A prediction of general job satisfaction of Iowa State teacher education graduates using a combination of selected variables

by

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DEDICATION

This thesis is dedicated to my father Chief Emmanuel Ndibe Chidume who died on October 26, 1986.

CHAPTER I. INTRODUCTION

Background

With the view that neither the needs of schools nor those of the people in them are static, the people who are in them outgrow them when schools do not change or adopt (Sizer, 1983; Goodlad, 1983). The resource drain deepens, as teachers leave or remain in frustration; in neither situation, the effects are not desirable (MacPhail-Wilcox & Hyler, 1985). There is the need for schools to provide opportunities for teachers to develop new behavior characteristics and for school administrators to design reward systems that support and challenge individuals. Teachers' needs could be related to particular kinds of motivational forces which will be combined with other administrative strategies to provide satisfying relationships between the teachers and the school.

Seyfarth (1980) pointed out that there is a good deal of evidence that the teaching profession is failing to keep pace with other occupations. Not only is teaching attracting a smaller share of the most able college graduates than in years past, it is also having trouble holding academically talented persons who do become teachers (Seyfarth & Bost, 1986; Bloland & Selby, 1980). In a study on whether academically able teachers

leave education, Schlechty (1981) concluded that a disproportionate number of brighter teachers leave the classroom within a few years of entering.

The exodus of qualified and talented teachers to business and industry could be attributed to lack of opportunities for advancement in teaching and low professional status as compared to other occupations. This is coupled with low pay and security. Teaching was further hampered by its reputation as an occupation in which the work is boring (Gehrke, 1979). In their 1983 study of recruitment, selection, and retention, Schlechty and Vance (1983) saw as wasteful and self-defeating the policy of attracting intelligent and talented people into teacher education programs and preparing them for employment in schools in which creativity and initiative are stifled and individuals' physical and psychological needs are ignored. Seyfarth and Bost (1986) pointed out that improvements in the quality of the teaching force and school effectiveness should take into account the quality of teachers' worklives.

Teacher satisfaction and/or dissatisfaction could be seen as being related to work factors such as opportunity to be creative and original, opportunity to work with people rather than things, social status and pres-

tige, variety in the work, responsibility, challenges, adventure, opportunity to earn reasonable salary, and opportunity for advancement. Inadequate salary, for example, or too much or too little supervision might be expected to contribute to feelings of dissatisfaction (Galloway et al., 1985).

In the area of career satisfaction, certain variables that describe teachers' workplace, worklife, and personal values and social status contribute to career satisfaction and/or dissatisfaction. Some of the non-monetary rewards of teaching have lessened which invariably led to lower levels of career satisfaction and possibly, to career instability (Sweeney, 1981; Chapman, 1983a).

Many studies on employee job satisfaction have been done, but most of them dealt with few of the variables identified as related to teacher retention. Other studies in this area used job satisfaction with other dependent variables in studying teacher retention, job mobility, teacher turnover, quality of worklife for teachers and organizational incentives. Some of the variables included in these studies were achievement, recognition, salary, status, supervision, working conditions, security, worklife, responsibility, advancement, possibility of growth, and personal life (Spector, 1984; Kasten, 1984; Anderson & Iwanicki, 1984; Kreis & Milstein, 1985).

Teachers derive satisfaction from the environmental settings of the job or extrinsic factors, and from the job itself or intrinsic factors. The intrinsic aspects of the job include achievement, recognition, work itself, responsibility, and advancement; the extrinsic factors include working conditions, policy and administration, interpersonal relationships, supervision, salary, status, security, possibility of growth and personal life (Schmidt, 1980). When some of these factors are not present or inadequately provided for in the school, teachers could feel dissatisfied. Teachers' perception of lack of opportunities or inadequate motivational factors in school lead to job dissatisfaction and career instability among talented, qualified teacher education graduates.

Statement of problem

The problem of teacher retention is of great concern to educators, policy makers, and the general public. The factors which affect teacher retention are low salary, low status, the working conditions; when they are inadequately provided for, teachers will be dissatisfied. Dissatisfaction leads to increasingly higher dropout rates of talented, qualified teachers. Research studies have examined the factors that relate to teacher retention, teacher mobil-

ity and job satisfaction, but most of these studies dealt with only a few of these variables at a time. Other studies in this area used job satisfaction with other dependent variables in examining quality of worklife and organizational incentives. Therefore, there is a need to conduct further studies on teacher job satisfaction using a significant number of variables to develop models that will help address the issue of teacher retention.

Purposes of the study

The primary purpose of this study is to identify those features of teachers' work environment (work-related factors) which best predict the concept of teacher job satisfaction. The study will examine the relationships between teacher education graduates' job satisfaction and the selected variables. A secondary purpose of the study is to develop a model to be used in predicting the general job satisfaction of teacher education graduates.

This study will, therefore, examine the relationships between job satisfaction (as dependent variable) and marital status; salary; family size; size of community (population); quality of teacher preparation program; level of teaching certification; sex; GPA at the

time of graduation; and work-related factors. These work-related factors will include many variables used in previous studies, including the job characteristics factors listed in Table 1.

Objectives of the study

Objectives of the study include the following:

1. To identify the sources of satisfaction and/or dissatisfaction among Iowa State teacher education graduates.
2. To investigate the relationship between general job satisfaction and the selected variables.
3. To develop a model for overall job satisfaction of the teachers among the teacher education graduates.
4. To formulate the hypotheses to be used in the study and test these hypotheses.
5. To provide suggestions for practical application of the findings and the use of the model.

Research questions

These research questions will be addressed in this study:

1. Are general satisfaction ratings the same for all levels of personal characteristics?

2. Is there a relationship between general satisfaction and the selected variables?
3. Do the selected variables contribute (as sets and individually) to the prediction of general satisfaction?

Hypotheses to be tested

1. The research hypothesis to be tested states that general satisfaction ratings are independent of the level of demographic characteristics, including marital status, community population, sex, number of children, level of teaching certification, total income, and GPA at the time of graduation.
2. Stated in the null form, it is hypothesized that selected variables do not contribute (as sets or individually) to the prediction of general satisfaction.

Definition of terms

The following definitions were used for the purpose of this study.

1. Job Satisfaction - Job satisfaction was defined as respondents' self-ratings on a scale of 0

(very low) to 10 (very high) in response to an item asking about their general satisfaction with their current (or most recent) job.

2. Job Characteristics - Job characteristics were work-related characteristics that describe teachers' work place (including opportunities and challenges); (see Table 1, regarding factor categories on job characteristics for more details).

3. Level of Teaching Certification - This was defined as the teaching area of specialization in which the teacher received teaching approval (certified).

4. Quality of Teacher Preparation Program - This was defined as respondents' self-ratings on a scale of 0 (very low) to 10 (very high) in response to an item asking about the quality of the teacher preparation program at Iowa State University.

5. Total Income - Total income was defined as the total income of the respondent plus the income of the spouse if married.

Organization of the remainder of the study

Chapter II contains the review of the literature. This includes discussions of the theoretical and empirical literature related to teacher job satisfaction. This provides the basis for the development of the hypotheses to be examined in the study and the development of the model.

Chapter III presents the methodology and the design of the study. It includes a discussion of the data source and the data analysis techniques employed. Chapter IV presents the results of the data analysis.

Chapter V presents a summary of the study, discussion of the major conclusions, implication of the research for educational practice and research, and recommendations.

CHAPTER II. REVIEW OF LITERATURE

Teacher motivation

Katz and Kahn (1978) suggested that internalized motivation may come from the work itself, from internalizing the organization's goals, or through group cohesiveness. Lortie (1975) classified the three types of rewards which are available in public school teaching as extrinsic, ancillary, and psychic. Lortie suggested that internalized motivations are of primary importance to teachers. Extrinsic rewards such as salary and fringe benefits are tied to a position in the organization and are independent of the individual in that position. Ancillary rewards were defined by Lortie as those rewards such as hours and working conditions. Psychic rewards are internal satisfactions which provide the most powerful incentives for teachers.

Bredeson et al. (1983) studied both teachers and former teachers, and found that former teachers saw themselves as seeking broader horizons, looking for opportunities to use more of their abilities, or seeking work in systems which rewarded meritorious services. These former teachers were looking for opportunities to meet their personal needs that were not fulfilled through teaching. This provides insight into why some talented, qualified teachers leave teaching. In trying to retain quality teachers, one must look at the motivational

factors that affect the individual teacher. Different people are motivated by different factors. A broad range of factors such as the subject matter concerns, relationships with students, relationships with colleagues, personal growth, security, money, and system support from administration may be provided. Bredeson et al. (1983) found that only a few of the former teachers cited money as an important factor in their personal decision to leave, and several of them explicitly noted that money was not the reason.

Teachers' lack of motivation was due to their low pay, low status, unstaged careers, unrecognized efforts and inadequate (poor) working conditions (Johnson, 1986). This lack of motivation which rendered teachers ineffective, engineered an array of incentive plans designed to recruit, reward and retain highly qualified and talented teachers. These incentives fall short of what energizes or activates behavior. What motivates an individual depends largely on that person's position on a hierarchy of needs, such as self-actualization, physiological, safety, autonomy, and security (Maslow, 1970). In analyzing how to improve the quality of worklife for teachers, MacPhail-Wilcox and Hyler (1985) found that environmental influences on either need or stage of development have been largely ignored. They

went on to suggest that opportunities for extra pay, extra duties, greater responsibilities, committee work, new project work, training, community or professional visibility, and staff leadership must be linked with the constantly evolving needs of the staff.

Evidence exists that indicates that teachers do not perceive that motivational conditions are available in schools (Page, 1983, MacPhail-Wilcox & Hyler, 1985). There are low opportunities to advance, achieve, grow, engage in stimulating interaction with colleagues, assume qualitatively different responsibilities, acquire higher status and more authority, or to pursue emergent professional interests (Sharma, 1982). Collectively, the work-lives of teachers seem to be devoted to sameness, minimal development, and placation. These conditions reduce job satisfaction and destroy incentives. Finally, it could be concluded that effective teachers should have career success, responsibility, flexibility, objectivity, and the ability to act on the basis of humane and democratic values (Henjam, 1983).

Job satisfaction

A study on teachers' satisfaction with the quality of their work-lives by Haughey and Murphy (1983) found that less than a quarter of the 528 respondents were

moderately or highly satisfied with their teaching positions. One major source of dissatisfaction was society's perception of teachers, and another was the administrative practice employed in the school districts. The researchers went on to say that teachers were found to gain greatest satisfaction from interaction with students, relationships with colleagues, and from the autonomy they acquire as teachers.

Chase (1985) suggested that teachers may be relatively dissatisfied with their workplace, quite dissatisfied with conditions involving status, and yet be relatively satisfied with operational and environmental variables. Chapman and Lowther (1982) developed a framework which suggested that career satisfaction is influenced by a teacher's skills and abilities; the criteria a teacher uses to judge his or her professional success, and professional accomplishments to date; and personal characteristics, with particular respect to job challenge and recognition by others. Super and Hall (1978) found that people who feel challenged by their work, who have autonomy in carrying out their tasks, and who feel adequately rewarded are more apt to persist in and be satisfied with their employment. Also, in another study, Chapman and Hutcheson (1981) found that teachers' skills and abilities were meaningfully related to both their decisions to remain

in teaching and their level of career satisfaction.

Though the findings of job satisfaction studies should be applied with caution, they do provide some indications of how teachers feel about their worklives. This information is extremely useful to administrators, teachers, policy makers, and the general public because the information increases their awareness of work items which cause teachers' satisfaction and dissatisfaction. If teachers are discontented with their employment, it will be reflected in their performances and in the quality of the learning experiences provided by the school to the children enrolled.

Kyriacou and Sutcliffe (1977) suggested that satisfaction could be measured as respondents' self-ratings on Likert-type scales in response to items asking about a person's overall experiences. Career satisfaction was defined as the mean response on a satisfaction scale composed of two items:

1) How satisfied are you with your current employment?
2) Overall, how satisfied are you with the progress you have made in your professional career? (Chapman & Lowther, 1982)

This study employed a combination of the definitions by Kyriacou and Sutcliffe, and Chapman and Lowther. For the purpose of this study, job satisfaction is defined as

respondents' self-ratings on a scale of 0 (very low) to 10 (very high) in response to an item asking about their general satisfaction with their current (or most recent) jobs. For the unemployed teacher education graduates at the time of these studies, the question (item) pertained to their most recent positions. General job satisfaction is conceived as respondents' general affective reaction to their job without reference to any specific job facet.

Teacher retention

The retention of public school teachers has been an issue of increasing concern in education. The increasing dropout rate of talented, qualified teachers has triggered numerous studies (Norris, 1986; Swanson & Koonce, 1986; Sutton & Huberty, 1984; Caston & Briato, 1983). A number of factors have been identified as contributors to the high mobility of rural teachers. The principal ones, as cited by Cross et al. (1980), are lack of privacy and geographic isolation.

Recent efforts to retain the best teachers have resulted in varied incentive plans directed to prospective and veteran teachers. Higher entry salaries were intended to attract new, talented recruits to teaching. Also merit pay and career ladders were intended to provide financial incentives, varied work, and advancement opportunities

for seasoned teachers (Johnson, 1986). All these incentive plans designed to recruit, reward, and retain the best teachers have not been so efficient in motivating and retaining talented teachers. According to Johnson (1986), "... while financial incentives can promote specific behaviors such as taking on difficult teaching assignments, and teachers' efforts toward measurable goals such as achieving higher test scores, they are less promising as tools to improve general teaching performance" (p. 56).

In recent years the concept of career change has received widespread attention (Bestor, 1979; Kisiel, 1979; Miller, 1980). Mirabile (1983) pointed out that occupational migration results from numerous internal and external forces, including technological advances, economic fluctuations, underutilization of talents, inappropriate career matches, or just plain boredom. Part of this phenomenon, he said, was an increase in transitions from the academic environment to the world of business and industry.

Marital status

On teacher marital status, Chapman (1983a) explained that if a teacher is married, the spouse's employment has been tied to career satisfaction and retention. If a

teacher is married, the preferences of the spouse are an important influence in the person's career decisions. The preferences of a spouse regarding a person staying or leaving a field was one of the most important determinants of career change (Erickson et al. 1968).

Student teaching

Student teaching has been considered by many to be an essential component of professional preparation (Chapman, 1983b; Tabachnick, 1980). Tabachnick (1980) argued that the more time spent in field experience the better. Positive first teaching experience might be positively related to a person's ratings of the adequacy of his or her teacher preparation program.

The models

Figure 1 presents a theoretical model of influences affecting teachers' general satisfaction. This theoretical framework suggests that teachers' general satisfaction with teaching is influenced by 1) job characteristics; 2) teacher preparation characteristics; and 3) demographic characteristics.

Figure 2 presents a general conceptual scheme of teachers' general satisfaction in a model that speci-

fies the important variable sets and their relationships. Demographic characteristics such as marital status, family size, size of community (population), sex, and total income influenced teacher preparation characteristics, particularly the quality of teacher preparation program. These two sets of characteristics influenced job characteristics such as money, special ability, services, and leadership opportunities. Job characteristics, in turn, influenced teachers' general satisfaction with teaching. These relationships were used in the analysis of the data.

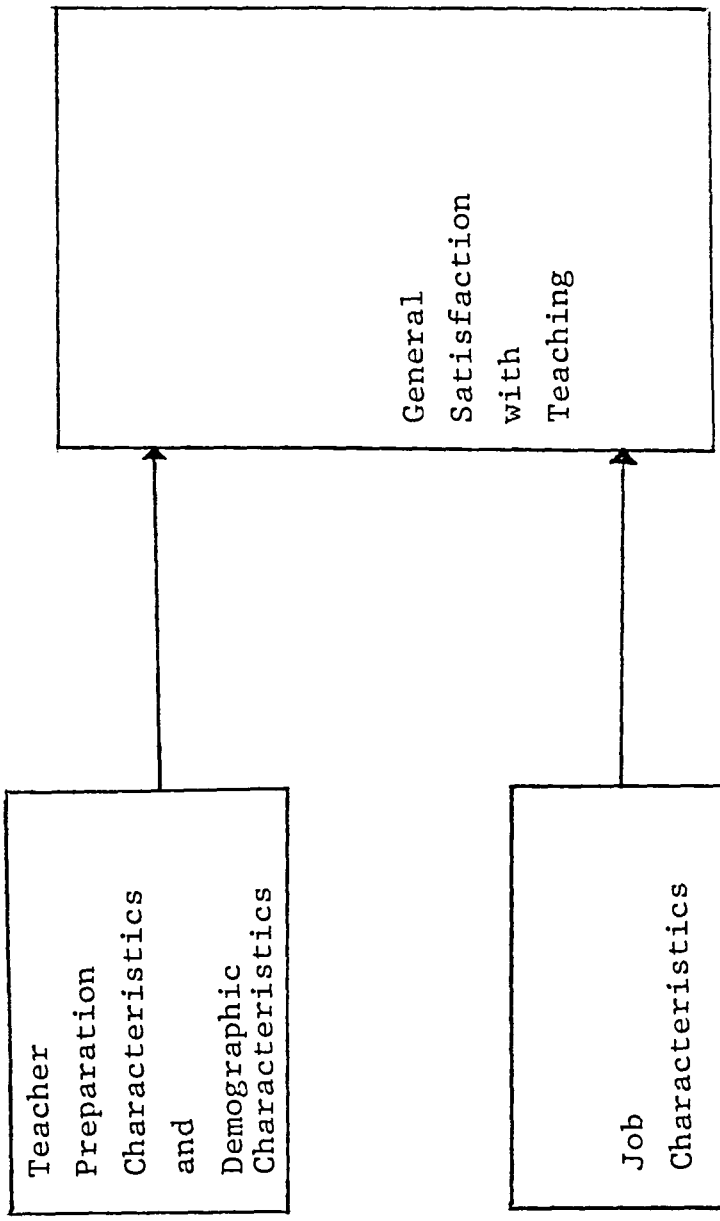

FIGURE 1. A Theoretical Model of Influences Affecting Teachers' General Satisfaction

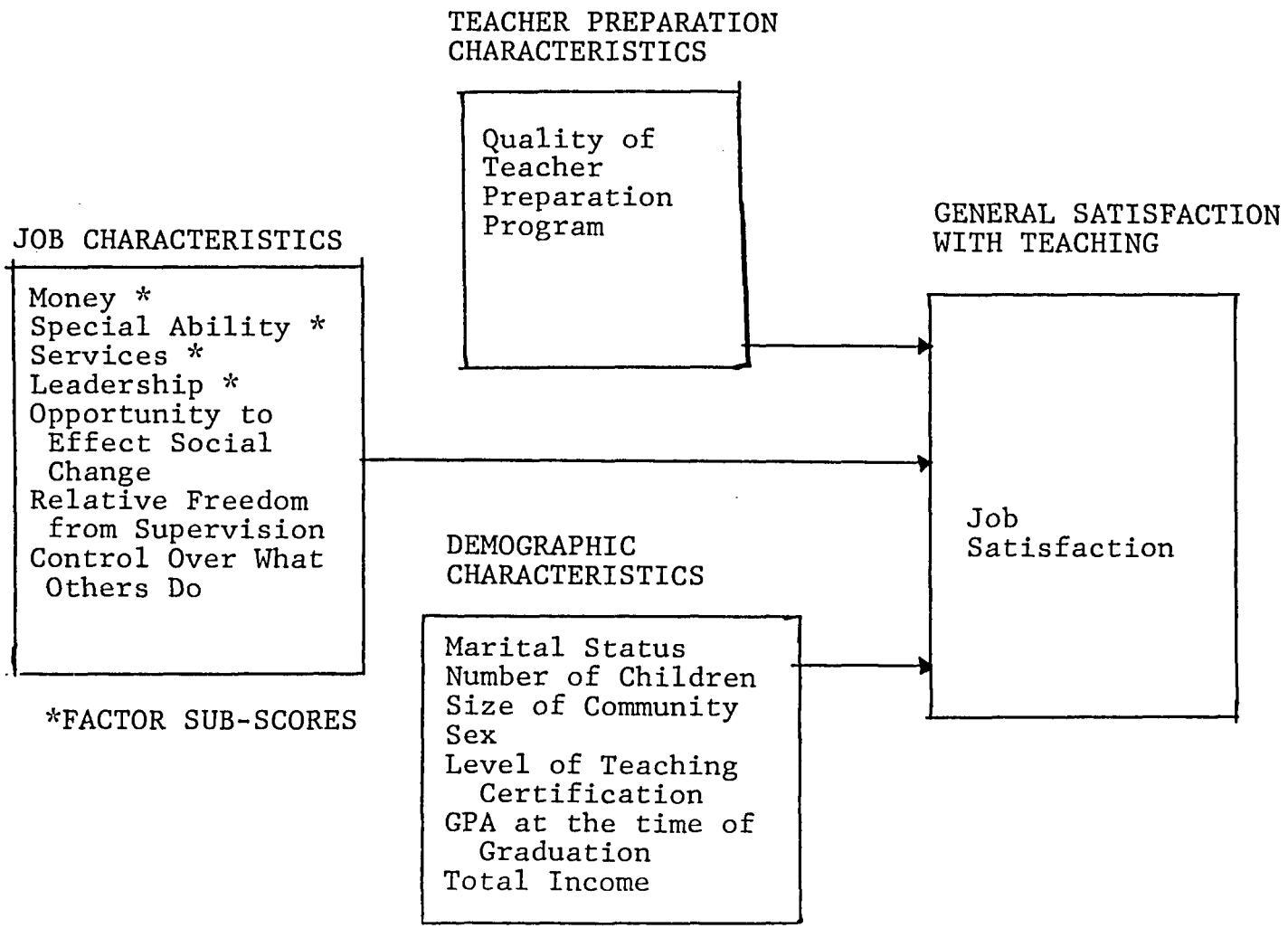

FIGURE 2. A General Conceptual Model of Variables Affecting Teachers' General Satisfaction with Teaching

CHAPTER III. METHODOLOGY

Population and sample

The population for this study consisted primarily of Iowa State University teacher education graduates of the 1980/81 academic year. The graduates who returned the questionnaires for the five-year follow-up studies (N=412) become the sample for this study. Out of this sample (N=412) of teachers and non-teachers, only the teachers (N=201) were used for this study. In a previous study using the same data, Sweeney (1987) found significant differences between teachers and non-teachers. Therefore, this study concentrates only on the teachers.

Data source and collection

In 1980, the Research Institute for Studies in Education (RISE) began a profile study of teacher education students attracted to the teaching profession. The profile study was also designed to describe the types of students in the Iowa University teacher education program. Questionnaires were administered to graduates of 1980/81 academic year at the time of graduation. The same questionnaires were administered to the same group of teacher education graduates one year and five years following graduation. This study used the data for the five-year

follow-up study.

RISE researchers mailed the questionnaires and collected the data. A check-off procedure was used to determine those graduates who had returned the questionnaires. Those who had not returned questionnaires were sent a second questionnaire. If they did not respond to this second mailing, it was assumed that the questionnaires would not be returned.

The five-year follow-up questionnaires contained seventeen items which gathered various occupational, program evaluation, and demographic information. This study was based on eight items from the "Five-Year Follow-up Study: Teacher Education Graduates" questionnaire (items 1,2,4,5, 14,15,16,17, see the Appendix). Three other variables- - sex, level of teaching certification, and GPA at the time of graduation, were also included in the data set. These three items were included in previous studies and were not repeated in the five-year follow-up study.

For the purposes of this study, RISE researchers created a system file with the above items. The data set with eleven items was used in the analysis which is described below.

Method of data analysis

Both descriptive and inferential statistical methods were employed in analyzing these data. The data were analyzed with the Statistical Package for Social Sciences (edition 2, SPSSX). Preliminary analysis was conducted which included frequency counts, reliability, factor analysis, and Pearson product moment correlation.

Factor analysis was applied to the eighteen-item job characteristics to discover whether the work-related items coalesced into a number of job satisfaction factors. This process was done by the RISE researchers in their analysis and was not repeated here. Rather, their findings were used for this analysis (Sweeney, 1987). Fifteen of the eighteen items fall into four major categories, namely money (five items), special ability (two items), leadership (three items), and services (five items). The remaining three items did not fall into any group. Therefore, the factor analysis produced seven factors: the four groups and three individual items listed above. These seven factors resulted from several analysis procedures.

Pearson product moment correlation was also used to analyze the data. In order to use the four factors, compute statements were used to determine the means of these four factors. The means of these four factors are the sub-scores, not factors and these sub-scores were used in

the analysis of the data. The Pearson correlation was used as a preliminary analysis for the multiple regression analysis.

Recode commands were used to convert some variables to equal intervals. Population of the community, total income, sex, number of childern, and level of teaching certification were all recoded. These recodings were used for all the analyses. Equal intervals mean having the same weight.

The second stage of the analysis was the testing of the hypotheses. Oneway analysis of variance was used to test hypothesis 1.

Hypothesis 1: General satisfaction ratings are independent of the level of demographic characteristics including marital status, community population, sex, number of children, level of teaching certification, total income, and GPA at the time of graduation.

Multiple regression analysis using a direct-within-setwise entry procedure was used to test hypothesis 2.

Hypothesis 2: The selected variables do not contribute (as sets or individually) to the prediction of general satisfaction.

These hypotheses were tested at the .05 level. In the

tables, a single asterisk (*) was used to denote significant differences at the .05 level, and double asterisks (**) were used to denote significant differences at the .01 level.

TABLE 1. Factor Categories on Job Characteristics

MAJOR CATEGORIES	ITEM #	ITEM STATEMENTS
FACTOR 1 MONEY	JC4	Opportunity to earn a good deal of money
	JC5	Social status and prestige
	JC8	Opportunity for advancement
	JC12	Opportunity for a relatively stable and secure future
	JC13	Fringe benefits
FACTOR 2 SERVICE	JC3	Opportunity to work with people rather than things
	JC10	Opportunity to help and serve others
	JC11	Advancement
	JC14	Variety in the work
	JC18	Challenge
FACTOR 3 SPECIAL ABILITY	JC1	Opportunity to be creative and original
	JC2	Opportunity to use special abilities or aptitudes
FACTOR 4 LEADERSHIP	JC9	Opportunity to exercise leadership
	JC15	Responsibility
	JC16	Control over what one does
SINGLE ITEMS	JC6	Opportunity to effect social change
	JC7	Relative freedom from supervision
	JC17	Control over what others do

CHAPTER IV. RESULTS AND DISCUSSION

Reliability analysis

The first step in assessing results is to determine if the reliabilities of the scales warrant some level of confidence in the data. Cronbach's alpha technique was employed to estimate reliability of the job characteristics. The four scales derived from the factors were analyzed for internal consistency reliability. Cronbach Alpha reliabilities were obtained for each scale.

Reliability estimates were computed for the four job characteristics and the results are given in Table 2. The estimates ranged from .71 for factor 4, Leadership to .76 for factor 1, Money. The full scale reliability was .77. These figures are consistent with reliability estimates of previous studies of the same group of Iowa State teacher education graduates (Sweeney, 1987; Williams, 1985). These figures also compare well with reliabilities of substantial tests used in other areas (Chase, 1985).

Correlation analysis

The Pearson product moment correlation procedure was used to estimate the bivariate relationships between the dependent variable (job satisfaction) and the

TABLE 2. Reliability Information on Job Characteristics

FACTORS	NUMBER OF ITEMS	MEAN	STANDARD DEVIATION	SUBSCALE ALPHA
Job Characteristics Factors				
Factor 1 MONEY	5	2.79	.71	.76
Factor 2 SERVICE	5	4.01	.58	.73
Factor 3 SPECIAL ABILITY	2	4.10	.75	.72
Factor 4 LEADERSHIP	3	4.09	.66	.71

predictor variables. The correlation coefficients between the dependent and independent variables are given in Table 3.

All four factors and the three single items of job characteristics were positively correlated with job satisfaction. The strongest association occurred between job statisfaction and Money (factor 1), $r = .46$, $p<.01$. The weakest association occurred between job satisfaction and the level of teaching certification, $r = -.01$, $p<.42$. Overall level of job satisfaction apears to be least affected by the demograhpic variable such as number of children, $r = -.01$, $p<.14$;

population of community, r= .03, p<.32; sex, r= .01, p<.46; level of teaching certification, r= -.01, p<.42; GPA at the time of graduation, r= -.09, p<.10; total income, r= .07, p<.18; and quality of teaching preparation, r= .07, p<.18. The positive non 'near-zero' correlations of the job characteristics variables (the four factors and the three single items) indicate that these variables are not highly associated with dissatisfaction.

TABLE 3. Pearson Correlation Coefficients on Predictor Variables and Overall Satisfaction

VARIABLES	OVERALL SATISFACTION	
	r	p
JOB CHARACTERISTICS		
MONEY (factor 1)	.46	.000
SERVICES (factor 2)	.44	.000
SPECIAL ABILITY (factor 3)	.45	.000
LEADERSHIP (factor 4)	.40	.000
OPPORTUNITY TO EFFECT SOCIAL CHANGE	.28	.000
RELATIVE FREEDOM FROM SUPERVISION	.22	.001
CONTROL OVER WHAT OTHERS DO	.23	.001
DEMOGRAPHIC CHARACTERISTICS		
NUMBER OF CHILDREN	-.10	.144
COMMUNITY POPULATION	.03	.325
SEX	.01	.461
LEVEL OF TEACHING CERTIFICATION	-.01	.420
GPA AT THE TIME OF GRADUATION	-.09	.097
TOTAL INCOME	.07	.184
QUALITY OF TEACHING PREPARATION	.07	.183

TABLE 4. Pearson Correlation Coefficients on Job Satisfaction and Job Characteristics Factors

VARIABLES	1	2	3	4	5	6	7	8
Job Satisfaction	-	.46	.40	.44	.45	.28	.22	.23
Money (Factor 1)		-	.32	.39	.35	.30	.14	.16
Service (Factor 2)			-	.46	.66	.33	.24	.38
Special Ability (Factor 3)				-	.57	.26	.39	.34
Leadership (Factor 4)					-	.22	.45	.45
Opportunity to effect social change						-	.30	.24
Relative freedom from supervision							-	.39**
Control over what others do								-

** All of the above coefficients were significant at .01.

TABLE 5. Analysis of Variance of Job Satisfaction by Marital Status

Sources of Variation	df	Mean Square	F-Value	F-Prob.
Marital Status	2	3.423	.989	.374
Residual	194	3.461		

Oneway analysis of variance

Testing of hypothesis 1

Hypothesis 1: General satisfaction ratings are independent of the level of demographic characteristics including marital status, community population, sex, number of children, level of teaching certification, total income, and GPA at the time of graduation.

A single classification analysis of variance procedure was used to test hypothesis 1 for significant differences in job satisfaction between the levels of demographic characteristics.

The hypothesis that there was no significant differences in job satisfaction ratings among the levels of marital status was not rejected ($F(2,194)=.99$, $p < .37$). Therefore, the level of job satisfaction ratings is independent of marital status.

TABLE 6. Analysis of Variance of Job Satisfaction by Number of Children

Sources of Variation	df	Mean Square	F-Value	F-Prob.
Number of Children	2	4.443	1.288	.278
Residual	194	3.451		

TABLE 7. Analysis of Variance of Job Satisfaction by Population of Community

Sources of Variation	df	Mean Square	F-Value	F-Prob.
Population of Community	3	2.472	.718	.542
Residual	192	3.443		

TABLE 8. Analysis of Variance of Job Satisfaction by Sex

Sources of Variation	df	Mean Square	F-Value	F-Prob.
Sex	1	.033	.009	.923
Residual	196	3.465		

The hypothesis that there was no significant difference in job satisfaction ratings among male and female also was not rejected ($F(1,196)=.01$, $p < .92$). The ratings on job satisfaction scale are independent of the teacher's sex.

The same results were obtained for the other demographic characteristics. The level of job satisfaction is independent of population of community in which one is currently employed ($F(3,192)=.72$, $p < .54$). Ratings on a job satisfaction scale are independent of whether one teaches in elementary or secondary school (level of teaching certification) ($F(1,196)=.04$, $p < .84$). Those with high income do not differ significantly from those with low income in their ratings on a job satisfaction scale ($F(2,187)=1.35$, $p < .26$). In terms of job satisfaction, those teachers who rated the quality of the teacher preparation program at Iowa State University as very high do not differ from those who rated the program low ($F(9,182)=1.47$, $p<.16$). Finally, job satisfaction ratings are independent of grade point average at the time of graduation ($F(1,196)=.32$, $p<.57$).

TABLE 9. Analysis of Variance of Job Satisfaction by Level of Teaching Certification

Sources of Variation	df	Mean Square	F-Value	F-Prob.
Level of Teaching Certification	1	.140	.041	.841
Residual	196	3.464		

TABLE 10. Analysis of Variance of Job Satisfaction by Total Income

Sources of Variation	df	Mean Square	F-Value	F-Prob.
Total Income	2	4.701	1.348	.262
Residual	187	3.487		

TABLE 11. Analysis of Variance of Job Satisfaction by Quality of Teacher Preparation Program

Sources of Variation	df	Mean Square	F-Value	F-Prob.
Quality of Teacher Preparation Program	9	5.029	1.475	.160
Residual	182	3.410		

These results from the single classification analysis of variance support the Pearson correlation analysis. Job satisfaction is independent of demographic or personal

TABLE 12. Analysis of Variance of Job Satisfaction by GPA at the time of graduation

Sources of Variation	df	Mean Square	F-Value	F-Prob.
GPA at the time graduation	1	1.119	.323	.570
Residual	196	3.459		

characteristics. The near-zero correlation coefficients between job satisfaction and demographic characteristics variables indicate lack of association. This lack of association was also confirmed with the Oneway analysis of variance.

Multiple regression analysis

The STEPWISE multiple regression analysis procedure was used to analyze the data. First, with job satisfaction as the dependent variable, job characteristics and total income were entered using the stepwise procedure. Next, quality of teacher preparation program was entered on the stepwise basis. Finally, the demographic characteristics were entered. This analysis produced R of .61 and R^2 of .37 ($F(2,106)=31.19$, $p<.01$). The results of this analysis are given in Table 13.

Only two of the predictor variables were in the final regression equation, namely, Leadership (factor 4) and Money

TABLE 13. Regression Analysis of General Job Satisfaction

VARIABLES	B	BETA	t	SIGN t
LEADERSHIP	1.0142	.3821	4.416	.0000
MONEY	.8971	.3310	3.825	.0002
(CONSTANT)	.4396		.500	.6180

$R=.60864$, $R^2=.37044$
$F(2,106)=31.18567$, $P< .01$

(factor 1). This result is consistent with results of the Pearson correlation analysis. Demographic characteristics did not correlate with job satisfaction. The near-zero correlation coefficients of demographic characteristics, total income, and quality of teaching preparation programs explained the weak power of these variables in predicting job satisfaction.

The job characteristics variables (factors and single items) are highly inter-correlated (Table 4). The effects of these high inter-correlation between these variables were the two variables (factors) in the final regression equation. Since the job characteristics were highly correlated with job satisfaction and the variables were inter-correlated, the stepwise procedure produced the strongest variables that predicted job satisfaction.

Using the same procedures as above but without using job characteristics factors (the eighteen job character-

istics items were used) produced r of .68 and R^2 of .46, ($F(5,100)=17.05$, $p< .01$). The results of this analysis are given in Table 14. Only five of the predictor variables were contained in the final regression equation, namely, control over what one does (Leadership - factor 4), fringe benefits (Money - factor 1), opportunity for a relatively stable and secure future (Money - factor 1), social status and prestige (Money - factor 1), and challenge (Service - factor 2). These five variables explained 46% of the variation in job satisfaction. In this analysis, none of the demographic characteristics contributed toward the prediction of job satisfaction. The variables in this model are contained in three factors: Money (factor 1), Service (factor 2), and Leadership (factor 4). Because of the high inter-correlation among the job characteristics, the strongest ones were included in the final regression equation.

The regression equation indicated in Table 13 contained two factors of the job characteristics factors which explained 37% of the variation in job satisfaction ($r=.61$, $R^2=.37$, $F(2,106)=31.19$, $p< .01$). These two factors contained eight job characteristics variables.

Testing of hypothesis 2

The selected variables do not contribute (as sets or individually) to the prediction of general satisfaction.

TABLE 14. Regression Analysis of General Job Satisfaction

VARIABLES	B	BETA	t	SIGN t
CONTROL OVER WHAT ONE DOES	.4362	.2075	2.120	.0365
FRINGE BENEFITS	.3322	.2401	2.969	.0037
SOCIAL STATUS AND PRESTIGE	.4573	.1923	2.387	.0188
OPPORTUNITY FOR A RELATIVELY STABLE AND SECURE FUTURE	.3120	.1867	2.189	.0308
CHALLENGE	.4026	.1869	2.092	.0390
(CONSTANT)	.1373		.169	.8662

$r=.67843$, $R^2=.46027$
$F(5,100)=17.05532$, $P< .01$

The overall analysis yielded F of 17.05, $p<.01$, when the variables were entered individually in the model. Forty-six percent of the variance in teachers' general satisfaction was explained by the predictor variables. On the basis of this analysis, the hypothesis was rejected at the .01 level of significance ($F(5,100)=17.05$, $p<.01$). The selected variables contributed (individually) to the prediction of general satisfaction.

Using the factored job characteristics and the other variables in testing hypothesis 2 (as sets) revealed that

37% of the variance in teachers' general satisfaction was explained by two factors. This analysis also revealed that job characteristics factors were the best predictor of teachers' general satisfaction. On the basis of this analysis, hypothesis 2 was rejected at the .01 level of significance ($F(2,106)=31.19$, $p<.01$). The selected variables contributed (as sets) to the prediction of general satisfaction. The two factors explained 37% of the variances in general satisfaction (see Table 13).

CHAPTER V. SUMMARY, CONCLUSION AND RECOMMENDATION

Summary

The purpose of this study was to investigate the relationships between demographic characteristics, job characteristics, and teachers' general satisfaction. The results tend to support the proposed scheme that job characteristics were significantly related to the level of teachers' general satisfaction. The relationships between demographic characteristics or personal characteristics such as marital status, sex, total income, etc., and teachers' general satisfaction were not supported in this study. The Pearson correlation coefficients showed that there were no significant relationships between teachers' general satisfaction and marital status, number of children, total income, sex, GPA at the time of graduation, quality of teacher preparation program, level of teaching certification, and population of community in which one is currently employed. This was consistent with earlier studies by Chapman and Hutcheson (1981) in which personal characteristics were not significantly related to either career satisfaction or retention.

The present model suggests that a teacher's level of general satisfaction should take into account (a) opportunity to exercise leadership, (b) increased responsibilities, (c) control over what he/she does,

(d) the degree to which the teacher is socially and professionally integrated into the teaching profession, (e) opportunity for a relatively stable and secure future, and (f) challenges from the job. The model therefore suggests that general job satisfaction is a function of opportunity for staff leadership roles and opportunity for making more money. A person's high level of responsibility may positively influence his/her level of job satisfaction, while at the same time higher level of job satisfaction may prompt the individual to seek out even greater levels of responsibility.

Oneway analysis of variance

The results from the analysis of variance using single classification procedures revealed that there were no significant differences in job satisfaction ratings among the levels of demographic characteristics. Married teachers rated job satisfaction as single teachers did. Those in small communities rated job satisfaction similar to those in large communities. Female teachers rated job satisfaction as male teachers did. Teachers in elementary schools rated job satisfaction as those in secondary schools.

Teachers with high total family income rated job satisfaction similar to those with low total family income. Teachers who rated the quality of the teacher preparation

program at Iowa State University as very high do not differ in the job satisfaction ratings from those who rated the program as low. Those teachers who graduated with high grade point average (GPA) do not differ in their ratings on the job satisfaction scale from those who graduated with low grade point average.

Multiple regression analysis

Beyond the relationship of specific variables, it is important to note that money as a variable set, while significantly related to general job satisfaction, increased the explained variance in job satisfaction by only 9%. Leadership as a variable set explained 28% of the variation in job satisfaction. It appears that increased opportunities for teachers to exercise or offer leadership might foster greater job satisfaction.

Teachers need new and more dynamic opportunities, need to be challenged by new ideas, and need to be motivated by growth and personal fulfillment rather than simply money or job security. Money as a variable set which included fringe benefits, social status and prestige, and opportunity for a relatively stable and secure future, accounted for only 9% of the variation in job satisfaction. Despite the statistical significance of the increase in R^2, the relationship is modest at best and should not be

assigned undue importance.

Conclusion

Contrary to what some believe, money was not the primary motivator. Teachers' job satisfaction was most influenced by leadership opportunities, including responsibility, control over what one does, and opportunity to exercise leadership.

The advent of collective bargaining has brought an increase in the monetary rewards and benefits offered to school teachers. Maybe this was why money was not as motivating as leadership opportunities. Nevertheless, opportunities for extra pay through extra duties, greater responsibility, committee work, and new project work are required.

Opportunities for inservice training, more involvement in policy matters, community or professional visibility, and staff leadership must be linked with the constantly evolving needs of the staff. These items reflect a call for more effective leadership among teachers. These also require administrative skills that must be constantly updated with the advent of new knowledge.

Differentiated career ladders, merit pay, committee work, community involvement, and teacher grants for developmental and innovative programs offer new avenues for

using the model proposed herein. The individuality of teachers and the dynamic nature of the organization make the emergent strategies of encouraging development and satisfaction for the individual teacher a desirable goal for increasng teacher satisfaction. If the model is directed toward individual teachers, there will be improvement in the quality of worklife for teachers and the quality of educational experience provided for children.

More flexibility and mobility both in administratve and policy matters could create avenues for more opportunities for teachers to develop positive interpersonal relationships and acquire social status and prestige. Providing for acceptable interpersonal relationshps, social status, security, reasonable salary, fringe benefits, and good working conditions are necessary for productive, growth-oriented educators. Despite the fact that the relationships between productivity or performance and job satisfaction are complex, increasing teachers' job satisfaction is a desirable goal.

Both leadership and money have been shown to be the principal contributors to teachers' level of overall general satifaction. The underlying theme of this proposed model for general job satisfaction is an attempt to provide avenues and opportunities for the needs of each individual teacher to be met in order that all staff have maximum

opportunities for growth.

Teachers' satisfaction or dissatisfaction with their employment should be of concern to government officials, school trustees, teachers' associations, school superintendents, and the general public. If teachers are dissatisfied with many aspects of their work, their attitudes will understandably have an adverse impact on the climate and learning environment in the schools where they are employed.

Another offspring of teachers' satisfaction or dissatisfaction is teacher turnover, which is of particular concern for school administrators because of the implications for future hiring practices and concern for the retention of good teachers. To retain good teachers, their needs for social status and prestige, a stable and secure future, money, and leadership roles must be constantly satisfied. Since the satisfaction of these needs is some what short-lived, knowing what the teachers' needs are on a constant basis is an important administrative strategy to motivation and need satisfaction. This is especially true in the arena of reviewed salary expectations each year.

School trustees and administrators should not forget that teachers need to feel satisfied with their jobs and that increased satisfaction is progressively required in

the teaching profession. School district policies, practices, and procedures should give due consideration to these constantly evolving needs of the teachers.

School administrators could provide for expanding areas of responsibility, broadening of programs, development of meaningful inservice, attendance at professional meetings, and time for teachers to plan and create. All these could be used for job enrichment for teachers. School administrators could also identify team leaders, master teachers, chairpersons, and committee members as a way of tapping personal resources which teachers are not routinely required to use. The use of differentiation in staffing and responsibilities for teachers will give the administrators new avenues for satisfying the needs of individual teachers.

Opportunities for success, recognition of good work, giving teachers the responsibility to make decisions and be held accountable for those decisions, and opportunities for advancement must be provided by educational systems. Organizational structures affect the social status and prestige as well as the control of one's work. In a school system where an individual is given the opportunity to contribute his full range of talents by being part of the decision-making process, and by being in control and accountable for his work, the effects will be positive,

long-lasting, and the teacher could perform at his maximum potential.

Suggestions for further studies

Further research on teacher job satisfaction might examine the relationship between job satisfaction and organizational characteristics in addition to the job characteristics. More than 50% of the variance in job satisfaction remained unexplained. Explaining all the variance in job satisfaction is not expected; however, assessing organizational characteristics might help increase the percentage of explained variation in job satisfaction. Dissemination of those findings to school administrators and assisting them in developing strategies to increase teacher satisfaction are also desirable.

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APPENDIX: RISE TEACHER EDUCATION GRADUATE QUESTIONNAIRE

FIRST, we would like to ask you questions about your current employment.

1. What is your current employment situation?

___ Teaching ---> Please answer PART A, then skip to page 2, PART C.

___ Nonteaching ---> Please skip to PART B, page 2.

PART A (Teaching)

(a) What level do you teach?

___ Preschool/Kindergarten

___ Elementary (Grades 1-6)

___ Secondary (Grades 7-12)

___ K-12

(b) Are you teaching ...

___ ... Full time?

___ ... Part time?

___ ... Substitute?

___ ... Other?

(c) At the present, what subject area(s) do you teach? _____

_____

(d) What are your plans for next year?

___ Remain in same position.

___ Seek similar position in different school.

___ Accepted similar position in different school.

___ Employment in education other than teaching.

Please specify----> _____

___ Employment outside education

Please specify----> _____

PART B (Nonteaching)

(a) What is your current occupation?

_____

(b) What are your reasons for not teaching? Check as many as apply.

___ Graduate study. (Please specify area _____).

___ Could not find a teaching position in location I wanted.

___ Could not find a teaching position anywhere.

___ Better salaries in nonacademic jobs.

___ Marriage/family obligations.

___ Had not planned to teach.

___ Decided not to teach because of experiences in student teaching/teacher preparation.

___ Other. (Please specify _____).

(c) What are your employment plans for next year?

___ Have obtained a teaching position for next year.

___ Currently seeking or plan to seek a teaching position.

___ Do not plan to teach.

PART C (Teaching and Nonteaching)

(a) Please describe your long range career plan.

_____

_____

_____

_____

NOW, we would like information about your Teacher Preparation Program.

2. Based on the length of your student teaching experience, should student teaching have been longer or shorter?

	How many additional weeks?	How many fewer weeks?	Total suggested weeks
___ Longer --->	_____	xxxxxxxxxx	_____
___ Shorter --->	xxxxxxxxxx	_____	_____
___ About right	xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxx

3. At what level did you student teach?

___ Preschool/Kindergarten (N-K)

___ Elementary (K-6)

___ Secondary (7-12)

___ K-12

4. In what teaching area of specialization(s) do you have teaching approval?

(a) Preschool/Kindergarten Level
___ Preschool/Kindergarten ___ Other (Specify _____.)

(b) Elementary Level
___ Elementary ___ Other (Specify _____.)

(c) K-12 Level
___ Art ___ Health ___ Music ___ P.E. ___ Other (Specify _____.)

(d) Secondary Level

___ Agriculture	___ Health	___ Physical Science
___ Art	___ Home Economics	___ Physics
___ Biology	___ Industrial Arts	___ Psychology
___ Chemistry	___ Journalism	___ Safety Education
___ Earth Science	___ Mathematics	___ Social Science
___ English	___ Music	___ Speech
___ Foreign Language	___ Physical Education	___ Other (Specify_____.)
___ General Science		

If you checked more than one, which is your major area? _____

If you indicated that you are currently employed in a teaching or non-teaching position, please answer Q. 5 - Q. 9. If you are not currently employed, skip to Q. 10 on page 8.

5a. We would like you to rate your Teacher Preparation Program in specific areas: first, rate the adequacy of preparation; second, indicate how important the area is to your present position.

	Very Adequate. . 5 Adequate . . . . 4 Neutral. . . . . 3 Inadequate . . . 2 Very Inadequate. 1 Not Applicable . N						Very Important . 5 Important. . . . 4 Neutral. . . . . 3 Unimportant. . . 2 Very Unimportant 1 Not Applicable . N					
1) Planning units of instruction and individual lessons	5	4	3	2	1	N	5	4	3	2	1	N
2) Preparing and using media. . . .	5	4	3	2	1	N	5	4	3	2	1	N
3) Maintaining student interest . .	5	4	3	2	1	N	5	4	3	2	1	N
4) Understanding and managing behavior problems in the classroom	5	4	3	2	1	N	5	4	3	2	1	N
5) Teaching basic skills.	5	4	3	2	1	N	5	4	3	2	1	N
6) Consultation skills in interacting with other professionals.	5	4	3	2	1	N	5	4	3	2	1	N
7) Developing student-student relationships.	5	4	3	2	1	N	5	4	3	2	1	N
8) Referring students for special assistance	5	4	3	2	1	N	5	4	3	2	1	N
9) Skills for mainstreaming handicapped students.	5	4	3	2	1	N	5	4	3	2	1	N
10) Methods of working with children with learning problems	5	4	3	2	1	N	5	4	3	2	1	N
11) Assessing learning problems. . .	5	4	3	2	1	N	5	4	3	2	1	N
12) Developing tests	5	4	3	2	1	N	5	4	3	2	1	N
13) Interpreting and using standardized tests	5	4	3	2	1	N	5	4	3	2	1	N
14) Content preparation in your area of specialization	5	4	3	2	1	N	5	4	3	2	1	N
15) Professional ethics and legal obligations.	5	4	3	2	1	N	5	4	3	2	1	N
16) Psychology of learning and its application to teaching. . .	5	4	3	2	1	N	5	4	3	2	1	N
17) Evaluating and reporting student work and achievement	5	4	3	2	1	N	5	4	3	2	1	N

		ADEQUACY						IMPORTANCE					
18)	Relating activities to interests and abilities of students. . . .	5	4	3	2	1	N	5	4	3	2	1	N
19)	Using written communication effectively.	5	4	3	2	1	N	5	4	3	2	1	N
20)	Locating and using materials and resources in your specialty area	5	4	3	2	1	N	5	4	3	2	1	N
21)	Evaluating your own instruction.	5	4	3	2	1	N	5	4	3	2	1	N
22)	Individualizing instruction. . .	5	4	3	2	1	N	5	4	3	2	1	N
23)	Selecting and organizing materials.	5	4	3	2	1	N	5	4	3	2	1	N
24)	Using a variety of instructional techniques	5	4	3	2	1	N	5	4	3	2	1	N
25)	Understanding teachers' roles in relation to administrators, supervisors, and counselors. . .	5	4	3	2	1	N	5	4	3	2	1	N
26)	Working with parents	5	4	3	2	1	N	5	4	3	2	1	N
27)	Working with other teachers. . .	5	4	3	2	1	N	5	4	3	2	1	N
28)	Assessing and implementing innovations.	5	4	3	2	1	N	5	4	3	2	1	N
29)	Appreciating and understanding individual and intergroup differences in values and lifestyles	5	4	3	2	1	N	5	4	3	2	1	N
30)	Using community resources. . . .	5	4	3	2	1	N	5	4	3	2	1	N
31)	Techniques of curriculum construction	5	4	3	2	1	N	5	4	3	2	1	N
32)	Influence of laws and policies related to schools	5	4	3	2	1	N	5	4	3	2	1	N
33)	Techniques for infusing multicultural learning	5	4	3	2	1	N	5	4	3	2	1	N

5b. Using the areas of preparation listed above (numbered from 1 to 33), select three areas in which you feel most adequately prepared. Rank them 1st, 2nd, and 3rd and record the corresponding number below. Do likewise for the three areas with most importance to your present position.

	1st	2nd	3rd
Adequacy of Preparation	___	___	___
Importance to Position	___	___	___

6. How important were each of the following factors in your decision to accept your present position? Please circle one number for each factor. Use the following response categories.

Very Important . . . 5
Important. 4
Neutral. 3
Unimportant. 2
Very Unimportant . . 1
Not Applicable . . . N

		Please circle your response					
a.	Desirable location	5	4	3	2	1	N
b.	Salary offered	5	4	3	2	1	N
c.	Type of position	5	4	3	2	1	N
d.	Size of organization	5	4	3	2	1	N
e.	Reputation of school, firm or organization	5	4	3	2	1	N
f.	Liked people with whom I interviewed . . .	5	4	3	2	1	N
g.	Spouse has a job in the community.	5	4	3	2	1	N
h.	Only job I was offered	5	4	3	2	1	N

7. How would you rate on a scale of 0 to 10 your general satisfaction with your current job?

Very Low Very High

0 1 2 3 4 5 6 7 8 9 10

8. What is the population of the community where you are currently employed?

___ Under 1,000
___ 1,000 - 2,499
___ 2,500 - 4,999
___ 5,000 - 9,999
___ 10,000 - 24,999
___ 25,000 - 50,000
___ Over 50,000

9. To what extent does your present job provide you with the following characteristics? Please circle one number for each characteristic. Use the following response categories.

All of the Time 5
Most of the Time 4
Some of the Time 3
Seldom 2
Never 1

		Please circle your response				
a.	Opportunity to be creative and original. . .	5	4	3	2	1
b.	Opportunity to use special abilities or aptitudes.	5	4	3	2	1
c.	Opportunity to work with people rather than things.	5	4	3	2	1
d.	Opportunity to earn a good deal of money . .	5	4	3	2	1
e.	Social status and prestige	5	4	3	2	1
f.	Opportunity to effect social change.	5	4	3	2	1
g.	Relative freedom from supervision by others.	5	4	3	2	1
h.	Opportunity for advancement.	5	4	3	2	1
i.	Opportunity to exercise leadership	5	4	3	2	1
j.	Opportunity to help and serve others	5	4	3	2	1
k.	Adventure.	5	4	3	2	1
l.	Opportunity for a relatively stable and secure future.	5	4	3	2	1
m.	Fringe benefits (health care, retirement benefits).	5	4	3	2	1
n.	Variety in the work.	5	4	3	2	1
o.	Responsibility	5	4	3	2	1
p.	Control over what I do	5	4	3	2	1
q.	Control over what others do.	5	4	3	2	1
r.	Challenge.	5	4	3	2	1

NOW we would like all respondents to evaluate the Teacher Preparation Program.

10. How would you rate on a scale of 0 to 10 the quality of the Teacher Preparation Program at Iowa State University? Please circle the appropriate number.

Very Poor Very High

0 1 2 3 4 5 6 7 8 9 10

11. In what three ways did the program provide the most valuable professional preparation for you?

(1) _____

(2) _____

(3) _____

12. In what three ways should the program have offered more preparation?

(1) _____

(2) _____

(3) _____

13. If you had it to do over again, would you prepare to become a teacher?

___ Yes

___ No

___ Undecided

14. What program improvements would you suggest for easing the transition from student to first-year teacher?

_____

_____

_____

_____

NOW we would like to ask you some general questions about yourself and your family.

15. Marital status

___ Single (never married)

___ Married

___ Divorced, separated, or widowed

16. Do you have any children?

___ Yes ---> How many? ____

___ No

17. Which of the following categories best describes your total income during last year? (If married, include spouse's income)

___ less than $ 9,999

___ $10,000 to $14,999

___ $15,000 to $19,999

___ $20,000 to $24,999

___ $25,000 to $29,999

___ $30,000 to $49,999

___ $50,000 and over

18. Please think about the best elementary or secondary teacher you have had. What were the characteristics that made that teacher outstanding?

(1)_____

(2)_____

(3)_____

The College of Education and the Research Institute for Studies in Education appreciate the time you have taken to complete this questionnaire.

Postage for the questionnaire is prepaid, so all you need to do is tape it and drop it in a mailbox.