probability levels in parentheses.

Table 12. Correlations, Means, and Standard Deviations for Model Variables with Black Teachers (n = 250)

Variable	1	2	3	4	5	6	7	8	9	10
1 ACHIEVE	1.000 (.000)									
2 OTHTEACH	-.159 (.012)	1.000 (.000)								
3 PRIN	-.043 (.503)	.568 (.000)	1.000 (.000)							
4 COMMIT	.005 (.937)	.236 (.000)	.241 (.000)	1.000 (.000)						
5 SATIS	-.004 (.956)	.352 (.000)	.363 (.000)	.553 (.000)	1.000 (.000)					
6 TOTEXP	.022 (.736)	.067 (.292)	.005 (.939)	-.014 (.828)	.029 (.644)	1.000 (.000)				
7 AGE	-.088 (.173)	.141 (.028)	.084 (.191)	.188 (.004)	.161 (.011)	.362 (.000)	1.000 (.000)			
8 SEX	.003 (.968)	.095 (.137)	-.001 (.993)	-.082 (.209)	-.111 (.081)	.085 (.179)	-.067 (.296)	1.000 (.000)		
9 PAED	.056 (.391)	-.076 (.241)	-.117 (.070)	-.054 (.414)	-.013 (.844)	.042 (.520)	-.102 (.115)	.034 (.604)	1.000 (.000)	
10 MAED	-.018 (.785)	-.032 (.616)	-.027 (.678)	-.075 (.252)	-.039 (.538)	-.028 (.666)	-.180 (.005)	.057 (.375)	.641 (.000)	1.000 (.000)
Means	20.802	4.296	5.781	48.665	8.052	1.245	5.878	0.401	1.283	1.242
sd	24.660	21.607	23.329	244.603	66.644	2.532	29.498	1.800	2.149	2.440

Note: Probability levels in parentheses.

Table 13. Variances/Covariances for Variables in the Model with
White Teachers (n = 262)

Variable	1	2	3	4	5	6	7	8	9	10
1 ACHIEVE	652.618									
2 OTHTEACH	-5.939	16.977								
3 PRIN	-0.075	11.612	32.498							
4 COMMIT	23.175	38.714	15.058	2436.390						
5 SATIS	-30.560	11.786	7.558	210.667	64.536					
6 TOTEXP	0.107	-0.305	0.098	2.248	-0.602	1.751				
7 AGE	21.190	0.174	-1.309	38.092	-5.678	3.210	38.865			
8 SEX	0.063	0.253	0.014	3.657	0.780	-0.032	-0.414	0.160		
9 PAED	1.560	-0.199	-0.266	-4.416	-0.339	-0.227	-2.290	0.077	1.961	
10 MAED	2.790	-0.442	-0.216	-1.889	-0.685	-0.142	-1.181	0.084	0.913	1.295

Table 14. Variances/Covariances for Variables in the Model
with Black Teachers (n = 250)

Variable	1	2	3	4	5	6	7	8	9	10
1 ACHIEVE	432.738									
2 OTHTEACH	-14.329	18.454								
3 PRIN	-5.182	14.151	33.417							
4 COMMIT	5.194	49.139	66.982	2368.240						
5 SATIS	-0.590	12.130	16.870	216.441	64.834					
6 TOTEXP	0.559	0.360	0.035	-0.835	0.296	1.551				
7 AGE	10.643	3.525	2.847	54.251	7.645	2.641	34.552			
8 SEX	0.022	0.163	-0.001	-1.616	-0.358	0.043	-0.157	0.161		
9 PAED	1.508	-0.420	-0.871	-3.381	-0.131	0.066	-0.776	0.017	1.646	
10 MAED	-0.454	-0.171	-0.190	-4.504	-0.393	-0.043	-1.274	0.028	1.925	1.542

Table 15. Lisrel Parameter Matrices as Specified for Model of Teacher Satisfaction

Matrix	Row x Column	Form	Mode	Element Specification
Lambda Y	NY NE	Full	Fixed	Free (3,2) Fix to 1.0 (1,1) (2,2) (4,3) (5,4)
Lambda X	Nx Nk	Full	Fixed	Free (5,4) Fix to 1.0 (1,1) (2,2) (3,3) (4,4)
BETA	NE NE	Subdiagonal	Free	
GAMMA	NE NK	Full	Free	
PHI	NK NK	Symmetric	Free	
PSI	NE NE	Diagonal	Free	Free (1,1) (2,2) (3,3) (4,4)
THETA EPS	NY NY	Diagonal	Fixed	Free (2,2) (3,3)
THETA DELTA	NX NX	Diagonal	Fixed	Free (4,4) (5,5)

1. (ΛY). The loading matrix for the indicators of the latent endogenous variables.

2. (ΛX). The loading matrix for the indicators of the latent exogenous variables.

3. (β). The paths from latent endogenous variables to latent endogenous variables.

4. (γ). The paths from latent exogenous variables to latent endogenous variables.

5. (Φ). The covariance matrix for the latent exogenous variables.

6. (Ψ). The covariance matrix for the disturbances of the latent endogenous variables.

7. ($\Theta \epsilon$). The covariance matrix for the disturbances of the indicators of latent endogenous variables.

8. ($\Theta \delta$). The covariance matrix for the disturbances of the indicators of latent exogenous variables.

(Kenny, 1979, pp. 161-162)

As shown in the table, one loading on each latent variable (e.g., element 1,1 of ΛY) is fixed to a nonzero value, here 1.0. This is necessary to identify the model since the variances of the latent endogenous variables cannot be fixed (Kenny, 1979) and therefore cannot be standardized. Also, since latent variables are unobserved, they do not have a definite scale. To define the model properly, the unit of measurement of each latent variable must be assigned. The most convenient way to do this is to define the unit of

measurement to be the same as one of its manifest, observed indicators. Any other manifest variables presumed to load on a latent variable are set free in both the Lambda Y and Lambda X matrices. Element (5,4) of Lambda X, for example, is set free because both PAED and MAED are hypothesized to load on a latent SES variable. PAED's loading is fixed to 1.0; MAED's is to be estimated and so is set free.

The BETA and GAMMA matrices are determined by the hypothesized causal connections in the model. For example, since a path is proposed between ACHIEVE and CLIMATE, element (2,1) of the BETA matrix is set free. Likewise, a path is proposed between the latent exogenous variable, SES, and the latent endogenous variables, SATIS. Hence, element (4,4) of GAMMA is set free. Because no path is proposed that goes from SATIS to CLIMATE, element (2,4) of BETA is fixed (to zero).

Since the latent exogenous variables are assumed to covary, then all elements of PHI are free. PSI is a diagonal matrix whose elements are free because it is assumed that the disturbances of the manifest indicators of the four latent variables do not covary. Similarly, because it is hypothesized that the disturbances of the indicators of the latent endogenous variables do not covary, THETA EPSILON is a diagonal matrix whose elements are free. THETA DELTA is also a diagonal matrix with only elements (4,4) and (5,5) free because PAED and MAED are the only manifest exogenous variables that load on the same latent exogenous variable.

Fitting the Model

In order to establish the measurement properties of the model, the two groups of teachers were combined to test whether the factor patterns were the same for whites and blacks. If the factor pattern coefficients prove to be similar, then unit increases in true scores would lead to nearly the same increment changes in manifest variables for blacks as for whites (see Wolfle, 1985). To test whether these factor patterns were similar, the LISREL lambda coefficients for the white group and the black group were constrained to be equal. These coefficients are the regression slopes that relate manifest variables to their respective latent constructs. If this constraint allows the model to fit the data, it can be concluded that the two groups of teachers have a common factor pattern.

When the lambda matrices were constrained to be invariant, i.e., each free element is specified to be equal over the two groups (Joreskog & Sorbom, 1983, p. V. 6), the likelihood-ratio chi-square statistic for the two groups was 33.36 with 28 degrees of freedom. Degrees of freedom (df) is equal to $1/2 (G) (p + q)(p + q + 1) - t$, where G is the number of populations, p and q are the number of variables in each group, and t is the total number of independent parameters estimated in all groups. The probability level (0.223) is the probability of obtaining a chi-square larger

than the value actually obtained assuming the model is correct. According to Wheaton, Muthen, Alwin, and Summers (1977), when the ratio of chi-square to its degrees of freedom is five or less, the model estimates may be considered as reasonably fitting the data. Using this chi-square criterion, then, blacks and whites demonstrated a common factor pattern.

That whites and blacks have a common factor pattern has important consequences for the rest of the analysis. Williams and Thomson (1986) pointed out that latent factors are created with arbitrary metrics and so some limiting conditions must be imposed through model specification in order to conduct meaningful comparisons of structural coefficients across groups. A minimum condition for comparing structural coefficients is that all of the lambda coefficients be identical across the populations. Since this restriction is necessary for comparing the structural coefficients between the black teachers and the white, it was imposed a priori.

This chi-square value, however, only provides an indication of the overall fit of the model. It may be that there are one or more internal relationships in the model that could still hypothetically be poorly determined. It is therefore necessary to conduct a more detailed assessment of the fit through inspection of the normalized residuals. Residuals larger than two in magnitude indicate specification errors in the model and the corresponding row and column of

the matrix indicate where this error is. Normalized residuals are approximately standard normal; though they are correlated from cell to cell, they are nevertheless useful in judging the fit of the model (Joreskog & Sorbom, 1983, p. III.15). Table 16 shows the normalized residuals among the ten observed variables in the model for white teachers; table 17 shows the normalized residuals among model variables for the black teachers. As can be seen from these tables, no residual is larger than two in magnitude, indicating that the model accounts for each matrix element sufficiently well. There is, then, no evidence to suggest that there are misspecifications in the model.

Comparisons of Structural Coefficients

Table 18 presents the structural coefficients in metric form for the white teachers. Table 19 presents these metric coefficients for the black teachers. To show the relative influence of these variables on SATIS and on each other, the standardized structural coefficients are presented in table 20 for the white group and table 21 for the black group. As shown in these tables, the variables with the largest impact on teacher job satisfaction are COMMIT and CLIMATE. Figure 3 presents the model showing these path coefficients for the white teachers. Figure 4 presents the model with the path coefficients for the black teachers.

Table 16. Normalized Residuals Among Model Variables
for White Teachers

Variable	1	2	3	4	5	6	7	8	9	10
1 ACHIEVE	.000									
2 OTHTEACH	-.093	.126								
3 PRIN	.513	-.387	-.443							
4 COMMIT	-.000	.179	-.994	.000						
5 SATIS	-.000	.163	-.930	.000	.000					
6 TOTEXP	.000	-.127	.700	-.000	-.000	-.000				
7 AGE	-.000	.106	-.584	-.000	-.000	-.000	.000			
8 SEX	-.000	.239	-1.33	.000	.000	.000	.000	.000		
9 PAED	-.424	.467	.127	-.275	.365	-.276	-.874	-.344	-.051	
10 MAED	.372	-.458	.153	.242	-.321	.243	.767	.302	.005	-.047

Table 17. Normalized Residuals Among Model Variables
for Black Teachers

Variable	1	2	3	4	5	6	7	8	9	10
1 ACHIEVE	.000									
2 OTHTEACH	-.192	-.132								
3 PRIN	.893	.320	.418							
4 COMMIT	-.000	-.235	1.10	.000						
5 SATIS	-.000	-.358	1.71	-.000	-.000					
6 TOTEXP	.000	.121	-.560	.000	.000	.000				
7 AGE	.000	.029	-.137	.000	.000	.000	.000			
8 SEX	.000	.192	-.887	.000	.000	.000	-.000	.000		
9 PAED	.383	-.055	-1.09	.156	.162	.366	.481	-.157	-.031	
10 MAED	-.716	.490	.258	-.291	-.302	-.685	-.900	.293	.018	.051

Table 18. Structural Coefficients in Metric Form,
Unconstrained Estimates for White Teachers

Predetermined Variables	Dependent Variables			
	ACHIEVE	CLIMATE	COMMIT	SATIS
TOTEXP	-1.000 (1.283)	-.202 (.204)	-.296 (2.422)	-.002 (.318)
AGE	.791* (.285)	.017 (.046)	1.133* (.545)	-.206* (.072)
SEX	.328 (4.052)	1.696* (.643)	23.904* (7.797)	2.078 (1.045)
SES	3.434 (1.921)	-.470 (.307)	-2.433 (3.655)	-.558 (.483)
ACHIEVE		-.007 (.010)	.024 (.118)	-.036* (.015)
CLIMATE			2.220* (.959)	.570* (.146)
COMMIT				.078* (.008)
Coefficient of Determination	.039	.048	.090	.420

*
Coefficient is at least twice its standard error.

Note:
Standard errors in parentheses.

Table 19. Structural Coefficients in Metric Form,
Unconstrained Estimates for Black Teachers

Predetermined Variables	Dependent Variables			
	ACHIEVE	CLIMATE	COMMIT	SATIS
TOTEXP	-.285 (1.149)	.010 (.230)	-3.308 (2.561)	.105 (.355)
AGE	.361 (.247)	.108* (.050)	1.382* (.561)	.025 (.078)
SEX	.427 (3.322)	1.020 (.665)	-10.690 (7.468)	-2.066 (1.039)
SES	1.006 (1.371)	-.237 (.275)	-.820 (3.062)	.309 (.425)
ACHIEVE		-.033* (.013)	.088 (.146)	.016 (.020)
CLIMATE			3.390* (.973)	.632* (.152)
COMMIT				.076* (.009)
Coefficient of Determination	.011	.070	.117	.394

*
Coefficient is at least twice its standard error.

Note:
Standard errors in parentheses.

Table 20. Structural Coefficients in Standard Form,
Unconstrained Estimates for White Teachers

Predetermined Variables	Dependent Variables			
	ACHIEVE	CLIMATE	COMMIT	SATIS
TOTEXP	-.055	-.069	-.008	-.000
AGE	.205	.027	.140	-.155
SEX	.006	.180	.195	.103
SES	.157	-.133	-.053	-.074
ACHIEVE		-.044	.011	-.105
CLIMATE			.171	.268
COMMIT				.473

Table 21. Structural Coefficients in Standard Form,
Unconstrained Estimates for Black Teachers

Predetermined Variables	Dependent Variables			
	ACHIEVE	CLIMATE	COMMIT	SATIS
TOTEXP	-.016	.003	-.087	.017
AGE	.094	.173	.171	.019
SEX	.007	.108	-.087	-.103
SES	.046	-.067	-.018	.041
ACHIEVE		-.203	.042	.046
CLIMATE			.261	.297
COMMIT				.463

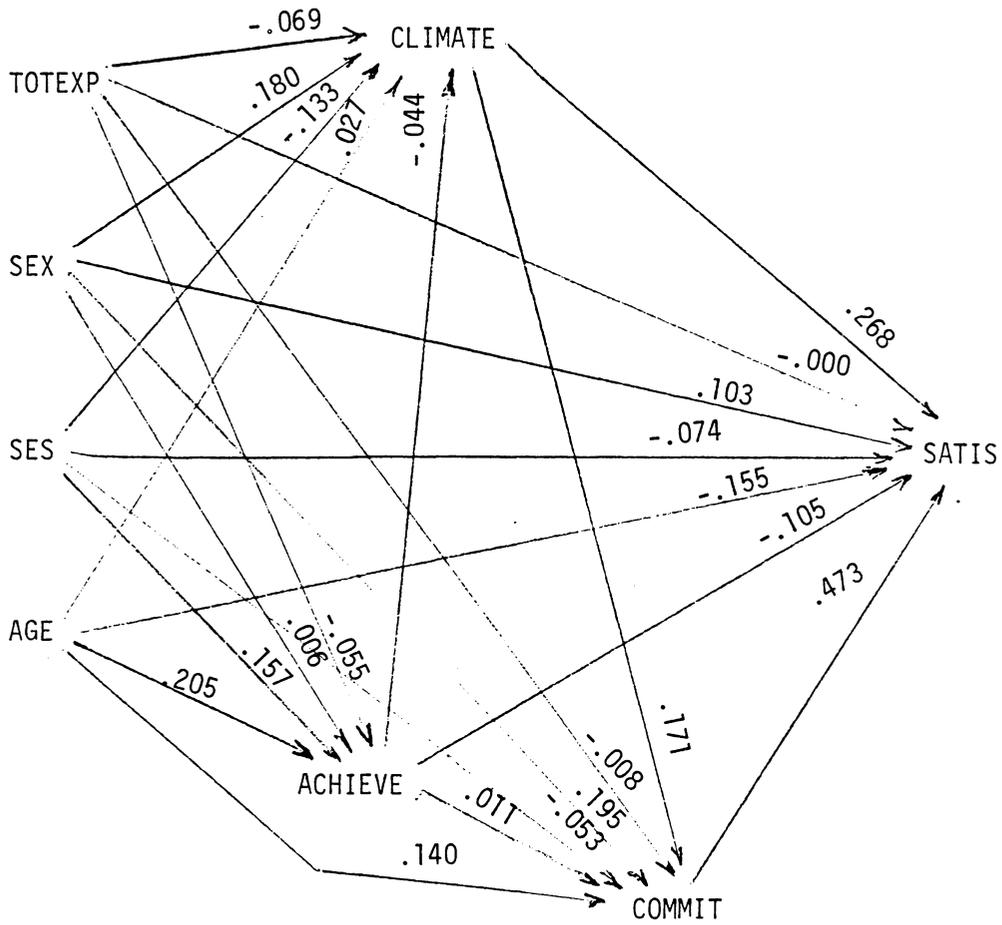


Figure 3. Model of Teacher Satisfaction Showing Unconstrained Parameter Estimates For White Teachers

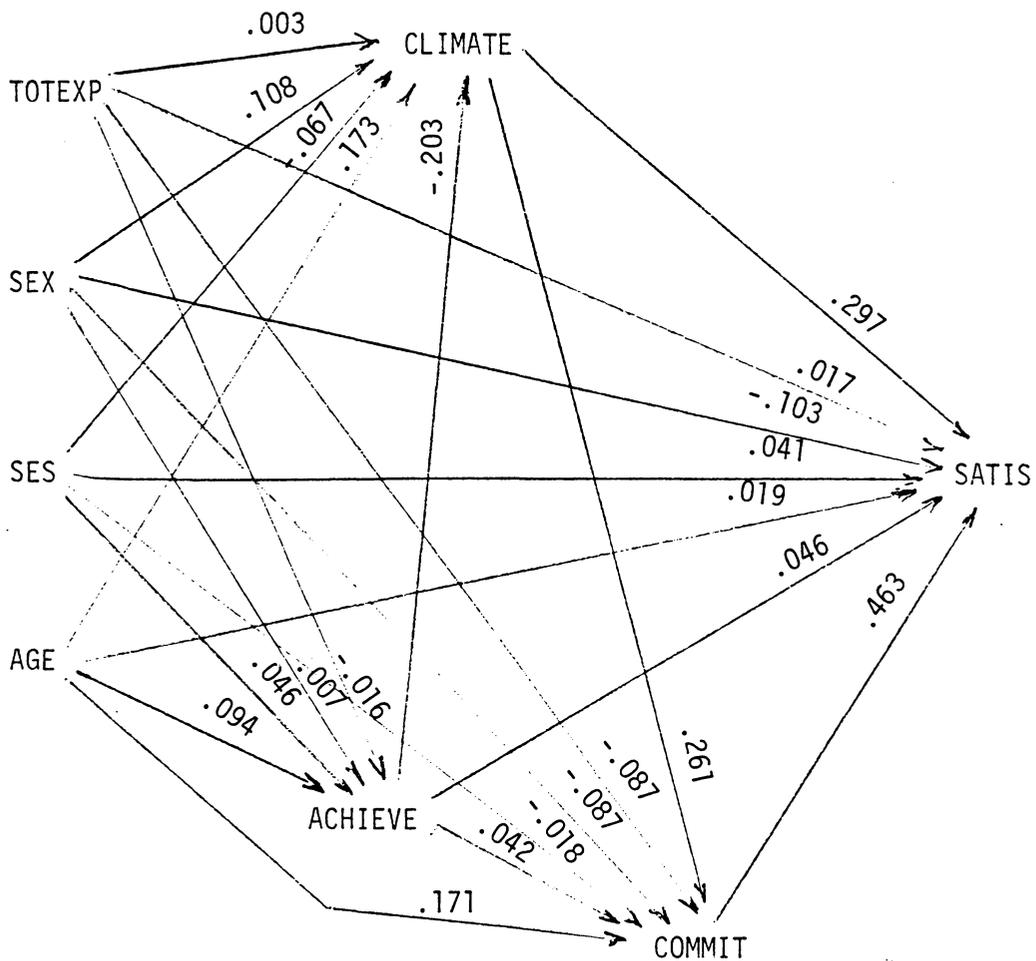


Figure 4. Model of Teacher Satisfaction Showing Unconstrained Parameter Estimates For Black Teachers

These coefficients were obtained from the model that constrained the lambda coefficients of the two groups to be equal, but no constraints were placed on any structural parameters. To compare the structural coefficients between the black teachers and the white teachers, cross-group equality constraints were imposed on the model one at a time. At each step the likelihood-ratio chi-square statistic was compared to the preceding model. If the equality resulted in a significant deterioration in the model's fit as demonstrated through the chi-square change, then it was concluded that the structural coefficients were not equal. Table 22 summarizes these differently constrained models. As can be seen from this table, for example, Model B which constrains GA (1,1) to be equal as well as the lambda coefficients is associated with a chi-square of 33.67. This chi-square represents a nonsignificant deterioration of the model when compared to the chi-square, 33.36, of Model A. This small chi-square change suggests that the structural coefficient from TOTEXP to ACHIEVE is not significantly different between the black group and the white group of teachers. By looking at tables 18 and 19, it can be seen that this coefficient is -.285 for blacks and -1.00 for whites, a slight difference though not a statistically significant one.

From table 22, however, it can be seen that there are four contrasts that do significantly deteriorate the fit of the model. These constraints are Gamma (4,2), SATIS re-

Table 22. Hierarchy of Models of Teacher Satisfaction

Model or Contrast	Chi-square	df	P(Chi-square)
A. Model of invariant factor pattern	33.36	28	.223
B. Model A with GA (1,1) constrained	33.67	29	.259
B. vs. A.	.31	1	.578
C. Model B with GA (2,1) constrained	34.00	30	.281
C. vs. B.	.23	1	.632
D. Model C with GA (3,1) constrained	34.67	31	.297
D. vs. C.	.67	1	.413
E. Model D with GA (4,1) constrained	34.76	32	.338
E. vs. D.	.09	1	.764
F. Model E with GA (1,2) constrained	35.88	33	.335
F. vs. E.	1.12	1	.290
G. Model F with GA (2,2) constrained	38.82	34	.261
G. vs. F.	2.94	1	.086
H. Model G with GA (3,2) constrained	38.83	35	.301
H. vs. G.	.01	1	.920
I. Model H with GA (4,2) constrained	45.32	36	.137
I. vs. H.	6.49	1	.011*
J. Model I with GA (1,3) constrained	45.34	37	.163
J. vs. I.	.02	1	.888
K. Model J with GA (2,3) constrained	46.00	38	.175
K. vs. J.	.66	1	.417
L. Model K with GA (3,3) constrained	56.95	39	.032*
L. vs. K.	10.95	1	.001*
M. Model L with GA (4,3) constrained	66.05	40	.006*
M. vs. L.	9.10	1	.003*
N. Model M with GA (1,4) constrained	66.59	41	.007*
N. vs. M.	.54	1	.462
O. Model N with GA (2,4) constrained	66.59	42	.007*
O. vs. N.	.00	1	1.000
P. Model O with GA (3,4) constrained	66.62	43	.012*
P. vs. O.	.03	1	.862

table continues

Q. Model P with CA (4,4) constrained	66.73	44	.015*
Q. vs. P.	.11	1	.740
R. Model Q with BE (2,1) constrained	68.59	45	.013*
R. vs. Q.	1.86	1	.173
S. Model R with BE (3,1) constrained	68.67	46	.017*
S. vs. R.	.08	1	.777
T. Model S with BE (4,1) constrained	73.83	47	.007*
T. vs. S.	5.16	1	.023*
U. Model T with BE (3,2) constrained	73.97	48	.009*
U. vs. T.	.14	1	.708
V. Model U with BE (4,2) constrained	74.14	49	.012*
V. vs. U.	.17	1	.680
W. Model V with BE (4,3) constrained	74.17	50	.015*
W. vs. V.	.03	1	.862
<hr/>			
X. Model with invariant factor pattern and all equivalent parameters constrained	44.88	46	.519
X. vs. A.	11.52	18	.871
<hr/>			

*
p < .05.

gressed on AGE, Gamma (3,3), COMMIT regressed on SEX, Gamma (4,3), SATIS regressed on SEX, and Beta (4,1), SATIS regressed on ACHIEVE. Other than these four path coefficients, the structural coefficients do not differ between the black teachers and the white teachers. Consequently, these additional equality constraints were added to Model A in table 22. The resulting model, Model X, does not differ significantly from Model A in its fit to these data, as shown by the nonsignificant chi-square of 11.52 with 18 degrees of freedom. The structural coefficients computed from this constrained model are presented in table 23 for the white teachers and table 24 for the black teachers.

The bottom row of each table shows the squared multiple correlation coefficients for the four equations in the model of teacher job satisfaction. As can be shown from an examination of these two tables, the model explains the process leading to satisfaction equally well for blacks and whites. For example, 42% of the variance of satisfaction is explained within the model for whites; 37.9% of the variance of satisfaction is explained for blacks.

Of primary interest here are the structural parameters that differ between the two groups. For example, in the black group, when SATIS is regressed on ACHIEVE, the metric coefficient is essentially zero. This coefficient for the white group is $-.037$. In other words, how black teachers fared on the NTE had no impact on their job satisfaction.

Table 23. Structural Coefficients in Metric Form,
Constrained Estimates for White Teachers

Predetermined Variables	Dependent Variables			
	ACHIEVE	CLIMATE	COMMIT	SATIS
TOTEXP	-.653 (.854)	-.116 (.153)	-1.616 (1.758)	.070 (.236)
AGE	.537* (.186)	.060 (.034)	1.282* (.389)	-.194* (.068)
SEX	.615 (2.555)	1.387* (.461)	22.878* (7.545)	1.851 (1.007)
SES	1.791 (1.089)	-.287 (.199)	-1.525 (2.264)	-.053 (.306)
ACHIEVE		-.017* (.008)	.041 (.091)	-.037 (.015)
CLIMATE			2.828* (.719)	.608* (.118)
COMMIT				.077* (.006)
Coefficient of Determination	.016	.046	.107	.420

*
Coefficient is at least twice its standard error.

Note:
Standard errors in parentheses.

Table 24. Structural Coefficients in Metric Form,
Constrained Estimates for Black Teachers

Predetermined Variables	Dependent Variables			
	ACHIEVE	CLIMATE	COMMIT	SATIS
TOTEXP	-.653 (.854)	-.116 (.153)	-1.616 (1.758)	.070 (.236)
AGE	.537* (.186)	.060 (.034)	1.282* (.389)	.024 (.073)
SEX	.615 (2.555)	1.387* (.461)	-10.836 (7.436)	-2.017 (1.033)
SES	1.791 (1.089)	-.287 (.199)	-1.525 (2.264)	-.053 (.306)
ACHIEVE		-.017* (.008)	.041 (.091)	.014 (.020)
CLIMATE			2.828* (.719)	.608* (.118)
COMMIT				.077* (.006)
Coefficient of Determination	.025	.041	.089	.379

*
Coefficient is at least twice its standard error.

Note:
Standard errors in parentheses.

For whites, however, lower scoring teachers tended to be more satisfied.

Differences between the groups were also evident when SATIS was regressed on AGE. For black teachers, this coefficient is nonsignificant. For whites, however, age has a negative influence on satisfaction. Interestingly, for these same teachers, the number of years they had put in teaching in the classroom had no effect on their satisfaction. However, as white teachers tended to be older, so to did they tend to be more dissatisfied.

The regression of SATIS on SEX was a third causal parameter that proved to be different for the two groups. Though this path is nonsignificant for each group, the effects tend toward opposite directions. For black teachers, males tended to be more satisfied in their current positions; for white teachers, females tended to be slightly more satisfied. The fourth parameter differing between the groups was the regression of COMMIT on SEX. Again, this coefficient is statistically nonsignificant for black teachers in the sample. For whites, though, there is a positive relationship. That is, white females were planning to stay in teaching longer than their male counterparts.

A number of other coefficients of interest were similar between the two groups. For example, when SATIS is regressed on TOTEXP, a teacher's years of teaching experience, the result is a nonsignificant effect. The same can be said

when SATIS is regressed on SES, the family of origin's socioeconomic status as measured through the manifest variables of father's and mother's educations.

Significant paths for both groups include SATIS regressed on COMMIT and SATIS regressed on CLIMATE. In other words, in both groups, teachers' perceptions of their school climate and how long they think they will stay in the profession significantly affect their job satisfaction.

Two other significant parameter estimates may have important implications for future work into school climate. For both blacks and whites, for instance, when CLIMATE is regressed on SEX, a significant, positive coefficient results; when CLIMATE is regressed on ACHIEVE, a significant, negative coefficient results. In other words, females in the sample, regardless of race, tended to have more favorable opinions of their school climates. Males tended to feel less well about their colleagues and their principals. Also, lower scoring teachers on the NTE tended to be happier with their school climates.

By looking at tables 25 and 26, which present the standardized coefficients for whites and blacks, respectively, we see that the effect of COMMIT on SATIS is nearly twice that of the effect of CLIMATE, its closest competitor. CLIMATE, in turn, is nearly twice as influential on SATIS as is AGE. These effects are similar for both blacks and whites. Figure 5 presents the model of teacher job satis-

Table 25. Structural Coefficients in Standard Form,
Constrained Estimates for White Teachers

Predetermined Variables	Dependent Variables			
	ACHIEVE	CLIMATE	COMMIT	SATIS
TOTEXP	-.036	-.040	-.042	.011
AGE	.140	.097	.159	-.147
SEX	.011	.148	.187	.092
SES	.084	-.084	-.034	-.007
ACHIEVE		-.107	.020	-.109
CLIMATE			.217	.285
COMMIT				.470

Table 26. Structural Coefficients in Standard Form,
Constrained Estimates for Black Teachers

Predetermined Variables	Dependent Variables			
	ACHIEVE	CLIMATE	COMMIT	SATIS
TOTEXP	-.036	-.040	-.042	.011
AGE	.140	.097	.159	.018
SEX	.011	.148	-.089	-.101
SES	.084	-.084	-.034	-.007
ACHIEVE		-.107	.020	.042
CLIMATE			.217	.285
COMMIT				.470

faction with paths labelled with their respective structural coefficients for the white teachers. Figure 6 presents this model with the coefficients for the black teachers.

These differing parameter estimates have been suggested by those who have conducted other studies (e.g., Schlechty & Vance, 1982) and these results lend weight to discussions of how a teacher's sex and race affect that teacher's feelings about teaching and about the school setting he or she may be in.

Direct, Indirect, and Total Effects

This model proposes direct effects from one variable to another as well as indirect effects (the effect of one variable through another variable to a third variable). For example, SEX is seen as both a direct and an indirect cause of CLIMATE. There is the direct path from SEX to CLIMATE, as well as the path from SEX to CLIMATE through ACHIEVE. Thus, the total effect of a variable preceding another in the model (as with SEX on CLIMATE) consists of not only the direct effect, but the sum of the indirect effects as well. Table 27 presents these direct, indirect, and total effects as specified through the proposed model with the white teachers. Table 28 presents these effects for the model with the black group. The effects are similar for both groups with only a few differences beyond the limits of sampling error.

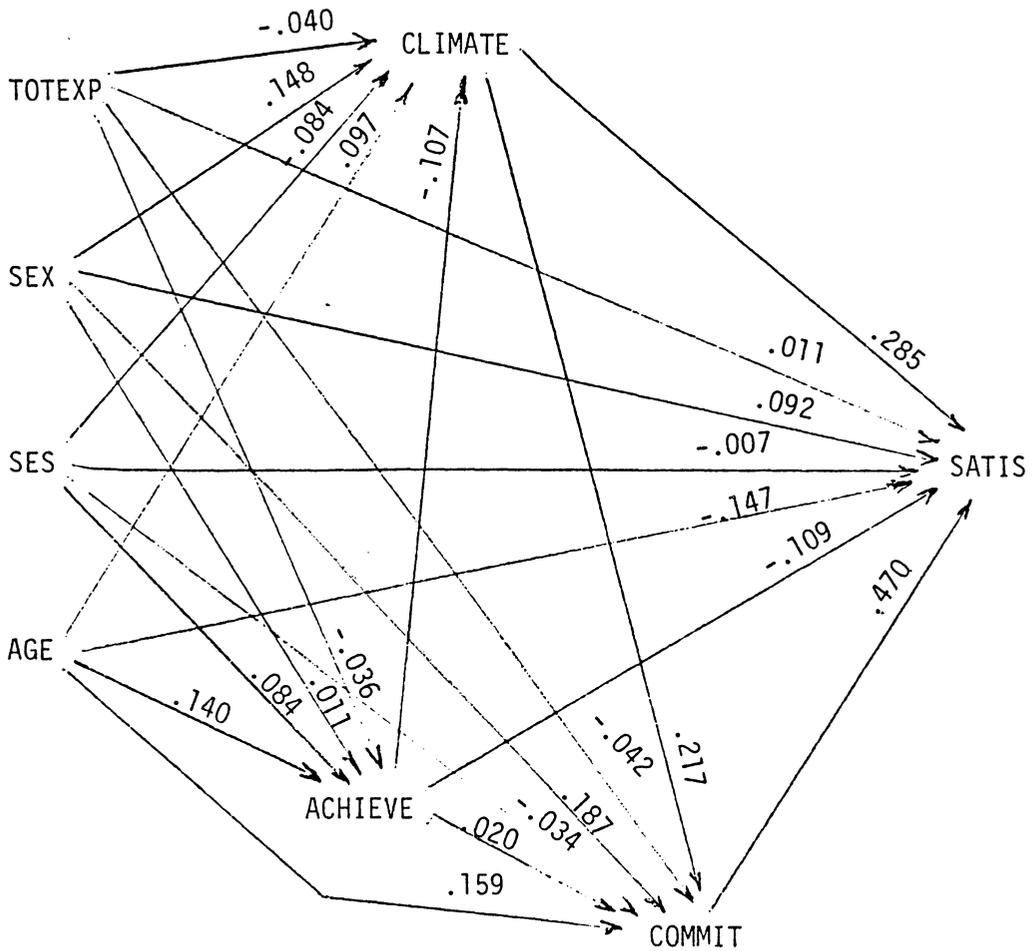


Figure 5. Model of Teacher Satisfaction Showing Constrained Parameter Estimates For White Teachers

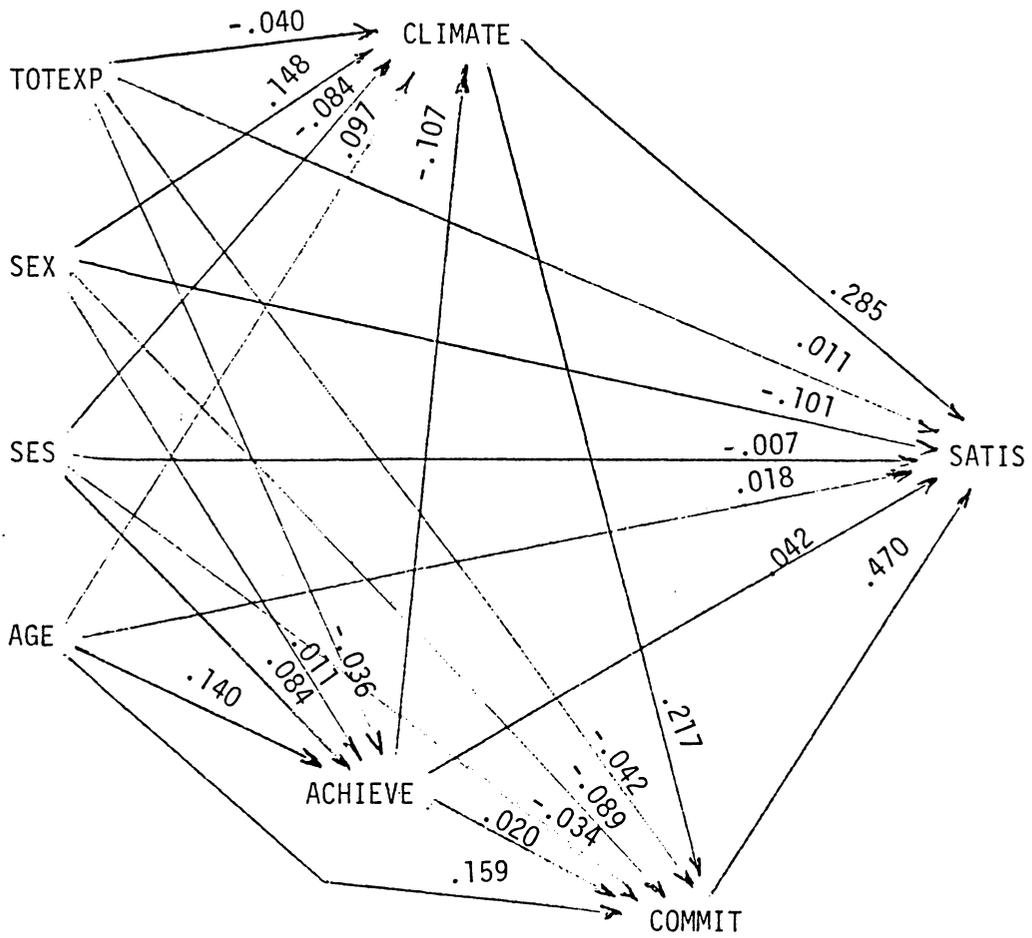


Figure 6. Model of Teacher Satisfaction Showing Constrained Parameter Estimates For Black Teachers

Table 27. Direct, Indirect, and Total Effects for
Model with White Teachers

	Direct Effect	Indirect Effects	Total Effects
<u>TOTEXP</u>			
on ACHIEVE	-.653	.000	-.653
on CLIMATE	-.116	.012	-.104
on COMMIT	-1.616	-.322	-1.938
on SATIS	.070	-.188	-.118
<u>AGE</u>			
on ACHIEVE	.537	.000	.537
on CLIMATE	.060	-.009	.051
on COMMIT	1.282	.166	1.448
on SATIS	-.194	.122	-.072
<u>SEX</u>			
on ACHIEVE	.615	.000	.615
on CLIMATE	1.387	-.011	1.376
on COMMIT	22.878	3.916	26.794
on SATIS	1.851	2.876	4.727
<u>SES</u>			
on ACHIEVE	1.791	.000	1.791
on CLIMATE	-.287	-.031	-.318
on COMMIT	-1.525	-.826	-2.351
on SATIS	-.053	-.441	-.494
<u>ACHIEVE</u>			
on CLIMATE	-.017	.000	-.017
on COMMIT	.041	-.049	-.008
on SATIS	-.037	-.011	-.048
<u>CLIMATE</u>			
on COMMIT	2.828	.000	2.828
on SATIS	.608	.218	.826
<u>COMMIT</u>			
on SATIS	.077	.000	.077

Table 28. Direct, Indirect, and Total Effects for
Model with Black Teachers

	Direct Effect	Indirect Effects	Total Effects
<u>TOTEXP</u>			
on ACHIEVE	-.653	.000	-.653
on CLIMATE	-.116	.012	-.104
on COMMIT	-1.616	-.322	-1.938
on SATIS	.070	-.222	-.152
<u>AGE</u>			
on ACHIEVE	.537	.000	.537
on CLIMATE	.060	-.009	.051
on COMMIT	1.282	.166	1.448
on SATIS	.024	.150	.174
<u>SEX</u>			
on ACHIEVE	.615	.000	.615
on CLIMATE	1.387	-.011	1.376
on COMMIT	-10.836	3.916	-6.920
on SATIS	-2.017	.312	-1.705
<u>SES</u>			
on ACHIEVE	1.791	.000	1.791
on CLIMATE	-.287	-.031	-.318
on COMMIT	-1.525	-.826	-2.351
on SATIS	-.053	-.348	-.401
<u>ACHIEVE</u>			
on CLIMATE	-.017	.000	-.017
on COMMIT	.041	-.049	-.008
on SATIS	.014	-.011	.003
<u>CLIMATE</u>			
on COMMIT	2.828	.000	2.828
on SATIS	.608	.218	.826
<u>COMMIT</u>			
on SATIS	.077	.000	.077

For both blacks and whites, the effect of TOTEXP on the four latent endogenous variables in the model is, for the most part, made up of the four direct paths from TOTEXP to these variables. For example, the direct effect of TOTEXP on CLIMATE is $-.116$ for whites; its indirect effect on CLIMATE, through ACHIEVE, is only $.012$. However, when we look at TOTEXP's influence on SATIS, we see that the direct effect ($.070$) is less than the sum of the indirect effects ($-.188$). This negative figure comes from adding TOTEXP's influence on SATIS through CLIMATE ($-.040 \times .285$), through ACHIEVE ($-.036 \times -.109$), and through COMMIT ($-.042 \times .470$). The negative indirect effects through CLIMATE and COMMIT thus obtained outweigh the smaller positive direct effect and indirect effect through ACHIEVE. Substantial indirect effects for other variables are evident as one looks down the table. For example, the direct effect of SEX on SATIS is 1.851 , but the sum of the indirect effects is 2.876 . The effect of SES on SATIS directly is only $-.053$; indirectly, the effects are $-.441$. These circumstances hold for blacks as well as whites. Though the exogenous variables tend to have little direct impact on teacher satisfaction, for example, their effects indirectly through the other variables in the model tend to be more substantial.

Summary

The proposed model of teacher job satisfaction fit these data from Virginia early-career teachers and the model served to support hypothesized causal connections for both white teachers and black teachers. The primary question that guided this research was to determine the effects of theoretical variables of interest on teacher job satisfaction. It has been shown that the effects of background demographic variables, such as age, sex, father's education, and mother's education, on a teacher's level of job satisfaction tend to be less important than the more immediate variables of commitment to teaching and school climate. Both a teacher's age and sex significantly affected other variables in the model. For both white teachers and black teachers, age had a significant positive effect on teacher scores on the NTE and on how committed to the profession teachers believed themselves to be. For the white group of teachers, age had a negative impact on teacher job satisfaction; that is, older teachers tended to be less satisfied. In the black teacher group, age had no direct influence on satisfaction. For both blacks and whites, females tended to view their school climates more favorably. In addition, for the white teacher group, females tended to be more committed to staying in the profession. For blacks, there was no such causal connection. Number of years of full-time teaching experience demonstrated little

influence on other model variables. For both black teachers and white, the direct effect from years of teaching experience to job satisfaction is nonsignificant.

How teachers performed on the NTE proved to have little impact on their job satisfaction. However, for both blacks and whites, lower scoring teachers on the NTE tended to be more pleased with their school climates. Indirectly, through their perceptions of school climate, these lower scoring teachers also tend to be more satisfied in their jobs.

Teachers' perceptions of school climate was the second best predictor, after teacher commitment, of teacher job satisfaction. For both black and white teachers, perceptions of their school climate had a positive impact on their commitment to the profession as well as their job satisfaction. Teacher commitment to staying in teaching proved to be the most influential factor affecting teacher job satisfaction. This effect, for both blacks and whites, is more than ten times its standard error.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The primary purpose of this study was to test a model of the influences on teachers' job satisfaction. This model proposed teacher background variables, such as sex, age, years teaching experience, and socioeconomic status of family of origin, as causes of teacher achievement (as measured by percentile scores on the NTE), teacher perceptions of school climate, and teacher commitment to the profession. It was further hypothesized that all these variables were factors affecting the job satisfaction of a sample of early-career teachers in Virginia. Because of possible interactions caused by differing parameters between blacks and whites, the model was analyzed separately with data from each of the two groups.

As a result of the LISREL analysis of the variance/covariance matrices among the 10 model variables, the model was seen as presenting a plausible explanation for the hypothesized relationships among the variables, for both black and white teachers. For both groups, background demographic variables, such as age, sex, father's education, and mother's education were found to be of little importance compared to the more immediate variables of school climate and commitment to teaching. Number of years of teaching ex-

perience also had little direct influence on the the level of teacher job satisfaction.

In general, these path coefficients were similar for blacks and whites. Indeed, only four coefficients differed between the two groups. However, these differences have important ramifications for future study. For example, lower achieving whites in this sample of early-career teachers tended to be more satisfied in their jobs than did their higher achieving counterparts, but for blacks no differences were found. This finding echoes the work of others, such as Schlechty and Vance (1981) and Lyson and Falk (1984), who have suggested that lower ability teachers tend to be happier in teaching and to persist in the profession. Higher achieving teachers (as defined through performance on measures like the NTE and SAT) have been found to leave the profession sooner. Because a strong association has been demonstrated between satisfaction and teacher turnover (e.g., Berry, 1984; Lewis, 1981), the findings of this study suggest that it may be difficult to retain high achieving white teachers in critical subject and geographic areas of demand. The salience of these findings is dependent, however, on how much one subscribes to the inherent assumption that higher scoring people on achievement tests necessarily translate into better teachers.

Though this difference in the effects of achievement was evident in the white teacher group, there was no significant

influence of achievement on satisfaction in the black teacher group. Reasons for this lack of effect may be related to the differing cultural histories of blacks and whites. Banks (1987) has suggested that only now are blacks entering many middle class occupational categories. Historically, people in the lower classes have typically entered teaching to gain access to the middle class. Through the generations, as middle class stature has been gained, teaching looks less attractive as an occupation because there becomes a wider range of occupations from which to choose. In this sample, at least, these theories have some basis. For example, fully 40% of the blacks reported that their fathers did not complete high school. Moreover, only 9.1% of the fathers went to graduate school. For the white group, these percentages are much different. White teachers reported that only 19% of their fathers did not graduate from high school, while 19.8% of them went to graduate school. This apparent difference in educational level of the father is also supported by marked differences in their fathers' occupational levels as well as their mothers' educations and occupational levels.

A second difference between the two teacher groups was the resulting coefficient when teacher job satisfaction was regressed on the age of the teacher. Here again, the relationship is nonsignificant for the black group. For the white teachers, however, the relationship is negative. That is, the older teachers in the white group tended to be less

satisfied with their current teaching positions. This finding is opposite to the results of many previous studies (e.g., Marsh & Mannari, 1977; Price, 1971; Srivastava, 1982) that suggest that older teachers are more satisfied teachers. It could be that the sample restriction to early-career teachers has somewhat confounded these results. Often in these previous studies, for example, the assumption tends to be that the older teachers are the more experienced. With this sample, however, the ages of the teachers varied from 22 to 58, while the number of years of experience was limited to one through six.

The third coefficient differing between the two groups was the regression of satisfaction on sex. Though the difference between this path in the model with white teachers and in the model with black teachers is significant, neither coefficient is significant within its model. For black teachers, the coefficient is negative; for white teachers, it is positive. In other words, this suggests that black males tend to be more satisfied in their teaching jobs than their female counterparts; white males, on the other hand, are less satisfied than their female counterparts. Perhaps this interaction between race and gender is why the relationship of satisfaction to gender is not well documented in previous studies (e.g., Farley, 1974; Shapiro & Sodano, 1974; Stone, 1964).

The fourth coefficient different between the two groups was the effect of sex on commitment to teaching. For the white teachers, this path is positive, suggesting that the white females believe they will stay in teaching longer than do the white males. For black teachers, this relationship is not significant. Of course, whether or not these perceptions are accurate predictions of future persistence remains to be seen. One reason for the difference between the white males and females may be that teaching is still perceived, as has been the case for nearly the past century, as a female-typed occupation. This perception would make it "all right" for women to be teachers and to spend their lives in the classroom. This perception would make it less "all right" for males to have these goals. The extent of this bias is at least partially determined by the subject matter taught (the "masculine" area of physics as opposed to the "feminine" area of home economics) and perhaps by the level (elementary, middle, high school) at which the teacher is employed.

Through an examination of the standardized structural coefficients of both blacks and whites, it can be seen that a teacher's commitment to the profession has the greatest impact on that teacher's job satisfaction. The more committed a teacher tended to be the more satisfied that teacher felt on the job. This impact has been documented previously by others using samples of teachers (Chapman, 1983; Chapman, 1984) and more general samples drawn from larger populations

(e.g., Pascarella & Terenzini, 1980). The next most important influence on teacher job satisfaction was the effect of school climate. The better teachers felt about things at their schools, such as the actions of the principal and their interactions with their colleagues, the more satisfied they felt.

The fact that many of these perceptions are affected by race and gender together has important ramifications for future research and practice in the areas of teacher induction and training. For instance, improving communication between teachers and administrators has been suggested as a way to make what goes on in schools more effective. Typically, this improved communication is to come about through training of administrators. Such training can include knowledge of different management styles (Tucker & Mandel, 1986), clearer short- and long-term goals for their schools (Venezky & Winfield, 1979), and learning to balance instructional leadership, routine administration, and human relations (Lorzeau, 1977). Indeed, the effective schools movement has been calling for principals to become strong instructional leaders, as well as good managers (see Shanker, 1985). Recently, the National Commission on Excellence in Educational Administration suggested that school administrators be trained in a special "academy" and not at the 500 colleges and universities where training now occurs (Rodman, 1987). From the results of this study, it becomes clear that an important

element in such training programs (and one which has typically been overlooked) should be learning the needs of subpopulations of teachers in the school. Concerns should focus on how such needs differ between black females and whites males, for example, and how principal behaviors or school policies affect these different groups.

As Rallis and Highsmith (1986) pointed out, however, it is doubtful that principals can succeed in trying to do all things for all people concerned. They noted that most principals are not trained to do all things; they typically hold degrees in administration, not advanced degrees in curriculum or in the philosophy of teaching. Rallis and Highsmith's suggestion to solve the dilemma focuses on the establishment of peer-based programs of instructional improvement. Such programs would be aimed at allowing principals to concentrate on managing their buildings and improving teaching through the professional growth and increased decision-making of teachers (Rallis & Highsmith, 1986, p. 304). Perhaps school-specific programs could better address the needs of individual teachers in the school.

The importance attached to improving the principal's effectiveness has been established by researchers concerned with efficiency of schooling and the academic credentialing of students. The findings of this study also emphasize the importance of the principal in teachers' perceptions of their job climate. Further research into how principals' actions

affect, not only the students, but also the attitudes and actions of teachers in the building needs to be conducted.

The teacher comments at the end of the questionnaire also gave clues as to what teachers like and dislike about teaching in general and their jobs in particular. One teacher worried about the "poor and incompetent teachers in the system," but most teachers commented on poor materials, "vast amounts of paperwork," and "too many things" that subtract from teacher morale.

The problem of teacher paperwork is a very real and serious threat to teacher persistence as well as recruitment. In a recent survey sent to a nationally representative sample of over 10,000 public school teachers, teachers responded that they spent nearly 12 hours outside of required school hours, on school activities (Hamner, 1986). Furthermore, of the time spent in school, only 65% was spent actually teaching. Similarly, in a recent poll of 1,550 teachers in Virginia it was found that teachers worked an average of 48 hours a week during the school year ("Poll results," 1987). These extra hours may be especially tough to take when teachers believe their salaries to be inadequate for what they do. As Golding (1986) pointed out, "the salary and contract do not include additional days I spend attending conferences; tuition and time required to keep my teaching certificate current; . . . time after regular school hours meeting with concerned parents at their convenience; . . .

and countless other school-related responsibilities that must be exercised beyond my contractual obligations."

As Anderson (1982) has pointed out, school climate has been assessed in many different ways, but a problem has been the lack of well designed research that tests changes in the overall climate of a school due to changes in particular elements of that climate. Teacher perceptions of the different aspects of school climate are important for all concerned with improving education, particularly when those perceptions may be affected by the race or sex of the teacher. It provides a foundation for future research to review the effects of particular variables on the "buzzing confusion" (Argyris, 1958) of school climate. Such reviews can lead to revisions of school policy, as well as changes in teacher and principal behavior.

Besides perceptions of school climate, teachers' commitment to the profession was also an important factor affecting this sample's satisfaction on the job. When teachers were asked to distribute a kitty of 100 points across five categories of time length in the profession, 4.4% of the teachers gave at least 60 points to the category "definitely plan to leave teaching as soon as I can." Similarly, 15.7% of the teachers gave at least 60 points to the category "will probably continue until something better comes along." Teachers commented on a "feeling of discouragement from seasoned teachers" and worried about "burn-out."

Reasons for these teachers' worries about discouragement with the profession come from their perceptions of how to make teaching a more attractive field. As a group, teachers ranked "higher teacher salaries" as the most important way to improve the attractiveness of teaching. Following in order were fewer student discipline problems; better materials and supplies; more community support; and more clerical support.

Suggestions for Future Research

In short, these teachers tend to be satisfied with their teaching positions though they clearly identified problem areas in their own jobs and in the profession generally. The results of this study also suggest that blacks and whites differ in critical ways in the process leading to teacher job satisfaction. Also evident are differences in the ways males and females view aspects of their schools and their own commitment to the profession. Further research should, therefore, be directed toward addressing these complicated interactive issues and should include other groups of teachers beyond the early-career stage. For example, we know that more experienced teachers have different needs and expectations than do their less experienced colleagues (Levitov & Wangberg, 1983; Turk, Meeks, & Turk, 1982). It would be valuable to determine if the processes leading to teacher

satisfaction are similar or different for teachers beginning their careers, at the middle of their careers or at the end of their careers.

Follow-up of groups, such as this one, would also provide valuable information and help separate teacher's perceptions of future actions from the reality of what really happens further down the road. Such longitudinal data would help clarify how teachers perceive themselves at various times in their careers and may help understand why some teachers stay and some leave teaching. Through these efforts the addition of other important variables in this model might be investigated. The effects of home life and satisfaction on work satisfaction is one factor that has shown promise in the explanation of what makes people more satisfied in their jobs. For the variables included in the model in this study, school climate and commitment played an important part in determining satisfaction. Perhaps further research could focus on what aspects of these variables are the most important. Through teacher comments on this questionnaire, specific aspects of school climate were raised as affecting teacher satisfaction. Paperwork overload, for instance, is a variable that might merit incorporation in future research. Student discipline problems also could be investigated as a factor affecting the job satisfaction of teachers.

This study served to test a model of teacher satisfaction that was built on previous literature in the field.

Through future research with other groups and with other variables, the processes leading to teacher satisfaction can be clarified, thus providing important information for administrators, counselors, teacher educators, and teachers themselves to help improve the job situations of those in the classrooms. Such improvements would serve to help in the recruitment of new teachers to the profession and to help those now teaching stay in the teaching field.

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APPENDIX A

QUESTIONNAIRE AND ACCOMPANYING CORRESPONDENCE

April 11, 1986

TO: Certain Division Superintendents

FROM: Everett B. Howerton, Jr., Deputy Superintendent for Curriculum, Instruction, and Personnel Services

SUBJECT: Survey of Teacher Plans for Remaining in the Profession

This is to express my appreciation to you and your staff for your recent completion of our Annual Survey of Teacher Shortage Areas. As important as this survey is for identifying areas of potential shortages, it does not produce the type of information that may provide a solution to this growing problem. We anticipate that the teacher shortage problem may be increased somewhat beginning next year when all new teachers will be required to achieve passing scores on the National Teacher Examinations and demonstrate mastery of the Beginning Teachers Assistance Program competencies.

If we are to understand how best to attract and retain quality teachers, we need to survey the teachers on their future plans to remain in the profession. To determine their plans and perceptions, we have asked Dr. Lawrence Cross and his colleagues at Virginia Tech to conduct a survey of beginning teachers. Enclosed for your review is the text of the questionnaire which will be used.

The questionnaire will be sent to a sample of 900 teachers across Virginia who began their teaching careers within the past six years. Teacher responses will be treated confidentially and results will be reported only in the aggregate. The names of individuals or of school divisions will not be associated with individual responses in any report.

The questionnaires will be mailed to the teachers on or about April 15. If you need additional information, please contact Dr. Cross at Virginia Tech at

EBHjr:dj
Enclosure



A LAND-GRANT UNIVERSITY

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

Educational Research

April 11, 1986

Dear Colleague:

As you undoubtedly know, new teachers hired in Virginia after 1985-86 will be required to satisfy two new requirements in order to be certified. Specifically, prospective teachers will be required to achieve passing scores on the National Teacher Examinations (NTE) and demonstrate mastery of 14 competencies as part of the Beginning Teachers Assistance Program (BTAP).

While these two requirements can go a long way toward protecting the public from incompetent teachers, they may also exacerbate the teacher shortages that are predicted in many fields. It is important, therefore, that we learn more about what motivates newer teachers to stay in or leave the profession. It is also important to learn whether performance on the NTE or BTAP is related to career perceptions of teachers.

As someone who has entered the teaching profession during the past seven years, before these requirements were imposed, I would like you to share with us your perceptions and aspirations as a teacher by completing the enclosed questionnaire. This study is funded by the Virginia Department of Education and your Superintendent understands that one or more teachers from your school division will be asked to complete the questionnaire.

You are asked to respond candidly with our assurance that your responses will be treated confidentially. The code number at the bottom of the questionnaire will be used only for follow-up purposes. Only group responses will be reported; your name will never be associated with your responses.

I hope you will take the time to complete the questionnaire and return it to us by April 30, 1986.

Sincerely yours,

Lawrence H. Cross
Associate Professor
Educational Research

Follow-up Post Card Sent to Nonrespondents

Last week a questionnaire asking you to share your perceptions and aspirations as a teacher was mailed to you. Your name was drawn through a random sampling of newer teachers in the Commonwealth of Virginia.

If you have already completed and returned it to us, please accept our sincere thanks. If not, please do so today. Because it has been sent to a small, yet representative, sample, it is extremely important that yours also be included in the study if the results are to represent accurately the opinions of Virginia teachers.

If you did not receive the questionnaire or if it has been misplaced, please write or call me now and I will get another one in the mail to you immediately.

Sincerely,

Lawrence. H. Cross

Follow-up Letter Sent to Nonrespondents

A LAND-GRANT UNIVERSITY



VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

Educational Research

May 7, 1986

Dear Colleague:

Several weeks ago, I mailed you a questionnaire asking about your aspirations and perceptions of teaching as a career. My records show that as of today we have not yet received your completed questionnaire. Perhaps you misplaced it or put it aside to do at a later date. Won't you take just a few minutes to complete and return the enclosed replacement?

We have undertaken this survey because we believe it is important to learn what factors influence newer teachers to stay in or to leave the profession. The requested information is important to have if we are to avoid teacher shortages and make teaching an attractive profession to potential teachers.

You were selected from the pool of teachers who began teaching in Virginia after the 1978-79 school year. This time period includes teachers who generally have taught long enough to appreciate the limitations and advantages of being a teacher, but no so long as to feel "locked into" a profession that is no longer what it was when they began their teaching careers.

It is essential that each person contacted return a completed questionnaire if the survey is to be valid. If you have returned your questionnaire, please accept my appreciation. If you have not, please take a few minutes now to respond.

Sincerely yours,

Lawrence H. Cross, Ph.D.
Associate Professor
Educational Research

SURVEY OF EARLY-CAREER TEACHERS

This survey is an effort to determine how teachers with less than seven years teaching experience in Virginia feel about their jobs, their co-workers, and the teaching profession in general.

Please answer all of the questions. If you wish to comment on any question or qualify your answer, please use the margins or a separate sheet of paper.

This survey is part of a research study funded, in part, by the Virginia Department of Education. Thank you for your help.

Please return this survey to:

Dr. Lawrence H. Cross
Educational Research & Evaluation
293 University City Office Building
Virginia Tech
Blacksburg, VA 24061

CODE # _____

SURVEY OF EARLY-CAREER TEACHERS

Your answers to the following questions will be treated confidentially; information obtained from these questionnaires will be reported only in the aggregate. Please answer all questions as completely and candidly as possible.

FOR THE FOLLOWING TWO SETS OF QUESTIONS, PLEASE CIRCLE THE RESPONSE CHOICE THAT BEST REFLECTS HOW YOU FEEL ABOUT EACH OF THE STATEMENTS, USING THE FOLLOWING RESPONSE SCALE: AGREE (A), TEND TO AGREE (TA), TEND TO DISAGREE (TD), or DISAGREE (D).

THE FOLLOWING 20 QUESTIONS DEAL WITH YOUR PERCEPTIONS OF YOURSELF AS A TEACHER AND OF THE TEACHING PROFESSION.

1. Teaching gives me a great deal of satisfaction..A TA TD D
2. Teaching enables me to make my greatest contribution to society..... A TA TD D
3. I love to teach..... A TA TD D
4. If I could plan my career again, I would choose teaching..... A TA TD D
5. I would recommend teaching as an occupation to students of high scholastic ability..... A TA TD D
6. If I could earn as much money in another occupation, I would stop teaching..... A TA TD D
7. I find my contacts with students, for the most part, highly satisfying and rewarding..... A TA TD D
8. I feel that I am an important part of this school system..... A TA TD D
9. I feel successful and competent in my present position..... A TA TD D

10. I enjoy working with student organizations, clubs, and societies..... A TA TD D
11. I am at a disadvantage professionally because other teachers are better prepared to teach than I am..... A TA TD D
12. As far as I know, the other teachers think I am a good teacher..... A TA TD D
13. The "stress and strain" resulting from teaching makes teaching undesirable for me..... A TA TD D
14. Most of the actions of students irritate me.... A TA TD D
15. My students regard me with respect and seem to have confidence in my professional ability.... A TA TD D
16. My students appreciate the help I give them with their school work..... A TA TD D
17. To me there is no more challenging work than teaching..... A TA TD D
18. As a teacher, I think I am as competent as most other teachers..... A TA TD D
19. I really enjoy working with my students..... A TA TD D
20. I am well satisfied with my present teaching position..... A TA TD D
- THE NEXT 16 QUESTIONS DEAL WITH YOUR PERCEPTIONS ABOUT YOUR SCHOOL, YOUR PRINCIPAL, AND THE PEOPLE YOU WORK WITH.
21. The school staff is proud of the reputation of the school..... A TA TD D
22. The morale of the staff at our school is high. A TA TD D
23. Teachers of certain subjects do not mix freely with other members of the staff..... A TA TD D

24.	Teachers get together in small select groups..	A	TA	TD	D
25.	School equipment is inadequate to meet demands.	A	TA	TD	D
26.	There is no real problem if additional materials and books are required.....	A	TA	TD	D
27.	We are continually trying new ways of contact with parents.....	A	TA	TD	D
28.	Teachers in this school have regular contact with teachers of their subject in other schools....	A	TA	TD	D
29.	Our principal encourages teachers to contribute suggestions to the running of the school.....	A	TA	TD	D
30.	Our principal discourages teachers who want to try out new ideas.....	A	TA	TD	D
31.	Our principal sees all school problems from one point of view.....	A	TA	TD	D
32.	Our principal sets a good example by working hard.....	A	TA	TD	D
33.	Our principal never attempts to deal with a problem until circumstances force him/her to take action.....	A	TA	TD	D
34.	Our principal takes pains to deal with problems at the earliest possible stage.....	A	TA	TD	D
35.	Our principal helps teachers to solve their personal problems.....	A	TA	TD	D
36.	Our principal develops a real interest in our welfare.....	A	TA	TD	D

PLEASE RESPOND TO THE NEXT TWO QUESTIONS BY DISTRIBUTING A "KITTY" OF 100 POINTS OVER THE AVAILABLE CHOICES. FOR EXAMPLE, IF ASKED TO DISTRIBUTE 100 POINTS TO EXPRESS YOUR PREFERENCE FOR THREE FLAVORS OF ICE CREAM, YOU MIGHT RESPOND AS FOLLOWS:

	Points
Vanilla	10
Chocolate	60
Strawberry	30

	100

LISTED BELOW ARE INCENTIVES TO MAKE THE TEACHING PROFESSION A MORE ATTRACTIVE OCCUPATION. PLEASE DISTRIBUTE A "KITTY" OF 100 POINTS ACROSS THESE ITEMS TO REFLECT THE IMPORTANCE EACH WOULD PLAY IN MAKING TEACHING A MORE ATTRACTIVE FIELD FOR YOU PERSONALLY.

	Points
1. Higher teacher salaries.....	_____
2. Less administrative supervision.....	_____
3. More community support.....	_____
4. Fewer student discipline problems.....	_____
5. Using a merit pay system.....	_____
6. More support from other teachers.....	_____
7. More clerical and support service.....	_____
8. Better facilities and materials.....	_____
	100

PLEASE DISTRIBUTE A "KITTY OF 100 POINTS" TO REFLECT HOW LONG YOU ARE LIKELY TO TEACH.

1. Until eligible for 'early' retirement	_____
2. Until 'normal' retirement	_____
3. Until forced to retire due to age	_____
4. Will probably continue until something better comes along	_____
5. Definitely plan to leave teaching as soon as I can	_____
	100

THE FOLLOWING QUESTIONS DEAL WITH YOUR FAMILY AND YOUR FAMILY BACKGROUND.

1. Approximately how many miles from where you are now teaching did you:
 - a. grow up? _____(miles)
 - b. go to college? _____(miles)
2. Are you the primary wage earner in your household?
 - 1 YES
 - 2 NO

Please check one of the five categories below that best describe your mother's and your father's principal occupations while you were growing up.

	<u>father</u>	<u>mother</u>
1. TEACHER AT K-12 LEVEL	_____	_____
2. NONTEACHING PROFESSIONAL (e.g., accountant, physician, registered nurse, manager, engineer, commissioned officer)	_____	_____
3. SKILLED WORKER (e.g., police officer, sales, beautician, clerical, mechanic, foreman, licensed practical nurse)	_____	_____
4. SEMISKILLED WORKER (e.g., laborer, hospital aide, assembly line worker, domestic)	_____	_____
5. DECEASED, ABSENT, OR NOT EMPLOYED OUTSIDE THE HOME	_____	_____

Please circle the highest level of education that each of your parents have completed.

	<u>father</u>	<u>mother</u>
LESS THAN HIGH SCHOOL	1	1
FINISHED HIGH SCHOOL	2	2
COMPLETED SOME COLLEGE	3	3
FINISHED COLLEGE	4	4
ATTENDED OR COMPLETED GRADUATE SCHOOL	5	5

Is there anything else you would like to tell us about your concerns as a teacher in Virginia? If so, please use this space for that purpose.

Also, any comments you wish to make that you think may help us in future efforts to understand the problems and feelings of beginning teachers in the Commonwealth will be appreciated, either here or in a separate letter.

Your contribution to this effort is greatly appreciated.

APPENDIX B

ASSIGNMENT COURSE CODES AND TEACHER SUBJECT AREAS

Mapping of Teaching Assignments
to Teaching Assignment Areas

List of Procedures

If instructional and no endorsement code: then assumed to be endorsed since one cannot be unendorsed.

If noninstructional (e.g., Study Hall): then not counted.

For all sciences having 4100 endorsement codes in any year: coded as General Science (Teaching Area No. 5)

Chair of Science: coded as General Science (Area No. 5)

Reading Teacher (Area No. 39): all assignments having Reading in the description (e.g., Remedial Reading, Gr 1-3)

Mathematics (Area No. 4): coded only if have 3100 endorsement

Remedial Math coded as Elementary (Area No. 1) since 3100 endorsement (math) not required

Sp. Ed. Voc. (Area No. 38): includes disadvantaged when not associated with a particular field

Department Chairs are assigned to corresponding teaching areas (e.g., Chair of English coded as English) except as noted below when the chair involves multiple teaching areas (e.g., Foreign Languages)

Chair of Foreign Languages: coded as Other Foreign Languages (Area No. 15)

All Physical Education are coded Physical Education (Area No. 16) regardless of endorsements.

Mapping of Assignment Codes
to Teaching Areas

TEACHING AREA	ASSIGNMENT CODES
Elementary education	0001 - 0009, 0025, 0040
English	1101, 1109 - 1179, 1188 - 1198
Hist., Geog., & Social St.	2101 - 2950
General Mathematics	3101 - 3128, 3142, 3194, 0061, 0064
Mathematics	3130 - 3137, 3143, 3150, 3160 - 3190
 <u>Sciences</u>	
General Science	4101 - 4125, 4205, 4305, 4403, 4405, 4505
Biology	4310, 4320, 4340
Chemistry	4410, 4320, 4340
Physics	4510, 4520, 4540
Earth Science	4210, 4240, 4250, 4260
 <u>Languages</u>	
French	5104 - 5160
German	5204 - 5250
Latin	5304 - 5350
Spanish	5504 - 5560
English (ESL)	5705 - 5730
Other	5404 - 5450, 5605 - 5700, 5740 - 5920
Health, Phys. Ed.	7101 - 7700, 0015, 0016
 <u>Electives</u>	
Art	9101 - 9193, 0012
Music	9201 - 9289, 0013, 0014
Driver Ed.	7001 - 7040
Communication/Drama	1200, 1210, 1218 - 1510
Preschool	7884
 <u>Special Education</u>	
EMR	7810 - 7825
TMR	7830 - 7840
Hearing	7846 - 7849
Visual	7850 - 7853
Emotional	7860 - 7863
L.D.	7865 - 7868
Physical	7870 - 7873
Speech	7875
Severe & Profound	7880 - 7883

Vocational Education

Business Ed.	6101 - 6799
Agriculture	8001 - 8099
Distrib. Ed.	8101 - 8199
Home Economics	8201 - 8299
Health Occupations	8301 - 8399
Industrial Arts	8401 - 8475
Trade & Industrial	8501 - 8999
Voc. Ed. Handicapped	9012 - 9055

Specialists

Reading Sp.	0051, 0054, 1106, 1107, 1180, 1184, 1186
Guidance Counselor	0101 - 0106
Librarian	0131, 1600, 1601
Principal	0097 - 0102

THE SCHOOL ADMINISTRATOR'S
HANDBOOK OF
COURSE CODES AND ENDORSEMENT CODES

FOR USE IN DETERMINING
CORRECT CERTIFICATE ENDORSEMENT(S)
FOR EACH COURSE OFFERED

DIVISION OF RESEARCH, EVALUATION AND TESTING
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

1983-84

PART I - Course Codes and Names and
Required Endorsement Codes

CODE	COURSE NAME	ENDORSEMENTS
0001	GRADE 1	9320 9350 9500
0002	GRADE 2	9320 9350 9500
0003	GRADE 3	9320 9350 9500
0004	GRADE 4	9320 9350 9500 9700 9710
0005	GRADE 5	9350 9500 9700 9710
0006	GRADE 6	9350 9500 9700 9710 9800
0007	GRADE 7	9350 9500 9700 9710 9800
0008	KINDERGARTEN	9300 9320 9322 9350
0009	PRE-KINDERGARTEN	
0012	ELEMENTARY ART	9110 9320 9350 9500 9700 9710 9800
0013	ELEM MUSIC/INSTRUMENTAL	9210 9230 9232
0014	ELEM CLASSROOM MUSIC	9210 9220 9320 9350 9500 9700 9710 9800
0015	ELEM PHYSICAL ED.	7110 7132 7136 7142 9320 9350 9500 9700 9710 9800
0016	ELEM HEALTH	7110 7122 7126 7142 9320 9350 9500 9700 9710 9800
0025	PRIMARY GR 1-3	9320 9350 9500
0040	INTERMEDIATE GR 4-7	9350 9500 9700 9710
0051	REMEDIAL READING GR 1-3	0140
0054	REMEDIAL READING GR 4-7	0140
0061	REMEDIAL MATHEMATICS GR 1-3	9320 9350 9500
0064	REMEDIAL MATHEMATICS GR 4-7	9350 9500 9700 9710
0097	PRINCIPAL-MIDDLE *	0100 0106 0107
0098	ASSISTANT PRINCIPAL-MIDDLE	0100 0106 0107
0099	PRINCIPAL-ELEMENTARY	0105 0107
0100	ASSISTANT PRINCIPAL-ELEMENTARY	0105 0107
0101	PRINCIPAL-SECONDARY	0100 0107
0102	ASSISTANT PRINCIPAL-SECONDARY	0100 0107
0103	ELEMENTARY GUIDANCE	0172 0173
0104	SECONDARY GUIDANCE	0171 0173
0105	COORDINATOR OF GUIDANCE	0171 0172 0173
0106	MIDDLE SCHOOL GUIDANCE *	0171 0172 0173 0174
0108	PLANNING	
0109	COORDINATION	
0110	REMEDIAL INSTR SEC NOT READING	
0111	RESOURCE TEACH SEC NOT READING	
0112	TALENTED AND GIFTED	
0113	IN-SCHOOL SUSPENSION	
0114	ALTERNATIVE ED	
0115	ALTERNATIVE ED TALENTED & GIFT	
0116	ALTERNATIVE ED REMEDIAL	
0117	CAREER EDUCATION	
0118	NON-TEACHING ASSIGNMENT	
0120	COMPUTER LIT.=NOT RUS. OR MATH	
0130	STUDY HALL	
0131	LIBRARY / MEDIA SPECIALIST	1600
0132	RESOURCE TEACHER-READING	0140 1700
0133	AUDIO-VISUAL SP(NON-LIBRARIAN)	
0134	MATERIALS SP(NON-LIBRARIAN)	
0152	ATHLETIC DIRECTOR	
0153	ACTIVITY DIRECTOR	
0154	ACTIVITY SPONSOR	
1101	DEPT CHAIRPERSON/ENGLISH	1100
1106	READING GR 6	0140 1700 9350 9500 9700 9710 9800
1107	READING GR 7	0140 1700 9350 9500 9700 9710 9800
1109	LANGUAGE ARTS GR 6	1100 9350 9500 9700 9710 9800
1110	LANGUAGE ARTS GR 7	1100 9350 9500 9700 9710 9800
1120	ENGLISH GR 8	1100 9710
1130	ENGLISH GR 9	1100

* After 1985-86 only the appropriate middle school endorsements will be acceptable for these assignments.

CODE	COURSE NAME	ENDORSEMENTS									
✓1140	ENGLISH GR 10	1100									
✓1150	ENGLISH GR 11	1100									
✓1160	ENGLISH GR 12	1100									
✓1165	LIT OF A PARTICULAR AUTHOR	1100									
✓1166	THE SHORT STORY	1100									
✓1167	THE NOVEL	1100									
✓1168	POETRY	1100									
✓1169	NON FICTION	1100									
✓1171	CREATIVE WRITING	1100									
✓1172	ADV COMP-CREATIVE WRITING	1100									
✓1173	ADV COMP AND LITERATURE	1100									
✓1177	ADV COMPOSITION	1100									
✓1178	ADVANCED ENGLISH	1100									
✓1179	ADVANCED LANGUAGE STUDY	1100									
✓1180	DEVELOPMENTAL READING GR 8-12	0140	1700								
✓1184	REMEDIAL READING GR 8-12	0140									
✓1186	ADV READ & STUDY SKILLS GR8-12	0140	1700								
✓1188	DRAMATIC LITERATURE	1100	1400								
✓1189	ETHNIC LITERATURE	1100									
✓1191	WORLD LITERATURE	1100									
✓1192	LITERARY ARTS GR 8	1100	9710								
✓1196	ADV PLACEMENT ENG FOR SENIORS	1100									
✓1197	LITERATURE OF THE BIBLE	1100									
✓1198	ENG-SOC STUD GR 8 (BLOCK TIME)	1100	2300	2700	9710						
✓1200	JOURNALISM I	1200									
✓1210	JOURNALISM II	1200									
✓1215	PHOTOJOURNALISM I										
✓1216	PHOTOJOURNALISM II										
✓1218	MASS MEDIA	1100	1300								
✓1300	SPEECH FUNDAMENTALS	1300									
✓1302	ADVANCED ORAL COMMUNICATIONS	1300									
✓1390	SPEECH AND DRAMA APPRECIATION	1300	1400								
✓1395	ORAL LANG LAB: PREP. & PERFOR.	1100	1300	1400							
✓1410	THEATER ARTS EXPLORATION	1400									
✓1420	ACTING	1400									
✓1430	THEATRICAL PRODUCTION	1400									
✓1440	ADVANCED THEATER ARTS	1400									
✓1445	FILM PRODUCTION	1100	1300	1400							
✓1446	FILM STUDY	1100	1300	1400							
✓1510	BASIC COMMUNICATION SKILLS	0140	1100	1700							
✓1520	MYTHOLOGY	1100	2300	2700	5300	5600					
✓1600	LIBRARY AND REFERENCE SKILLS	1100	1600								
✓1601	INTRO TO LIBRARY SCIENCE	1600									
✓1900	RELIGION AND/OR BIBLE I										
✓1901	RELIGION AND/OR BIBLE II										
✓1902	RELIGION AND/OR BIBLE III										
✓1903	RELIGION AND/OR BIBLE IV										
✓1904	RELIGION AND/OR BIBLE V										
✓1905	RELIGION AND/OR BIBLE VI										
✓2101	DEPT CHAIRPERSON/SOCIAL STUDIE	2200	2300	2400	2500	2600	2700	2800	2900		
✓2105	CIVICS(CITIZENSHIP STUDIES)	2200	2300	2400	2600	2700					
✓2107	LEARNING SKILLS-SOC STUDIES	2200	2300	2400	2500	2600	2700	2800	2900		
✓2210	WORLD GEOGRAPHY	2200	2600	2700							
✓2212	GEOGRAPHIC FUNDAMENTALS	2200	2600	2700							
✓2220	U.S. HISTORY & GEOGRAPHY GR 8	2300	2700	9710							
✓2290	ECONOMIC GEOGRAPHY	2200	2600	2700							
✓2315	HUMANITIES	1100	2300	2700	9100	9110	9200	9210			

APPENDIX C
TEACHER COMMENTS

TEACHER TRAINING & SUPPORT

Thinking back to my first year of teaching, I really would have liked to have a "support" class which I could attend every week for approx. 1 semester. The "support" class would help me to deal with concerns as a new teacher as well as to create new ideas/projects for my class. At the end of my second year, I would like to see a program such as BTAP started. By the end of 2 years, I would feel more confident in my ability to master skills/techniques needed for passing the NTE and the 14 competencies of the Virginia BTAP program.

For a beginning teacher, there is a sink or swim situation. A new teacher survives merely by his own saving hand. Ideas: mentor teacher to help new teachers; workshop on doing the Va. Register; standard "punishment" for behavior problems; more money!! a pat on the back SOMETIMES instead of a kick in the teeth.

It would be nice to be presented, upon entering a school system, with a guide listing any nearby sources available to teachers.

Teaching is very rewarding. Sure, I'd love more money but I knew before I got into the profession that it wasn't like being paid an engineer's salary. My concern when I began teaching was that administrators often assume that you know how to do certain things which often is not so. New teachers should be given a workshop just to give them a chance to see exactly how a classroom is run, not to be "thrown to the wolves" and given peer eval's because they didn't know. I didn't face that part of it, but I know a few teachers who did. I feel at times that we spend too much time shoving papers and aren't allowed to teach, then when students don't excel on SAT's, etc., we're blamed. Parents need to be more involved. There is no way that we can teach a child everything and discipline them too. We need help.

The greatest concern I have for beginning teachers is that they are so often transferred to other schools because of their lack of experience. After teaching two years, I am being transferred because everyone else has more experience. When can I count on being at the same school for good?

I think in teaching, college students need more in classroom experience than book knowledge. When I entered the teaching profession I received 15 and a half weeks of student teaching and as a Jr. I "blocked" (half-day aide + half-day classes). Also observing a lot of different teachers for different styles and methods.

Teaching can be a loving and rewarding experience, but teachers need to be understanding and be loaded with patience! If you're not--you are in the wrong field.

Education students need more than one semester of student teaching. A full year of practical experience would benefit the student teacher greatly by experiencing "the real world of teaching."

I have learned more from actual teaching than all my years in formal education. College does not give enough practical experience.

I feel that I needed more contact in college with actual teachers not just professors who "once" were public school teachers. I feel that forums, more classroom observations, discussions with new teachers would better prepare college graduates for the "real world" of teaching.

Prepare student teachers for the discipline problems. A lot of time in college is spent on book knowledge where little of that is used in the field. A teacher needs to be a creative energetic person with a high level of tolerance.

Please get student teachers out in the teaching field before their senior year. Let them do some work in the regular and special class their freshmen year. Stop giving so much textbook work. Give more "hands on" classroom work. Require so many hours in the classroom each year. Example: freshmen--20 hrs (teaching & observation); sophomore--30 hrs; junior--40 hrs; senior--student teaching.

Teachers who truly love their jobs are essential to promoting the teaching profession. Yet, one cannot know for certain if teaching is the "right" profession for him/her until one has "tried it out." Experience outweighs book knowledge when it comes to handling discipline problems. The book knowledge is only worthwhile and memorable when it is applied to a "real" situation. My classes in mathematics in high school and college gave me all the facts I needed to pick up a high school math textbook and teach from it. The experience of doing math over the years, making mistakes and correcting them, enabled me to show students how to do their math problems. However, the philosophy of teaching which I learned from a textbook my last year in college didn't sink in or get put to "gradual" use. I was "thrown in to the lions" and left to escape by my own methods--fight 'em or flee from them. My own instincts took over first, before I resorted to any book knowledge. Now if I had grown up teaching other students and experiencing the "problems" of being a teacher, then I would have had some practice and experience to draw on.

Even now I give my own students a chance to teach class. The reason I even considered teaching as a profession was that a high school teacher asked me (as a high school student then) to teach a mini course on metrics to her typing students. Then she praised me on my performance when I was through, and told me I should think about being a teacher. I never forgot that message.

Student discipline can be a major drawback to teaching, but with a fair set of rules which are enforced, a good teacher attitude, and strong administrative support, teaching can be highly rewarding!

I think this state should give money to teachers so they can receive their masters or simply take courses.

Probably my biggest learning experience in teaching was substituting. I think all student teachers should be required to substitute (with pay) for at least one semester. This will give them a true feeling for the discipline problems they will face as a teacher. Obviously teacher pay is a real problem. Starting salaries for teachers should be at least \$20,000, and a master's degree should be \$3,000 more.

Discipline is becoming a supreme problem in our schools. Parents

should be forced to become involved in school discipline problems. There should be a set series of discipline procedures that the administration uses. Teachers should not be required to have a disruptive student or emotionally disturbed student in her class. With these problems, there is no learning taking place.

Teacher in-services are a complete waste of time. An in-service should be educational and useful to the teachers.

Administrators should be evaluated by the staff every year. Administrators should teach in each classroom at least twice a year. This should be a state requirement. This would give them awareness of the teacher/student situation in the classroom.

I feel students preparing to become teachers need to spend more time in actual classrooms during college. There is nothing like the "real classroom" to help with your own teaching.

Each new teacher would benefit from having another teacher available to assist, counsel, guide through that very trying 1st year. This person should be someone the new teacher feels won't repeat their discussions!

I think that all education majors should have 1 complete course (sem.) on the P.E.T. Program based on Madeline Hunter's philosophies. (this program is given to all first year teachers in Newport News but that is sometimes too late).

I did not feel that college prepared me for what the classroom was really like as far as making lesson plans and teaching strategies.

As a Special educator, I have had great difficulty in being accepted as a teacher. My colleagues view my job as "paid babysitter" with "those 13 kids." Being accepted into the education field with the same credentials as some of the practicing teachers has proven extremely difficult for me.

Many first year teachers are not familiar with the educational curriculum. They know how to teach reading, language, etc. but are not familiar with using classroom texts.

I think when teachers are in college preparing for teaching careers there needs to be more on-the-job training to correlate the materials in educational readings to the real educational world.

A new teacher is a lonely position. Two teachers have gone out of their way to be helpful. Most of the others just ignore us. My greatest concern has been for my students--"Am I teaching what everyone else is teaching?"

Discipline problems are largely the teacher's responsibility. There is little administrative "back-up" when children are sent to the office. Often they are sent back to class. The poor behavior then continues.

Salaries and benefits could be improved for teachers. This would be one less area for teachers to complain about. With planning, papers to grade, motivational strategies, test scores, meetings and workshops, parental attitudes, administrative evaluations and public opinion of public schools, who needs another "area of concern?"

Thanks for the chance to "air" it all out.

Realistic attitudes towards classroom discipline should be taught in colleges. One severe problem in a classroom can dishearten a new teacher when there is a lack of parental and administrative support. New teachers are often given classes with several severe problems and no support. The "grin and bear it" theory has little to recommend it. More experienced teachers are presently the only help for the new teacher.

I feel new teachers need much more training i.e., teaching, organization, etc.

1) Assign new teachers a "peer partner" in their school to answer questions or be a general reference and help to beginning teachers. 2) Discipline continues to be a problem. School should be a privilege and if behavior is detrimental to the learning process, the source of the behavior should be removed.

Every new teacher should have as much experience they can get in the schools before their first job. I wished I had had more.

The whole idea of a Vo-Tech Center is a joke to the students. A place to "make an easy A." Home schools need to support us more; if students coming in had a more serious attitude, there wouldn't be the discipline problems facing us today!

I graduated from a very prestigious academic (private) college in North Carolina. When I graduated we were required in N.C. to pass the NTE to receive NC certification. I easily passed that test (scores in 98%)-- however I do not feel it showed whether or not I was a competent teacher candidate--I was just well prepared for the test. I feel a much more effective method of assessing competency would be through classes that trained you in effective teaching practices dealing with the basics of good record keeping to being a good disciplinarian to being an effective role model to planning lessons that meet the needs of a variety of levels of students. I do not feel I was adequately prepared for these "real world" aspects of teaching. I knew the subject matter and how to write a unit plan that "sounds good on paper," but was taught no strategies for teaching different types of learners, how to handle and teach 3 different learning ability levels grouped in one classroom or even how to set up a good basic record management system. It sounds like the BTAP will address many of these concerns--but start helping the new teachers before they graduate and while student teaching instead of beginning an assessment program after they're in the "real world." This may prevent or ease many of those 1 year frustrations.

School administrators and cooperating teachers should welcome student teachers, encourage them, and permeate a positive feeling towards teaching. I experienced a feeling of discouragement from seasoned teachers.

Universities should raise their Quality Point Average requirements for teacher graduates. For example, when I graduated from Old Dominion Univ. during May, 1984, a mere QCA of 2.0 was acceptable.

I feel that salaries should rise but also the QCA.

Some of the classes I had to take are not useful in a real teaching situation.

I felt very well prepared when I graduated from college. My student teaching assignment was a very positive experience. I was ready to change the world until my class showed up on the first day. First year teachers could use a "hot line". I would have been eager to attend a weekend workshop or seminar for beginning teachers.

I worked it out because I made up my mind that twelve E.M.H. high school students weren't going to rob me of four years of my life. There are others, with the potential to become good teachers, who don't make the same choice.

First year teachers need to confer with one another and share problems and solutions. First year teachers could also benefit from the availability and advice of a college instructor who still remembers how confusing and frustrating the first year can be.

I think that financial aid should be given for teachers in educational programs.

I am a special education instructor and it is my feeling that many teachers who leave college to work in special education do not know how to individualize instruction for students.

I worked as a classroom aide for 5 years prior to earning my Bachelor's Degree in Early Childhood Education; thus, I did not enter the teaching profession with my eyes closed. I love my job; however, I am not financially compensated for the hours (and hours!) I devote to teaching. "Burn out" is one of my worst fears.

Beginning teachers are theoretically well-prepared (my NTE scores in Professional Knowledge as well as in Early Childhood were in the 90-99 percentile); however, they are not given enough practical and realistic preparation particularly in the area of classroom management. You need to show college students how to use all the wonderful ideas they are given in a classroom of 25 to 30 students.

While I am sure college professors are aware of the problems our society faces, they have little idea of the stress these problems cause both to students and teachers. We have to deal with divorce, lack of parent support and values, child neglect and abuse, unemployment, underemployment, poor health habits, low self-esteem, etc. on a daily basis. All this, and we still try to be the best teachers possible! In addition, many of us are trying to raise our own families.

My plea to you is, please make college students aware of and prepare them to realistically cope with these problems.

I am proud and happy to be a teacher in Va. In order to attract more teachers to the profession, it is imperative that:

(1) Education become a real priority in the state legislature and the county governments. Too many school systems pay lip service to education as a priority but cry "hold the line" on taxes whenever school budgets are drawn up.

(2) Teachers' salaries be raised to be competitive with other professions.

TEACHER TESTING, EVALUATION & CERTIFICATION

Concerning the BTAP program - I feel it would be better for all involved if the first year teachers were supplied with the BTAP materials and literature at the beginning of their first year but were not observed until the teacher had about 6 months to accustom herself to her new job and new students.

Personally I feel teaching is an excellent profession for me. I enjoy people, communicating and I love working with children of all ages. I would want to experience teaching and administration on higher levels, but never depart from the teaching "arena" itself. I feel teaching is a rewarding field. Those rewards are what you can contribute and offer to children and society, and what they can offer you. For further assistance with new teachers, I feel the 14 areas BTAP is grading on should be spelled out either through the University or a seminar before the teacher takes the initial assignment. I think lesson plans should be created to implement all 14 or as many as possible at one time. I think this should be a drill and practice for the graduating teacher. On the day the observer comes to observe it should be a "strut your stuff" performance, instead of a fearful intimidating one. The NTE should also be a routine lesson plan not propose a threat for the beginning teacher but provide a newer, more effective program designed for the education department at colleges and universities. Lastly, I feel the State Department of Education should remember, for those who desire to teach and have the ability, it is not the test score that brings about your best teacher, but time, patience, appropriate assistance, and on-the-job experience. That which most teachers learn comes from the children they teach and other teachers as far as effective classroom mgt., lesson plans, engaged teaching time, etc., are concerned.

I'm concerned about the people who are judging teachers. Who sets the criteria of a "good" vs "bad" teacher?

I was not in a teaching profession at first so therefore, I was unfamiliar with many teaching philosophies. The teachers should be given a time frame to work in before taking any type of standardized test. Many courses I had taken while employed before taking the NTE helped me a lot. You will find many vocational teachers who may not hold a degree in Education.

I feel that the 1st year is too soon for state evaluation in the classroom. School administration is sufficient. State evaluation should occur after one year of experience.

There is too much pressure put on a new teacher. The work load is great and discipline is a major problem. The administration observes and writes up a formal evaluation five to six times in a year on a first year teacher. This can cause a lot of stress to that teacher. A new teacher needs to be made fully aware of the stress and pressures put on them the first couple of years of teaching so they can better prepare themselves.

I do not feel that NTE test scores can be accurate evaluations for

selecting teachers. Test scores do not make good teachers! Students in college need a positive attitude toward education. They need higher pay and more support to encourage them into the field. Seems to me the education system is trying to scare them away! Hope this helps! Let me know if I can be of further assistance!

It bothers me that there are so many poor and incompetent teachers in the system. They are teaching in my school, and they are teaching my children in other schools. Why isn't something done to get them out of the schools where they are doing more harm than good? They teach and teach, while the children they "teach" suffer. It seems to me that they are given special treatment, because so many things are overlooked or covered up in their favor. It irks me!!

I would like to see more flexibility in course requirements (for Va certification) for teachers holding a certification valid in another state.

As a new teacher I have succeeded in BTAP and the NTE. My reaction toward BTAP was rather negative. The reason being, was that there was no immediate feedback. You have no idea where you stand until months after that. I feel this could be improved upon.

I feel that the BTAP puts too much pressure on a new teacher. Perhaps this would be better if the teacher had a chance to experience the children and classroom for a year, then be evaluated on the competencies.

As for the NTE, I feel that it also needs to be re-evaluated. I remember that some of the test items seemed totally irrelevant to teaching. The best place for basic preparation, in my opinion, is the student-teaching experience, providing that the supervision is consistent.

I feel that some of the teachers that have been teaching for 10 years or more should be completely re-evaluated.

I took the NTE and it in no way tells how I'm going to handle a classroom situation with real live students.

I feel being required to take an examination will prove nothing. Some people freeze in those situations. Some of those questions are a matter of opinion. Strict evaluation systems should determine good teachers.

We need more money \$\$\$. You fellows need to weed out the incompetent teachers which includes some new teachers but more than that the "burned out" teachers who no longer give a damn about their students and their profession. As a teacher with ten years of experience and a M.A. when I moved to Virginia, I felt that taking the NTE was of little value in proving my eligibility for certification. The expense and time taken for that test is a disgrace.

I think that the idea of having to pass the NTE with a standard score is a good idea. My college's teacher education program required a minimum score on the NTE in order for us to graduate in Education. I believe this was a great influence on teacher education students.

I think it is a shame that for political reasons new teachers are harassed and scrutinized.

Teachers, of excellent caliber and years of experience, get a hassle from the state certification people. Reciprocity is rarely honored. Credentials will not be evaluated until you are hired so you don't know that you need classwork until too late. The Va. colleges are not in touch with state requirements and you always end up with "one more course" to take. Not one teacher in our building has simply gotten his/her certification without a hassle. No. VA. is mobile and you're losing the good teachers who come in from out of state. We are not all "new" teachers just because we're new to the state.

Your "county" concept is too large for people to feel they have any impact on a district, as teacher or parent. School boards should be elected so that people feel they have some impact or avenue to effect change. School boards without fiscal responsibility are handicapped at the outset.

Teachers and bldg. administrators are not treated as professionals and until they are--starting at Central Office--people with dignity will look elsewhere. Put administrators--specifically Central Office & Principals--back in the class for a minimum of a month--preferably for a year every 5 years--so they have a realistic appreciation of what's going on and how their dictates affect the system.

Recertification is ridiculous. More is gained from inservice and teachers observing other teachers. Elementary teachers need a planning period each day. Teachers in Virginia are expected to teach anything that comes through the door and some children can not handle the classroom situation. I love to teach, but I don't like to police.

I know our concern today is to have competent teachers but enforcing new regulations upon beginning teachers will force college students to choose another career.

Before going back to college I worked as a Licensed Practical Nurse. In order to work I had to pass State Boards. The test that I was given related to the nursing curriculum. NTE's however had questions such as "what kind of fish are in the MeKong River?" (Even though I am a Business Teacher).

I feel that the National Teacher's Exam should be adjusted since it will undoubtedly prevent a lot of capable teachers from teaching.

Supervisors are not skilled in the area of teacher assessment and follow-up help.

Low salaries!

Few opportunities for teachers' input in areas of policy making and evaluation.

Methods and materials are below other states.

I felt overwhelmed by everything my first year of teaching. All the forms (insurance, retirement, etc.) to fill out were confusing. I did not mind taking the NTE's (in 1984), however I was never told whether my scores would have been acceptable under the new system or not. I will be moving to Louisville, KY this summer and am applying to school districts there. I don't even know if my NTE scores will be

acceptable.

I do not see what the NTE results have to do with the ability of a teacher to function properly in the classroom.

I believe that with all the testing of beginning teachers that some effort should be made to have the colleges that give teaching degrees out held responsible in some form. Or at least forced to prepare the beginner teacher according to the criteria that they will be tested.

Teaching can not only be measured by how much you know. A lot has to do with how much you care.

There should be some way for retiring professionals to enter teaching (in their field) without the complication of having to take the courses required for certification. This is especially critical in the science and math areas where shortages are developing.

Yes! I do not feel that the NTE or this BTAP serves as any indication of a qualified teacher. Some people do not test well and it (qualifications) should not be based on a test! Motivation and the caring of each individual's welfare is what counts. My NTE score was not good at all! It was passing though, yet my grades have always been A's and B's. As you can see, I don't agree with basing a person's career on 1 test! There are other qualities to look for!

I have enjoyed teaching in Va. I believe in the schools of Va--they are supported and they are doing good things. This particular school is small and very academically oriented (as opposed to athletically oriented or vocationally oriented).

My personal feelings as a beginning teacher include frustration and low self-esteem. Part of my problems are my fault, which I should deal with and would do you little good to know. But I also feel more observation and evaluation from other teachers and administration who help me to know what was right and wrong with my teaching. Right now I teach like I have been taught and I try to do the right things, but the measure of that is found in my students' accomplishments. As of right now I have a low measure--a lot of my students (50%-60%) are doing poorly (F). Therefore low self-esteem. Therefore frustration because I don't know what else to do.

My main concern as a teacher is the lack of an adequate teacher evaluation system. In this county school administrators have been given the task of teacher evaluation. Some administrators carry out this duty effectively, others do not. This is my third year teaching. Consequently, I am up for tenure. I have yet to be observed and/or evaluated this year by my administrative supervisor. I have heard similar stories of less than adequate evaluation systems in other schools in other areas of Virginia. I feel this is a major problem that needs to be dealt with soon!

It is my sincere hope that teachers for the State of Virginia will not be judged on the basis of a standardized test. I took the NTE in 1980 although it was not at that time a requirement. I found it had very little relationship to what I do on a daily basis as a teacher.

SALARIES

Teaching is a profession that one can receive a lot of satisfaction from. You have an opportunity to shape our teachers of tomorrow in a very positive way. I personally would like to see more attention focused toward your emotionally disturbed and LD kids. Salaries as we all know is a very important issue. We must in some way try to compete with industry (Engineers etc.) by offering grants in education and raising the salaries of teachers enormously. I'm upset over the fact that teachers further North (Fairfax, Chesterfield) make sufficiently more money than I do. I feel I am just as effective.

I think that teachers in Virginia should be allowed to sit down and negotiate as far as salaries are concerned.

My one concern is that younger teachers will leave the teaching profession in order to keep pace with the living standards of other professional peers. They may also want to live in a condominium and drive a Saab or Volvo. We simply don't want to leave our profession to live comfortably. Right now we're second class citizens among our educational peers. My 5th year salary was a lot of my friends' starting salary 5 years ago. "Why do I have to leave what I love to obtain the nicer things of life?" Do something to help us . . . we want good not semi-good teachers!! They go elsewhere because they desire nice things.

I truly enjoy teaching. As a male teacher I feel as though my contribution as a "male" role model has contributed greatly to respect my students give me. However, I am single. If I were to marry I would probably need to look toward another field if I want my family and I to be financially secure.

More increase for teacher salaries is my main concern. At least we should (State of VA) meet the national pay scale. I think the NTE is not a valid way of teacher compensation or credibility.

Teaching is about what I expected it would be when I first decided to become a teacher. I could make much more money programming computers, but my love for teaching keeps me here. Salaries for teachers must become more competitive with other 4 year degree jobs in the future for Virginia to keep competent teachers in the classrooms.

I feel teachers are not regarded as important by the public perhaps due to the low salary levels. I think that if the salaries were to increase, so too would the prominence of the profession.

Teachers should be paid more and required to do less paperwork that takes away from teaching time. They should also be supplied with more materials so that teaching can be more effective. Administrators should be required to go through a great deal of competency screening to ensure that they are able to do their job.

I am very satisfied with my current teaching position. The county I work for is very supportive. I do, however, (as all other teachers do) feel that higher salaries would keep better teachers and attract new

teachers.

Although a few of my responses may indicate that I am unhappy, it is not due solely to my school situation. In part, it is because I live 50 miles from school and therefore do not feel a part of the community, nor am I able to participate in many extracurricular activities. Because I do not work in the community where I live, I don't feel a part of that community either. Also, my salary in this county does not allow me to live comfortably in a larger city, where living expenses, taxes, etc. are more expensive. Thanks for including me in this research! All in all, I am happy with being a teacher in Va, just not this location.

I feel there has got to be an overall push for better salaries. If teachers are going to be required to take more schooling, the salaries have to reflect the amount put in.

One of my favorite sayings about my job is, "I love my job; I just wish I got paid for it." That is my main reasoning for not encouraging high scholastic ability students to join the teaching profession. Although we have received sizeable raises recently, Southwest Va is still well behind the national average as you well know. I do feel that I'm the luckiest person in the world; I love living in Carroll Co. and I love working at Stuart Elementary in Patrick Co. I have the best of both worlds. Our school has a great PTO. I have to make most of my teaching materials in my EMR Primary class, so this is most important to me.

Teachers do not get the pay that they deserve. My husband and I are both in the teaching profession. We have two children. We just make ends meet. We both work second jobs. Beginning teachers that I know must live at home because they cannot afford to live on their own. After all the time and money I have spent in college and attending extra classes and workshops--They call me a professional, but I'm (teachers) not "professional" enough to get the pay I deserve. If I have to leave teaching--(I don't want to!) it would be because I have to think about the welfare of my family!!

I believe that in order to attract new teachers into the teaching profession that salaries definitely need to increase. A lot of students don't enter the teaching profession because of the inadequate salaries.

Merit pay has no value until base salaries are increased across the board at all levels of teaching!

Prepare beginning teachers for the heavy load of paperwork that will be demanded of them.

I have a major concern: should I have to struggle as hard as I do to make it financially for the rest of my life? I am conservative and do not "blow" my money. I am usually blessed to have 80-90 dollars left after paying major bills (rent, low car payment, college loan, VEPCO, telephone, heat, doctors bill) and not being able to pay them off in full. I am 26, been working for four years and this is the first year I've had the guts to try it on my own, renting an apartment. The stress alone, due to financial problems, has helped to weaken my ability to deal with discipline problems in the classroom all day long.

Don't even mention how it puts me back if an emergency occurs. The 80-90 bucks is to put gas in my car and to buy food with, and whatever else comes along. What happened to extra-curricula activities? Do I have to struggle like this the rest of my life? I'm stressed out but I do feel that I'm called to be a teacher. Maybe next year will be better. Thank you for listening.

We need higher teacher salaries

I don't really have many complaints with the teaching profession personally. However, I am a minority in feeling this way. I really feel that salaries and gaining access to materials and supplies are two very big issues. In regard to salary, living increases have been provided to beginning teachers. I am in favor of this; however this is usually at the expense of the teachers in the middle of the salary scale. They usually receive a minimal percentage of the salary increase per year. When a 5 year teacher makes \$22,000 and sees a first year teacher make \$20,000 this is very demeaning and causes many teachers to leave the profession. Believe me, there are many lucrative jobs out there. A teacher I know made \$50,000 selling real estate part time and because I am skilled in word processing and graphics illustration I could make between 15.00-20.00 per hour (papers advertise these salaries), that amounts to app. \$28,000 and \$38,000 respectively. If I didn't love teaching for many reasons besides the poor salary, I would've left a long time ago. I know several teachers in my school who are very likely to leave within 2 years and about 70% or maybe even higher, often talk of leaving but haven't done so. There is a lot of dissatisfaction--low morale and frustration over pay. Its frustrating when I look at a 10 or 15 year veteran and realize that because they don't make much more than me, I probably won't be much further ahead financially either. I do have to give credit to our county--we've gotten good pay raises for 6 years. However, it's when salaries are compared to other professions that you start to get into trouble.

While I enjoy my job and am fortunate to be in a school with a good administration, it is somewhat discouraging to look at the pay scale and extrinsic rewards of teaching.

The pay scale for teachers is too low for all the work that we do. I also coach and many nights don't get home until six or seven o'clock. They just don't pay a teacher what he or she should receive.

The following items would make me definitely want to stay in teaching: 1) higher salary. I feel that I have the intelligence that would have enabled me to major in another field in college that would pay more than teaching. If I were financially able I would quit teaching and go back to college and get a degree in some other field. 2) less work to do at home. In the school system that I am presently teaching I have no planning period. I do at least 1 hour of school work per night. 3) better disciplined students.

If I were offered more money in a different profession, I would leave teaching. Teachers' salaries need to be increased. The state needs to help teachers with finances when taking classes for recertification. I enjoy taking graduate courses in my field but I can

not afford to take classes every summer.

I know many people who are leaving the teaching profession due to salaries. Even though I love to teach, I would take another job if it paid more.

If I weren't a retired military officer, I couldn't afford to teach. The pay is miserably low (for a college graduate), and the community opinion of teachers is rather low. I personally enjoy it--but the above two are big negatives!

It would help if teachers received their pay twice a month instead of once a month. I also feel teachers in southern Va. (in the rural areas) need better pay.

As most teachers might mention I would like to see teacher pay increased. Teaching in general has been highly rewarding for me and a fantastic experience.

If I were married I would not be able to support my family!

The starting salaries should increase for teachers!

I believe that an increase in salaries would be the most attractive item you could use in the public school system.

I enjoy my job as a teacher. This is a job I would like to retire from. The problem is, my salary is so low. I feel I need a job that will enable me to enjoy some of the finer things life has to offer.

I feel teachers should be paid comparable salaries for their years of education. Most teachers, especially beginning teachers, usually need to supplement their salaries. Special education teachers should be paid more for their skills, clerically and instructionally.

My major concern is that the trusting children of Virginia may soon be taught by teachers who don't care or are less skilled than they need to be. Teaching simply does not pay enough to support a family on and too many of us good teachers are getting tired of working two and three part-time jobs in order to make ends meet.

I can't afford to teach any longer.

I would like to see all teachers paid more.

It is extremely difficult to support one's self on a teaching salary. I have maintained a part-time job the five years I have taught. My debts included: car loan, school loan, credit card payments, rent, and everyday expenses. As a single woman, desiring to buy a home and live a little more freely (NOT WEARY FROM BILLS), I have applied to graduate school for an MBA.

If this is a professional field, then let's get paid for it!

Teachers must have higher salaries in order to survive in today's economy. I consider myself an excellent teacher. I have an

extraordinary relationship with the children and have made many enjoy what I teach them. However, all this self-satisfaction and terrific ability to communicate with students does not pay the bills. I feel as if my job is unimportant to society, especially when Moses Malone--no college education at all--is a millionaire. Where are society's priorities? Please excuse my tardiness but I misplaced this among other papers--typical school teacher. Hope it's not too late.

I graduated Magna Cum Laude and participated in a varsity sport all 4 years at a Division II University. I feel I'm intelligent enough to have been successful in any profession I chose. It has been very difficult, as a single person, to live on a teaching salary. When you don't have enough money to buy groceries or go to a doctor/dentist when necessary, life can be very frustrating. With school loans, car payments, bills, rent, etc. a single person can hardly survive. I don't feel it is fair to struggle so hard and reap so few rewards. My summer after my first year of teaching was spent working in a hamburger shack, cleaning houses, babysitting, tutoring and more, all to barely pay the bills. It was the worst summer of my life and somewhat degrading. I was better off financially in college and I paid for 75% of my college expenses. This is why I would not advise anyone to go into teaching unless they truly know what the reality is. The positive aspects do not pay the bills.

I want to go to graduate school, but am debating whether or not to stay in education. I know I could be a better administrator than any I have had. In this county, the terrible teachers get promoted and become administrators. I do not know if this is true everywhere, but I'm inclined to believe that my efforts would not make a difference in the overall picture.

I am concerned about the future of the teaching profession due to the inadequate salaries that teachers are paid. Older teachers may look for jobs that pay more. And prospective teachers may also do the same. It is difficult, especially for a single parent, to live on a teacher's salary. I would also like to see enforced for teachers duty-free lunch and more planning periods so teachers will not have to grade papers and plan at home.

The northern Virginia area is very expensive; teachers salaries must improve to make it feasible to live and work in that area.

The State of Virginia is very much aware of the pay scale that varies from system to system. A wise employer would regulate a state scale.

Teachers need higher salaries in order to keep the "good" teachers teaching. It is very difficult for the primary wage earner to stay in teaching if the salaries don't increase.

Although our salaries are good in comparison with other schools, teaching is a profession and we are professional people. Other professions that require college degrees pay substantially more than any teacher could ever expect to achieve. As a single parent I feel I have chosen a profession that will keep me lower middle class financially or lower while friends of mine with lesser degrees are making near 100,000

yearly--this is very discouraging when I feel our job is one of the most important in this country.

Another concern is discipline. It seems we're afraid to discipline students--they know this--oftentimes the discipline is not as seriously taken as the problem. I would have quit my job this year had I had a group of students like last year. I spent the entire year disciplining and very little teaching was able to be done in between. The stress was incredible. The students who wanted to learn didn't have a chance. I feel we are too soft on discipline problems due to laws and rights of students. When students are robbing the rights of others to learn something definite needs to be done.

I feel being a special educator that special education teachers should get more money than they are receiving now in Fairfax County Public Schools. I feel we deserve more credit than we get. I also feel beginning teachers should come observe the setting before getting into the field like mentally retarded (severe and profound). I really benefitted from volunteering, etc. before I taught.

My biggest concerns as a teacher are salary, image, and job performance. In the Portsmouth system we are working on all three, thanks to the quest of our superintendent.

Virginia will suffer the loss of good teachers due to low salaries and unacceptable working conditions. This must change.

Merit Pay--Totally against it: because who's to say what and how is the best way to teach. It takes different types of personalities to teach different students. What I do in the classroom may be against all beliefs of other teachers but I get the job done and the students know what to expect.

I support the merit pay principle as a means to reward the many good teachers and discourage poor teachers. I feel it will give teachers more control over their professional lives.

One controversial issue which greatly concerns me is merit pay. I believe it is a political tool which would greatly harm the morale of Va's teachers and undermine the integrity of the teaching profession. If merit pay is implemented in this state, I will actively seek employment elsewhere.

EXTRA DUTIES/PAPERWORK

Teaching today for me sometimes is like accounting; you constantly are doing paper work or taking up money. I went into teaching to teach. Too much time is lost in paper work and taking up money. Support would help a lot too to from principals. There's a lot to be said for the school system I'm in, but there's also a lot to be said about the school system.

I have always felt that teachers in the field of special education should receive higher salaries because of additional duties such as I.E.P. (documents), home visits, and severe behavior problems. During my teaching experience I have learned that stress and frustration are developed quicker in this area because of additional duties.

I teach in an elementary school where I am responsible for 22 students daily. If my responsibilities were to teach the academics only, that would be the ideal situation. However, I am also required to be on bus duty 1 or 2 times a week before and after school, to do a great amount of clerical work, and to be on duty during lunch period. These are some of the things that are not taught in college. These are the things that push morale and enthusiasm down.

Until educating the student becomes the primary objective in reality and not in rhetoric, teaching will be frustrating. A teacher cannot feel free to be creative and devoted when clerical duties and committees are top priority. If possible please send me the results of your survey. Thank you.

I'm concerned about the vast amount of paperwork teachers are required to complete. I feel that schools need more clerical aides as well as instructional aides.

I think that some teachers, particularly single teachers, are given too many extracurricular activities.

As a special education teacher, I feel very stressed at times due to completing unnecessary paperwork. All systems have different standards and guidelines relating to the federal law 94-142. It would be nice to see programs more standardized. (Such as VA. Beach--they pay Sp. Ed. teachers to write IEP's. I have 30 resource learning disabled students. At one hour a shot (writing IEP's), I could surely use and definitely deserve any extra money!)

Also, federal laws mandate that I teach up to 24 students. With 30 on my roll sheets--I wonder who cares That's where my frustration comes. But, I love working with my students and try to give each one special care.

I feel that one tremendous improvement is either to add one staff clerical position to do paper work such as recording SOLS, and other documents necessary in order to cut down on the time teachers must spend on this type of "paper work", or, return to the days when teachers were hired to teach, i.e., trust teachers to use the SOLS as guidelines, and give them back the liberty to be creative and teach

what they can best teach in the manner they find best. As it is, I feel my time needed for planning, teaching, correcting papers is "cut into" by searching for ways to easily and accurately measure and record SOLS. With less paperwork, I could spend those same hours finding/devising ways to teach the objectives, and thus better perform my true duty as a teacher. Please understand that I am in favor of SOLS. I believe they are a step in the right direction, but dating, recording, initialing 20 objectives for 110 students, once they have been measured with regards to mastery, takes hours. Last year I spent one whole day recording, alone.

Up to this point it concerns me that the local government may choose to use money sent from the state specifically for teacher salaries for whatever they choose. Thanks to Governor Robb perhaps this problem is solved.

Curriculum changes should be considered in the special education field a bit to add courses in the undergraduate degree to include such classes as becoming familiar with appropriate curriculum for special needs. Until one decides to continue with their education to receive their Master's, many needed classes are not available.

Children with learning disabilities need much more concentrated instruction in all academic area, however, due to the ever increasing demand for end of the year testing, IEP's, and many other matters that require extensive paperwork; the student is short changed. The teacher spends at least the final six weeks taking care of clerical matters. I should qualify that by saying the LD Resource teacher because the self-contained classes at least have aides.

These problems I have learned to live with; however, the new teacher will have to experience everything as a great surprise! This may not be what you have in mind, but they are problems.

Salary is important, but teachers are unable to spend enough time on tasks. I feel they are unable to do this mainly because of all of the clerical demands. There are enormous amounts of paperwork. We have to check each student for every skill mastered at every level. If we could spend more time teaching, we would know they would have mastered it.

Too much student time is spent on extracurricular activities and overall athletics. Teachers are pressured to limit assignments to the minimum. While I consider my primary responsibility in my present position to teach many of my students do not see theirs as learning. Also, many of my co-teachers are so involved in plays, projects, programs, athletic schedules, and other activities that serve only a small group of students, that they don't teach their classes. I am an "athletic person"--I run and participate in team sports-- on my own time.

Administrators rightfully need to be concerned about conduct and school atmosphere, but they should spend a lot more time being certain that teachers are teaching, and offering suggestions for improving instruction.

Merit pay would just add to the already over loaded administration. Many of my personal friends are administrators. Their work load is much lighter than mine.

There is too much difference between teaching salaries and central

office/administrative positions.

The increasing paperwork and administrative responsibilities take away more and more from teaching time.

I really enjoy my job for the most part. I know that one of the biggest concerns for my co-workers and myself is the amount of administrative paperwork we are required to do. Examples--writing out objectives, filling out forms, etc.

Also, there is a concern about the number of after-school workshops and meetings.

Teaching is a very challenging profession. My biggest complaint about teaching is that so many duties consume my day, that my actual teaching time gets less and less. Also, I do not think teacher preparation programs really prepare you for the classroom. More emphasis on discipline and alternatives to punishment should be presented. Teaching is easy--however managing all the forms, discipline, parents etc. is difficult.

Teachers are really expected to spread themselves too thin! A teacher is expected to fulfill too many obligations, without appreciation! It is difficult teaching P.E., Art, and music along with the required expectation. A special teacher should fill these roles. As a teacher, I feel more planning time should be allowed at school.

I love teaching English to my students, but the hours per day that must be spent grading papers, and now the extra burden of locating state-sponsored SOL material, grading SOL tests (which takes days in some cases), then recording the SOL grades has just become too much! I rarely have any time left for my family and myself. This has caused me to seriously consider leaving the profession. I don't want to stay and become the drained, washed-out teacher that I see some have become.

Teaching, in general, is wonderful. Working with the kids is wonderful. However, the overabundance of meetings and paperwork not related to the classroom can cause a person to become negative toward the profession. I realize that these extras are usually necessary to assure the working order of the school; however, I have often thought, "If I could just teach the children with no outside interruptions."

Teachers are asked to do many things, but they don't have time to do them at school. Too much work has to be done at home.

I was in another occupation that paid much more lucrative wages when I gave it up to become a teacher. Most of my frustration with the teaching field is that the administration does not back up the discipline policies of the school nor support the teacher in his/her discipline. They take the attitude that the teacher is wrong until they can prove themselves correct and students know this and act accordingly. You have less control of your classroom under these conditions and get frustrated quite easily at times.

I feel there is a real need for a class in the preparation of teachers that deals with management: management of time, management

of the classroom, dealing with "time on task", handling discipline problems, evaluating and making constructive comments of students' progress, handling student/parent conferences and last but not least (maybe the most important) dealing with "my way only" principals. In other words, a class that lets you really know what to expect when you hit the "real" world.

My greatest concern is with respect and discipline of the students. Many are apathetic and just do not care if parents are contacted or disciplinary actions are taken.

This survey would probably have been more optimistic had it been sent in September. Teaching is really not a bad profession. It's those really interested, gifted students that make it worthwhile.

There needs to be some concentration on the morale of teachers. Good, competent teachers are leaving our profession because "they don't see a light at the end of the tunnel." Constant paperwork, that increases each year, does not allow us to completely do the work we have set out to do and that is to teach. A great deal of work has to be done at home or on weekends which does not allow us to have very much of a personal life. Teachers who have spent close to 30 or 40 thousand dollars on their education can get discouraged quickly when they are making less than \$20,000 a year.

In time, competent teachers who truly enjoy teaching, but are tired of fighting the system will leave and will be replaced by those who are less than adequate.

The overall concern as a teacher who is starting in the profession is a limit to duties placed upon them.

I really think the teacher and his/her concerns need to be focused upon more. By concerns I am referring to how the school is run and how the teacher(s) can have more input in matters such as materials, better meeting the needs of students, discipline, and simply trying new concepts and methods. When I first started teaching, I loved it, but something happened over the years. Now, it seems we're into more "paperwork, red tape, and meeting quotas" without sometimes considering what is best for the student.

Teachers work extremely hard. With all of the paperwork, there is not enough time to actually teach. We do not get paid enough for all that we do!

I love working with kids but when I get home I still have a lot of work to do for them. I find this stressful and I am concerned about this!

I feel too much time is spent in clerical duties, especially in the special education field. I would like to see more money available for materials as well as continuing education and professional conferences

My frustration with teaching stems from the fact that I sponsor the yearbook. The yearbook is strictly an after-school activity, and it takes away from my planning. I would love to see the annual be treated the same class time and curriculum as the newspaper. Virginia Beach does not offer a yearbook class.

STUDENT QUALITY & CLASS SIZE

Because of teachers' salary the trend is away from going into teaching. You face so many problems as a teacher. Some of these problems stem from a lack of support from the parents. Other problems are stemmed from the openness that are society seems to have toward drug usage, sex, and violence. Our young people are being misled. This makes them harder to reach. It discourages the young teacher. They would rather go into an occupation where they don't have to face these kinds of problems and at the same time they make more money.

For one thing our classrooms are becoming too overcrowded. More teachers need to be hired. Children are different these days. They require more individualized attention. Too many children come from broken homes. I feel we need to offer more professional counseling or some kind of program for these troubled children. How can we get them interested in learning when they just are not settled enough for learning? Sometimes I feel that some administrators forget what it's like to teach in the classroom. Thank you for asking me for my comments.

Attendance and apathy on the part of students. No realistic planning period for teachers.

I love to "teach" but I hate to babysit and a large part (at least 50%) of my job is babysitting. I may not be a good person to include in your survey, because I only took my job here to support my family while my wife completed her degree at VPI. Once she graduates, I'm gone.

This is a second career for me, having spent 22 years in federal law enforcement, and am 53 years of age, and have taught for three years. I teach industrial arts and do not get the best students as I am sure you are aware. It is very trying to work with the nonachievers and troublemakers, so I expect this limited exposure to teaching is grossly reflected in many of the answers that I have given. Thank you for giving me the opportunity to hopefully be constructive.

One of my major concerns as an educator in the state of Virginia is class size. Especially in the primary grades I think a small class is essential to a good education. If the class is too large the teacher can't get around and give each child the individual attention he needs. Last year I taught second grade with 30 students. This year I teach kindergarten with 25 students. I feel that is too many.

I love teaching and children, but there are a lot of things you have to deal with as an educator that takes the fun out of teaching. A large percent of my day is spent on tasks that are not teaching (attendance, lunch money, discipline, etc.).*

There is a large attitude problem on the part of students. They want A's and top marks for no work. Also parents encourage them by not making them responsible for their actions. The system is so designed that a C/D student can graduate and not have learned anything.

The high student-teacher ratio makes it very difficult to handle

discipline problems, slow learners, etc.

Our children today are facing many problems: family, financial, mental, social, and the list goes on. For me, I would like to see teachers putting student SELF-CONCEPT at the top of their priority lists. Two goals to instill in students are: 1) Always do your best. (That doesn't mean you must always succeed), and 2) Identify areas in your life that need improvement, and work on those areas.

My student teaching in Roanoke Co. was an ideal experience. When I accepted a teaching job in Portsmouth, Va., I was totally naive of what awaited me. I taught 5th grade there for two years. The children were different from the ones I had previously worked with because they were inner city dwellers and their home environments were less than desirable. I had gone from student teaching in classrooms of 20-23 students to teaching a group of 34 children. These students were uncooperative and disrespectful. Many were 12 or 13 years old in fifth grade.

I know that it was my decision to accept this job. I was so anxious to teach that I accepted my first offer. I will never again teach in that kind of situation. After two years, I was experiencing "burn-out." I had been pushed, cursed, and threatened too much. I was quickly losing the enthusiasm I had for teaching and my feelings about children were changing.

While in Portsmouth, I met the man who became my husband. We moved to N.J. last summer. I accepted a job in a small private school and I am very happy with it. I teach 9 second graders and I teach 5 seventh grade Life Science students. I make approx. \$5,000 less than I would be making in VA right now but that is of little importance. I'd do the job I have now even without pay. It is a joy. I am teaching now instead of being a referee all day. I look forward to work instead of dreading it.

Please let future teachers know what to expect in inner-city schools. It is not what you dream about when you dream of being a teacher.

Reduced class sizes would seem to improve student's attitudes, behavior, and interest. It would help me feel like I can do a more thorough job teaching.

Overall, I feel, teaching is a rewarding profession. The only real problems I find are the discipline problems I have with students as well as finding a balance in preparing for students of different levels in the same class.

Public schools are not challenging enough for our young people. More specilized schooling before graduation. i.e., science schools, technical.

Teaching should be looked upon as a rewarding challenge to our daily lives. More academic importance should be stressed at lower primary, including some type of individual vocation (trade) even at age 6. Students, like all adults, enjoy doing things that interest them.

I feel grouping hurts a class. Students see one child working

below grade level and he passes to the next grade. The following years he feels he doesn't have to work hard, be placed in an easier text and he will pass. Whatever happened to the old way?--if you can't study, pass the grades or tests, you stay in that grade until you can.

Children are smart; they see through the social promotion. This encourages students to lose the incentive to do really well with their studies.

As a new teacher, I have often seen new teachers used as a "dumping ground" for undesirable classes and students. These new teachers are often unable to handle serious discipline problems because of the inexperience.

I do feel we need better services for the LD children. There is too much red tape to go through. The children do not get the help they need.

The "stress and strain" is the one thing that will make me leave teaching. I can see it leading to my burn out because of all the extra hours I have to put in both at school and at home.

My students are 5 to 9 year old EMR children. I believe they respect me but I don't know if they would have any inkling of professional ability or a real appreciation of the help. (their parents do, though)

I do share ideas and materials with another teacher of the same type children. It has to be totally teacher-to-teacher originated with a few exceptions of workshops on specific subjects that the county does. Although for next year in the EMR program, they want to begin an observation program in the other schools' classes so we can see what is going on elsewhere.

My sole reason for quitting would be because of frustration and burn out! I don't want to leave teaching anytime soon but the intensity for EMR is hard and I'm not certified in another area and could only take classes in the summer to recertify because of the time involved.

My biggest concern as a teacher is what is expected of a special education teacher--in particular, EMR teachers. I believe the limits for number of aides and number of children allowed are unreasonable. They are more reasonable for ED and LD classes that are self-contained but even resource LD classes are incredible sometimes. I have 14 primary age (5-9 years) EMR children, some with physical problems and emotional problems secondary to their mental retardation. The amount of individual help that can be given is much more limited with so many to work with even though I have a full time aide. The upper EMR class has 12 students and no aide. I know all this is mandated by law though the county could choose to lower limits but for children who need more individual help they get less. The pace which must be kept during a day is rough but then with all the lessons and individual work it requires, the burn out rate is high for teachers. The teachers who had the classes the children came from my class and the upper class are no longer in special ed. though they are still teaching. I love working with my special children but I really doubt that I will be able to keep it up for very many years. Though I feel I am becoming better each year with the experience, my class size has increased each year and just trying to fit in the basics, Math and Language Arts,

becomes more difficult. Thus leaving gaps in Science and Social Studies and special units which tend to end up being hit and miss to get to or left out for days at a time till maybe some students are absent and we finish our basic groups ahead of time. They need those subjects, too!

The way all this works into being a problem for new teachers is the frustration, and if this wasn't my fourth year I probably would have quit a while back. But I believe I am a good teacher, not excellent, but I really care about my students and think they deserve better, and if I didn't have the experience and been learning new ways of doing things each year, (I have taught the same age and level child in both school systems I have taught in.) I don't think I could work with so many reading and math groups and keep the students busy in somewhat productive seatwork and center activities. I'm sure there are other things I could do and that's what my contact this year with another primary EMR teacher in the county has helped me see. Our sharing ideas has saved the day!

I see and hear a growing concern for students with special needs. There are so many with minimal to severe learning problems that it is impossible to staff and place them all. The regular classroom teacher has neither time nor expertise in learning disabilities to deal adequately with these students, who need a much lower ratio of students to teachers to function.

I like the summers off in teaching.

I could write a book here, starting with the design of this questionnaire, but I will limit my comments to the enclosed letter, which will probably be ignored. The only thing I apologize for is my conviction that nothing I do here will change the school system.

This survey does not recognize, much less highlight, several critical facets of present-day public schoolteaching. The most significant of these is the impact on teachers of teaching students who want to learn (high groups) versus teaching low groups (those who don't care if they learn). This latter group causes discipline problems and teacher frustration.

I can't believe the survey does not mention class size! While this may not be an important factor with high groups, with low groups it can make the difference in a teacher's feeling like he/she is a teacher or a baby-sitter. I am presently baby-sitting 27 of the lowest-group 5th grade students. If I had less than 15 of these educationally-depraved children, I might be able to do some teaching. As a man, I am stuck year after year with the lowest groups, because they cause the most discipline problems. It is thankless, unrewarding work, and I nearly hate it. No one wants to hear about the problems of these kids, because if their need was recognized, the class sizes would have to be drastically reduced, causing more classes, more teachers. All of which cost more money.

On those occasions (2 out of 5 years) when, because of departmentalization, I got to teach middle group children, I found it to be stimulating, rewarding and downright fun. 30 of these kids are easier to teach than 5 of my regular low-group students.

PRINCIPALS & THE SCHOOL ADMINISTRATION

School administrators need periodic reintroduction into classroom reality. They need extensive experience in classroom teaching.

My greatest concern is the employment of incompetent teachers and administrators. We recently had a countywide changing of personnel. We are losing our assistant principal who keeps our school together. Our principal is not competent and we have several teachers that should not be teaching.

There is too much politics involved in who gets jobs. It is not what you know so much as who you know. A lot of people are hired to fill up vacancies. If a person can fill 3 needs they will get the job over someone that may be a better teacher. Three needs being maybe a coach or trainer or something like that. The system right now is too top heavy too many administrators and too many older teachers. It does not lend itself to flexibility or imagination.

My main concern is that there are some incompetent teachers in our school that get their contract renewed every year because of the fact that they have tenure. Also, I teach in the area of Special Education and the Director of Special Education has no background in the area. When he comes to observe, he does not approve of anything the teacher is doing. He has not been in the classroom setting for over 20 years, and his main interest is the Gifted and Talented Students. The Special Education Department and the Principal do not guide our teachers. The only time they step into the classroom is when they have to observe non-tenure teachers (10 observations) before a deadline. Once they do all of the observations, they never step foot in the classroom again. My main concern is that principals need to get in the classroom more and see what kind of students the teachers have to deal with. Our school has problems disciplining the students. There are 3 administrators disciplining our students and the inconsistency is overwhelming. For example, 2 students may commit the same offense, one may be suspended and the other student has inschool suspension. The administrators need to have communication. The morale in our school is low. We need more communication between the administrators and the faculty.

I was told when I started that if I needed any help to let them know but my principal had two schools to commute between and I found out that he wasn't available a lot of the time. I was afraid to call the school board. I felt that 'they' would think I couldn't do it if I expressed any fears, etc. The only teacher I felt I could be close to was 5th and I taught K. She is a very dedicated teacher but because of classroom location we couldn't talk very often. The other teachers frequently snubbed me. I felt unwanted most of the time. I was afraid to express this to my principal.

I teach special education and feel that my school system couldn't care less about us. My frustrations stem from their lack of interest and concern for making the program what it should be. Until attitudes of the administration are changed and support is given to sp. ed.

programs and personnel, I don't feel much can be done to help.

I feel that all administrators should have to return back to the classroom and teach low level as well as high level students every 5 years as a means of recertification. This would give them an opportunity to see the difference in children today as compared with children of yesterday. I also feel that all principals should be required to take courses at random in special education in order to give them some insight as to what works best with them academically as well as behaviorally.

I feel administration is very top heavy in our district. Many classes (esp. special education) are crowded but there are numbers of administrators with undefined jobs.

I am concerned about Special Education funding and crowding. State laws about student teacher ratio are broken with no recourse. Salaries are also always a concern. Thanks for listening!

Our principal hardly ever comes to work for a full day. He averages 1 to 2 days a week at work; because of this we have a lot of discipline problems.

I feel that the administration at the school I'm currently teaching fails to discipline students when discipline is necessary. This has become a big problem. Some of the first year teachers that have stepped into this situation are leaving. I feel we need more support from our administration. Much of the problem stems from the fact that our administrators have not been involved in teaching a class for a number of years. I strongly support the idea that all administrators should be required to go back into the classroom in their area of study for a year and then return to their administrative duties.

I do enjoy teaching and I do enjoy working with most students; however, I do not enjoy the amount of paperwork involved or the disruptive behavior that I have to deal with.

It would really be nice if fewer principals were ex-jocks, ex-agriculture teachers, with limited academic resources. I feel discouraged when I see so many teachers here dedicated to their profession and the administration appears semi-retired.

Administration needs to be more concerned with the welfare of the students' education and the teachers' day to day needs than with the community's image of the school system.

Every attempt should be made by principals and other upper supervisors to help new teachers in all ways, for experience is the best teacher.

Our principal is a very hard worker. She is very efficient and organized, and expects the same from her staff. Unfortunately her marriage ended in a divorce. She is very bitter about her past. She rarely offers help, or shows concern with our personal problems. And when she does show concern, it tends to be of a negative nature.

I enjoy visits from our administration--I need the feedback!!

I plan to get married this coming fall. I am not really sure how

"a family" will affect my future.

I hope my answers will be of some help!

There needs to be more positive feedback from administration to the teachers. This will help heighten morale and provide a better atmosphere for teachers and students.

I teach emotionally handicapped students; therefore many of my concerns are unique to my situation.

I have a very supportive administration, yet there is definitely a lack of understanding of the handicapped. I feel it would be helpful if principals were required to know more about Sp. Ed services.

My chief concern is the relationship that exists between teachers and administrators. There tends to be a stifling of initiative. The opinions of teachers tend not to be sought or respected. There always appears to be a "them vs. us" mentality.

1. Administration and teachers often do not work hand in hand.
2. Administration needs a better evaluation system.
3. Believe in election of school board members, but disagree with appropriation of taxes.

The reasons I am leaving the profession are varied, but the prominent reason I am departing from the profession is due to the lack of supervisory support and encouragement I encountered while teaching in the public schools for two years. I feel that such lack of support has been and would have continued to be a major discouraging factor to me especially when considering the statistics and other data indicating ever-demanding problems that will continue to plague our young people.

When I questioned currently administered policies, I was condemned. My condemnation occurred as a result also of budgetary cuts affecting my school system. Had I not chosen to leave on my own accord, I would have been asked to leave.

The sad aspect of my story lies in the fact that I love children and also love working with them. I have trained for years to be an educator and have had aspirations in this field ever since I was a child in first or second grade. Yet due to the complexities of dealing with young people (especially at the teenage level), I am forfeiting this opportunity that I have worked so long to achieve.

To reiterate what I mentioned earlier and also to make an addendum, I know myself to be a very good teacher but became very discouraged when four administrators decided to perpetually observe me in my second year. Within a span of three and a half months, I received thirteen observations. The question in my mind was "how could I have gotten so much worse in my second year of teaching when I was considered "normal" during my first year of teaching? I attribute the change in attitude on their parts due to the fact that several of my key supporters (at the administrative level) left my school to be promoted in other positions throughout the city.

In conclusion, I hope that through my experiences, perhaps some of your questions have been answered as to why the teacher attrition rate is so high.

TEACHERS AS PROFESSIONALS

I personally don't feel as if teachers are being given proper recognition!

Pay teachers according to their work performance and value. All teachers do not do the same amount of work, and in most cases this is obvious. Let's bring the "professionalism" back into the profession.

I think we should be treated very professionally; we are the ones teaching the children of the future.

I feel the profession is going downhill, possibly due to lack of respect towards instructional specialists.

When I first went into teaching, I was very proud of my profession. I still am, but "people" (parents, school board, community) do not treat teachers as professionals. I feel we are not paid near enough for the time and energy that is needed to be a "good" teacher.

I also feel that the "schools" have taken a great deal of responsibility for students away from parents. I think this responsibility needs to be placed back on the parents! I'm tired of trying to teach academics and manners, responsibility, discipline, morals, etc. . . . to students and have parents sitting home not caring about their children. I'm here to teach academics not raise 20 some children whom are not even my own. I also feel that the school system needs to supply the schools and teachers with the proper supplies needed to do the job well.

I'm very proud of my profession and I believe I'm very good at my job, but I'm getting extremely tired of people treating my profession as if it were a "dime a dozen"! Good teachers are as hard to find as good doctors or lawyers. And "teachers" are the ones responsible for tomorrow's future. One would think we should have the best and pay and treat them so! (Thanks for asking my opinion.)

No one should go into the profession thinking that it is an easy job. Teaching is extremely demanding; it takes much time, effort, thought, and energy. The rewards only come from your belief that you have done the best you know how to shape the minds of your students. It requires much dedication.

Have the coal counties counted more often when it comes to education issues. We're at a loss out here.

As a beginning teacher, I feel education has to be one of the most rewarding, demanding fields. I truly enjoy my job, yet do not plan on staying in the field longer than five to seven years. There is tremendous frustration in being a public servant. The current administration's (Mr. Reagan) willingness to publish "A Nation at Risk" and then cut education's budget, causes a burden the state nor the local govts. can handle. I did not join the ranks of teaching to beg for money, books, pencils, papers, etc. Until teachers can be free of the task of explaining why funding is so necessary, I feel many will leave as I plan to. Granted, I can not imagine a job more satisfying and

rewarding, but the additional jobs have become cumbersome and cause nothing but frustration.

Recognition and a pat on the shoulder does not put food on the table!! Need community support; need better facilities and materials

One area that I would like to see addressed, is awareness of the profession to non-teaching professions. A recent program this past year allowed teachers to visit various businesses and companies for a day to view the particular aspects of a business. I feel that persons from other fields need to see a "day in the classroom." This is something, an awareness of the profession, that I feel still needs to be done for non-educators. This feeling stems from feelings and opinions from friends viewing teaching as vacations throughout the year and summers off. Many do not realize that teachers see the children more often than parents, give their all within that classroom time, and those vacations are a needed mental health break. I work in the summer to help myself financially and go to school. Many teachers spend time with curriculum work, committees, etc. As well, there are some who choose to devote that time to other responsibilities. A misconception is apparent and further awareness is needed for non-educators.

I am 26 years old and view teaching as a profession and with this dress accordingly. I dress properly (suits, nice slacks) each day. I receive many comments about my dress--"you don't look like you belong in a classroom, you're too dressed up", "you look like a professional". Is teaching a professional job? I view it as such and thus leave my "knock around" clothes for home. I feel the standard of appropriate attire needs to be reinstated across the board. Some people may not have enough pride to walk out of the house properly dressed, but when you are within a professional field (whether a classroom or office) I feel one needs to dress accordingly.

I am glad that you included me in this survey and that teachers in Va need to get more respect (in the area I teach in).

After working in the secretarial field for many years, I chose to return to school, obtain my degree and pursue a teaching career. I am happier now than I have ever been. Teaching is the most rewarding work I have ever done and I don't intend to leave the profession until I retire. My concern is that many people are entering this field because it is expected of them or they don't have any other alternative. I want those persons in charge of recruiting teachers to continue their fight to get only the BEST graduates for teaching positions. For the sake of my community, our state and our country this MUST be done.

I feel that I work in an exceptionally good school system--I'm sure not all educators are as fortunate. Our professionalism is very good and our administration very supportive.

I thoroughly enjoy teaching in Virginia.

Believe compulsory education, lack of parental guidance, materialism, misdirected society, decay of morals and values are destroying the fabric of our society. Feel the need to continue my education to a professional level so that I could teach those who want to be here and desire to learn.

PARENTAL & COMMUNITY SUPPORT

I would choose the teaching profession again because I love teaching, but I can't say I would recommend it to anyone else. There's too little money and much too much pressure from parents, administrators. . . Everyone expects teachers to do the raising of the child. Too much responsibility is being put on us, while families, communities, and churches are failing at theirs.

I feel that parents of pre-school children should be given some guidelines to follow in order to prepare them for school. Also beginning teachers should help children get back to basics.

I'm from Pennsylvania; education is considered valuable there. There is no premium put on education by the general (Va) public. Illiteracy is too high in the state and this translates in support problems for education. Teacher morale and turnover are my system's major problems. The crux of the problem from a teacher's standpoint are administrators and parents.

I am quite dissappointed in the lack of parent support and parent involvement. I do feel that I was very well prepared to teach. I am pleased with my training at Tech.

I have two concerns as a teacher: 1) I feel that there needs to be a stronger feeling of trust between the community (especially parents) and the school system. 2) Our community would like quality education and seems unwilling to pay for it. It is depressing to me to face the reality that my salary is not going to make any "leaps or bounds", or even hops, so to speak.

As a special education (K-6 levels) teacher, more public awareness and a consistent support system is definitely needed to provide better working conditions.

My biggest concerns are: 1) Lack of parental and community interest; 2) Discipline problems; 3) Low salary.

In Loudoun County there is no attendance policy. The school cannot give automatic zero's for unexcused absences. A lot of attendance problems could be solved with a good attendance policy. For example, it could cut down on all the make-up work students cause by missing school.

The biggest problem is that parents must realize that they, not the school, are ultimately responsible for their children and act accordingly. Another problem is the lack of respect accorded the teaching profession. This is shown by poor salaries but also manifests itself in attitudes about school and education in general.

More parental support is needed.

Parents need to become more involved at home with their children.

DISCIPLINE

My main concerns as a teacher are disciplinary problems with students. I feel that parents/guardians should work with teachers to help reduce the discipline problems in the schools.

I feel that the teaching profession is steadily declining. I feel that my college experience prepared me intellectually but I wasn't prepared to handle the many discipline problems. I plan to leave the profession as soon as possible.

I have found in my five years of teaching that most students expect to be disciplined! The school needs to follow its discipline policies.

One of my major concerns as a teacher is dealing with the extreme discipline problems in the classroom. I don't feel I am qualified to deal with many of the emotional and behavioral problems. Also, the paperwork (and I don't mean grading papers!) is getting ridiculous! The amount of paperwork we are having to deal with takes away from actual teaching and planning time.

There is a great need for teacher aides in the primary level. All kindergarten classes should have a full-time aide. Discipline is a major problem.

First-year teachers should not be given classes where discipline problems were previously. They shouldn't be put into frustrating positions. This happens. Principals sometime change things around. Check out the situations at [] Elementary School.

Discipline is a major concern of mine. The students' attitudes are extremely poor, I believe, mainly due to parents. More money for the stress would be enjoyable.

If teachers could control discipline by using some action things would be better. Also parents must somehow be made aware of the pressures and problems of the teaching profession. Then maybe we would receive more cooperation.

Teachers must be able to face discipline behavior in the classroom. Students are different in different areas and teachers must be able to deal with that. To me, classroom management and organization are the main problems.

Teachers need more support from their schools and parents to help dissolve the behavior problems. I think that the major problem in our schools is the discipline problem of students today. I also think that this problem illumination must start at home. Teachers and parents must be partners in solving this problem.

The reason that I am not teaching now is just that the discipline problems of students and not having support from parents is too much.

I would retire a teacher if I was allowed to teach. Disciplinary problems add unfair and unnecessary stress to the job.

MISCELLANEOUS COMMENTS AND SUGGESTIONS

I would just like to say that I enjoyed the survey and thank you for including me. ---A Concerned Teacher.

My decision to leave teaching in the next couple of years is due to family obligations and not because of dissatisfaction.

I would like to see more loyalty in the county to people who have years of service in.

This was fun to fill out!! Thanks!! I hope something useful can be gained from this in an effort to benefit all teachers.

From my experience and from watching other young teachers coming in I have seen that it doesn't take long to become calloused and get that "I don't care" attitude.

I believe a teacher should be allowed to teach in their home district-- not in another school system, e.g., live in Va. Beach teach in Newport News!

I believe a greater emphasis on learning how to learn, rather than a factual, minimum competency based system would be more desirable for me.

I am interested in expanding my involvement in the education process by developing and marketing educational media. It is my belief that education is a continuous process. Also, I consider myself to be self-motivated. Hence, I intend to expand my classroom beyond the walls of the traditional institution, so to speak.

I taught one year. I am presently an elementary guidance counselor. I love my role as a counselor. I love counseling much better than being classroom teacher. There is much more flexibility. More variety.

I am a speech/language pathologist working at two different schools.

I disagree with county organized school systems. Too large of an area put together. Very diverse student body. Too much integration between areas of wealth doesn't help at all!

Richmond is behind the times. Much too conservervative, hopefully with the city's new growth the area will start to move ahead and catch up with the times. These are major problems as I see it.

I feel I have gotten good administrative support for my program. I would like more positive support and suggestions from other faculty members in my field. Student discipline and slow placement and evaluation procedures are problems in my school. Anyone who is in this profession for the money has obviously chosen the wrong career. I get very tired of hearing complaints about salaries--the public thinks that's all teachers do-- complain. I get a lot of personal fulfillment out

of teaching and I enjoy the flexibility of my job.

I would like to see Virginia teacher's have more of an opportunity to transfer from one county to another and not be required to resign from one just to be able to interview for a job in another school system. I feel that the fear of not getting another job and then being unemployed is a high price to pay just for the desire to be in a more superior system. It was a price I had to pay. I was unemployed for nearly 8 months. I also know that many teachers (good teachers) are unable to even take the risk, therefore become unhappy and leave the teaching career completely. I know of no other job in which you must quit your present position just to interview for another. Even the government allows their employees to interview and transfer to other areas! If I had it to do over again, I would never have done it, knowing what I know. I would look for a job outside of teaching and then resign from my teaching position. Even if the resignation means the risk of losing my teacher's certificate, I love teaching but can not afford not having a job just because I choose to advance myself to a better paying county. I am no longer at [] Jr High. I am presently at [] High.

Main problems: Salary, Student discipline, Lack of parental support (especially in discipline problems), Paperwork

I am not a "typical" recent college graduate. I'm completing my third year teaching but I was 51 years old when I graduated from college! My answers, therefore, may be influenced by my age--but, I still love teaching!

I feel teachers need support from school system and principal concerning parents.

1. Concerns about law suits 2. Elementary teachers need more "planning time" 3. More salary 4. Taking too much time for evaluation of students for special services 5. Same treatment for all staff

I believe tuition costs for any child of a school teacher should be free. This would be a great incentive to attract more teachers, also.

Teaching positions are sometimes difficult to obtain in counties like Fairfax. I feel that if a person lives in that county, pays taxes to that county and has done field experience in their schools, that these teachers should have the first opportunity for the positions when they become vacant. I realize this is more of a county system but perhaps colleges and the Education Department in Richmond could aid teachers in finding positions where they would like to teach.

I plan on remaining for a total teaching career in the elementary school of approximately 11 years. Then I'd like to get my Ph.D. and teach at the college level.

I have been employed as a teacher for 4 years. I am now being destaffed due to declining enrollment in elective subjects brought about by increased graduation requirements in math and science. This school system currently has only a 6 period day which leaves little time for electives. As a vocational teacher, I see future problems in vocational

education caused by budget reductions and the state's increasing priority of academics. I strongly feel everyone needs and deserves a well-rounded education. However, everyone is not college material. Opportunities should exist for students to be educated and be able to earn a living.

If you don't love children and if you don't have patience, chose another field.

This survey makes me feel that my input will be most important in the future decisions concerning the development of Virginia's educational program.

The pendulum is swinging too far towards the Math and Science emphasis. If we do not correct this, then literature, drama, art, music, etc. will suffer horribly. If that is allowed to happen, we will have an entire generation of culturally illiterate adults.

Sharing the Gospel of Jesus Christ enables me to make my greatest contribution to society. Until God leads me into a definite place of overseas missions, I will remain in teaching.

I plan to get back into the profession when or if I get married--want to try another field of work to satisfy curiosity. I am resigning this year after three years teaching.

Many of the questions were difficult to answer. I could have answered some of them either way. For instance, some days and some students are very difficult to deal with and one feels as if one cannot take the crap any longer. But the students for the most part are a blast to be around and to work with.

Unfortunately, the necessary support is not always there. By support, I mean 1) Administrative support in dealing with discipline cases and in helping teachers handle classroom problems. Rather than helping the teacher, they ignore the problem; 2) Community and parental support is one of the biggest problems our schools face. Many teachers are tired of poor salaries, little respect and no parental support in their jobs.

While it may sound like I hate this job, I do not!! In fact, I love it-- the challenge, the people, etc.

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