

THE RELATIONSHIP BETWEEN SCHOOL CALENDAR
AND TEACHER JOB SATISFACTION

by

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Chapter 1

THE PROBLEM

In recent years much deliberation in school districts has centered upon the type of school calendar which would yield the best results from the educational program and facilities for the money invested. Educators across the country have been studying the feasibility of changing to a year-round program while others have proceeded to implement such a change.

Research is being done on many phases of year-round education to determine if, indeed, this type of school calendar will result in savings in construction costs of school buildings, greater opportunity for improving instructional offerings, and the like, but practically no research has been done to discover what relationship exists between a year-round school calendar and the job satisfaction of teachers, the focus of this study.

History of Year-Round Education

The traditional nine-months school goes back to an earlier agrarian society when everybody in the family who could help was needed to plant, cultivate, and harvest

the crops. The need for organized educational experiences was not as necessary for children and youth then as they are today.

As far back as the early 1800's there were cities such as Buffalo, Baltimore, Cincinnati, New York, and Chicago which operated their schools on a twelve-months basis to meet the needs of many non-English speaking immigrants.¹ Only ten school districts adopted YRE between 1904 and 1950, namely, Albuquerque, New Mexico; Amarillo, Texas; Ardmore, Oklahoma; Bluffton, Indiana; Eveleth, Minnesota; Gary, Indiana; Mason City, Iowa; Newark, New Jersey; Omaha, Nebraska; and Tulsa, Oklahoma.² Little interest was indicated in year-round education from 1950 to 1965, but in the late 1960's, because of overcrowded classrooms brought on by mobility patterns, increased population, and a public not receptive to bond issues or tax increases, there was a revived interest in YRE.³ By 1968 possibly fourteen YRE programs were in operation in the United States, and by 1973 approximately 51 school districts had implemented some form of YRE.

¹David J. Parks and Linda G. Leffel, "YRE: The Current Revival--Is It Here to Stay?" Virginia Journal of Education, April, 1973, p. 11.

²Walter Akers Hunt, "Characteristics of School Districts Related to Implementation of Year-Round Schools." (unpublished Doctor's dissertation, Virginia Polytechnic Institute and State University, 1973), p. 17.

³Parks and Leffel, loc. cit.

The Purpose of this Study

This researcher believes that job satisfaction of teachers is one of the keys to successful operation of any YRE program. Unless serious consideration is given to research in this crucial area of study, the overall picture of YRE would remain incomplete. At the time of this study there was little or no information on the relationship between type of school calendar and job satisfaction of teachers. The purpose of this dissertation was to study this relationship.

Specifically, this study (1) provides information for school superintendents, school boards, professionals, parents, business leaders, students, concerned individuals, or others who have an interest in the planning, implementation, and evaluation of year-round educational programs; and (2) adds to the already growing body of knowledge on YRE which is of concern to educators in all areas of public education.

Statement of the Problem

The specific problem investigated in this study was: What is the relationship between type of school calendar and teacher job satisfaction? Within this problem further investigation was conducted to determine whether the interaction between each of the following personal/situational variables and school calendar affected teacher self-perceptions of job satisfaction:

Personal/Situational Variables

Age.

Sex.

Marital status.

Certification.

Contract status.

Education.

Calendar preference.

Feelings of quality of education.

Calendar year.

Years of teaching experience.

Years of teaching experience in YRE.

Length of contract.

Salary.

Curriculum organization.

Grade level.

School enrollment.

Student-teacher ratio.

Age of facilities.

Adequacy of supportive staff.

Adequacy of supplies and materials.

Adequacy of administration.

Adequacy of benefits.

Although the specific relationships between each of the personal/situational variables and job satisfaction were not of major concern in this dissertation, results of analyses of these relationships are presented in Chapter 4.

Definitions of Terms

The following terms and statements have special meanings which need restatement as well as clarification for the purposes of this study:

1. Job satisfaction (work adjustment). Work adjustment depends on how well an individual's abilities correspond to the ability requirements in work and how well his needs correspond to the reinforcers available in the work environment.¹ Job satisfaction in this study was measured by a revised version of the Minnesota Satisfaction Questionnaire (Appendix A). The dimensions of this instrument with a brief description of each follow:

a. Ability utilization. The use of special talents and skills.

b. Achievement. Accomplishment of plan or action.

c. Activity. Keeping busy.

d. Advancement. Progress toward goal; promotion.

e. Authority. The right to command or act.

f. Company policies and practices. Plans of action and how carried out.

¹David J. Weiss and others, Manual for the Minnesota Satisfaction Questionnaire. (Minneapolis, Minnesota: Work Adjustment Project, Industrial Relations Center, University of Minnesota, 1967), p. v.

- g. Compensation. Pay equivalent to work performed.
 - h. Co-workers. People who work together.
 - i. Creativity. Quality of being inventive and constructive.
 - j. Independence. Freedom from control or help.
 - k. Moral values. Established ideals with respect to right and wrong conduct.
 - l. Recognition. Favorable notice, acceptance, or acknowledgment conveying approval.
 - m. Responsibility. An obligation to think and act reasonably.
 - n. Security. Feeling of being safe; job provides steady employment.
 - o. Social service. Doing things for good of others.
 - p. Social status. Position considered to be desirable in the community.
 - q. Supervision--human relations. Act of management and assistance to workers.
 - r. Supervision--technical. Competence of supervisor in decision-making.
 - s. Variety. Condition of being different; lack of sameness.
 - t. Working conditions. Circumstances under which job is done.
2. Age. Years of age categorized into four groups:

20-30, 31-40, 41-50, over 50.

3. Sex. Male or female.

4. Marital status. Categorized into three groups: married, single, other.

5. Certification. This refers to a license or certificate issued by the State Board of Education under its rules and regulations for teachers and was categorized as follows: teaching in area of certification, not teaching in area of certification.

6. Contract status. Categorized as tenured, probationary, continuing with annual renewal, continuing with renewal at multiyear intervals.

7. Education. This indicates highest collegiate degree held by teacher:

a. Less than Bachelor's degree means that the teacher does not hold a Bachelor's degree from any college.

b. Bachelor's degree indicates that the teacher has received a Bachelor's degree from an accredited college.

c. Master's degree indicates that the teacher has received a Master's degree from an accredited college.

d. Certificate of Advanced Study, Specialist degree, or Doctorate indicates that the teacher has received a Certificate of Advanced Study, a Specialist degree, or a Doctorate from an accredited college.

8. Calendar preference is categorized as: prefer traditional nine-months calendar, prefer year-round calendar in which I am working, prefer some other year-round calendar.

9. Feelings of quality of education, means the opinions of teachers as to the impact of YRE on the quality of education and is measured by asking teachers, "Do you feel that the quality of education is enhanced through year-round education?"

10. Calendar year.

a. Traditional nine-months calendar is the type of school calendar in which teacher contracts are for approximately 180 teaching days and one or more teacher workshop days. Vacations are planned for the summer months. This is sometimes referred to as a 9-3 calendar.

b. 45-15 refers to the year-round program designed for students to attend school 45 days and have the following 15 days for vacation; this is repeated 4 times a year.

c. Four-quarter plan is a year-round program in which students attend three of the four quarters; each quarter is 60 days in length.

d. Quinmester is a year-round program in which the school calendar is divided into five 45-day units. Four of the units comprise the regular school year. Students may elect to attend 4 or 5 of the 45-day units.

e. Other refers to any type of school calendar not described above.

11. Years of teaching experience, refers to the total number of years in the teaching profession and is categorized as follows: less than 1, 1-3, 4-6, 7-9, 10 or more.

12. Years of teaching experience in year-round education, refers to the teaching experience in a year-round program only and is categorized as follows: less than 1, 1-3, 4-6, 7-9, 10 or more.

13. Length of contract refers to the number of days teacher is employed under terms of contract: 180 days or less, 181-199 days, 200-219 days, 220-239 days, 240-259 days.

14. Salary is the amount of money indicated in the teaching contract for one year of teaching: under \$10,000; \$10,000-\$15,999; \$16,000-\$19,999; \$20,000 or more.

15. Curriculum organization refers to the manner in which educational experiences in the school are organized and is categorized as follows:

a. Graded school concept is characterized by dividing the academic program of the elementary school into seven or fewer levels referred to as grades, and each child is assigned to a grade level for each school year.

b. Departmentalization. An organizational plan whereby a separate teacher is assigned for each academic subject.

c. Semi-departmentalization. An organizational plan whereby one or more subjects are taught by separate teachers and the remainder of the curriculum is taught by the assigned classroom teacher.

d. Nongraded. An organizational plan with no grade-level designations. Students move at their own rate according to their ability.

e. Team-teaching. An organizational plan where two or more teachers work together for the instruction of a single group of students.

16. Grade level indicates the grade being taught under the graded school organizational plan or the equivalent if in a nongraded organization.

a. Primary includes students in kindergarten, first, second, and third grades or the equivalent for non-graded organization.

b. Elementary includes students in fourth, fifth, sixth, and seventh grades or the equivalent for non-graded organization.

17. School enrollment refers to the total number of students enrolled in the school and is categorized as follows: under 100, 100-299, 300-499, 500-699, 700 or more.

18. Student-teacher ratio refers to the number of students assigned to the teacher.

19. Age of facilities is the number of years since the school was built or the year of last remodeling.

20. Adequacy of supportive staff means that the number of para-professionals, clerk-typists, etc. is sufficient to complement the teaching role. This was measured by asking teachers, "Do you feel you have been provided sufficient secretarial and teacher-aide assistants?"

21. Adequacy of supplies and materials means that enough consumable supplies for classroom use and other teaching materials (including textbooks, supplementary books,

and teachings aids) are available so that the teacher does not feel hampered by the lack of these. This was measured by asking teachers, "Do you feel you have been provided enough supplies and materials?"

22. Adequacy of administration indicates that enough competent administrative personnel are employed to meet the needs of the school. This was measured by asking teachers, "Do you feel there is a sufficient number of competent administrative personnel employed in this school building?"

23. Adequacy of benefits indicates that provision has been made for health insurance, sabbatical leave, and other benefits. This was measured by asking teachers, "Do you feel that sufficient provision has been made for health insurance, sabbatical leave, and other benefits?"

24. Abbreviations used:

YRE: Year-round education.

MSQ: Minnesota Satisfaction Questionnaire.

Need for the Study

There has been a revival of interest in year-round education in the last eight or ten years, but there is little information as to job satisfaction of teachers in YRE as compared to satisfaction of teachers in the traditional nine-months program. When we see that 80 per cent of school budgets is for personnel, we realize that top priority should be given to the study of job satisfaction of teachers.

Regardless of how much research and planning has gone on in other areas of YRE, if adequate and serious study is not available to school boards and superintendents on job satisfaction of teachers in YRE, it seems very unrealistic to believe that the best decisions can be made regarding implementation of YRE programs. There is a great deal of truth to the cliché that teachers are the "heart" of public education. If this is a fair statement, then we must investigate the area of job satisfaction of teachers and make this information known to those concerned with the question of whether they should consider or proceed with implementation of YRE.

Delimitations

The information for this research was based on responses of teachers to the revised Minnesota Satisfaction Questionnaire and the Personal/Situational Data Form.

Further delimitations were:

1. Only public schools were included in this study.
2. Only teachers in grades K-7 were included in this study.
3. The study was limited to public school districts within the United States.
4. The study considered only those school districts with year-round programs which were implemented no later than July 1, 1973.

SUMMARY

As far back as 1804 there were year-round schools to help educate the non-English speaking people. Basically, the purpose of YRE in the earlier days was to cut building costs. In 1925 there were 13 year-round programs, but by 1956 there were none. The decline was attributed to the depression and limited financial resources. Between 1964 and 1968 there were approximately 14 programs in operation. Since 1968 around 600 school districts have been or still are studying YRE. Approximately 51 school districts had implemented some form of YRE between 1963 and 1973.

Some school districts are looking at YRE as a possible solution to overcrowded conditions, and some are looking to YRE as a means of revitalizing and enriching the educational program from kindergarten to high school.

There is a need for research in all areas of YRE. A big gap exists in the area of job satisfaction of teachers in twelve-months programs. Job satisfaction of teachers can determine the success or failure of YRE or may affect the success of any program. Much of the research in year-round schools will have limited value until adequate study has been made in the field of job satisfaction of teachers in YRE and integrated into the other areas of study.

The thesis of this dissertation is that teachers in YRE have higher job satisfaction than teachers in the traditional nine-months programs.

Chapter 2

REVIEW OF RELATED RESEARCH

INTRODUCTION

In the review of relevant literature there are two major areas of previously related research: (1) studies of job satisfaction of employees in different fields of work which indicate how reinforcers on the job meet individual needs and lead to job satisfaction of workers, e.g. Maslow, Herzberg, Blum, Naylor, Guba, Bentley, Rempel, Porter, Lawler, and Betz, and (2) studies showing the relationship between type of school calendar and teacher job satisfaction. Within these studies a review of the literature was made of personal/situational variables and school calendar as affecting teacher self-perception of job satisfaction, e.g. Lahaderne, Ned S. Hubble and Associates, Rice, Ellison, Biskin, Sherman, O'Dell, Campbell, Parks, and Worner.

THE STUDY OF JOB SATISFACTION

Historical Perspective-- Attitudes of Employees

Psychologists in the early 1900's were concerned with work behavior, but the focus was upon techniques used in personnel selection and placement and upon various problems concerned with upgrading the physical factors of the work

situation. It was in the late 1930's that interest started to increase in employee attitudes and the relationship between these attitudes and the behavior of the employee. It is believed, according to Porter and Lawler, that the strongest stimulant for this switch in emphasis of research was the Hawthorne studies. Other studies by researchers including Lewin and Coch and French emphasized the importance of individuals' attitudes and feelings concerning their work.¹

Individual Needs

Maslow and Porter are quoted throughout the literature for their contribution to research on the individual's needs and motivation. Both of these scholars have a similar hierarchical order of these needs (see Figure 1).

Blum and Naylor say that while Maslow's theory is based on his classification of needs, the more significant aspect of the theory is his structure of a hierarchy of these needs.² The hierarchy concept is paramount to Maslow, since his basic premises are:

1. The behavior of any person is dominated and determined by the most basic groups of needs which are unfulfilled.

2. The individual will systematically satisfy his needs, starting with the most basic and moving up the hierarchy.

¹ Lyman W. Porter and Edward E. Lawler, III, Managerial Attitudes and Performance, (Homewood, Illinois: Richard D. Irwin, Inc., 1968), p. 4.

² Milton L. Blum and James C. Naylor, Industrial Psychology: Its Theoretical and Social Foundations, (New York: Harper & Row, 1968), p. 331.

BASIC NEEDS OF INDIVIDUALS

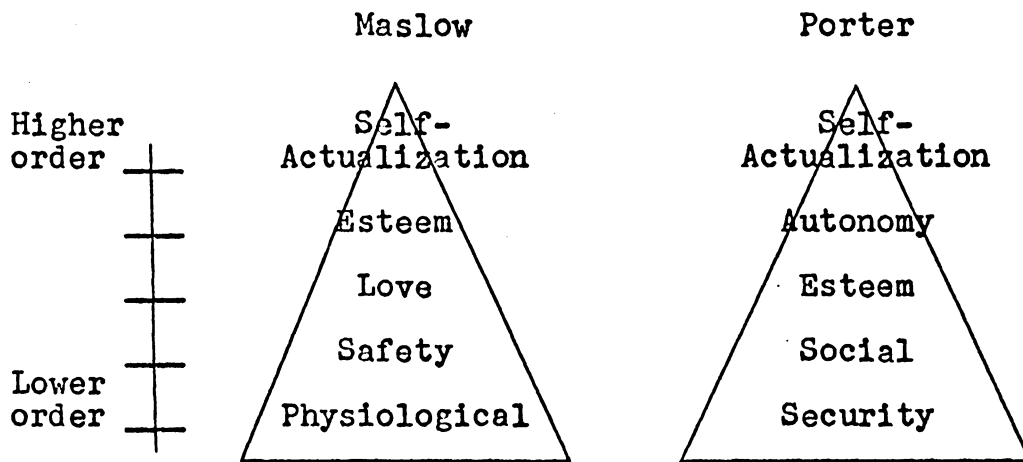


Figure 1. Comparison of Basic Needs as Outlined by Maslow and Porter and Arranged in Hierarchical Order

3. More basic need groups are said to be prepotent in that they will take precedence over all those higher in the hierarchy.¹

Maslow's model proposed in 1943 has been widely used for studying motivation in industry and education. Porter has made the major contribution to the research on Maslow's model in industry. However, Porter added an additional category he called autonomy needs and did not include the category dealing with physiological needs.²

The studies of Porter as he applied the Maslowian need structure as a frame of reference for extending our understanding of human motivation cannot be overemphasized. It is considered one of the most recently significant developments.³

Maslow's and Porter's theories support the assumption that teachers in YRE have a much better opportunity to meet their basic needs than the traditional 9-3 teachers. Additional salary through longer term contracts improve their security. Under creative leadership teachers enjoy individual autonomy in the planning and operationalizing of calendar changes interfaced with changes in the curriculum. Their social experiences are enhanced through their new role as innovators in the year-round programs which consequently increases their self-esteem. For example, innovative year-

¹Ibid., p. 332.

²Ibid., p. 333.

³Ibid., p. 336.

round teachers are called on to share their feelings and opinions on year-round programs through magazine and newspaper articles, to participate in radio and TV talk shows, and to speak at meetings of the P-TA, educational associations, and community clubs. These and related activities not only improve their self-esteem and autonomy but help them in their feelings of self-actualization as discussed by Maslow and Porter.

Porter's hierarchical needs of individuals are used in this study as a basis for part of this research on job satisfaction. A brief explanation of the basic needs which are related to job satisfaction as he describes them are as follows:

1. Security: This lowest order type of need is related to how secure a person feels in his job.

2. Social: This need is related to the opportunity a person has to give help to other people and to develop close friendships.

3. Esteem: Job satisfaction is enhanced when a person has a feeling of self-esteem and prestige in his position and when people both inside and outside of the job hold him with regard.

4. Autonomy: This need has to do with the authority connected with the position one holds, with the opportunity for independent thought and action, and with the opportunity for participating in the setting of goals, methods, and procedures.

5. Self-actualization: This is the least fulfilled need. It is attained when a person has the opportunity for personal growth and development. He has a feeling of self-fulfillment on the job if he has a chance to use his capabilities and potentialities and has the feeling of worthwhile accomplishments.¹

As the needs of an individual are being met in hierarchical order and he comes nearer self-actualization, authorities such as Maslow and Porter would say that job satisfaction of that individual would be high. It is clear that upon accepting the basic premises of these two scholars in the area of human motivation that these same concepts and understandings most definitely apply to job satisfaction of teachers in public education. These concepts are found in the instruments used in this research.

In Herzberg's hygiene theory of job satisfaction, he discusses the needs of individuals and separates them into two categories. One set of needs comes from man's animal nature--the need to avoid pain from the environment. As an example, hunger is a basic biological drive, and, in order to satisfy hunger, man has to make money; money then becomes a

¹Lyman W. Porter and Edward E. Lawler, III. "The Effects of 'Tall' Versus 'Flat' Organization Structures on Managerial Job Satisfaction," Personal Psychology, XVII (Summer, 1964), 137-138.

specific drive to satisfy this basic biological need of the individual.¹

The other set of needs relates to that human characteristic of the individual which is the need for self-actualization. It is then through achievement that the individual experiences psychological growth. The stimuli for the growth needs are tasks that induce growth, often referred to as job content.²

Herzberg's concept of job satisfaction endorses the individual's basic needs as previously outlined by Porter. YRE provides the additional economic satisfaction of teachers and makes it possible for them to more adequately meet basic hygiene needs. These hygiene and motivator factors have greater opportunity for fulfillment under YRE because of increased economic security and increased opportunities for feelings of self-esteem through innovative and creative leadership. This increases the potential for self-actualization of teachers in YRE.

The motivator factors, sometimes called growth factors, that Herzberg believes are intrinsic to the job are: achievement, recognition, the work itself, responsibility, and advancement or growth. The dissatisfaction-avoidance or hygiene factors he considers extrinsic to the

¹Frederick Herzberg, "One More Time: How Do You Motivate Employees?" Harvard Business Review, January-February, 1968, p. 57.

²Ibid.

job include: company policy and administration, supervision, relationship with supervisor, work conditions, salary, relationship with peers, personal life, relationship with subordinates, status, and security.¹

Herzberg made a study of 1,685 employees. The results of this study indicate the motivators were the main cause of satisfaction and the hygiene factors the main cause of unhappiness on the job. Subjects in the study investigated included lower level supervisors, professional women, agricultural administrators, men about to retire from management positions, hospital maintenance personnel, manufacturing supervisors, nurses, food handlers, military officers, engineers, scientists, housekeepers, teachers, technicians, female assemblers, accountants, Finnish foremen, and Hungarian engineers.

Herzberg's theory of motivation implies that real motivation comes from work that challenges the worker and not necessarily from extrinsic factors such as salary and security. This statement is based on the understanding that a reasonable or satisfactory degree of such factors as salary and security has been accomplished.

Herzberg's theory of job satisfaction blends with Maslow and Porter's theories of human motivation and coincides with the researcher's belief about job satisfaction and morale which undergirds the foundational concepts

¹ Ibid.

of this study. Morale of teachers in YRE will be higher, for they have greater opportunity of increased financial security and increased autonomy in well-planned YRE programs.

Job Satisfaction and Morale

There is a difference of opinions among the scholars in the field of job satisfaction and morale. Some say the two are different, and some say they are a composite.

Blum and Naylor discuss job satisfaction as ". . . a general attitude which is the result of many specific attitudes in three areas, namely, specific job factors, individual characteristics, and group relationships outside the job."¹ They agree that job satisfaction may contribute to morale, but the two terms are not synonymous.² They relate some of the confusion regarding various studies that have been made on job satisfaction. Some of the studies have dealt with attitudes of workers but have been called job satisfaction studies. Similarly others have dealt with job factors or with individual factors and have been called job satisfaction studies. Some studies have dealt with parts of all three, and they feel that no one study is more in error than another but are just incomplete.³ They are explicit in that morale and job satisfaction are not the same. Morale is not

¹Blum and Naylor, op. cit., p. 364.

²Ibid., p. 365.

³Ibid., p. 364.

an average of the individuals' attitudes as may be shown by the example that a company's morale may be low and at the same time many of the employees may be enjoying considerable job satisfaction.¹

Egon G. Guba sees a critical time and energy factor in morale and satisfaction. His first assumption is that time is a critical variable--that past experiences of a satisfactory nature inclines the individual toward satisfactory experiences in new situations and therefore increases the probability of high morale. He believes that high satisfaction usually will precede high morale at that particular point in time. His second assumption is that energy is a limiting and limited factor and the amount of energy an individual is able to expend is a function of the congruence between organizational demands and the needs of the individual.² According to Guba, high morale indicates a willingness to engage in activities over and beyond what we would consider normal expectations, consequently low satisfaction and high morale are incompatible for low satisfaction saps the energy required by high morale.³ In his research, Guba found that the data indicated that high

¹Ibid., p. 394.

²Egon G. Guba, "Morale and Satisfaction: A Study in Past-Future Time Perspective," Administrative Science Quarterly, 50, 1958, p. 195.

³Ibid., p. 199.

satisfaction subjects respond in ways typical of high morale and that low-satisfaction subjects usually respond in ways that are typical of low morale. He states there is reason to believe that continued periods of satisfaction may very well be basic to development of high morale while recognizing that other factors are probably also operative.¹

Guba's belief is not congruent with Blum and Naylor's belief that there can be high job satisfaction and low morale at the same time.

Ralph R. Bentley and Averno M. Rempel who designed the Purdue Teacher Opinionnaire to provide a measure of teacher morale state that morale may best be conceived of as a continuous variable, and then the level of morale is determined by the extent to which an individual's needs are satisfied and the extent to which the individual perceived satisfaction as stemming from his total job situation. They say that when there is interest in and enthusiasm for the job that high morale is evident.²

The researcher does not accept the viewpoint of simultaneous low morale and high job satisfaction as Blum and Naylor do. If there is low morale, then job satisfaction is not going to be but just so high, for the factors in job

¹Ibid., p. 208.

²Ralph R. Bentley and Averno M. Rempel, Manual for the Purdue Teacher Opinionnaire, (West Lafayette, Indiana: Purdue Research Foundation, 1970), p. 1.

satisfaction will determine to a degree the height of morale. The viewpoints of Guba and Bentley and Rempel are congruent with the viewpoint of the researcher.

Relationship Between Needs Satisfaction and Job Satisfaction

Motivation, morale, and individual needs have been discussed under the umbrella of job satisfaction. The relationship between needs satisfaction and job satisfaction is significant.

To what degree the factors in the year-round school program are satisfying to teachers will, in part, determine how well the individual needs (security, social, esteem, autonomy, and self-actualization) are met. This will then affect job satisfaction of the teacher.

The model in Figure 2 and the job satisfaction wheel in Figure 3 illustrate three facets of job satisfaction: (1) need reinforcers, (2) individual needs, and (3) job satisfaction. The job satisfaction wheel shows how the conditions in the work experience may serve as need reinforcers leading to the satisfaction of basic human needs by which job satisfaction is achieved.

In Figure 2 the three facets of job satisfaction are given in relation to teachers in YRE showing that the reinforcers in the YRE school program lead to the satisfaction of basic needs of the individual which in turn provide for job satisfaction of the teachers. It has previously been pointed out that greater opportunities are available for YRE

JOB SATISFACTION OF YRE TEACHERS

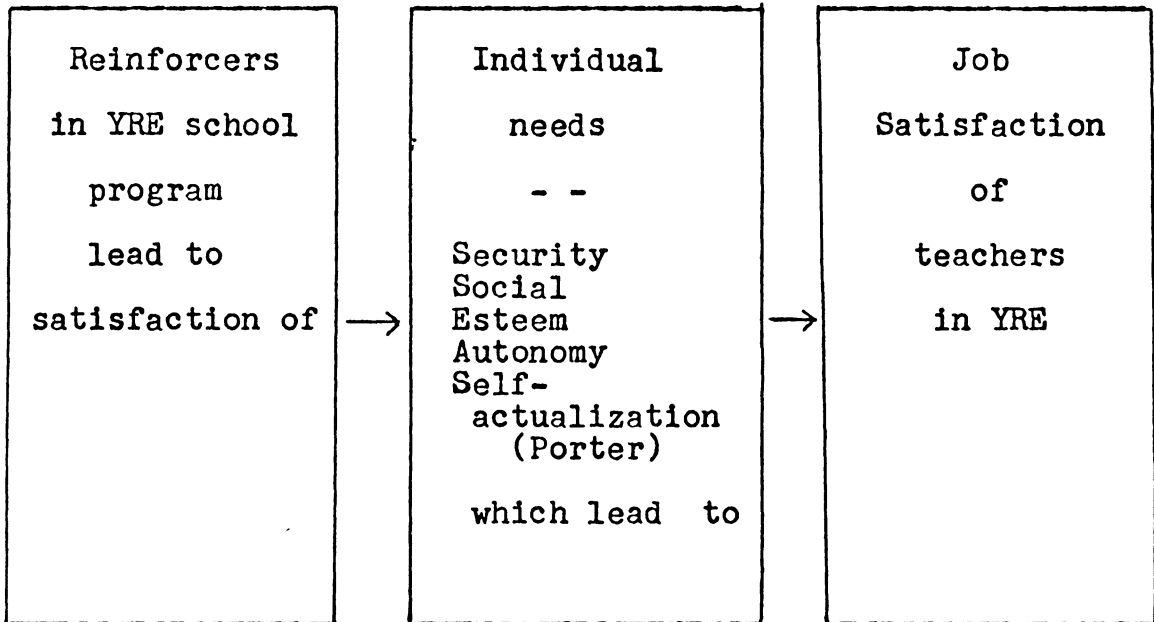


Figure 2. Relationship of Reinforcers in YRE Programs to Basic Needs of the Individual Leading to Job Satisfaction

JOB SATISFACTION WHEEL

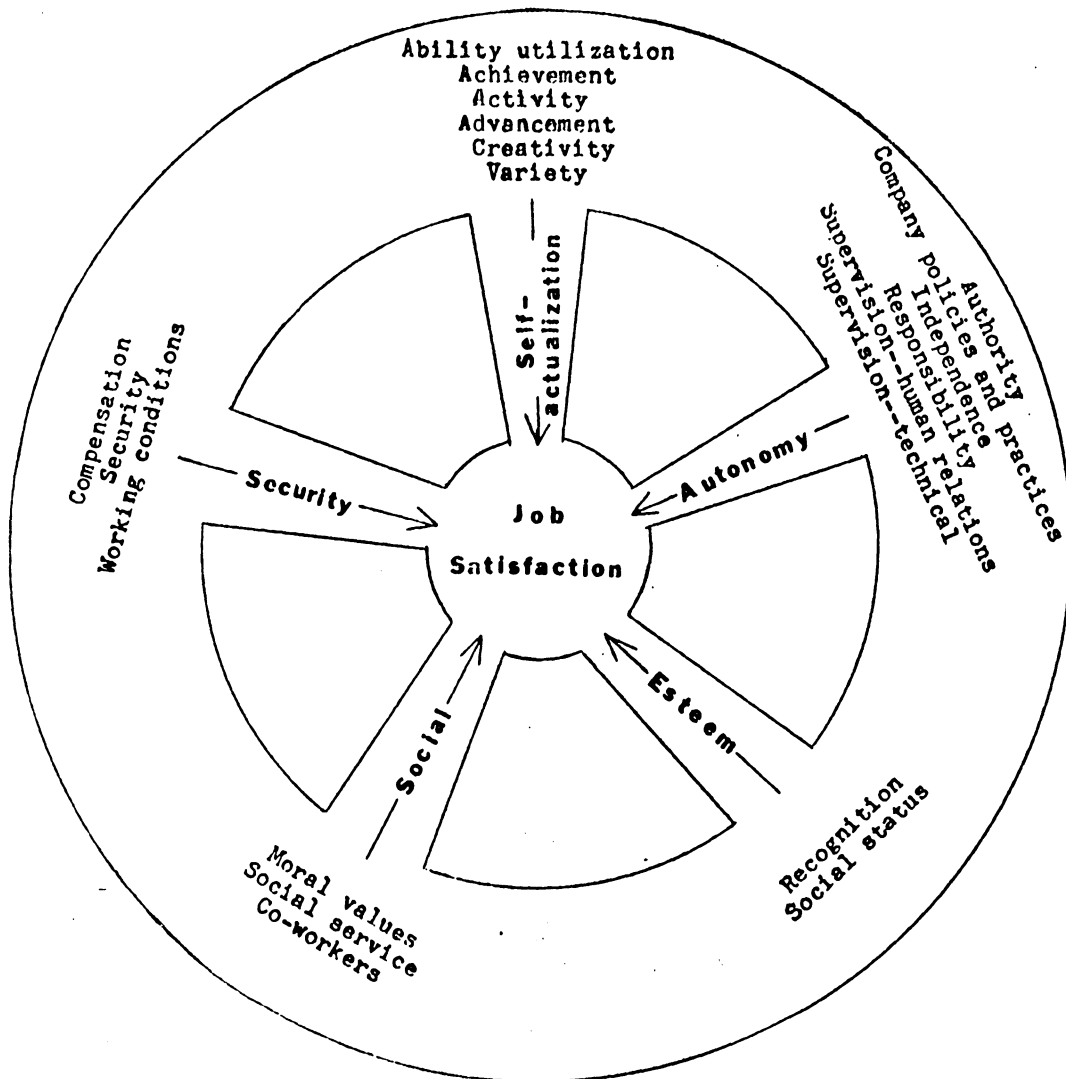


Figure 3. Job Satisfaction Wheel Showing Three Facets of Job Satisfaction: (1) Need Reinforcers (20 Factors of MSQ), (2) Basic Individual Needs as Defined by Porter, and (3) Job Satisfaction (Model by W. N. M. Pound)

teachers to have these basic needs met, and this supports the researcher's belief that job satisfaction will be higher in YRE.

Betz notes in her article, "Need-Reinforcer Correspondence as a Predictor of Job Satisfaction," that several studies, Schaffer (1953), Morse (1953), Kuhlen (1963), and Weiss, Dawis, England, and Lofquist (1964a) lend support to the assumption that job satisfaction is a function of needs.¹

PERSONAL AND SITUATIONAL VARIABLES

Introduction

Although YRE is really not new since it actually started back in the 1800's, it is new in the sense that until recently, in the last eight or ten years, have we really begun to study and evaluate it. The information from the literature on the relationship between the following personal/situational variables and job satisfaction of teachers in year-round education is incomplete and spotty; the information available has yet to be systematically collected. The evaluation reports in most cases are limited and do not provide sufficient information to form definite conclusions.²

¹Ellen L. Betz, "Need-Reinforcer Correspondence as a Predictor of Job Satisfaction," Personnel and Guidance Journal, May, 1969, p. 878.

²David J. Parks, "Research on Year-Round Education," (paper read at the American Educational Research Association Convention, April, 1974, Chicago, Illinois).

With this understanding, the following comments from the literature are noted on the personal/situational variables as they affect job satisfaction of teachers in year-round education.

Review of Current Literature

Age of teachers. Teachers in the Chula Vista Schools who were forty years of age or older tended to have more positive attitudes toward YRE than did those under forty.¹ Contracts for 184-189 days were signed most often by all age groups, but it is noted that half of the teachers who signed extended contracts were under the age of 50.²

Sex. Men like YRE better than women (84 percent to 73 percent) according to information from Prince William County, Virginia, and administrators like it better than anyone (100 percent).³

The percentage of males and females according to days contracted to work in year-round schools (1971-72)

¹Henriette M. Lahaderne, "Year-Round Schools: An Assessment of the Program's Initial Year in Four Chula Vista Elementary Schools." (Chula Vista, California: Chula Vista School District, November, 1972), p. 91.

²Ibid., p. 84.

³"Attitudes Toward Year-Round Schools in Prince William County, Virginia," Abstract of An Attitudinal Study in Conjunction with Year-Round School Evaluation Project conducted by Ned S. Hubbel and Associates, Inc., Port Huron, Michigan, April, 1972, p. 5.

differed in the Chula Vista Schools:

	<u>184-189</u>	<u>190-209</u>	<u>210-229</u>	<u>230-238</u>
Females (N=103)	53%	13%	14%	20%
Males (N= 27)	30%	7%	41%	22%

Women favored the 184-189 category while men favored the 210-229 category.¹

Marital status. At this time there seems to be no information available on the relationship between marital status and job satisfaction of teachers in the year-round program.

Certification. From reports on the year-round programs there seems to be no information available on whether or not teachers are teaching in their area of certification, therefore the effect of this variable on job satisfaction is unknown.

Contract status (tenure). According to Rice's survey of teachers in year-round education, there are no changes in the tenure program for teachers in YRE over the 9-3 program.²

¹ Lahaderne, op. cit., p. 110.

² Paul Douglas Rice, "Teachers' Welfare as it Relates to Year-Round Education." (Blacksburg, Va.: Virginia Polytechnic Institute and State University, 1974). (Mimeographed.) p. 37. Rice, a director on the Board of the National Council on Year-Round Education and a doctoral candidate at VPI & SU, has completed a very informative study, "What's Happening To Teacher's Welfare in Year-Round Schools?" This serious up-to-date study has provided information on several variables used in this research.

Education. Teachers without a Master's degree tended to have more positive attitudes toward YRE than did holders of a M. A. in the Chula Vista schools.¹

Calendar preference. Some teachers in the Chula Vista schools who were on a 238-day contract stated they could not work another year unless they had more vacation. During the year six teachers requested a reduction in the number of days in their contracts. Some cautioned that a first-year teacher should not be allowed a 238-day contract. Extended contracts were seen by some teachers as a way to increase their income.²

In some YRE systems teachers have an option as to the calendar they prefer. Three-fourths of the staff in Prince William County, Virginia, like 45-15 year-round programs.³

Rice concluded from his survey of year-round teachers that the number of teachers favoring year-round programs generally increased the longer the program was in operation.⁴

Feelings of quality of education. Rice's analysis of responses to his questionnaire indicates that teachers

¹Lahaderne, op. cit., p. 80.

²Ibid.

³Prince William County, loc. cit.

⁴Rice, op. cit., p. 46.

working on a year-round calendar generally feel that the educational program is enhanced; however, no specific information was given on how this was accomplished.¹

The results of a study made by Ellison, Biskin, and Sherman indicate that implementation of a YRE program does not necessarily result in improving the quality of education. Their paper was based on a mandatory year-round school calendar as opposed to an optional or extended school calendar, and the implications would not necessarily be the same if the students had an option as to the type of calendar they preferred. They believe that the quality of education can be improved but not if modification of the school calendar is the only change indicated in the system. If the calendar change is interfaced with change in the curriculum, then increased achievement by the students is possible.²

The question, "How do you believe the year-round plan has affected learning?" was asked the faculty of the Becky-David Primary and Intermediate Schools, and their responses were: "(a) Hindered - 10.6% (b) Helped - 44.7% (c) No change - 26.5% (d) No answer - 17.1%."³

¹Ibid.

²Jane L. Ellison, Donald S. Biskin, and Thomas M. Sherman, "The Effect of Calendar Changes on Student Achievement." (Blacksburg, Va.: Virginia Polytechnic Institute and State University, n.d.). (Mimeographed.)

³Alan M. O'Dell, "A General Report on the Becky-David Year-Round School Plan." (St. Charles County, Mo.: Francis Howell School District, September, 1970), p. 13.

The classroom teachers in the Prince William County Attitudinal Study gave the '45-15 plan a strong endorsement as it relates to learning opportunities for students. Of the teachers responding to a staff survey, 84 percent said 45-15 makes it possible for students to learn more effectively; 16 percent felt it made little difference in the learning process. None of the teachers felt it interfered with learning effectiveness.¹

It is inferred that when teachers feel that the year-round calendar provides for more effective learning they will have greater job satisfaction from their teaching efforts.

Calendar year. Information in Table 1 shows a comparison of the types and number of year-round programs in operation in the United States and has been compiled from reports made in April, 1973, and again in April, 1974, by Bruce Campbell, Director of Extended School Year Programs for the New Jersey Department of Education. The 1973 report indicated 42 year-round programs in operation, and a year later 130 programs were in operation.² These school data

¹Prince William County, op. cit., p. 6.

²Bruce Campbell, "Year-Round Education Activities in the United States." (Trenton, New Jersey: New Jersey Department of Education, Office of Program Development, Division of Research, Planning and Evaluation, April, 1973), p. 3; Bruce Campbell, "Year-Round Education Activities in the United States." (Trenton, New Jersey: New Jersey Department of Education, April, 1974), p. 5.

Table 1

Comparison of Operational Year-Round Programs
by Type and Number

	1973	1974
Quarter (includes voluntary and mandatory)	9	58*
50-15	1	1
45-15 (includes several variations of 45-15 plan)	23	54
Quinmester	3	7
Trimester	0	1
Flexible (all year and continuous progress)	4	6
4-1-4-1-	1	1
Concept 6	0	1
Extended summer	1	1
Totals	42	130

* This figure includes the Texas Statewide program as one (1) tally; 186 of 1092 districts now operational.

Sources:

The basic information for this table was taken from the annual reports made in 1973 and 1974 by Bruce Campbell, Director of Extended School Year Programs, Office of Program Development of the Division of Research, Planning and Evaluation, New Jersey Department of Education, Trenton, New Jersey.

indicate what school districts have selected. There are no data on teacher preference, however the large increase in school districts operationalizing year-round programs would indicate acceptance and higher job satisfaction.

Years of teaching experience. No information is available on the relationship between years of teaching experience and job satisfaction of teachers who are now teaching in YRE.

Years of teaching in year-round education. No information is available at this time on the relationship between the total number of years teachers now involved in YRE have taught in these programs and job satisfaction.

Days employed under terms of contract. Teachers may be employed for 180 days to approximately 244 days according to the individual school system. In some cases of YRE, the teacher is given as much choice as possible as to the number of days to be under contract.

The Valley View School District found that teacher contracts have been relatively easy to handle; teachers have the opportunity to work on a variety of contract plans. Several teachers, whose contracts were reduced in length because of their desire to remain in one building rather than shift to another where longer contracts would have been given, expressed hostility. The point here is that teachers

accustomed to the longer contract wanted to keep it.¹

The Chula Vista plan allows contracts to be extended beyond the traditional length of 180-189 days. Of the regular teachers, 51 percent signed for the traditional number of days and 49 percent signed for an extended contract of 190-238 days. Of the special teachers, only 17 percent signed for the traditional number while 83 percent signed for between 210 and 238 days.²

These data support the belief that job satisfaction is higher with teachers who have year-round or extended contracts.

Yearly salary. One of the major benefits of the year-round program is the opportunity for teachers to work more days thus increasing their earning power.³

YRE makes it possible for teachers to have full-time employment. This consequently improves their economic status and provides for higher job satisfaction.

Curriculum organization. There are increased opportunities for restructuring the curriculum in YRE.

Dade County's major problem in curriculum development

¹Valley View School District 96, Lockport, Illinois, "Final Report on Evaluation of the 45-15 Plan, A Year-Round School Operation," July, 1972, p. 12.

²Lahaderne, op. cit., p. 82.

³Parks, op. cit., p. 3.

was availability of teachers and materials for the 1300 separate courses listed in their Curriculum Bulletin 1Q. A recommendation by the Dade County evaluation report suggested they offer no more courses than one and one-half times the number of faculty members in any of their departments.¹

There were indications of new instructional innovations reported by 44 percent of the students who participated in the fifth year of the Tri-districts program in Dade County.²

In Prince William County there was a movement from the subject-centered curriculum to an integrated curriculum in broader fields. Five teachers were released to work on developing new curriculum guides in math, language arts, and themes. Themes covered music, art, physical education, science, health, and social studies which were integrated into units of work.³

The middle school in Prince William County with a performance-based curriculum used a number of innovative teaching methods and techniques such as modular scheduling, multi-age grouping, team teaching, multi-texts, contracts, themes, self-instructional packages, inquiry, and co-educa-

¹ Ibid.

² Ibid., p. 4.

³ Ibid.

tional industrial arts and home economics.¹

In the LaMesa-Spring Valley School, 77 percent of the teachers, students, parents, administrators, and classified personnel responded positively when asked if there were a wider variety of educational programs offered under the 45-15 plan than through the traditional program.² This would indicate a movement to individualize, enrich, and make the curriculum relative to the needs of individual students.

Calendar changes in Becky-David and Valley View pressed them into seriously considering such innovations as open space, individualized instruction, and team teaching.³

The literature indicates that serious consideration is given by school districts to upgrade and enrich the curriculum by hiring their teachers and specialists to work on the instructional program prior to the opening of school, thus recognizing the need to modify the curriculum to meet the needs of the individual students in the year-round programs.

Campbell's 1974 survey indicates the extent of curriculum change as follows: none, 1; some 11; moderate, 13; extensive, 66; complete, 6; and not reported, 30.⁴

¹Ibid.

²Ibid.

³Ibid., p. 5.

⁴Campbell, op. cit., p. 7.

Calendar changes that stimulate innovative programs and curriculum changes usually bring about revived enthusiasm and new challenges that heighten job satisfaction of teachers.

Grade level. Campbell found in his 1974 survey that out of 127 operational programs 16 programs spanned the entire school experience; 55 began at the kindergarten level, and 9 started with first grade; 75 programs included all four years of high school while only 2 operated exclusively at the middle school level.¹

The fact that in some school programs YRE spanned the entire school experience and still continues in operation lends support to the assumption that job satisfaction of teachers in YRE must be equal to or higher than teachers in the 9-3 programs or they would not continue to operate.

Total school enrollment. No information seems to be available on the number of pupils enrolled in each year-round elementary school as it relates to job satisfaction.

Student-teacher ratio. In the summary and conclusion to Rice's survey he states, "The ratio of teachers to students has generally not increased in year-round programs and has decreased in a significant number of programs."² No

¹Campbell, op. cit., p. 6.

²Rice, op. cit., p. 46.

information has been found in the literature that job satisfaction of teachers in YRE has decreased because of the student-teacher ratio.

Age of school building. There is no information as to the effects of this variable on job satisfaction of teachers in YRE.

Adequacy of supportive staff. Rice asked the following question to those in YRE: "Has the teachers' supportive staff (such as paraprofessionals, clerk-typists, etc.) shown any change since going into a year-round program?" Rice's analysis of the responses indicates that the supportive staff for teachers generally increased in the program of YRE.¹

Adequacy of supplies and materials. There seems to be no information available as to the adequacy of supplies and materials and the effect it might have on job satisfaction.

Adequacy of administrative staff. Serious lack of information on the adequacy of administrative staff as it relates to job satisfaction points to the need of research.

Adequacy of benefits. Included benefits are sabbatical leave, co-curricular assignments, health

¹Ibid.

insurance, medical plans, leave of absence without pay, life insurance, pay beyond normal teacher load, personal leave, emergency leave, retirement contribution, sick leave, in-service days, released time, teacher load, and tenure requirements.

Rice concisely analyzed responses to his questionnaire in this area of concern as it related to job satisfaction of teachers in YRE as follows:

- A. Sabbatical--no changes necessary for YRE.
- B. Co-curricular assignments--only two districts of the 56 reported needing a change here.
- C. Health insurance--no changes.
- D. Medical plans--no changes.
- E. Leave of absence without pay--only one district indicated an increase.
- F. Life insurance--no changes.
- G. Pay beyond normal teacher load--only two out of 56 responses received indicated changes. One district will pay \$600 for each unit over ten; this is over a year's contract period. (Unit was not defined by the respondent). The second district pays their team leader an additional stipend.
- H. Personal leave--no changes in most districts.
- I. Emergency leave--no changes.
- J. Retirement contribution--no changes necessary since contribution is a percentage of gross salary of the individual.
- K. Sick leave--districts indicated increases as follows:
 - 1. Twelve districts indicated an additional day for each additional month worked.

2. One district indicated an additional day for each twelve days worked.
 3. Two districts indicated three additional days if teachers worked an additional quarter.
 4. One district indicated an additional day if teacher worked two additional months.
 5. All other districts indicated no change.
- L. In-service days--six districts stated two or three additional in-service days added for those who worked 12 months. One district listed a decrease of in-service days for those teachers working a complete year. No changes indicated for all other districts.
- M. Released time--no changes except one district. In this district the "lead teacher" received additional time.
- N. Teacher load--no changes indicated except reduction of the size of classes in most districts responding.
- O. Tenure requirement--no changes.
- P. Other--none.¹

From this study it appears that benefits are as adequate for teachers in YRE as in 9-3, and job satisfaction would not be adversely affected because of them.

Number of calendar groups YRE teachers work with.

There seems to be no information available on the effect of this variable on job satisfaction of YRE teachers.

Morale of Teachers in YRE

In the assessment of the La Mesa-Spring Valley

¹Rice, op. cit., pp. 35-37.

School District Year-Round School report in 1972, it was evident that morale was very high among all groups involved in the pilot project. Perhaps some of this was due to normal excitement because of the new program.¹ A survey of teachers, students, principals, and classified personnel were asked if teacher morale had improved in the schools with YRE. In 1972 the responses showed that 73 percent agreed that teacher morale had improved, and by 1973, 83 percent agreed.²

The Purdue Teacher Opinionnaire which measures teacher morale was given to the teachers in both the year-round and traditional programs in the Chula Vista schools at the beginning and at the end of the year. The findings indicated that there was no significant difference in teacher morale between traditional and year-round schools, neither did the demands of the new year-round program adversely affect the morale of the teachers.³

A survey of six year-round elementary schools in the San Diego Pilot Project indicated that morale of teachers

¹La Mesa-Spring Valley School District, "An Assessment of Attitudes Toward the La Mesa-Spring Valley School District Year-Round School." (La Mesa, California: Citizens Advisory Council for Year-Round School, 1972). (Mimeographed.)

²La Mesa-Spring Valley School District, "The Second Annual Year-Round School Attitudinal Survey." (La Mesa, California: Citizens Advisory Council for Year-Round School, 1973), p. 69.

³Lahaderne, op. cit., p. 10.

had improved in four of the schools but had not improved in two of them. Information indicated that morale was not necessarily lower for all those who responded in disagreement in the two schools but only that morale had not improved.¹

Rice concluded in his study that teachers' morale has generally increased in year-round programs.²

Morale of teachers in a new year-round program may depend to a great extent on previous study, planning, and preparation. Dr. Wayne Worner, Immediate Past Administrative Coordinator for the National Council on Year-Round Education, has stated that an extensive feasibility study should precede serious consideration of year-round schools.³ Any study must, of necessity, give careful thought to job satisfaction and morale of teachers in all phases of the year-round program. Without the enthusiasm and willingness of the teachers any new program will run into serious difficulty.

¹Myra G. Campbell, "Year-Round School: Perceptions of Parents, Students, and Staff From Six San Diego Pilot Project Elementary Schools." (San Diego, California: Elementary Division, San Diego City Schools, February, 1973). (Mimeographed.), p. 13.

²Rice, op. cit., p. 46.

³Wayne M. Worner, "Report to the Special Advisory Committee for Sites and Facilities--Watertown Unified School District, Watertown, Wisconsin," (Blacksburg, Va.: National Council on Year-Round Education, Virginia Polytechnic Institute and State University, February, 1974), p. 6.

SUMMARY

After reviewing the literature of scholars (Maslow, Porter, Guba, Bentley, Herzberg, Rempel, Betz, and others) in the field of motivation, morale, and job satisfaction, support is found for the thesis of this research which states that job satisfaction is higher with teachers in YRE than those in the 9-3 programs.

The researcher's model (Figure 2) and the job satisfaction wheel (Figure 3) emphasize how need reinforcers on the job lead to the satisfaction of basic individual needs resulting in job satisfaction.

The review of the literature permits inferences that greater opportunities are open to teachers in YRE in achieving these basic needs (security, social, esteem, autonomy, and self-actualization). Increased salaries in YRE programs add to the financial security of teachers; this further adds to social and esteem needs when the basic security of the individual is increased. We find many indications of creative, innovative, and individualized types of programs in the implementation and continuation of well-planned year-round programs. This increases the autonomy needs of teachers and consequently adds to the peak of their individual needs--self-actualization.

The evaluation reports on the relationship between YRE and the personal/situational data concerning YRE teachers as compared to 9-3 teachers on a national basis is

limited and does not provide sufficient information to form conclusions. For example, there is limited information on a national basis on such things as marital status, certification, years of teaching experience, total school enrollment, age of buildings, adequacy of materials, and adequacy of staff. This study is designed to add to the literature in these and other areas where information is lacking.

This research is essential to school superintendents, educators, and citizens who are studying, contemplating, or implementing year-round programs. The literature indicates a real need for such a study. The unique characteristic of this study is that it is the first research on a national basis to study the job satisfaction of YRE teachers as compared to 9-3 teachers.

The purpose of this research is to add to the urgent need for a national study of the relationship between school calendar and teacher job satisfaction. Other national studies are needed in this area to reinforce the findings of this research.

Chapter 3

METHODOLOGY

An ex post facto experimental design for research was used. Two groups, one from teachers in YRE and a comparison group from teachers in traditional nine-months schools, were randomly selected from the two populations. Care was taken to have the school settings of the two groups as similar as possible in order to determine what relationship exists between type of school calendar and job satisfaction of teachers.

POPULATIONS AND SAMPLES

The populations for this study included primary and elementary teachers from public schools in the United States. Population A was all teachers in those schools having implemented year-round education prior to July 1, 1973. Population B, a comparison group, was all teachers in an equivalent number of schools on a traditional calendar in the same geographical area which were judged to be similar in size and social composition to the YRE schools by the principals of the YRE schools.

This method of selecting YRE and comparison schools was used by John Johnston in an unpublished dissertation completed in May, 1974. The same YRE and comparison schools

used in the Johnston study were also used in this study. The specific procedures used by Johnston in identifying and selecting YRE and comparison schools follow: the YRE population included all schools in the United States which had been identified as having changed from a conventional program to a YRE program. Johnston wrote to the YRE principals requesting them to nominate three traditional nine-months schools in the same geographical area which were similar to their YRE schools including size and racial balance. These responses were listed as a population for a comparison group.¹

A 50 percent sample of teachers from each of the identified schools was randomly selected using the faculty lists provided by each participating school's principal. Information on participating schools and teachers is presented in Table 2.

DATA COLLECTION INSTRUMENTS

Two instruments were used for collection of data for this study. One instrument was used for personal/situational data; the other was used to gather data on job satisfaction of teachers.

¹ John A. Johnston. "A Study of Time Spent on Administrative Tasks in Year-Round Schools by Elementary Principals." (unpublished Doctor's dissertation, Virginia Polytechnic Institute and State University, 1974), pp. 27 and 31.

Table 2

Response of YRE and 9-3
Schools and Teachers

Group	Number Requested to Participate		Response					
			YRE		9-3		Total	
	YRE	9-3	No.	Percent	No.	Percent	No.	Percent
Schools:								
Principals	85	85	42 ^a	49.4	28 ^b	32.9	70	41.2
Contact Teachers	37	24	37	100.0	24	100.0	61	100.0
Teachers	473	286	416	87.9	235	82.2	651 ^c	85.8

^aThis number includes five YRE principals who responded but did not wish to participate in the study.

^bThis number includes one 9-3 principal who responded whose school program changed to a year-round program in 1974 and was not included in the study and also three 9-3 principals who responded but did not wish to participate.

^cThis number includes 43 teachers whose responses were incomplete therefore unacceptable.

Personal/Situational Data Form

The Personal/Situational Data Form (Appendix A) was developed to gather information on personal and situational variables which may be related to job satisfaction. Each participating teacher was asked to complete this form.

Minnesota Satisfaction Questionnaire

As a result of research on the Work Adjustment Project at the University of Minnesota, the Minnesota Satisfaction Questionnaire (Appendix A) was developed to measure job satisfaction.

Weiss, Dawis, England, and Lofquist, writing in the Manual for the Minnesota Satisfaction Questionnaire, said, ". . . work adjustment depends on how well an individual's abilities correspond to the ability requirements in work, and how well his needs correspond to the reinforcers available in the work environment."¹ They further state, ". . . one individual may be satisfied with his work because it allows him to satisfy his needs for creativity, ability utilization and achievement."² The MSQ helps make it possible to obtain a more individualized picture of worker satisfaction than is possible with general measures of job satisfaction.³

¹Weiss and others, loc. cit.

²Ibid., p. vi.

³Ibid.

The Minnesota Satisfaction Questionnaire is based on 20 scales with five items each making a total of 100 items. The 20 scales were listed and defined in the definitions section of Chapter 1.

Selection. Before constructing or selecting an instrument to use in this study, a survey of the literature was made to select words, phrases, and statements denoting job satisfaction. This information was recorded, duplications eliminated, and then was refined into a condensed list. This list was used as a guide to the selection of a comprehensive instrument to measure job satisfaction in this study. The 114 words, phrases, and statements in the refined, condensed list are presented in Appendix B.

After completing the list of job satisfaction descriptors a search was made of existing instruments for research into job satisfaction of teachers. A number of questionnaires was studied, and the one selected for use in this study was the Minnesota Satisfaction Questionnaire.

The MSQ was determined to be an ideal instrument in that the 114 words, phrases, and statements could easily be classified under the 20 scales used in this questionnaire. A breakdown of the number of items into each of the twenty scales is also included in Appendix B.

Validity. Evidence supporting construct, concurrent, and content validity is cited in the Manual for the Minnesota Satisfaction Questionnaire.

Much of the evidence supporting construct validity of the MSQ was derived from construct validation studies of the Minnesota Importance Questionnaire (MIQ), based on the Theory of Work Adjustment.¹ In one set of studies the separate scales of the MSQ were the dependent variables to be predicted from the relationship between vocational needs (measured by the MIQ) and estimated levels of occupational reinforcement. Other construct validation studies used an exact factor score of general job satisfaction as the dependent variable. Results of these several studies give evidence that the validity of the MSQ as a measure of job satisfaction performed according to theoretical expectation.²

To determine whether the MSQ reflected group differences in satisfaction, data for 25 occupational groups were analyzed by one-way analysis of variance and by Bartlett's test of homogeneity of variance. The results showed that group differences were statistically significant at the .001 level for both means and variances on all MSQ scales. The data collected showed that the MSQ can differentiate among occupational groups, and the differentiation was comparable with results reported in research literature

¹Theory of Work Adjustment is a conceptual framework for research and is one of a continuing series of The Minnesota Studies in Vocational Rehabilitation (now out of print).

²Weiss and others, op. cit., pp. 16-17.

giving evidence for the concurrent validity of the MSQ.¹

The MSQ was given to 14 norm groups of 100 individuals each and intercorrelations of the MSQ scales were computed. These were factor analysed with two factors (the intrinsic factor and the extrinsic factor) extracted. For the norm group of teachers the intrinsic factor accounted for two-thirds of the common variance, but the overall results indicated that about half of the common variance can be attributed to the intrinsic factor and the other half to the extrinsic factor. Indications are that the factor structure of satisfaction varied among occupational groups.²

Reliability. Internal consistency reliability of the MSQ was tested by Hoyt's analysis of variance method on 27 normative groups. The reliability coefficients for the MSQ scales ranged from a high .97 to a low of .59. The median reliability coefficients ranged from .93 to .78. Of the 567 reliability coefficients, 83 percent were .80 or higher; 2.5 percent were lower than .70. The data used suggest that the MSQ scales have adequate internal consistency.³

Data on the stability of the scores on the MSQ

¹ Ibid., pp. 18-22.

² Ibid., pp. 22-23.

³ Ibid.

scales were obtained from two groups for two time intervals (one week and one year). Both groups used were heterogeneous with respect to age and occupational level. The one-year group was heterogeneous as to presence or absence as well as to type of disability. No individual was included who had changed jobs between the MSQ administrations. The stability coefficients ranged from .66 to .91 for a one-week interval with the one-week stability coefficient for the General Satisfaction scale at .89. For the one-year interval the stability coefficients ranged from .35 to .71 on the 20 scales with the stability coefficient for the General Satisfaction scale at .70. Canonical correlation analysis of the data yielded a maximum coefficient of .97 over the one-week interval and .89 over the one-year interval.¹

Scoring. The responses for the MSQ were weighted as follows:

Response Choice	Scoring Weight
I am not satisfied	1
I am only slightly satisfied	2
I am satisfied	3
I am very satisfied	4
I am extremely satisfied	5

¹ Ibid., pp. 14-16.

The twenty scales of the MSQ consist of the following items:

Scale	Items				
Ability utilization	7	27	47	67	87
Achievement	19	39	59	79	99
Activity	20	40	60	80	100
Advancement	14	34	54	74	94
Authority	6	26	46	66	86
Company policies and practices	9	29	49	69	89
Compensation	12	32	52	72	92
Co-workers	16	36	56	76	96
Creativity	2	22	42	62	82
Independence	4	24	44	64	84
Moral values	3	23	43	63	83
Recognition	18	38	58	78	98
Responsibility	17	37	57	77	97
Security	11	31	51	71	91
Social service	1	21	41	61	81
Social status	8	28	48	68	88
Supervision--human relations	10	30	50	70	90
Supervision--technical	15	35	55	75	95
Variety	5	25	45	65	85
Working conditions	13	33	53	73	93

A score for a general satisfaction scale ranging from 20 to 100 was obtained from the following items: 24, 25, 28, 30, 35, 43, 51, 61, 66, 67, 69, 72, 74, 77, 82, 93, 96, 98, 99, 100.¹

DATA COLLECTION PROCEDURES

A list of schools having implemented YRE between 1963 and 1973 was secured from Johnston's study along with the names of the principals. A list of the traditional 9-3 calendar principals identified by the YRE principals using Johnston's procedure was also secured from Johnston's study.

¹Ibid., pp. 3-4.

Letters were sent to YRE principals and to 9-3 principals along with a reply form. Their participation involved (1) providing a list of teachers in their schools from Kindergarten through the seventh grade and (2) selecting one teacher who would agree to serve as a contact teacher to receive, distribute, collect, and return the research material.

A follow-up letter was sent by Dr. David J. Parks, Administrative Coordinator for the National Council on Year-Round Education, to principals who did not reply to the first request in order to encourage their participation in this research effort. Copies of the letters sent to principals and the reply form may be found in Appendix C.

Principals of 70 schools responded and 61 of them were willing to participate and submitted a faculty list and the name of a contact teacher. The study sample included 50 percent of the teachers randomly selected from each list for a total of 759 teachers. The contact teacher was not included in the random sampling procedures.

Once the list of participating teachers was compiled, letters were sent to the contact teacher of each of the 61 schools with instructions for distribution and collection of research materials (see Appendix C). Enclosed with the letters were envelopes prepared for each teacher included in the sample. Each teacher's envelope contained a letter of

information and instructions (see Appendix C), the MSQ, and the Personal/Situational Data Form.

Participating teachers completed the questionnaires, sealed them to assure confidentiality of responses, and returned them to the contact teacher who forwarded them to the researcher. A total of 651 teachers responded, however 43 did not answer a sufficient number of questions to be acceptable. A summary of questionnaire responses is made in Table 3.

Letters of appreciation for their cooperation in the research procedures were mailed to all participating principals and to all contact teachers along with a summary of the findings. Summaries were also sent to some individual teachers who requested a copy.

ANALYSIS OF DATA

An analysis of the data was made to find the correlations of the variables on the MSQ with school calendar engaged in to determine if the type of school calendar was related to job satisfaction. A computer program had to be written for a correlation matrix which would allow for pairwise deletion options on questions left blank by the respondents; no programs were available which could handle all the variables with deletions. The output of this

Table 3
Questionnaire Responses

	Year-Round Teachers	Comparison 9-3 Teachers	Totals
Questionnaires mailed	473	286	759
Responses received	416	235	651
No response	57	51	108
Responses acceptable	380	228	608
Responses unacceptable	36	7	43
Percent responses received	87.95	82.17	85.77
Percent no response	12.05	17.83	14.23
Percent responses acceptable	91.35	97.02	93.39
Percent responses unacceptable	8.65	2.98	6.61

program, Correlation Matrix with Pairwise Deletion Options and with a Maximum of 150 Variables,¹ was necessary to provide the input to factor analysis. Using the BMD08M program, Factor Analysis, Revised March 27, 1973,² the correlation matrix was analyzed reducing the 101 variables to 17 composite variables or factors.

The same two programs were repeated with the 100 variables of the MSQ and 22 variables from the Personal/Situational Data Form. The purpose of the second analysis was to determine if the personal/situational data would load on the same factors as the data from the MSQ or produce additional factors. This time 22 factors were rotated.

Since no relationships between the personal/situational variables, school calendar preference, and job satisfaction were found by the factor analyses, follow-up tests were not required. However, two Chi-square tests of association were made to analyze the relationship between (1) calendar engaged in and whether respondents felt the quality of education was enhanced by YRE and (2) calendar preference and whether respondents felt the quality of

¹This program was used through the courtesy of Dr. Robert B. Frary and John B. Meredith, Jr., 2096 Derring Hall, Virginia Polytechnic Institute and State University.

²W. J. Dixon (ed.), BMD Biomedical Computer Programs, (Berkley and Los Angeles: University of California Press, 1973).

education was enhanced by MRE. These two additional analyses were conducted to investigate respondents' biases in answering the item on whether year-round education enhanced the quality of education received by students. Results of these analyses may be found in Chapter 4.

Chapter 4

RESULTS OF THE STUDY

INTRODUCTION

This chapter is devoted to the results of the study of the relationship between type of school calendar and job satisfaction of teachers. In addition, the interactions of personal/situational variables and school calendar as they are related to teacher self-perception of job satisfaction were investigated and included in this study. The descriptive data for personal/situational variables and MSQ items appear in Appendix D.

ANALYSIS OF MSQ WITH CALENDAR ENGAGED IN

When no satisfactory program could be found, Correlation Matrix with Pairwise Deletion Options and with a Maximum of 150 Variables was designed to analyze the data in this research. This was needed to provide correlations among all items on the MSQ and the Personal/Situational Data Form. The SPSS, BMD, and SAS programs could not be used. The SPSS with the capability of handling 125 variables would cut back to only 82 variables when using the pairwise deletion options to remove the blanks and zeroes from the data. The available BMD program could handle only 99 variables, and the SAS was too cumbersome for this purpose.

Correlation Matrix with Pairwise Deletion Options was first used with the data from the MSQ and one item, calendar year engaged in, from the personal/situational data. It was found that there was no significant correlation between type of school calendar engaged in and the 100 variables of the MSQ as a measure of job satisfaction of teachers.

The output of the correlation matrix provided the input for a factor analysis. Using the BMD08M program for factor analysis, a rotated matrix reduced the 101 variables to 17 composite variables or factors. It was noted that the variable, calendar engaged in, loaded only on one factor with a loading of .87 and did not spread among the other variables. No other variable loaded on this factor at .40 or above. In addition, calendar engaged in did not load on any other factor at .40 or above.

ANALYSIS OF MSQ AND PERSONAL/SITUATIONAL DATA FORM

The programs for correlation matrix with pairwise deletion options and for a factor analysis were used again to analyze all data from the MSQ and the Personal/Situational Data Form.

Correlations of Data

The correlation matrix showed again that there was no significant relationship between school calendar and

teacher job satisfaction. In fact, none of the personal/situational data showed a significant relationship with the items on the MSQ. Several correlations between personal/situational data were sufficiently large to merit reporting: teaching experience correlated with age .67, with contract status .53, and with salary .52; salary correlated with contract status .41; calendar preference with calendar engaged in .56 and with feelings of quality of education enhanced by YRE .62; the several methods of organizing curriculum were correlated such as graded with non-graded -.51 and graded with departmentalization, semi-departmentalization, or team-teaching -.44.

Factor Analysis

The factor analysis which included the 22 demographic variables with the 100 variables of the MSQ identified 22 factors in the rotated factor matrix. The increase in the number of factors from 17 on the above factor analysis was due to the personal/situational data. The rotated factor matrix is reproduced in Table 4. The names given to the 22 factors were:

- I. Self-actualization.
- II. Administration and supervision.
- III. Compensation.
- IV. Authority.
- V. Working conditions.

- VI. Co-workers.
- VII. Independence.
- VIII. Professional status.
- IX. Bias.
- X. Advancement.
- XI. Curriculum organization.
- XII. Sufficiency of personnel and supplies.
- XIII. Fringe benefits.
- XIV. Security.
- XV. Sex and grade level.
- XVI. Student-teacher ratio.
- XVII. Recognition.
- XVIII. Marital status.
- XIX. School enrollment.
- XX. Education of teacher.
- XXI. Social status.
- XXII. Certification of teacher.

The first 100 variables on the matrix are the questions in the order as they appear on the MSQ; the remaining variables were derived from information recorded on the Personal/Situational Data Form and were identified as follows:

- 101. Age.
- 102. Sex.
- 103. Marital status.
- 104. Certification.

Table 4
Rotated Factor Matrix

Variable Number	Factors ^a																					
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX	XXI	XXII
1	61	13	03	-14	09	02	-07	03	-04	-08	-08	09	-06	01	-03	03	-05	09	-10	08	-08	10
2	64	17	04	-03	-02	02	15	-03	03	03	-05	10	-05	-04	-05	-05	10	03	05	04	13	11
3	44	14	07	06	06	13	21	01	07	-08	-04	06	-05	-26	13	-05	05	06	21	-07	-09	05
4	49	16	00	-04	02	-01	65	05	-07	-02	00	03	-11	-13	03	-05	03	-05	-03	-00	-09	02
5	64	11	05	-17	08	01	07	-04	02	-10	-02	09	-30	-12	-03	-05	-03	07	08	18	00	05
6	45	12	00	-45	07	07	06	07	07	-03	-01	11	-20	-00	05	-10	12	07	18	06	-02	-07
7	61	10	01	-00	09	03	01	04	-05	-24	-05	07	-32	04	06	-06	05	16	18	08	-25	-03
8	26	15	24	-23	07	07	03	-05	04	-07	-04	07	-04	-14	-14	-10	09	-05	-01	02	-67	01
9	24	52	17	-15	12	02	08	-06	01	-03	-10	02	21	-09	02	-27	04	-04	21	13	-24	07
10	30	66	04	-03	-03	03	00	06	-02	-07	-02	08	-21	-15	-01	09	17	-04	10	-12	01	00
11	32	19	19	-08	08	08	04	21	-01	-07	-05	-07	-13	-67	07	-01	06	-03	08	04	-04	-05
12	15	13	80	03	08	-04	-03	14	01	-08	-03	00	-11	-14	-04	-10	03	04	08	-03	-03	-03
13	15	19	09	-00	80	04	07	00	-03	-14	03	01	-05	-08	02	-08	04	05	-00	-02	04	-05
14	25	20	19	-19	11	04	-02	01	03	-77	-02	08	-00	-01	-06	-04	08	-03	04	05	-03	06
15	23	70	-03	-01	09	-10	02	-04	01	-17	-01	06	-16	-08	-04	-02	12	-09	01	-20	02	-09
16	20	33	00	-07	11	72	02	-01	05	-05	-02	02	-09	-05	00	-14	05	-05	-02	08	05	-03

^aThe variable loadings have been rounded to two decimal places and the decimal removed.

Table 4 (continued)

Variable Number	Factors ^a																					
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX	XXI	XXII
17	63	19	11	06	09	20	18	04	02	06	-05	-02	-08	-13	05	00	09	00	06	04	-04	-11
18	29	46	00	-15	06	09	-00	04	06	-10	-01	02	-04	-09	05	-06	63	-02	-02	02	-08	07
19	57	16	02	-00	11	09	05	01	04	-16	-11	-02	-23	-08	-05	-07	16	06	05	13	-18	14
20	68	21	10	-10	09	03	01	-07	01	-05	-06	-03	-04	-13	-03	-08	07	01	06	16	04	-04
21	71	17	08	-15	09	07	02	-04	-02	-04	-07	05	-05	-01	01	-01	03	-04	-06	10	08	04
22	74	14	11	-03	03	05	10	06	03	-03	-01	01	-02	00	01	-06	09	01	04	03	07	-15
23	52	06	08	08	07	19	30	09	02	-16	10	00	03	-21	04	-03	11	-03	14	01	12	-11
24	49	13	08	-13	02	08	71	-00	-04	-01	-00	02	-04	-04	05	-02	08	-01	00	03	00	-01
25	67	19	15	-08	11	07	15	04	08	-04	04	03	-13	-05	-05	01	08	-06	-05	06	10	-10
26	31	10	08	-59	-02	17	05	04	04	-18	-03	02	-05	-03	06	-17	12	-00	20	-11	-00	03
27	68	11	06	00	08	04	-02	01	-06	-31	-02	-02	-20	-00	09	-10	01	07	13	04	-21	-06
28	28	20	17	-35	07	02	06	03	03	-10	01	-00	01	-08	-05	-08	08	-06	03	03	-65	-06
29	21	66	17	-09	17	-02	08	01	05	-11	-04	01	22	07	01	-20	10	-02	22	13	-12	-03
30	18	82	07	-02	08	09	03	05	-04	-09	04	02	-09	-03	00	01	07	-12	-02	-00	-02	02
31	27	20	35	-11	12	12	02	06	04	-10	-01	-04	01	-64	-02	-04	09	00	00	01	-07	-02
32	08	08	80	-09	06	03	07	09	02	-23	01	-04	-01	-07	-03	-03	-01	-15	04	00	-05	01

^aThe variable loadings have been rounded to two decimal places and the decimal removed.

Table 4 (continued)

Variable Number	Factors ^a																					
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX	XXI	XXII
33	27	17	11	-03	83	09	28	-01	-01	-10	-03	05	-04	-06	01	-03	09	-04	-05	-02	-07	-04
34	26	22	25	-14	10	10	14	04	06	-74	-03	05	04	-06	-01	00	09	-05	03	-03	-05	-01
35	26	75	-01	-02	11	09	01	01	-00	-11	06	00	-17	-04	-00	-05	11	-11	-02	-13	-03	-09
36	29	08	08	-14	03	66	06	-00	-00	-10	06	-00	05	-05	-05	04	22	-03	06	00	-04	-05
37	66	18	07	-05	08	15	19	-00	00	-08	-04	01	-03	-11	08	-05	17	-02	11	-03	-06	-04
38	36	40	05	-11	09	12	08	00	08	-18	03	07	-04	-05	03	-02	63	-03	00	01	-04	01
39	68	18	04	-09	11	14	04	-02	02	-10	00	01	-07	-13	-01	-05	22	-15	00	02	-16	-02
40	78	21	06	-13	05	08	10	-02	-01	00	06	-03	-02	-08	-08	-07	03	-06	02	05	-03	-06
41	76	15	06	-20	06	09	-04	-06	-06	-05	01	06	-00	-05	-00	00	01	-02	-07	-00	-07	05
42	82	14	08	-07	02	05	06	00	05	09	01	-00	07	-03	-06	-07	08	-08	05	-09	05	-03
43	63	05	13	05	07	14	29	02	07	-11	14	01	06	-17	10	04	01	-06	11	-06	-12	-02
44	47	14	08	-11	03	05	75	-00	05	-02	-02	06	01	05	04	-05	-02	-02	00	01	-05	-02
45	40	20	09	-30	13	14	23	14	09	-10	-03	12	-19	02	10	-03	04	22	-02	23	-05	03
46	28	21	01	-59	-00	10	04	07	-03	-30	-03	03	-09	-07	-02	-03	08	03	12	02	-12	-04
47	72	15	07	-07	11	10	-03	01	-05	-26	01	02	-04	-01	05	-03	03	04	04	01	-21	-01
48	20	20	21	-35	08	05	13	18	08	-28	07	-12	-03	08	19	08	16	-02	-10	23	-26	02

^aThe variable loadings have been rounded to two decimal places and the decimal removed.

Table 4 (continued)

Variable Number	Factors ^a																					
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX	XXI	XXII
49	22	63	12	-09	19	06	09	09	01	-11	-05	-07	31	05	05	-18	06	09	14	23	-06	05
50	29	77	06	-07	07	11	12	00	01	02	05	01	-03	-10	02	03	-02	03	-06	05	-07	03
51	41	15	18	-11	12	12	06	11	03	-05	-03	05	06	-67	04	05	03	-02	-06	-06	-09	03
52	13	10	82	-07	11	11	05	-00	04	-13	-02	06	08	-07	07	-00	08	-02	-01	01	-15	03
53	38	34	16	-10	63	27	01	00	04	-10	-05	09	02	-09	04	-00	02	-02	-02	02	-06	02
54	20	29	28	-19	17	15	01	-01	02	-64	-00	07	09	-02	04	-05	11	-11	01	03	02	-03
55	24	67	13	-08	15	14	02	02	02	-19	-05	10	08	-05	00	11	11	-01	-12	-13	-02	-08
56	26	22	04	-08	13	84	01	-01	06	-05	-00	03	00	-08	00	-02	-03	01	03	-05	-04	01
57	33	15	07	-53	17	24	06	-03	-04	-18	-08	12	02	-09	-03	14	08	-06	-01	-06	-16	-06
58	34	40	11	-27	06	15	09	02	04	-13	-03	03	04	00	01	00	61	05	-00	-00	-11	03
59	77	16	09	-14	02	15	10	-07	-02	-06	04	01	06	-07	-06	03	05	-04	04	-10	-06	-02
60	73	16	09	-09	03	13	12	04	03	02	03	02	10	-14	-02	-04	-02	-03	-00	-09	04	-11
61	77	18	05	-21	09	12	-00	-01	-04	-06	01	06	08	-00	-01	02	04	01	-06	-06	-12	02
62	80	20	03	-09	03	04	14	02	05	-04	01	03	15	01	-05	02	07	-07	-00	-09	-01	-02
63	63	13	05	-05	17	07	29	05	01	-12	05	-01	22	-18	04	11	05	-03	02	-06	-17	01
64	63	16	05	-14	02	10	54	-00	-06	-06	-05	03	08	-10	01	05	03	04	-02	-06	-08	06

^aThe variable loadings have been rounded to two decimal places and the decimal removed.

Table 4 (continued)

Variable Number	Factors ^a																					
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX	XXI	XXII
65	70	16	02	-16	13	06	14	05	06	-10	04	00	00	-01	-04	06	-03	-05	-07	15	04	12
66	24	17	03	-76	04	09	14	-03	04	-16	02	-01	05	-07	04	-00	15	00	-00	02	-17	-08
67	75	15	06	-04	07	11	-02	00	02	-25	04	-05	01	00	08	-04	03	05	03	02	-28	05
68	35	24	15	-44	10	12	07	-11	09	-15	01	02	02	-06	08	03	18	10	-06	04	-44	03
69	23	67	18	-16	14	05	09	04	02	-11	-00	05	30	06	05	-18	14	17	07	11	-11	03
70	22	83	04	-06	06	13	09	-04	03	-04	05	00	01	-05	04	04	08	02	-09	04	-05	10
71	45	15	16	-08	12	16	07	15	01	-07	07	05	12	65	04	04	00	03	-07	-03	-11	-02
72	15	13	83	-04	14	05	05	08	04	-11	-02	08	00	-11	-01	-01	05	05	-05	-05	-08	03
73	28	19	11	-08	82	07	04	-03	05	-10	02	07	09	-06	04	-01	04	-01	04	02	-08	04
74	22	24	22	-26	12	13	01	-03	06	-74	-02	05	-00	-09	-00	02	09	01	-09	-01	-10	01
75	27	78	07	-01	11	16	03	-07	05	-09	-02	05	-06	-09	02	06	09	01	-09	00	-03	01
76	29	19	04	-11	06	83	02	-00	02	-10	-04	02	03	-12	-05	-01	07	-00	05	03	-07	02
77	-71	27	08	-10	02	19	16	-00	01	01	-05	02	05	-12	-01	02	13	-04	01	-14	-00	02
78	27	44	06	-12	11	18	03	04	09	-13	-06	04	08	-03	08	06	62	06	-09	04	-06	07
79	77	12	10	-05	12	13	08	06	-00	-05	-05	02	01	-07	-04	03	15	-03	-03	-01	-04	-00
80	71	19	03	-13	08	06	09	03	11	03	-06	-01	02	-08	03	-06	01	06	-04	08	07	-09

^aThe variable loadings have been rounded to two decimal places and the decimal removed.

Table 4 (continued)

Variable Number	Factors ^a																					
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX	XXI	XXII
81	75	17	08	-18	10	06	-02	-00	-09	-04	01	04	03	00	03	03	01	-04	-16	-05	-09	03
82	79	16	04	00	03	08	14	00	02	00	03	02	16	-04	08	01	15	-02	-06	-14	04	00
83	64	11	08	01	13	14	24	06	03	-10	01	04	18	-17	19	13	05	10	-07	-01	-11	04
84	42	09	10	-24	09	04	65	01	10	-07	-11	-05	06	-00	08	05	08	13	-07	-02	04	07
85	79	20	-00	-17	14	02	03	05	-01	-06	04	-11	04	-08	-01	05	04	-05	-08	04	05	05
86	19	14	07	-74	10	11	11	-10	00	-24	08	-06	08	-11	09	02	03	-04	-09	02	-19	-02
87	77	17	07	-06	09	07	-05	02	-05	-25	-03	-06	02	-01	03	-01	03	-11	-02	-06	-28	02
88	38	21	22	-37	11	07	06	-04	02	-16	02	-04	08	-06	-03	-08	09	-01	-08	-01	-59	02
89	23	63	20	-19	16	14	04	-02	-00	-07	-10	-01	25	-03	01	-18	11	09	16	13	-06	05
90	24	83	05	-09	04	17	09	03	02	-03	-01	-03	01	-09	-03	11	06	01	-06	05	-05	10
91	22	40	13	-15	02	11	00	06	15	-09	-03	04	28	-33	24	-00	-12	24	-16	01	05	01
92	18	13	77	-07	11	02	06	04	-01	-17	-03	08	14	00	00	08	-01	05	-06	-04	-07	02
93	26	26	18	-09	77	13	02	-02	02	-11	-03	05	06	-09	02	05	05	00	-06	00	-06	07
94	23	21	15	-27	15	08	02	-01	08	-75	-04	02	00	-10	08	05	07	08	-09	-00	-12	03
95	21	76	07	-18	12	11	-01	-02	07	-24	03	01	00	-09	05	14	09	07	-15	-02	00	02
96	25	27	03	-15	14	78	08	00	05	-11	-05	00	07	-04	01	-01	01	05	-02	-02	-05	02

^aThe variable loadings have been rounded to two decimal places and the decimal removed.

Table 4 (continued)

Variable Number	Factors ^a																					
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX	XXI	XXII
97	67	18	05	-22	14	09	03	-06	-01	-11	03	-02	09	-12	-04	08	09	03	-02	04	-02	06
98	34	46	05	-21	09	11	06	01	01	-12	-06	01	04	-04	05	10	65	04	-07	-02	-11	-01
99	73	16	05	-07	13	06	04	00	01	-14	-03	04	-04	-07	-00	05	13	08	-03	07	-21	08
100	76	20	05	-13	06	05	06	06	02	02	-07	-02	07	-14	-4	-02	-00	06	-01	05	01	01
101	01	10	13	16	-03	02	01	75	-10	-09	-02	04	08	02	-04	-10	07	02	-11	-05	05	04
102	07	-00	11	05	-02	01	-09	-01	-00	09	-01	-01	-01	16	-76	-01	-03	04	-04	01	08	-01
103	-04	-03	-00	01	-01	-02	04	-08	-06	04	07	-02	01	00	-09	02	03	84	02	-08	03	-14
104	08	-10	-04	-10	-02	01	-02	-07	-05	04	-04	-07	-00	-05	-12	-05	-08	15	-10	-01	00	-75
105	-04	11	-01	04	03	06	08	-70	-06	-06	03	00	09	20	10	-04	-00	00	-07	-03	05	14
106	-04	-01	13	-02	04	00	02	23	01	04	01	-20	-04	-02	15	-06	-02	13	-09	-67	04	02
107	10	08	07	00	13	10	02	-10	75	-03	05	02	05	-14	-01	-11	07	03	-00	16	-03	-20
108	01	02	05	03	-04	00	02	88	-07	-03	-00	-02	-03	-07	00	02	00	-08	-01	-05	07	05
109	07	-01	19	-23	03	-01	05	65	-06	08	-06	05	04	-07	13	21	-03	-02	14	-16	-05	15
110	04	09	09	-07	01	-06	02	-05	-02	07	-01	-05	-05	07	72	-02	05	-05	-04	-09	11	10
111	-01	-14	-02	-09	-05	07	-03	-05	15	07	10	10	06	00	06	23	-09	03	66	10	08	10
112	-01	06	-06	05	-02	-12	01	07	-04	-00	-08	-13	-02	-04	-04	74	05	02	22	03	13	06

^aThe variable loadings have been rounded to two decimal places and the decimal removed.

Table 4 (continued)

Variable Number	Factors ^a																					
	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	XVII	XVIII	XIX	XX	XXI	XXII
113	-00	00	-04	05	-41	04	07	14	-06	00	-11	04	07	-05	14	-14	01	03	-46	06	08	-03
114	-01	09	09	01	04	06	-03	-07	-09	-04	-00	69	-01	-02	09	-08	-09	03	11	14	03	28
115	05	03	08	-05	10	05	08	11	03	-07	-03	72	05	01	-09	-02	14	-02	-07	06	-02	-10
116	04	33	-07	-07	09	-13	02	-01	-04	-14	-08	42	-01	10	-04	00	-01	-14	17	-32	-11	-15
117	04	05	19	09	03	-09	-07	-04	-04	-20	-19	31	42	-11	-17	-06	07	04	10	12	-04	-05
118	03	07	01	-10	-01	05	01	-04	87	-05	-02	-09	-01	-06	02	00	03	-04	10	00	-01	11
119	-08	-00	03	03	-04	-00	-01	-01	79	-06	-02	01	-04	11	-03	04	03	01	04	-11	-04	07
120	-02	-00	-03	01	03	-00	-08	-02	-03	02	90	-02	01	02	03	02	-02	02	10	03	-03	-07
121	01	02	02	00	01	-12	24	-04	-03	-01	-46	-08	-02	-14	-25	-43	04	-05	-17	-12	04	33
122	-03	-02	07	02	03	14	-10	14	-03	-08	-70	10	12	06	14	20	03	-09	03	10	-10	-36

^aThe variable loadings have been rounded to two decimal places and the decimal removed.

- 105. Contract status.
- 106. Education.
- 107. Feelings of quality of education enhanced through YRE.
- 108. Years of teaching experience.
- 109. Salary.
- 110. Grade level.
- 111. School enrollment.
- 112. Student-teacher ratio.
- 113. Age of facilities.
- 114. Adequacy of supportive staff.
- 115. Adequacy of supplies and materials.
- 116. Adequacy of administration.
- 117. Adequacy of benefits.
- 118. Calendar preference.
- 119. Calendar engaged in.
- 120. Curriculum organization--graded or other.
- 121. Curriculum organization--departmentalization, semi-departmentalization, team-teaching or other.
- 122. Curriculum organization--non-graded or other.

A comparison of the 20 scales of the MSQ as outlined in the manual by Weiss and his colleagues and the rotated factors in this research is recorded in Table 5. The 8 MSQ scales--ability utilization, achievement, activity, creativity, moral values, responsibility, social service, and variety--loaded on the first factor of the rotated factor

Table 5

Comparison of the Scales of the MSQ and
Rotated Factors in This Research

Scales of MSQ	Rotated Factors
Ability utilization	Self-actualization
Achievement	Self-actualization
Activity	Self-actualization
Advancement	Advancement
Authority	Authority
Company (school) policies and practices	Administration and supervision
Compensation	Compensation
Co-workers	Co-workers
Creativity	Self-actualization
Independence	Independence
Moral values	Self-actualization
Recognition	Recognition
Responsibility	Self-actualization
Security	Security
Social service	Self-actualization
Social status	Social status
Supervision--human relations	Administration and supervision
Supervision--technical	Administration and supervision
Variety	Self-actualization
Working conditions	Working conditions

matrix and was named Self-actualization. There were 3 scales--policies and practices, supervision--human, and supervision--technical--which loaded on Factor II; this factor was named Administration and Supervision. The 9 other factors--compensation, authority, working conditions, co-workers, independence, advancement, security, recognition, and social status--paralleled the scales of the same name on the MSQ. These data support the factor structure of the MSQ.

Factors due to the personal/situational data were professional status, curriculum organization, sufficiency of personnel and supplies, fringe benefits, sex and grade level, student-teacher ratio, marital status, school enrollment, education of teacher, certification of teacher, and one called the bias factor.

Factor IX was named Bias because of the high factor loadings on variable 107, feelings of quality of education enhanced through YRE, .75; variable 118, calendar preference, .87; and variable 119, calendar engaged in, .79. With this finding the researcher used another computer program, SPSSH--Version 5.01,¹ for Chi-square tests of association between calendar engaged in and feelings of quality of education enhanced through YRE and for calendar preferred and feelings of quality of education enhanced through YRE.

¹Statistical Package for the Social Sciences, (New York: McGraw-Hill Publishing Co., 1974).

Analysis of the Bias Factor

Two analyses using the Chi-square test were conducted to investigate the bias in responding to the item on perception of quality of education in YRE, since the factor analysis seemed to indicate that teachers' responses were based on their own experience and calendar preference.

The first cross-tabulation was for variable 119, calendar engaged in, by variable 107, the feelings of quality of education enhanced through YRE. Table 6 shows that 120 teachers engaged in the 9-3 calendar responded negatively while only 81 responded positively; 262 of the non-traditional or YRE teachers responded positively, and only 91 responded negatively.

The second cross-tabulation was for variable 118, calendar preferred, by variable 107, feelings of quality of education enhanced through YRE. Table 7 shows that only 53 of the teachers who prefer a 9-3 calendar responded positively while 154 responded negatively. Among the teachers who prefer a year-round calendar, 272 responded positively while 47 responded negatively.

The Chi-square tests for association (Tables 6 and 7) showed that teachers in YRE or who preferred YRE thought that the quality of education was enhanced by the year-round school calendar, while teachers engaged in the traditional 9-3 calendar or who preferred the 9-3 calendar did not feel that

Table 6

Chi-Square Test of Association of Calendar Year
Engaged In and Perception of Quality
of Education in YRE

Calendar Year Engaged In	Feelings of Quality of Education Enhanced by YRE		Total Responding
	No	Yes	
Traditional 9-3	120	81	201
Non-traditional (YRE)	91	262	353
Total responding	211	343	554

$$\chi^2 = 123.84; p = .005.$$

Table 7

Chi-Square Test of Association of Calendar Year
Preferred and Perception of Quality
of Education in YRE

Calendar Year Preferred	Feelings of Quality of Education Enhanced by YRE		Total Responding
	No	Yes	
Traditional 9-3	154	53	207
No preference	11	23	34
Non-traditional (YRE)	47	272	319
Total responding	212	348	560

$$\chi^2 = 216.71; p = .005.$$

YRE would enhance the quality of education. The Chi-squares were significant at the .005 level.

SUMMARY

In chapter four the results of research into the relationship between type of school calendar and job satisfaction of teachers were presented. These results were analyzed by use of the computer programs Correlation Matrix with Pairwise Deletion Options, BMD08M--Factor Analysis, and SPSSH--Version 5.01 for the Chi-square test of association.

No significant relationship was found between type of school calendar and job satisfaction of teachers, and no relationships were found between any other personal/situational data and job satisfaction. Interactions between personal/situational variables and school calendar as they are related to teacher self-perception of job satisfaction were non-existent.

A comparison of the scales of the MSQ with the factors of the rotated factor matrix in this research supported the factor structure of the job satisfaction instrument obtained by Weiss and his colleagues. The loadings from the personal/situational data did not spread into the MSQ factors but caused additional factors to be identified on the second factor analysis.

When a bias factor was identified, Chi-square tests for association revealed that teachers engaged in or

preferring YRE felt that the quality of education was enhanced by YRE, while teachers in or preferring 9-3 programs did not feel that the quality of education would be enhanced by YRE.

Chapter 5

SUMMARY, CONCLUSIONS, DISCUSSION, AND IMPLICATIONS

This chapter includes a summary of this research project, conclusions drawn from the study, discussion of the conclusions drawn, and implications of the results.

SUMMARY

Some school systems implemented year-round educational programs in the last several years, and others are discussing the possibility of implementing such a program, but there has not been a national study on job satisfaction of teachers in year-round education as compared with teachers in the more traditional 9-3 plan. This is the first such study on a nationwide basis to determine the relationship of the school calendar to job satisfaction of teachers.

The focus of this study was on the relationship between type of school calendar and teacher job satisfaction. The position taken in this study was that job satisfaction of teachers would be higher in year-round education than in 9-3 programs.

Before constructing or selecting an instrument to use in this study, a survey of the literature was made to select words, phrases, and statements denoting job satisfaction. This list was refined into a condensed list of 114

items. A number of questionnaires was studied, and the one selected was the Minnesota Satisfaction Questionnaire; the 114 words, phrases, and statements were easily classified under the 20 scales of the MSQ. This analysis indicated that the MSQ was a sufficiently valid measure of teacher job satisfaction for this study. A personal/situational data form was developed to gather information on personal and situational variables which might be related to job satisfaction. A total of 23 questions was included in this form.

Letters were mailed to YRE and to 9-3 principals along with a reply form requesting a list of their faculty and asking that each principal select one teacher who would agree to serve as a contact teacher to receive, distribute, collect, and return the research material. A follow-up letter to encourage their participation was sent by Dr. David J. Parks, Administrative Coordinator for the National Council on Year-Round Education, to principals who did not reply to the first request.

Principals in 61 schools responded by submitting faculty lists and providing the name of a contact teacher. The study sample included 50 percent of the teachers, randomly selected, from each faculty list or a total of 759 teachers. After the list of participating teachers was compiled, letters were sent to the contact teachers of each school with instructions for distribution and collection of research material. Enclosed with the letters to the contact

teachers were envelopes prepared for each teacher included in the sample. These envelopes contained a letter of information and instructions, the Personal/Situational Data Form, and the MSQ. The participating teachers completed the questionnaires, sealed them in the envelopes, and returned them to the contact teacher who forwarded them to the researcher. Returns were received from 100 percent of the contact teachers with 651 teachers responding.

Data were recorded on optical scanner forms, punched into computer cards, and analyzed with three computer programs: Correlation Matrix with Pairwise Deletion Options and with a Maximum of 150 Variables, BMD08M--Factor Analysis, Revised March 27, 1973, and SPSSH--Version 5.01 program for a Chi-square test of association of variables. These analyses were made on the IBM System/370 Model 158 in the computing center at Virginia Polytechnic Institute and State University.

CONCLUSIONS

Two conclusions related to the original research question can be drawn from the results of this research:

1. Type of school calendar is not related to job satisfaction of teachers.

2. Job satisfaction of teachers does not depend on extrinsic factors such as those included on the Personal/Situational Data Form.

Two additional conclusions can be drawn from the Chi-square analyses of the Bias factor (Tables 6 and 7).

1. Teachers in this study who preferred the traditional calendar felt that the quality of education was not enhanced by year-round schools, and teachers who preferred one of the year-round calendars felt that the quality of education was enhanced by the year-round calendar.

2. Teachers in this study who were teaching in year-round schools felt that the quality of education was enhanced by the year-round calendar, and teachers who were teaching in traditional schools felt that the year-round calendar did not enhance the quality of education.

DISCUSSION

It was the intent of the researcher to add to the body of knowledge concerning job satisfaction of teachers in YRE as compared to those in the 9-3 calendar, and the assumption was that YRE would enhance teacher job satisfaction. The data show teachers are equally well satisfied in both types of school calendars. This finding could very well be explained by the calendar bias found among respondents. People who are working in a situation which they prefer will tend to be satisfied with their work. Since both year-round and 9-3 teachers were working under the

calendar they preferred, both could be expected to be satisfied with their jobs equally well.

Intrinsic factors such as creativity, responsibility, ability utilization, and other variables that loaded on the first factor which was named Self-actualization, the peak of the hierarchy of individual needs as outlined by Maslow and Porter, indicate that job satisfaction is derived from these rather than from extrinsic factors. This follows Herzberg's theory of motivation that intrinsic factors rather than extrinsic factors motivate the individual toward self-esteem and self-actualization after basic needs have been met.

Whereas these conclusions point to the validity of the theories of Maslow, Porter, and Herzberg, it would seem important for school administrators and school boards to seriously consider and place emphasis upon those intrinsic values such as achievement, recognition, creativity, responsibility, and self-esteem which enhance teacher job satisfaction.

As school superintendents and school boards contemplate change in school calendar or plan for implementation of year-round programs, the intrinsic factors that enhance job satisfaction should be considered. Teachers who are included in the planning stages of a change program, who are given an opportunity for creative input, who are trusted with responsibility in some of the decision-making, and who

are recognized for their contributions in the process probably will have higher job satisfaction than would teachers who are mandated to go into such a change or who have not been given an opportunity for input in the planning stages.

Results of the study should be interpreted with caution, since only 32.9 percent of 9-3 principals and 49.4 percent of YRE principals responded. No data were available to describe those principals, teachers, and schools who did not respond. Those principals who did respond may well have been biased in favor of YRE and this bias could have affected the results.

IMPLICATIONS

Additional research is needed in the study of job satisfaction of teachers as it is related to YRE, since the findings in this study do not support some of the literature cited in Chapter 2. Further research should be designed to control for the bias effect previously discussed. This research could focus upon explaining the variations in job satisfaction of teachers preferring and working within a specific type of calendar.

The MSQ as an instrument to measure job satisfaction of teachers was considered valid and reliable for this study; however, in light of present-day concerns of teachers it needs another revision to remove the built-in sexist bias,

as reference is continually made to the boss and his "men" which some teachers viewed with antagonism. Also, the language regarding the boss and company policies should be changed to conform to the educational setting. The repetition of items was considered both demeaning and time-consuming by some participants. Questions repeated were too obvious; the rewording of some repeated questions and the reduction in the number of total responses could enhance the results. The short form of the MSQ with 20 questions did not seem adequate, and the long form used in this research was too lengthy. Further work is needed on the length of the questionnaire.

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APPENDIXES

APPENDIX A
DATA COLLECTION INSTRUMENTS

PERSONAL/SITUATIONAL DATA FORM

Directions: Please check items to indicate your current status.

1. Age: ☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ over 50
2. Sex: ☐ Male ☐ Female
3. Marital status: ☐ Married ☐ Single ☐ Other
4. Are you teaching in your area of certification?
☐ Yes
☐ No
5. What is your contract status?
☐ Tenured
☐ Continuing with renewal at multiyear intervals
☐ Continuing with annual renewal
☐ Probationary
6. Education:
☐ Less than Bachelor's degree
☐ Bachelor's degree
☐ Master's degree
☐ Certificate of Advanced Study or Specialist degree
☐ Doctorate
7. Calendar preferences:
☐ Traditional nine-months calendar
☐ 4-15
☐ Quinmester
☐ 4-Quarter
☐ Other _____
☐ No preference
8. Do you feel that the quality of education is enhanced through year-round education?
☐ Yes
☐ No
9. Type of calendar engaged in at this time:
☐ Traditional nine-months calendar
☐ 4-15
☐ 4-Quarter plan
☐ Quinmester
☐ Other _____
10. Years of teaching experience:
☐ less than 1
☐ 1-3
☐ 4-6
☐ 7-9
☐ 10 or more
11. For year-round teachers only: Years of teaching in year-round education:
☐ less than 1
☐ 1-3
☐ 4-6
☐ 7-9
☐ 10 or more
12. How many days are you employed under terms of contract?
☐ 180 or less
☐ 181-199
☐ 200-219
☐ 220-239
☐ 240-259
13. Yearly salary:
☐ under \$10,000
☐ \$10,000-\$15,999
☐ \$16,000-\$19,999
☐ \$20,000 or more
14. Curriculum organization engaged in at this time:
 (Check all which apply).
☐ Graded school concept (students in grades K, 1, 2, 3, 4, 5, 6, 7)
☐ Departmentalization (all main subjects departmentalized)
☐ Semi-departmentalization (only departmentalization in some subjects)
☐ Nongraded
☐ Team-teaching
☐ Other _____
15. Grade levels:
☐ Primary (K-3 or equivalent)
☐ Elementary (4-7 or equivalent)
16. Total school enrollment:
☐ under 100
☐ 100-299
☐ 300-499
☐ 500-699
☐ 700 or more
17. What is the student-teacher ratio in your school?
☐ under 15
☐ 16-20
☐ 21-30
☐ over 30
18. Check the age of your school building or number of years since last remodeling--whichever is smaller.
☐ under 10 years
☐ 10-20 years
☐ 21-30 years
☐ over 30 years
19. Do you feel you have been provided sufficient recreational and teacher-aid assistants?
☐ Yes
☐ No
20. Do you feel you have been provided enough supplies and materials?
☐ Yes
☐ No
21. Do you feel there is a sufficient number of competent administrative personnel employed in your school building?
☐ Yes
☐ No
22. Do you feel that sufficient provision has been made for health insurance, sabbatical leave, and other benefits?
☐ Yes
☐ No
23. For year-round teachers only: How many calendar groups do you work with?
☐ one
☐ two
☐ more than two

minnesota satisfaction questionnaire

1967 Revision



Vocational Psychology Research
UNIVERSITY OF MINNESOTA

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minnesota satisfaction questionnaire

Directions

The purpose of this questionnaire is to give you a chance to tell **how you feel about your present job**, what things you are **satisfied** with and what things you are **not satisfied** with.

On the basis of your answers and those of people like you, we hope to get a better understanding of the things people **like and dislike about their jobs**.

On the following pages you will find statements about certain aspects of your **present job**.

- Read each statement carefully.
- Decide how you feel about the aspect of your job described by the statement.
 - Circle 1 if you are **not satisfied** (if that aspect is much poorer than you would like it to be).
 - Circle 2 if you are **only slightly satisfied** (if that aspect is not quite what you would like it to be).
 - Circle 3 if you are **satisfied** (if that aspect is what you would like it to be).
 - Circle 4 if you are **very satisfied** (if that aspect is even better than you expected it to be).
 - Circle 5 if you are **extremely satisfied** (if that aspect is much better than you hoped it could be).
- Be sure to keep the statement in mind when deciding **how you feel about that aspect of your job**.
- Do this for **all** statements. Answer **every** item.
- **Do not turn back** to previous statements.

Be frank. Give a true picture of your feelings about your **present job**.

Ask yourself: How satisfied am I with this aspect of my job?

1 means I am **not satisfied** (this aspect of my job is much poorer than I would like it to be).

2 means I am **only slightly satisfied** (this aspect of my job is not quite what I would like it to be).

3 means I am **satisfied** (this aspect of my job is what I would like it to be).

4 means I am **very satisfied** (this aspect of my job is even better than I expected it to be).

5 means I am **extremely satisfied** (this aspect of my job is much better than I hoped it could be).

On my present job, this is how I feel about . . .

For each statement
circle a number.

1. The chance to be of service to others.	1	2	3	4	5
2. The chance to try out some of my own ideas.	1	2	3	4	5
3. Being able to do the job without feeling it is morally wrong.	1	2	3	4	5
4. The chance to work by myself.	1	2	3	4	5
5. The variety in my work.	1	2	3	4	5
6. The chance to have other workers look to me for direction.	1	2	3	4	5
7. The chance to do the kind of work that I do best.	1	2	3	4	5
8. The social position in the community that goes with the job.	1	2	3	4	5
9. The policies and practices toward employees of this company.	1	2	3	4	5
10. The way my supervisor and I understand each other.	1	2	3	4	5
11. My job security.	1	2	3	4	5
12. The amount of pay for the work I do.	1	2	3	4	5
13. The working conditions (heating, lighting, ventilation, etc.) on this job.	1	2	3	4	5
14. The opportunities for advancement on this job.	1	2	3	4	5
15. The technical "know-how" of my supervisor.	1	2	3	4	5
16. The spirit of cooperation among my co-workers.	1	2	3	4	5
17. The chance to be responsible for planning my work.	1	2	3	4	5
18. The way I am noticed when I do a good job.	1	2	3	4	5
19. Being able to see the results of the work I do.	1	2	3	4	5
20. The chance to be active much of the time.	1	2	3	4	5
21. The chance to be of service to people.	1	2	3	4	5
22. The chance to do new and original things on my own.	1	2	3	4	5
23. Being able to do things that don't go against my religious beliefs.	1	2	3	4	5
24. The chance to work alone on the job.	1	2	3	4	5
25. The chance to do different things from time to time.	1	2	3	4	5

Ask yourself: How satisfied am I with this aspect of my job?

- 1 means I am **not satisfied** (this aspect of my job is much poorer than I would like it to be).
 2 means I am **only slightly satisfied** (this aspect of my job is not quite what I would like it to be).
 3 means I am **satisfied** (this aspect of my job is what I would like it to be).
 4 means I am **very satisfied** (this aspect of my job is even better than I expected it to be).
 5 means I am **extremely satisfied** (this aspect of my job is much better than I hoped it could be).

On my present job, this is how I feel about . . .	For each statement circle a number.				
26. The chance to tell other workers how to do things.	1	2	3	4	5
27. The chance to do work that is well suited to my abilities.	1	2	3	4	5
28. The chance to be "somebody" in the community.	1	2	3	4	5
29. Company policies and the way in which they are administered.	1	2	3	4	5
30. The way my boss handles his men.	1	2	3	4	5
31. The way my job provides for a secure future.	1	2	3	4	5
32. The chance to make as much money as my friends.	1	2	3	4	5
33. The physical surroundings where I work.	1	2	3	4	5
34. The chances of getting ahead on this job.	1	2	3	4	5
35. The competence of my supervisor in making decisions.	1	2	3	4	5
36. The chance to develop close friendships with my co-workers.	1	2	3	4	5
37. The chance to make decisions on my own.	1	2	3	4	5
38. The way I get full credit for the work I do.	1	2	3	4	5
39. Being able to take pride in a job well done.	1	2	3	4	5
40. Being able to do something much of the time.	1	2	3	4	5
41. The chance to help people.	1	2	3	4	5
42. The chance to try something different.	1	2	3	4	5
43. Being able to do things that don't go against my conscience.	1	2	3	4	5
44. The chance to be alone on the job.	1	2	3	4	5
45. The routine in my work.	1	2	3	4	5
46. The chance to supervise other people.	1	2	3	4	5
47. The chance to make use of my best abilities.	1	2	3	4	5
48. The chance to "rub elbows" with important people.	1	2	3	4	5
49. The way employees are informed about company policies.	1	2	3	4	5
50. The way my boss backs his men up (with top management).	1	2	3	4	5

Ask yourself: How **satisfied** am I with this aspect of my job?

- 1 means I am **not satisfied** (this aspect of my job is much poorer than I would like it to be).
 2 means I am **only slightly satisfied** (this aspect of my job is not quite what I would like it to be).
 3 means I am **satisfied** (this aspect of my job is what I would like it to be).
 4 means I am **very satisfied** (this aspect of my job is even better than I expected it to be).
 5 means I am **extremely satisfied** (this aspect of my job is much better than I hoped it could be).

On my present job, this is how I feel about . . .		For each statement circle a number.				
51. The way my job provides for steady employment.	1	2	3	4	5	
52. How my pay compares with that for similar jobs in other companies.	1	2	3	4	5	
53. The pleasantness of the working conditions.	1	2	3	4	5	
54. The way promotions are given out on this job.	1	2	3	4	5	
55. The way my boss delegates work to others.	1	2	3	4	5	
56. The friendliness of my co-workers.	1	2	3	4	5	
57. The chance to be responsible for the work of others.	1	2	3	4	5	
58. The recognition I get for the work I do.	1	2	3	4	5	
59. Being able to do something worthwhile.	1	2	3	4	5	
60. Being able to stay busy.	1	2	3	4	5	
61. The chance to do things for other people.	1	2	3	4	5	
62. The chance to develop new and better ways to do the job.	1	2	3	4	5	
63. The chance to do things that don't harm other people.	1	2	3	4	5	
64. The chance to work independently of others.	1	2	3	4	5	
65. The chance to do something different every day.	1	2	3	4	5	
66. The chance to tell people what to do.	1	2	3	4	5	
67. The chance to do something that makes use of my abilities.	1	2	3	4	5	
68. The chance to be important in the eyes of others.	1	2	3	4	5	
69. The way company policies are put into practice.	1	2	3	4	5	
70. The way my boss takes care of complaints brought to him by his men.	1	2	3	4	5	
71. How steady my job is.	1	2	3	4	5	
72. My pay and the amount of work I do.	1	2	3	4	5	
73. The physical working conditions of the job.	1	2	3	4	5	
74. The chances for advancement on this job.	1	2	3	4	5	
75. The way my boss provides help on hard problems.	1	2	3	4	5	

Ask yourself: How **satisfied** am I with this aspect of my job?

1 means I am **not satisfied** (this aspect of my job is much poorer than I would like it to be).

2 means I am **only slightly satisfied** (this aspect of my job is not quite what I would like it to be).

3 means I am **satisfied** (this aspect of my job is what I would like it to be).

4 means I am **very satisfied** (this aspect of my job is even better than I expected it to be).

5 means I am **extremely satisfied** (this aspect of my job is much better than I hoped it could be).

On my present job, this is how I feel about . . .

For each statement
circle a number.

76. The way my co-workers are easy to make friends with.	1	2	3	4	5
77. The freedom to use my own judgment.	1	2	3	4	5
78. The way they usually tell me when I do my job well.	1	2	3	4	5
79. The chance to do my best at all times.	1	2	3	4	5
80. The chance to be "on the go" all the time.	1	2	3	4	5
81. The chance to be of some small service to other people.	1	2	3	4	5
82. The chance to try my own methods of doing the job.	1	2	3	4	5
83. The chance to do the job without feeling I am cheating anyone.	1	2	3	4	5
84. The chance to work away from others.	1	2	3	4	5
85. The chance to do many different things on the job.	1	2	3	4	5
86. The chance to tell others what to do.	1	2	3	4	5
87. The chance to make use of my abilities and skills.	1	2	3	4	5
88. The chance to have a definite place in the community.	1	2	3	4	5
89. The way the company treats its employees.	1	2	3	4	5
90. The personal relationship between my boss and his men.	1	2	3	4	5
91. The way layoffs and transfers are avoided in my job.	1	2	3	4	5
92. How my pay compares with that of other workers.	1	2	3	4	5
93. The working conditions.	1	2	3	4	5
94. My chances for advancement.	1	2	3	4	5
95. The way my boss trains his men.	1	2	3	4	5
96. The way my co-workers get along with each other.	1	2	3	4	5
97. The responsibility of my job.	1	2	3	4	5
98. The praise I get for doing a good job.	1	2	3	4	5
99. The feeling of accomplishment I get from the job.	1	2	3	4	5
100. Being able to keep busy all the time.	1	2	3	4	5

APPENDIX B

WORDS, PHRASES, AND STATEMENTS DESCRIBING
JOB SATISFACTION AND CLASSIFIED UNDER
THE 20 SCALES USED IN THE MSQ

WORDS, PHRASES, AND STATEMENTS
DESCRIBING JOB SATISFACTION

Ability of supervisor to handle people.

Achievement.

Activities in organization--social.

Adequacy of heating and ventilation.

Adequacy of lighting.

Adequacy of safety conditions.

Adequacy of supplies and equipment.

Advancement in social position.

Advancement on merit.

Advancement on seniority.

Advancement opportunities.

Appreciation from supervisor.

Aspiration of individuals.

Attitudes toward co-workers.

Attitudes toward financial rewards.

Attitudes toward institution.

Attitudes toward job content.

Attitudes toward promotional opportunities.

Attitudes toward supervision--human.

Attitudes toward working conditions.

Attractive places of employment.

Attractive schools.

Attractive surroundings.

Challenging work.
Classroom teacher recognition.
Clean classrooms.
Communications.
Company (school board) management.
Competency, ability, and interest of principal.
Competent co-workers.
Conditions of work.
Congenial co-workers.
Cooperation and group effort on the job.
Creativity.
Daily challenges on the job.
Determining classroom methods.
Dignity.
Economic advancement.
Fair evaluation of work.
Fair treatment by employer.
Feeling of being valued by the school board.
Feeling of importance.
Feeling of security.
Feeling of self-esteem.
Feeling of self-fulfillment.
Freedom in classroom organization and management.
Fringe benefits.
Holidays for employees and staff.
Hours for employees and staff.

Hygiene factors--food, clothing, etc.

Independent thought and action.

Information on daily, monthly, and annual reports.

Information on employee status.

Information on new developments in education.

Information on new innovations in education.

Information on personnel policies.

Information on procedures.

Information on suggestions systems.

Information on what the school board is doing.

Initiative.

Institutional policy and administration.

Interest in work, job, or position held.

Investment plans for employees and staff.

Keeping promises--administration.

Knowing what is expected of you.

Making an important contribution to education.

Moral values of individuals while on the job.

Opportunity for advancement.

Opportunity for in-service classes.

Opportunity to help others.

Opportunity to participate in decision-making.

Participate in setting school goals.

Personal life.

Prestige--feeling of prestige among peers.

Prestige--feeling of prestige within the community.

Pride in doing job well.
Pride in team accomplishments.
Professional advancement.
Promotion policies in the school system.
Prompt settlement of grievances.
Recognition.
Recognition of ability.
Recreational outlets.
Relationship with others.
Relationship with peers.
Relationship with subordinates.
Relationship with supervisor--technical.
Responsibilities.
Retirement provisions.
Salary--wage satisfaction.
Satisfaction with teaching as a profession.
School board attitude and cooperation with teachers.
School board policies.
School board reputation.
Security.
Self-respect.
Seniority.
Sick-leave program.
Social approval of parents and community.
Social aspects of the job.
Social relations on the job.

Social status.

Status.

Steadiness of employment.

Supervision--human.

Tasks as a teacher.

Teacher load.

Teacher working relations--rapport.

Understanding by superiors--human.

Vacations.

Variety of responsibilities and teaching.

Wages.

Work itself.

Working conditions in the organization.

WORDS, PHRASES, AND STATEMENTS DESCRIBING JOB SATISFACTION
CLASSIFIED UNDER THE 20 SCALES USED IN THE MSQ

Ability Utilization

Attitude toward job content.
Challenging work.
Competency, ability, and interest of principal.
Recognition of ability.

Achievement

Achievement.
Aspiration of individual.
Interest in work, job or position held.
Making an important contribution to education.
Pride in doing job well.

Activity

Work itself.

Advancement

Advancement on merit.
Advancement on seniority.
Advancement opportunities.
Opportunity for advancement.
Opportunity for in-service classes.
Professional advancement.
Promotion policies in the school system.

Authority

No items

Company Policies and Practices (or School Division)

Attitude toward institution.
Attitude toward promotional opportunities.
Communication.
Company (school board) management.
Institutional policy and administration.
Information on daily, monthly, and annual reports.
Information on new developments in education.
Information on new innovations in education.
Information on personnel policies.
Information on procedures.

Information on suggestions systems.
 Information on what the school board is doing.
 Keeping promises--administration.
 Knowing what is expected of you.
 Opportunity to participate in decision-making.
 Participate in setting school goals.
 Prompt settlement of grievances.
 School board attitude and cooperation with teachers.
 School board policies.
 School board reputation.

Compensation (Salary, Fringe Benefits, Vacations)

Attitude toward financial rewards.
 Economic advancement.
 Fringe benefits.
 Hygiene factors (food, clothing, etc.)
 Retirement.
 Salary.
 Vacations.
 Wages.

Co-workers (relationship with other teachers)

Attitude toward co-workers.
 Competent co-workers.
 Congenial co-workers.
 Cooperation and group effort on the job.
 Pride in team accomplishments.
 Relationship with others.
 Relationship with peers.
 Relationship with subordinates.
 Teacher working relations--rapport.

Creativity

Creativity.
 Daily challenges on the job.

Independence (Initiative)

Determining classroom methods.
 Freedom in classroom organization and management.
 Independent thought and action.
 Initiative.

Moral Values (Personal Life)

Moral values of individual while on the job.
 Personal life.

Recognition

Classroom teacher recognition.
 Feeling of being valued by school board.
 Feeling of importance.
 Feeling of self-esteem.
 Feeling of self-fulfillment.
 Prestige--feeling of prestige among peers.
 Prestige--feeling of prestige within the community.
 Recognition.

Responsibility

Responsibilities.

Security

Feeling of security.
 Investment plans for employees and staff.
 Security.
 Steadiness of employment.
 Seniority.
 Sick leave.

Social Service

Activities in organization (social).
 Opportunity to help others.

Social Status

Advancement in social position.
 Dignity.
 Information of employee status.
 Self-respect.
 Social approval of parents and community.
 Social aspects of the job.
 Social relations on the job.
 Social status.
 Status.

Supervision--Human

Appreciation from supervisor.
 Ability of supervisor to handle people.
 Attitude toward supervision--human.
 Supervision--human.
 Understanding by superiors--human.

Supervision--Technical

Fair evaluation of work.
Relationship with supervisor--technical.

Variety

Variety of responsibilities and teaching methods.

Working Conditions

Attractive places of employment.
Attractive surroundings.
Adequacy of heating and ventilation.
Adequacy of lighting.
Adequacy of supplies and equipment.
Adequacy of safety conditions.
Attitudes toward working conditions.
Attractive schools.
Conditions of work.
Clean classrooms.
Fair treatment by employer.
Holidays for employees and staff.
Hours for employees and staff.
Recreational outlets.
Satisfaction with teaching as a profession.
Tasks as a teacher.
Teaching load.
Working conditions in the organization.

APPENDIX C
CORRESPONDENCE WITH PARTICIPANTS



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Denver, Colorado 80222

September 25, 1974

(Letter to YRE and 9-3 Principals)

I am an elementary principal (Dublin Elementary School, Dublin, Virginia) working toward the Ed. D. degree at Virginia Polytechnic Institute and State University. For a dissertation I am investigating the relationship between type of school calendar and the amount of satisfaction teachers receive from their work. To complete this study I need your help.

Your participation would involve: (1) providing a list of the classroom teachers in your school who teach in grades kindergarten through seven, (2) selecting one teacher who will agree to serve as a contact teacher to receive, distribute, collect, and return the research material. I know of the many demands on your time; however, there is a real need for this research now.

A random sample of 50 percent of your teachers will be requested to participate in the study. The questionnaire sent to these participating teachers will take 15-20 minutes of their time, and all information will be kept confidential. You, your school, and participating teachers will not be identified in the final report which will be mailed to you at your request.

A reply form and stamped return envelope are enclosed for your convenience. I would be most grateful for your reply within the next few days. Thank you very much.

Sincerely yours,

Winsdon N. M. Pound

WNMP/p
Enc.

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Reply Form

Principal_____

School_____

Address_____

Telephone_____

Please check:

_____ A list of my faculty is enclosed. (A
previously mimeographed faculty list in
any form would be fine).

_____ I would like a summary of the findings.

The name of the contact teacher who has agreed to
receive, distribute, collect, and return the research
material is

_____.



National Council on Year-Round Education



James R. Gove
President

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(Letter to YRE and 9-3 Principals)

The National Council on Year-Round Education collects and disseminates information on the operation of year-round programs nationwide. The Council encourages and supports independent studies of year-round operations. Frequently, these studies require the collection of data from schools operating September to June calendars for comparative purposes.

Mr. Winsdon Pound, Principal of Dublin Elementary School, Dublin, Virginia, and graduate student at VPI and SU, has developed such a study and is in the process of collecting data. Mr. Pound is comparing teacher satisfaction in September to June calendars with teacher satisfaction in various year-round calendars. The results of his nationwide study will be disseminated through the Council and will be useful to administrators, boards of education, and teachers as they study the feasibility of implementing a year-round program.

The successful completion of Mr. Pound's study depends upon your participation. A copy of Mr. Pound's letter and a response form are enclosed. Your affirmative response will make a major contribution to furthering our knowledge about teacher feelings about the type of calendar under which they work.

Won't you please respond, today?

Sincerely yours,

David J. Parks
Administrative Coordinator

DJP/pb

Enclosures (2)

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National Council on Year-Round Education



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Leonard Souetter

Chula Vista School Dist.
Chula Vista, Calif. 92010

Verna F. Shelley

Cherry Creek School Dist. #5
Denver, Colorado 80222

October 15, 1974

(Letter to Contact Teachers)

Thank you for your willingness to assist me in my doctoral research. Your principal submitted your name as a contact teacher who agreed to receive, distribute, collect, and return the research material.

Enclosed are envelopes containing the questionnaires. Please remove and discard the tear-off name label as you distribute them to the designated teachers. I am enclosing a list of the selected teachers for you.

The teachers are asked to return the completed questionnaires to you in the sealed envelope within a week. I am sure most teachers will, but some may need a gentle reminder from you.

When you have received all of them, please mail the sealed envelopes to me in the stamped return envelope provided for your convenience.

I sincerely appreciate your help; without it this research cannot be successfully completed. Thank you so very much.

Sincerely yours,

Winsdon N. M. Pound

WNMP/p

Enclosures

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Atlanta Public Schools
Atlanta, Georgia 30300
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Name of School_____

Contact Teacher_____

The following teachers have been randomly selected
from your school to participate in this research:



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Dr. Ernest Mueller
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Paul D. Rice
V.P.I. & State Univ.
Blacksburg, Virginia 24061

Leonard Sautter
Chula Vista School Dist.
Chula Vista, Calif. 92010

Verne F. Shelley
Cherry Creek School Dist. #5
Denver, Colorado 80222

October 15, 1974

(Letter to Participating Teachers)

I am an elementary principal (Dublin Elementary School, Dublin, Virginia) working toward the Ed. D. degree at Virginia Polytechnic Institute and State University. For a dissertation I am investigating the relationship between type of school calendar and the amount of satisfaction teachers receive from their work. To complete this study I need your help.

Your participation should take only 15-20 minutes of your time. To participate, please (1) complete the Personal/Situational Data Form and the Minnesota Satisfaction Questionnaire and (2) place the completed forms in the envelope, seal, and return to your contact teacher sometime during the next week.

This information will be kept confidential and neither you nor your school will be identified in the final report which will be mailed to you upon request.

I know the many demands on your time; however, I do sincerely believe there is a real need for this study. Your assistance is invaluable to the successful completion of this research.

Thank you for your cooperation.

Sincerely yours,

Winsdon N. M. Pound

WNMP/p

Enclosures

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APPENDIX D
MISCELLANEOUS TABLES

Table 8

Teacher Participation by School

School	Number Sampled	Participated		
		Number ⁺		Percent
		YRE	9-3	
1	17		17	100
2	21		20	95.2
3	11		11	100
4	9		5	55.5
5	7	6		85.7
6	11		11	100
7*	10	3	7	100
8	13	10		76.9
9	10		9	90
10	15	14		93.3
11	8		8	100
12	5	4		80
13	14	7		50
14	8		4	50
15	17		14	82.3
16	19	17		89.4
17	10		7	70
18	5	4		80
19	9		9	100
20	16	15		93

Table 8 (continued)

School	Number Sampled	Participated		
		Number + YRE	9-3	Percent
21	19	18		94.7
22	15	9		60
23	16	16		100
24	11		9	81.8
25	6		5	83.3
26*	12	5	6	91.6
27	12		9	75
28	17	14		82.3
29	11	7		63.6
30	22	20		90.9
31	5		3	60
32	9	6		66.6
33	10	7		70
34	15	13		86.6
35	15	13		86.6
36	17		8	47
37	7	7		100
38	5	4		80
39	9	8		88.8
40	13	11		84.6
41	18	14		77.7

Table 8 (continued)

School	Number Sampled	Participated		
		Number ⁺		Percent
		YRE	9-3	
42	13		10	76.9
43	4		3	75
44	10		10	100
45	8	6		75
46	17		11	64.7
47	6	6		100
48	14	7		50
49	14	13		92.8
50	10	5		50
51	15	14		93.3
52	13	10		76.9
53	3	1		33.3
54*	13	9	3	92.3
55	7		7	100
56	30	19		63.3
57	20	14	,	70
58	13	12		92.3
59	14	12		85.7
60	25		13	52

Table 8 (continued)

School	Number Sampled	Participated		
		Number ⁺ YRE	9-3	Percent
61	11		9	81.8
Totals	759	380	228	80.1

⁺This table does not include 43 teachers whose responses were unacceptable.

*School has both YRE and 9-3 programs.

Table 9

Frequency Count of Teacher Responses from Traditional
(9-3) Schools on Variables Recoded from
Personal/Situational Data Form

Variable Number	Variable Name	Categories	Frequency	
			Number	Percent
101	Age	20-30	84	40.2
		31-40	46	22.0
		41-50	41	19.6
		Over 50	37	17.7
		Missing data	1	.5
102	Sex	Male	41	19.6
		Female	166	79.4
		Missing data	2	1.0
103	Marital status	Married	143	68.4
		Single	63	30.1
		Missing data	3	1.5
104	Certification (teaching in area of)	Yes	197	94.2
		No	9	4.3
		Missing data	3	1.5
105	Contract status	Tenured	125	59.8
		Continuing with renewal at multiyear intervals	13	6.2
		Continuing with annual renewal	29	13.9
		Probationary	40	19.1
		Missing data	2	1.0

Table 9 (continued)

Variable Number	Variable Name	Categories	Frequency	
			Number	Percent
106	Education	Less than Bachelor's degree	2	1.0
		Bachelor's degree	158	75.6
		Master's degree	36	17.2
		Certificate of Advanced Study, Specialist degree, or Doctorate	13	6.2
107	Feelings of quality of education enhanced by YRE	Yes	81	38.8
		No	120	57.4
		Missing data	8	3.8
108	Years of teaching experience	Less than 1	9	4.3
		1-3	34	16.3
		4-6	46	22.0
		7-9	32	15.3
		10 or more	88	42.1
109	Salary	Under \$10,000	41	19.6
		\$10,000-\$15,999	144	68.9
		\$16,000-\$19,999	23	11.0
		\$20,000 or more	1	.5
110	Grade level	Primary (K-3 or equivalent)	87	41.6
		Elementary (4-7 or equivalent)	101	48.3
		Both Primary and Elementary	18	8.6
		Missing data	3	1.5

Table 9 (continued)

Variable Number	Variable Name	Categories	Frequency	
			Number	Percent
111	School enrollment	Under 100	1	.5
		100-299	15	7.2
		300-499	51	24.4
		500-699	88	42.1
		700 or more	53	25.3
		Missing data	1	.5
112	Student-teacher ratio	Under 15	24	11.5
		16-20	1	.5
		21-30	125	59.8
		Over 30	53	25.4
		Missing data	6	2.8
113	Age of facilities	Under 10 years	95	45.5
		10-20 years	81	38.8
		21-30 years	18	8.6
		Over 30 years	8	3.8
		Missing data	7	3.3
114	Adequacy of supportive staff	Yes	129	61.7
		No	77	36.8
		Missing data	3	1.5
115	Adequacy of supplies and materials	Yes	142	67.9
		No	65	31.1
		Missing data	2	1.0

Table 9 (continued)

Variable Number	Variable Name	Categories	Frequency	
			Number	Percent
116	Adequacy of administration	Yes	181	86.6
		No	24	11.5
		Missing data	4	1.9
117	Adequacy of benefits	Yes	152	72.7
		No	55	26.3
		Missing data	2	1.0
118	Calendar preference	Traditional (9-3)	148	70.8
		No preference	20	9.5
		Non-traditional (YRE)	37	17.7
		Missing data	4	2.0
119	Calendar engaged in	Traditional (9-3)	209 ^a	100.0
120	Curriculum organization	Graded school	137	65.6
		Other	72	34.4
121	Curriculum organization	Departmentalization, semi-departmentalization, or team-teaching	70	33.5
		Other	139	66.5
122	Curriculum organization	Non-graded	31	14.8
		Other	178	85.2

^aThis number does not include 19 teachers participating in the study who failed to verify calendar engaged in.

Table 10

Frequency Count of Teacher Responses from Non-Traditional
(YRE) Schools on Variables Recoded from
Personal/Situational Data Form

Variable Number	Variable Name	Categories	Frequency	
			Number	Percent
101	Age	20-30	168	44.8
		31-40	93	24.8
		41-50	64	17.0
		Over 50	49	13.1
		Missing data	1	.3
102	Sex	Male	75	20.0
		Female	298	79.5
		Missing data	2	.5
103	Marital status	Married	268	71.5
		Single	99	26.4
		Missing data	8	2.1
104	Certification (teaching in area of)	Yes	354	94.4
		No	10	2.7
		Missing data	11	2.9
105	Contract status	Tenured	224	59.7
		Continuing with renewal at multiyear intervals	20	5.3
		Continuing with annual renewal	61	16.3
		Probationary	67	17.9
		Missing data	3	.8

Table 10 (continued)

Variable Number	Variable Name	Categories	Frequency	
			Number	Percent
106	Education	Less than Bachelor's degree	4	1.1
		Bachelor's degree	258	68.8
		Master's degree	89	23.7
		Certificate of Advanced Study, Specialist degree, or Doctorate	23	6.1
		Missing data	1	.3
107	Feelings of quality of education enhanced by YRE	Yes	262	69.9
		No	98	26.1
		Missing data	15	4.0
108	Years of teaching experience	Less than 1	11	2.9
		1-3	75	20.0
		4-6	99	26.4
		7-9	58	15.5
		10 or more	131	34.9
		Missing data	1	.3
109	Salary	Under \$10,000	95	25.3
		\$10,000-\$15,999	243	64.8
		\$16,000-\$19,999	28	7.5
		\$20,000 or more	7	1.9
		Missing data	2	.5
110	Grade Level	Primary (K-3 or equivalent)	182	48.5
		Elementary (4-7 or equivalent)	142	37.9
		Both Primary and Elementary	50	13.3
		Missing data	1	.3

Table 10 (continued)

Variable Number	Variable Name	Categories	Frequency	
			Number	Percent
111	School enrollment	Under 100	4	1.1
		100-299	8	2.1
		300-499	78	20.8
		500-699	134	35.7
		700 or more	143	38.1
		Missing data	8	2.2
112	Student-teacher ratio	Under 15	25	6.7
		16-20	17	4.5
		21-30	259	69.1
		Over 30	68	18.1
		Missing data	6	1.6
113	Age of facilities	Under 10 years	205	54.7
		10-20 years	119	31.7
		21-30	22	5.9
		Over 30 years	17	4.5
		Missing data	12	3.2
114	Adequacy of supportive staff	Yes	209	55.7
		No	160	42.7
		Missing data	6	1.6
115	Adequacy of supplies and materials	Yes	272	72.5
		No	100	26.7
		Missing data	3	.8

Table 10 (continued)

Variable Number	Variable Name	Categories	Frequency	
			Number	Percent
116	Adequacy of Administration	Yes	318	84.8
		No	55	14.7
		Missing data	2	.5
117	Adequacy of benefits	Yes	252	67.2
		No	116	30.9
		Missing data	7	1.9
118	Calendar preference	Traditional (9-3)	68	18.1
		No preference	12	3.2
		Non-traditional (YRE)	289	77.1
		Missing data	6	1.6
119	Calendar engaged in	Non-traditional (YRE)	375 ^a	100.0
120	Curriculum organization	Graded school	258	68.8
		Other	115	30.7
		Missing data	2	.5
121	Curriculum organization	Departmentalization, semi-departmentalization, or team-teaching	136	36.3
		Other	236	62.9
		Missing data	3	.8
122	Curriculum organization	Non-graded	62	16.5
		Other	309	82.4
		Missing data	4	1.1

^aThis number does not include 5 teachers participating in the study who failed to verify calendar engaged in.

Table 11

Means and Standard Deviations of MSQ Item Responses
from Teachers in Traditional (9-3) and
Non-Traditional (YRE) Schools

Item	Traditional (9-3)		Non-Traditional (YRE)	
	Mean	S. D.	Mean	S. D.
1	3.70	0.948	3.59	0.920
2	4.06	0.937	4.01	0.931
3	4.03	0.937	4.01	0.955
4	3.81	1.011	3.70	0.955
5	3.81	1.035	3.79	0.901
6	3.38	0.878	3.34	0.849
7	3.81	1.090	3.70	1.053
8	3.12	0.953	3.14	0.912
9	2.98	0.945	3.00	0.939
10	3.47	1.027	3.39	1.105
11	3.63	0.946	3.56	0.950
12	2.81	1.084	2.91	1.064
13	3.29	1.058	3.16	1.099
14	2.97	0.972	3.01	0.884
15	3.21	1.098	3.16	1.016
16	3.33	1.218	3.36	1.142
17	3.95	0.895	3.90	0.890
18	3.03	0.973	3.11	1.004
19	3.61	0.935	3.52	0.946
20	3.81	0.882	3.70	0.825

Table 11 (continued)

Item	Traditional (9-3)		Non-Traditional (YRE)	
	Mean	S. D.	Mean	S. D.
21	3.78	0.967	3.67	0.890
22	3.93	0.917	3.87	0.882
23	3.78	0.939	3.76	0.917
24	3.50	1.037	3.44	0.896
25	3.86	0.946	3.85	0.866
26	3.04	0.772	3.05	0.676
27	3.70	0.958	3.57	0.855
28	3.14	0.840	3.09	0.739
29	2.72	0.943	2.81	0.957
30	3.12	1.098	3.00	1.096
31	3.46	0.996	3.39	0.923
32	2.93	1.019	2.88	0.970
33	3.31	1.082	3.29	1.046
34	2.98	0.878	3.03	0.863
35	3.22	1.032	3.13	1.057
36	3.44	0.967	3.42	0.929
37	3.70	0.958	3.66	0.893
38	3.04	0.972	3.09	0.963
39	3.74	0.889	3.65	0.879
40	3.83	0.903	3.67	0.826
41	3.84	0.945	3.66	0.879

Table 11 (continued)

Item	Traditional (9-3)		Non-Traditional (YRE)	
	Mean	S. D.	Mean	S. D.
42	3.92	0.900	3.82	0.863
43	3.79	0.978	3.76	0.907
44	3.41	1.013	3.34	0.853
45	3.14	0.887	3.17	0.796
46	3.10	0.844	3.07	0.759
47	3.68	0.969	3.55	0.903
48	2.89	0.819	2.99	0.826
49	2.78	0.852	2.75	0.945
50	3.25	1.161	3.14	1.159
51	3.69	0.871	3.60	0.898
52	2.85	1.040	2.95	1.046
53	3.40	0.966	3.39	0.978
54	2.89	0.901	2.89	0.850
55	3.11	0.878	3.02	0.917
56	3.51	1.015	3.57	0.957
57	3.21	0.812	3.16	0.731
58	3.10	0.936	3.12	0.958
59	3.84	0.918	3.74	0.869
60	3.90	0.876	3.74	0.845
61	3.71	0.938	3.63	0.856
62	3.87	0.966	3.77	0.882

Table 11 (continued)

Item	Traditional (9-3)		Non-Traditional (YRE)	
	Mean	S. D.	Mean	S. D.
63	3.74	0.862	3.61	0.839
64	3.61	0.949	3.49	0.852
65	3.64	1.000	3.59	0.914
66	3.15	0.804	3.12	0.637
67	3.73	0.968	3.62	0.893
68	3.13	0.850	3.15	0.722
69	2.84	0.860	2.85	0.945
70	3.04	1.085	2.97	1.132
71	3.69	0.893	3.51	0.884
72	2.88	1.066	2.91	1.047
73	3.31	1.038	3.27	0.984
74	3.00	0.913	3.01	0.812
75	3.20	1.067	3.11	1.090
76	3.45	1.041	3.52	0.962
77	3.73	0.927	3.69	0.917
78	2.90	0.936	3.09	0.943
79	3.74	0.954	3.62	0.862
80	3.63	0.951	3.56	0.829
81	3.78	0.905	3.56	0.833
82	3.87	0.889	3.76	0.885
83	3.71	0.899	3.61	0.883

Table 11 (continued)

Item	Traditional (9-3)		Non-Traditional (YRE)	
	Mean	S. D.	Mean	S. D.
84	3.27	0.916	3.33	0.849
85	3.80	0.957	3.69	0.897
86	3.11	0.799	3.07	0.651
87	3.76	0.999	3.64	0.921
88	3.21	0.853	3.18	0.778
89	3.07	0.956	3.01	0.952
90	3.21	1.000	3.14	1.038
91	3.28	0.943	3.21	0.885
92	3.01	1.048	2.97	0.958
93	3.30	1.009	3.28	0.986
94	3.05	0.925	3.04	0.813
95	3.02	0.964	2.97	1.000
96	3.39	1.041	3.38	0.967
97	3.69	0.877	3.59	0.801
98	3.06	0.923	3.08	0.927
99	3.78	1.047	3.68	0.930
100	3.82	0.919	3.67	0.844

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THE RELATIONSHIP BETWEEN SCHOOL CALENDAR
AND TEACHER JOB SATISFACTION

by

Winsdon N. M. Pound

(ABSTRACT)

This research is the first study on a nationwide basis to investigate the relationship between type of school calendar and job satisfaction of teachers. It was undertaken to provide information for school and community leaders who have a responsibility for or an interest in planning, implementing, and evaluating year-round educational programs and to add to the growing body of knowledge on YRE. Many school divisions have implemented year-round education in the last decade causing more school boards and administrators to study the feasibility of operating on a year-round calendar. Various studies have been made to support or negate the value of YRE, but one important aspect needed investigation: job satisfaction of teachers in YRE as compared to teachers in the traditional 9-3 calendar.

The Minnesota Satisfaction Questionnaire was selected to measure job satisfaction of teachers, and a Personal/Situational Data Form was designed to determine the relationship between job satisfaction and type of school

calendar and other demographic variables. School principals submitted a faculty list and named a contact teacher in the school to receive, distribute, collect, and return the research materials. Of these lists 50 percent or 759 teachers were included in the sample. Teachers in 61 schools from across the country, which included 380 teachers in YRE and 228 teachers in the traditional 9-3 calendar, participated in the research. Returns were received from 100 percent of the schools and 85.8 percent of the teachers who agreed to participate.

Data were punched into cards and analyzed using programs--Correlation Matrix with Pairwise Deletion Options and with a Maximum of 150 Variables; BMD08M, Factor Analysis; and SPSSH, Version 5.01, for Chi-square test of association--on the IBM 370/158 computer at Virginia Polytechnic Institute and State University.

No significant relationship was found between type of school calendar and job satisfaction of teachers, but a bias factor was identified and analyzed showing that teachers engaged in YRE or preferring YRE felt that the quality of education was enhanced by the year-round calendar, while teachers in or preferring 9-3 programs did not feel that the quality of education was enhanced by YRE. Since this bias could very well have accounted for the no difference in the responses on the MSQ, further research is needed to control this bias.

Another conclusion of this study is that job satisfaction of teachers does not depend on extrinsic factors from the personal/situational variables. This supports the theories of Maslow, Porter, and Herzberg and also the research done by the Minnesota Work Adjustment Project which produced the MSQ.