

PERCEIVED ORGANIZATIONAL AND PERSONAL
FACTORS RELATED TO JOB SATISFACTION
IN PUBLIC SCHOOL TEACHERS

by
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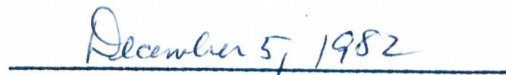
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ABSTRACT

Title of Dissertation: Perceived Organizational and Personal Factors
Related to Job Satisfaction in Public School
Teachers

Joan Moir Dodge, Doctor of Philosophy, 1982

Dissertation directed by: Dr. Frank Milhollan
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Teaching has always been a demanding occupation; and yet, in the last few years, there has been increasing evidence that teachers are expressing greater feelings of anxiety, frustration and dissatisfaction with their jobs. While there appears much popular interest in the area of teacher stress and job dissatisfaction, generally there has been little research attention. More specifically, there has been little empirical assessment using a multivariate model which examines the interaction of organizational and personal variables related to job satisfaction in a teacher population.

It is the purpose of this study to examine both perceived organizational factors and personal factors and to determine how variation in these factors leads to variation in job satisfaction in teachers. Based on a multivariate model, the following two questions were addressed:

1. Does participation in decision-making, teaching anxiety, social support in schools (perceived organizational factors) as well as job involvement, years of teaching experience, age and sex (personal factors) affect job satisfaction in public school teachers?

2. Are perceived organizational or personal factors more influential in affecting job satisfaction in teachers?

The study sample consisted of two hundred public school teachers with 69% of them being classroom teachers who responded to a questionnaire. Results were analyzed using simultaneous multiple regression for question one and a hierarchical multiple regression analysis for question two.

Findings showed that 35% of the variance of job satisfaction could be explained by these seven variables. The four variables of emotional support, participation in decision-making, teaching anxiety, and age, yielded significant contributions to job satisfaction. Using a hierarchical method to determine the unique contribution of organization versus personal factors to job satisfaction, results indicated that organizational factors account for 33% of the variance in job satisfaction while personal variables accounted for 2% of the variation. In general, these findings suggested that perceived organizational factors were much more important to the public school teachers' feelings of satisfaction with their jobs than personal factors were.

These findings were discussed in terms of implications related to helping school administrators focus on mental health issues of teachers as well as the importance of organizational environment to job satisfaction.

DEDICATION

To my husband, Douglas, and my children, Elisabeth and Brian, who provide me with both creative tension and love, I dedicate this work.

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It is only after the completion of a research project that one becomes fully aware of the many people who contributed support both emotionally and financially to such an effort.

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CHAPTER I

INTRODUCTION

Teaching has always been a demanding occupation; and yet, in the last few years, teachers have expressed increased feelings of frustration, anxiety, exhaustion, job dissatisfaction, and intention to leave the profession (Serrin, 1979: Kyriacou & Sutcliffe, 1978: Cichon & Koff, 1980). In May 1980, the National Educational Association surveyed 1,738 public school teachers across the United States. Results from this study indicated that 35% of all public school teachers were dissatisfied with their current jobs and 41% reported that they would probably not become teachers if they could start over again (NEA Nationwide Teacher Opinion Poll). A number of studies within state and local educational systems reveal the same national trend. Sparks (1979) reporting from a Michigan school district stated that 46% of the teachers in his sample were dissatisfied with their jobs and would not choose teaching as a career again. The Georgia Professional Standards Commission stated in a report that two out of three teachers leave their jobs after a short period of time as a result of stress and dissatisfaction with work. Data from the State of Maryland indicated that in 1976, 16% of teachers who left employment expressed dissatisfaction as the primary reason for leaving, while that figure rose to 22% in 1978 (Staff Data System of Maryland State Department of Education). It seems evident, then, that on the national, state, and local levels, teachers are expressing their general dissatisfaction with their jobs and are also reporting an increased intention to leave the profession entirely if they had the opportunity.

In defining the term, job satisfaction, Locke (1976, p. 1,300) stated that it is a "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." The author goes on to say that the causes of job satisfaction are not in the job nor in the man, but are in the relationship between them. Thus, the prediction of job satisfaction requires an interactive approach (Locke, 1969, p. 319). Pervin (1968) also suggested that occupational satisfaction resulted from an interaction of personality and environmental variables. O'Reilly and Roberts (1975) point out that generally research and theory related to job satisfaction have focused either on the relationship between individual personality traits and satisfaction or on organizational structure and satisfaction. The intent of their study was to include both individual differences as well as organizational differences as these relate to job satisfaction. Results from two recent studies which have focused attention on both individual and organizational variables (Herman, Dunham, & Hulin, 1975; O'Reilly & Roberts, 1975) have found that the situational variables are more influential than individual ones in predicting job satisfaction. Contradicting these findings, however, Bartol (1979) in a study of professionals found that for this group, individual orientation variables were more important than organizational factors in predicting satisfaction with work itself.

The studies on job satisfaction in teachers have also generally either focused on examining a variety of organizational factors related to job satisfaction or on the personal factors. For instance, Carpenter (1971) looked at formal organizational factors and perceived job satisfaction. Results indicated that teachers in flat organizations

characterized by less bureaucracy perceived higher job satisfaction than teachers in medium or tall bureaucratic structures. Miskel (1979) also looked at organizational processes and structures finding that high formalization of general rules and low centralization on decision-making were significant predictors of teachers satisfaction with the work dimension of their job. While research on personal factors of teachers related to job satisfaction has been considerably less than those on organizational variables, there have been studies that examine specific personal variables. These variables include such dimensions as years of teaching experience, sex, self-image, work motivation, and values (Hrebiniak & Alutto, 1972; Schackmuth, 1979). Results from these studies seem to indicate that the personal qualities of the individuals themselves may be important determiners of job satisfaction but that the work itself is also a factor in satisfaction.

While there appears much popular interest and concern in the area of teacher stress and job dissatisfaction, generally there has been little research attention to this area. More specifically, there has been no empirical assessment using a multivariate model which considers both organizational and personal factors related to job satisfaction in teachers. The present study attempts to meet this need by addressing the following research question: To what extent does variation in certain perceived organizational and personal factors lead to variation in job satisfaction in a population of public school teachers?

In reviewing the existing literature on the nature of job satisfaction, as well as the literature related to occupational mental health, a number of organizational and personal factors are indicated as

being major determiners of job satisfaction. These specific factors which relate either to the perceived characteristics of the organization, or to personal attributes of the individual were chosen for the present study because of their importance for teachers and the work environment of a school.

Prior studies have shown that certain perceived organizational factors such as participation in decision-making process, level of emotional support, job anxiety or stress may all be related to satisfaction with one's job.

Vroom (1964) in reviewing the literature on participation in the decision-making stated that "there is fairly clear-cut evidence that people who are satisfied with their jobs tend to report that they have greater opportunity to influence decisions which have effects on them" (p. 118). More recently, Lischeron and Wall (1975), studied three levels of participation and concluded that individuals who perceive greater involvement in decision-making also have more positive views concerning their employing organization; thus, supporting the belief that perceived participation is a source of satisfaction at work.

Another important organizational factor is that of perceived social support. While this factor is defined in a number of ways depending upon its literature base, the concept refers to the degree to which an individual has access to social resources or to relationships on which he can rely (Sarason & Johnson, 1980). Cobb (1976) defines social support as the information leading the individual to believe he is cared for and belongs to a network of communication. Chan (1977) speaks of support as the existence of a network of pleasant primary relations which is a

reservoir of social resources from which an individual can seek help or support. Expanding on this concept, Caplan (1974) defines support systems as "an enduring pattern of continuous or intermittent ties that play a significant part in maintaining the psychological and physical integrity of the individual over time" (p.7). He included formal community institutions and professions, such as religious denominations and mental health workers as well as the natural, informal system (family, friends, and non-professionals) as elements in support systems. Colletta, Gregg, Hadler, Lee, and Mekelburg (1980) refers to support for adolescent mothers as taking a variety of forms, one of these forms being emotional support which is defined as a sympathetic person with whom to receive the feeling that one is cared for.

While the concept of social support has not specifically been applied to work environments such as public schools, a number of studies have also demonstrated that an individual's satisfaction with his job is related to both the opportunity for interaction with others as well as level of acceptance by one's fellow workers (reviewed by Vroom, 1964). In a number of articles on teacher "burn-out", frequent reference is made to inadequate administrative support (Young, 1978; Kovich, 1979), isolation from other teachers as well as criticism from the community (Schiltheis, 1979), resulting in increased job stress and job dissatisfaction. Thus, it would appear that teachers may perceive a low level of support which in turn may bear directly on their satisfaction with their job.

The last organizational factor to be included is that of anxiety or stress related to the teaching job itself. Keavney & Sinclair (1978) reviewed the difficulty in conceptualizing and defining the variable of

teacher anxiety. In recent years the term "stress", has been substituted for the word anxiety, but with it has come the same difficulty of definition. Although there has been much written about teacher anxiety, stress, and "burn-out", there has been little empirical research examining job stress in teachers and the relationship of stress to other factors. The only recent study that has looked at the issue of stress and job satisfaction, is by Kyriacou and Sutcliffe (1978) from Great Britain. These authors found that teaching stress was related to job satisfaction although the correlation was low. The present study uses the definition of job stress and job anxiety interchangeably and defines the concept as situation specific anxiety related to the task of teaching itself. Keavney and Sinclair (1978) go on to state in their review that research on teacher anxiety is still at an early stage but that further investigation needs to be done.

In addition to the perceived organizational factors, this study also focused on certain personal factors of teachers themselves. Specifically, those chosen for study include job involvement, years of teaching experience, age and sex of the teacher population.

Job involvement refers to "the degree to which a person is identified psychologically with his work or the importance of work to his total self-image" (Lodahl & Kejner, 1965, p. 24). While other authors have defined the concept in a number of ways, such as "psychological identification with work", "work role involvement", job commitment (Lawler & Hall, 1970; Maurer, 1969; Wrener & Vardi, 1980), generally, the terms include the concept that the job-involved person is one for whom work is a very important part of life and as one who is affected very much personally

by his whole job situation (Lodahl & Kejner, 1965).

Rabinowitz and Hall (1977) in reviewing this concept and the research behind it conclude that job involvement appears to be a relatively stable characteristic and is a "fairly key feature of a person's self-definition", (p. 285). Lawler and Hall (1970) state that job involvement and job satisfaction are positively related to each other but separate concepts.

The job involvement concept has also been applied to teachers in educational organizations although the definition of this concept is varied. Hrebiniak & Alutto (1972) examined the relationship between personal and role-related factors and commitment to the employing agency of teachers and nurses. Results showed that levels of tension and number of years of experience are the most important predictors for organizational commitment, Miskel et al (1980) found that work motivation as well as central life interests were strongly related to job satisfaction in teachers. These two concepts have been used to express the concept of job involvement.

In addition to job involvement, years of teaching experience, sex and age are examined to determine their contribution to job satisfaction in teachers.

While all of the factors chosen for this study are based on previous research in job satisfaction, there has been little research attention to both organizational as well as personal factors of teachers and to assess their differential relationship to job satisfaction within an educational setting.

It was the purpose of this study then to examine both perceived organizational factors and personal factors and to determine how variation

in these factors leads to variation in job satisfaction in teachers.

Importance of the Study

The study of job satisfaction in teachers is important for the following reasons:

1. The work role is a critical one in our society for an individual and has a major influence on one's self-concept and self-identity (Erikson, 1956).
2. Job satisfaction is an indicator of well-being and mental health in the work environment (Kornhauser, 1965).
3. Job satisfaction is negatively correlated to absenteeism and turnover (reviewed by Kasl, 1973).
4. As teachers are faced with increased student violence, vandalism, negative public opinion, lack of administrative and financial support, the job-related stress which they experience will no doubt increase (Serrin, 1979).
5. Job dissatisfaction is one response to job stress in addition to somatic complaints and lower occupational self-esteem (Needle, Griffin, Svendsen, 1979).
6. With a prediction of a "critical teacher shortage" by 1985 (NEA survey) it is vital that teachers are satisfied with their jobs and remain in the profession.

Assumptions

The rationale and background of this study are based upon the following assumptions:

1. An individual's perception and interpretation of a situation

is a major determinant of behavior.

2. The way in which an individual selectively perceives his work environment plays a role in his satisfaction with his job.

Statement of the Problem

The problem of this study is to examine certain perceived organizational and personal factors in relationship to job satisfaction in public school teachers. The specific organizational factors chosen for this study include: perceived participation in decision-making, teaching anxiety, perceived emotional support in school. Personal factors are job involvement, years of teaching experience, sex and age. Based on a multivariate model, the purpose of this study is to answer the following questions:

1. Does participation in decision-making, teaching anxiety, emotional support in schools (perceived organizational factors) as well as job involvement, years of teaching experience, age and sex (personal factors) affect job satisfaction in public school teachers?
2. Are perceived organizational or personal factors more influential in affecting job satisfaction in teachers?

Definition of Terms

The following definition of variables and terms are presented to clarify their usage in this study:

PERCEPTION - internal sensing system of an organism which relates output (behavior) to input (stimuli) both of which are potentially

observable.

ORGANIZATIONAL FACTORS - extra personal variables which are situation specific and are more related to the functioning of the work environment as perceived by the individual in that environment.

PERSONAL FACTORS - intrapersonal variables which are intrinsic to the individual's personality system and tend to be unique for the individual.

PARTICIPATION IN DECISION-MAKING - amount of influence an individual perceives he has on decision-making (Vroom, p. 10).

TEACHING ANXIETY - emotional response and attitude which is situation specific to the task of teaching (Parsons, 1973).

EMOTIONAL SUPPORT - information leading the individual to believe he is listened to, cared for and belongs to a network of communication (Cobb, 1976).

JOB INVOLVEMENT - degree to which a person is identified psychologically with his work or the importance of work to his total self-image (Lodahl & Kejner, 1965).

PUBLIC SCHOOL TEACHERS - elementary and secondary teachers who are currently teaching in the public school system.

JOB SATISFACTION - a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke, 1976).

Limitations of the Study

This study is based on a phenomenological viewpoint in which the perceptions of the individual form the basis for understanding attitudes and behavior. In addition, the study is limited to elementary and

secondary teachers who are employed in public schools in a suburban county and who are currently registered with the County Teachers' Association. Data collection is limited to self-report questionnaires and is concerned with the individuals' perceptions of both organizational and personal factors in relationship to their attitudes toward their jobs. The study did not measure the objective characteristics of the organizational environment nor life factors which might relate to job satisfaction.

Significance of the Study

The findings of this study provide information about job satisfaction in public school teachers and point to which factors are the most important in predicting for job satisfaction in a teacher group. If job satisfaction is a function of both organizational and personal variables, then it is important to determine how much each of these factors contribute to job satisfaction. The organizational factors chosen as variables in this study were selected because specific recommendations for organizational restructuring or direct intervention in school functioning could then be made based on results of this investigation. While the personal variables of teachers cannot be changed, information concerning how these variables related to satisfaction in this group may be helpful for selection of teachers as well as programming for "fit" between the characteristics of the individual and the school work environment.

At a time in which teachers are experiencing a high degree of stress and "burn-out" in relationship to their jobs, this study provides data as to some of the variables that are important in relationship to satisfaction in one's job as well as which set of factors are the highest predictors.

The findings of this study have implications for organizational programming within a school work environment in addition to possible applicability to other work environment.

Summary

The purpose of this study was to examine both perceived organizational factors and personal factors in public school teachers and to determine how variation in these factors leads to variation in job satisfaction. The specific organizational factors chosen for examination include: perceived participation in decision-making, perceived emotional support, and job anxiety. Personal variables include: job involvement, age, sex, and years of teaching experience.

Based on a multivariate model, specific questions were asked to determine the relationship between these variables and job satisfaction in public school teachers. The sample of this study consisted of elementary and secondary public school teachers in a suburban Maryland county school system. Findings and recommendations for organizational change were later shared with the participating school system.

CHAPTER II

LITERATURE REVIEW

The first section of this literature review discusses the organizational factors chosen for this study. First, the concepts and research related to job satisfaction as well as specifically teacher job satisfaction are presented. Next, the variables of job anxiety, emotional support in schools and participation in decisionmaking are discussed.

The second section outlines the literature which pertains to personal factors of the teacher. Included are studies related to job involvement, job longevity as well as the sex of the teacher.

Job Satisfaction

In the last fifty years, there has been extensive research attention to the area of job satisfaction yielding thousands of articles, books and dissertations related to this subject. Early systematic studies in job satisfaction began during World War I and related to fatigue reduction as well as other environmental factors leading to fatigue. British researchers also studied boredom and monotony as well as factors to alleviate such boredom (Wyatt, Fraser and Stock, 1929; Wyatt, Langdon, and Stock, 1937). The Hawthorne studies which began in the 1920s studied the effects of rest pauses and incentives on productivity. Emphasis soon shifted to the study of employee attitudes when the researchers discovered that the appraisals employees made of their work situation had much to do with how they responded to this work. Locke (1976) pointed out in his review that interpretations of the Hawthorne studies stressed the role of work group and supervisory practices while economic incentives were

downgraded in relationship to job satisfaction. Two years later Hoppock (1935) published an extensive study on job satisfaction emphasizing the multiplicity of factors that could affect job satisfaction. It seemed, however, that the Hawthorne study with its emphasis on work group and supervisor was the prototype for future research related to job satisfaction and followed the emphasis of the Human Relations movement which peaked in the early 1960s. In 1959, Herzberg, Mausner and Synderman published their theory which turned the focus from individuals in the work environment to the work itself suggesting that satisfaction with the job could be attained by designing the work to provide the worker with adequate mental challenge.

Herzberg's original theory was based on a study of 200 engineers and accounts who described specific incidents in which they felt satisfied and dissatisfied. Incidents such as achievements, promotion, recognition, responsibility, related to the work itself were more often cited as being sources of satisfaction but less often as sources of dissatisfaction. Herzberg defined these as "Motivators" and involved primarily the work while incidents such as interpersonal relationships, working conditions, supervisors and salary were mentioned as job dissatisfiers. This group was designated as "Hygienes" and involved the work context.

Herzberg's two factor theory of satisfaction argued that job satisfaction and dissatisfaction resulted from different causes depending whether the Motivators and Hygienes were dominant. He felt that the Hygiene factors operate to either frustrate or fulfill man's physical needs while the Motivators fulfill or frustrate man's growth needs (Locke, 1976). Locke (1976) criticized Herzberg's theory along a number of dimensions.

Locke (1976) also reviewed research results which did not verify the two factor pattern; however, he did point out Herzberg's contribution of clarifying the importance of the work, itself, to the worker's psychological growth and job satisfaction.

In reviewing the causes of job satisfactions, one of the most important seem to be that of mental challenge. Locke (1976) states that "in the absence of an adequate mental challenge or in the presence of a work task that is accomplished automatically (with no effort, skill or thought required), one experiences boredom" (p. 1320). Job enrichment and complexity adds to a worker's feelings of satisfaction particularly when successful (Maher, 1971; Sawler and Hall, 1970; Locke, 1965). Other causes relate to physical working conditions, verbal recognition, promotional opportunity and pay (see Locke, 1976 for summary).

The phenomena of job satisfaction is not just an end in itself but has been shown to lead to a number of physical, attitudinal and behavioral consequences.

Burke (1969/1970) found a significant correlation between job satisfaction/non-job satisfaction and reported physical symptoms such as fatigue, headache, shortness of breathe and ill health. Sales (1969) found a negative relationship between the subjects enjoyment of a task and changes in his level of serum cholesterol. Later, House & Sales (1971) found a correlation of $-.83$ between job satisfaction and rate of mortality from heart disease. Jenkins (1971) in a review found numerous studies reporting associations between heart disease and job distress. Locke (1976), however, clearly pointed out that while the studies suggest a causal relationship between job satisfaction and bodily functioning, most

of the studies are correlational in nature and therefore do not prove causality. He calls for continued research in establishing the causal relationship between these factors.

The effect of job satisfaction on other attitudes and mental state has also been a major area of research. Kornhauser (1965) and Iris and Barrett (1972) have found a significant positive relationship between one's satisfaction with job and one's satisfaction with life. In addition, Kornhauser (1965) found a consistent positive relationship between job satisfaction and a mental health index which measured the following: anxiety, self-esteem, hostility, sociability, life satisfaction and personal morale. It would appear, then, that the variable of job satisfaction is one attitude which is related and in some cases an antecedent to other psychological or mental health factors.

When looking at the relationship between job satisfaction and behavioral outcomes, past studies have focused on absences, turnover and productivity in the job. Major reviews have found significant relationships between job dissatisfaction and rate of absenteeism and turnover (Waters & Roach, 1973; Porter & Steers, 1973). However, as Locke (1976) noted, the correlationals while significant and consistent have not been especially high ($r < .40$).

In reviewing the relationship between job satisfaction and performance, there does not appear to be a strong relationship between the two. Locke (1970) theorized that the relationship might be reversed with high performance leading to increased job satisfaction. Herzberg and his colleagues (1959) while arguing that there was a direct effect of satisfaction on job performance, did not show any over-all relationship

between level of satisfaction and level of production in his study. It would appear from the current level of knowledge that the effect of job satisfaction on job performance and productivity is unclear primarily between the complexity of an individual's response repertoire when faced with feelings of satisfaction or dissatisfaction.

Teacher Job Satisfaction

Job satisfaction in teachers has been a major concern recently as teachers seem to be voicing greater dissatisfaction and stress in relationship to their job situations. However, in reviewing the literature related specifically to job satisfaction in teachers, studies seem sporadic and non-conclusive in nature. The studies which have been done tend to be one of the following: they survey teachers' level of satisfaction; they focus on organizational causes of satisfaction; or they relate a number of outcomes to satisfaction in teachers.

In 1980, the National Education Association surveyed a sample of public school teachers (1,783) and found that one-third (35%) were dissatisfied with their current jobs. In addition, nine percent of those dissatisfied said that they were very dissatisfied (NEA survey, 1980). Sparks (1979) in a Michigan survey of teachers found that 46% were dissatisfied with their jobs and would not choose teaching as a career if they had it all to do again.

Besides the single variable of job satisfaction, a number of studies have looked at the relationship between organizational structure and processes as they affect teachers' perceptions and attitudes toward their jobs. Carpenter (1971) examined the effects of tall, medium and flat

organizational structure on public school teachers' perceptions of job satisfaction. Comparisons between groups showed significant differences in that teachers in flat organizations (low bureaucratic hierarchy) reported greater job satisfaction than their counterparts, particularly in the three areas of community prestige, professional authority and participation in determining school goals. Coughlan (1971) looked at open and closed schools in relationship to teacher work values and job satisfaction. (Closed and open were defined more as communication patterns and does not refer to the physical set up.) His findings suggested that the type of formal organizational pattern (closed or open) was more related to work attitude of satisfaction than the work value of the teachers. The author concluded that job satisfaction for teachers tended to be highest in organizational systems which encourage the following: 1) high job autonomy, 2) opportunity for frequent interaction with other teachers, and 3) mutual influence between superordinates and subordinates. In addition to organizational structure, a few studies have examined organizational processes in schools in relationship to job satisfaction. Belasco & Alutto (1972) in a study of teachers examined how three decisional states affected job satisfaction. The authors defined three decisional states: deprivation, equilibrium, and saturation. As could be expected, those teachers who are decisionally deprived reported significantly lower satisfaction levels. Even with this group, those with higher satisfaction levels were less deprived ($\bar{x} = 2.66$) than those with low satisfaction ($\bar{x} = 3.58$). Teachers who experienced equilibrium or saturation of decisions did not vary significantly on satisfaction.

Miskel, Fevurly & Stewart (1979) looked at organizational and

interpersonal processes in relationship to school effectiveness and satisfaction levels. Their findings suggested that more effective schools with greater satisfaction as perceived by the teachers was characterized by more participative organizational processes, less centralized decision-making, more formalized rules and more professional activity.

A few studies have examined the association between performance outcomes of teachers as they relate to job satisfaction. Cortis (1979) in a longitudinal study of teachers revealed a continued relationship between the teachers' teaching ability as measured by their head teachers and the teachers' ratings of their satisfaction with the job. The author noted that over a twelve year period, teaching ability and satisfaction continue to bear a close relationship with each other; however, he also noted that the longer teachers serve in the job, the less important personality characteristics become in determining outcomes. Wiener & Gechman (1977) also found a similar positive relationship between job satisfaction and work commitment behaviors although as they noted the correlation was moderate and consistent with other correlations between satisfaction and performance measures. Belasco & Alutto's (1972) study on decisional process also looked at some organizational outcomes related to job satisfaction. They found that teachers with higher satisfaction levels also reported lower job tension and less militant attitudes but that trust and role conflict were not significantly associated to varying satisfaction levels. Job satisfaction in teachers is an area in which continued research needs to be done both in terms of defining the terms as well as conceptualizing the design based on more theoretical bases. To date, results continue to be inconclusive because of the sporadic attention given

to this area.

Job Anxiety

In recent years, occupational mental health has become an increasing concern both in academic research as well as large organizational structures. Osipow (1979) noted that work occupies a large portion of a person's working life and can be a major source of personal stress or satisfaction. The research related to job anxiety or job stress grows out of the literature related to life stress suggesting that stress may be responsible for many physiological, psychological and behavioral symptoms in individuals. In even more recent years, research attention has focused on organizational stress and how it is manifested in the individual. French and Caplan (1973) related that large bureaucratic organizations exerts its own set of forces on the individual and both mental and physical health may be affected by the continual pressures of the job over a period of years.

Although there has been much research in life stress and organizational stress, there does not exist either a common definition or conceptualization of stress. House (1974) defined stress as "a subjective response resulting from the interaction of particular objective social conditions and particular personal characteristics (e.g., abilities, needs, and values, p. 14). French, Rogers, and Cobb (1924) defined stress as a misfit between a person's skills and abilities and the demands of the job. Beehr and Newman (1978) defined it as a condition in which job related factors interact with the worker to change (disrupt or enhance) his psychological or physiological condition such that the person is forced to

deviate from normal functioning. In outlining their theory and organizational stress, French and Caplan (1973) speak of job stress as the specific conditions in the job environment whether objective or subjective which result in either physiological or psychological strains. Their definition, thus, distinguished between the concept of stress and the resulting psychological response, one of which is anxiety-caused by specific stresses. On the other hand, a number of studies related to specifically teacher stress equate stress with anxiety. Needle, Griffin, Svendsen & Berney (1980) cited that "stress arises from the discrepancy between the teacher's needs, values and expectations on the one hand and occupational rewards or job demands and the capacity of the worker to meet these requirements on the other (p. 96). Kyriacou and Sutcliffe (1978) defined teacher stress as a response syndrome of affects (such as anger or depression) usually accompanied by potentially pathogenic physiological changes (p. 89). Youngs (1978) used the words "stress" and "anxiety" interchangeably calling for more attention to the mental health issues of teachers.

In spite of a lack of common definition for the concepts of stress and anxiety, recent studies have continued to focus on the consequences of occupational stress whether it is physiological, psychological or behavioral. House (1974) in a study of stress and coronary heart disease concluded that stress played a significant role in the etiology of heart disease and other chronic diseases. The author also outlined that other risk factors such as cholesterol and blood pressure may be affected. Schuler (1980) in a recent review stated that "because of the complexity of the nature of physiological symptoms of stress and the difficulty in

obtaining objective measures of these symptoms, there is little unequivocal research indicating or even suggesting consistent relationships between stress and particular physiological symptoms" (p. 203). On a subjective study on teachers, however, 56% of the respondents said that they experienced physical illness related to their work (Cichon & Koff, 1980).

Much of the research on organizational behavior has focused on the relationship between stressors in the job environment and psychological symptoms such as job dissatisfaction, low self-esteem, anxiety, depression and boredom (House, 1974; Cooper & Marshall, 1976). Results from these studies, although most are correlational in nature, seem to indicate a positive relationship between stress and various psychological symptoms. Kyriacou and Sutcliffe (1978) found for their teacher sample a significant and negative correlation between job stress and job satisfaction. In addition, they found a positive relationship between stress and intention to leave the profession. French and Caplan (1974) found that a certain job stress -- qualitative overload -- was related to low self-esteem in certain individuals while quantitative overload produces low self-esteem in others.

Stress and anxiety research related to behavioral measures such as absenteeism, turn-over and job performance appear complex in nature. Sales (1969) found that stress increases the work performed when quantity was measured but not when quality was. Keavney & Sinclair (1978) in a review of teacher anxiety noted no studies that directly examined the relationship between teacher anxiety and attrition. Kyriacou and Sutcliffe (1978) in their research published the same year did find a significant positive relationship between stress and intention to leaving teaching although the correlation was low and measured "intention" and not actual leaving. They

did not find a significant relationship between teaching stress and frequency of absence. The relationship between anxiety in teachers and their effectiveness in teaching also remains unclear. Kracht and Casey (1968) found these two dimensions to be unrelated; however, Keavney & Sinclair (1978) cited in their review that the emerging relationship does appear to be negative but that there is further need for both theoretical and empirical bases to explain this relationship. It seems clear that while research in occupational stress and anxiety is crucial, continued work needs to be done at clarifying the different theoretical models and definitions of job stress and anxiety as well as to design empirical studies to measure causality between stress and various physiological, psychological and behavioral outcomes.

Social/Emotional Support

Researchers and mental health specialists in recent years have given increasing attention to the problem of stress whether it is defined as life or occupational stress as well as the individual's typical response to that stress. These responses can range from depression, to physical illnesses as well as general dissatisfaction with one's life and work. However, in attempting to define the antecedent to stress response, analysts have emphasized that a situation becomes stressful only when it is perceived as such by the individual (Chan, 1977; LaRocco, House and French, 1980). Chan (1977) points to the importance of the individual's subjective perceptions and assessment of a situation as the major determiner for behavior. House and French (1980) reiterate this view by pointing out that while there are many potentially objective situations at work which could be stressful, job

stress arises when the individual perceives that demands exceed the individual's abilities or when major needs are not met. In addition to perceptual factors, research in this area indicates that an individual's response to a stressful situation is a result of both the personality attributes of that individual as well as certain situational factors (Dohrenwend & Dohrenwend, 1976; Rabin & Struening, 1976). One of these situational factors is that of "social support" which may act as a buffer against stress. Caplan (1964) notes that the outcome from a crisis is influenced not only by the nature of the stress and "the current ego strengths of the individual but most important by the quality of the emotional support and task-oriented assistance provided by the social network within which that individual grapples with the crisis event" (p. 4).

While there has been much recent research attention on social support, definitions of support vary making it difficult to compare results from the numerous studies. Caplan (1964) defined support as "an enduring pattern of continuous or intermittent ties that play a significant part in maintaining the psychological and physical integrity of the individual over time," (p.7). He included formal community institutions and professions as well as natural, informal system (family, friends, and non-professionals) as elements of the support system. Cobb (1976) defined support as information leading the subject to believe he is cared for, esteemed and belongs to a network of communication. Caplan (1964) referred to three elements that constitute part of social support. They included: (1) significant others to help the individual mobilize his psychological resources and master his emotional burden, (2) these significant others

share his tasks and (3) they provide him with extra supplies of money, material skills, tools and guidance (p. 6). Colletta, Gregg, Hadler, Lee & Mekelburg (1980) referred to support for adolescent mothers as taking a variety of forms including: (1) assistance with role responsibilities, (2) material assistance, (3) emotional support and (4) information necessary for discharging role responsibilities and making decisions. While there appears a number of kinds of support, the dimension of emotional support which is often characterized by the presence of an intimate relationship has been seen as an important factor to counteract stress effects. Brown, Bhicolchain and Harris (1975) in a study on women and severe life-events with long-term difficulties found that emotional support most frequently from husbands and boyfriends functioned as a shield against depression. Miller, Ingham and Davidson (1976) found that the presence of a nearby intimate confident was related to less severe psychological symptoms resulting from stressful life events. Renshaw (1976) in looking at the effects of job related stresses on families, found that these stresses can be minimized if social support in the form of interactions among others undergoing the same stresses is increased. Thus, there is some evidence that emotional supportiveness is an important factor to alleviate stress responses.

The effects of support as a moderator of life stress and illness has been reported from a number of different populations across a range of different stress situations (unemployment, pregnancy, bereavement) and with conflicting results as to its buffering effect. Nuckolls, Cassel & Kaplan (1972) studied the life events of 170 pregnant women and their resulting complications. Support was defined as their relationship with marital partner, interactions within the extended family and adjustment within the

community. Results indicated that 91% of the women who experienced high life changes and low social support had excessive complications while women who had the same high frequency of life changes but had high levels of support had no increase in complications.

Gore (1978) looked at the effect of social support on the health consequences of unemployment. The social support variable was measured by a thirteen-item index covering the individual's perception of wife, friends and relatives as being supportive or unsupportive; frequency of activity outside the home with the same classes of relationships and the respondent's perceived opportunity for engaging in social activities which are satisfying and which allow him to talk about his problems. Results showed that while unemployed, the unsupported evidenced significantly higher elevations and more changes in measures of cholesterol, illness symptoms and affective responses than did the supported.

Contradicting these results, however, a few studies have found that although social support is positively related to good health, there does not appear to be a significant buffer effect against stress. Lin, Ensel, Simeone & Kuo (1979) studied the effects of support and stressful life events on psychiatric symptoms for a sample of Chinese-American adults. Their analysis showed that while stressors are positively related to psychiatric symptoms and social support is negatively related, the contribution of social support to predicting symptoms was almost twice as much of the illness variance. In addition, the data did not show any strong support for the buffering effect of support. This result was consistent with the findings of a previous study by Andrews, Tennant, Hewson and Vaillant (1978) which showed that life event stress, coping

style and social support was related to psychological impairment but that there was no significant buffering effect.

The concept of social support has also been investigated in the job environment. French & Caplan (1973) state that poor relations go on to produce psychological strain in the form of low job satisfaction as well as feelings of job-related threat to one's well-being (p. 49). Pinneau (1975, 1978) in a major study of job stress and health in 23 occupational groups tested three hypotheses on social support. He found a negative association of social support with many of the perceived job stresses (defined as role ambiguity, work overload, job complexity) as well as with psychological strain such as depression, job satisfaction, boredom, and anxiety. House and Wells (1978) tested the buffering effects of support on health and occupational stress in a tire and rubber manufacturing plant. Their data showed a lack of correlation between social support and health (except for supervisor support as well as a lack of correlation between support from wives and friends with occupational stresses. They did find some evidence for the buffering effect of support although the source of this support came mainly from supervisors and spouses. In a recent study that re-examines this issue, La Rocco, House & French (1980) analyzed Pinneau's data using the moderated regression approach which had been used by House and Wells (1978). Their findings supported the buffering hypothesis for mental and physical health variables (anxiety, depression, irritation, and somatic symptoms). On the other hand, they did not verify the buffering hypothesis in regard to job strain such as job satisfaction, boredom and work overload. The authors explain this phenomena by pointing out that perhaps job strain is accepted by people as "normal" and thus do not

motivate people to seek or give support while psychological and physical impairment mobilize the need for support.

In summary, although the research in social support is plentiful, there continues the need to define the construct as well as validate the instruments used for measurement. In addition, research studies need to be more concise as to both the kinds and sources of support which they are using in their studies. Thoits (1982) cites that although there is suggestive evidence for the buffer effect of social support, caution in interpretation must be made because of inadequate conceptualization and operationalization of support. La Rocco, House & French (1980) call for a model of support which would be founded in a theoretical framework that allows for prediction and explanation.

Participation in Decision-making

The issue of employee participation in the decision-making process has led to much research both in the United States as well as abroad. While there are many definitions of the term (Strauss, 1963; Tannebaum, 1962; Locke & Schweiger, 1979) defined it as a condition of sharing in a common or "joint decision-making" process (p. 274). These authors emphasized, however, that the definition does not necessitate decision-making by groups of subordinates nor that the sharing be equal nor does it specify the content of what is shared. They state that "the concept of participation in decision-making (PDM) itself refers specifically to participation in the process of reaching decisions" (p. 274).

Outcome or effects as a result of participation by workers generally

fall into two major groups. The first includes psychological/behavioral benefits such as higher morale, increased job satisfaction, and reduced absenteeism or turnover rates. The second group deals more with performance and production outcomes such as higher productivity and quality of products.

A number of studies have sought to explain the relationship between PDM and satisfaction although the variables measured in the studies are somewhat different which has also led to inconsistent conclusions. Fox (1957) studied positive and negative leadership styles (further defined as participative and autocratic) in relationship to satisfaction in conference groups. Results showed that the positive style led to a friendlier group atmosphere, greater satisfaction for members with the leader and greater satisfaction and acceptance of group decisions.

Baumgartel (1957) also studied leadership styles finding that job satisfaction was highest under participative leaders than either directive or laissez-faire leaders.

On the other hand, a previous study (Gibb, 1951) on leadership styles showed subjects were more satisfied when leader behavior was more autocratic and when the group was more structured.

A number of studies on PDM have also focused on the organizational environment related to participation in decision-making and job satisfaction. Lischeron and Wall (1974) looked at employee attitudes toward participation at various levels of management as well as the forms such participation takes and its relationship to satisfaction. The authors found that all three areas of perceived participation (medium, distant and bonus) was strongly related to satisfaction with the organization as a

whole. The authors stated that "individuals who perceive greater involvement in decision-making also hold more positive views concerning their employing organizations" (p. 510). French and Caplan (1973) in their study of 205 male employees at Goddard Space Center found that high participation was accompanied by better work relations, lower role ambiguity, better utilization of administrative and non-administrative skills as well as a more positive attitude toward the work. The authors state that "people who report high opportunities to participate in decisions affecting the work they do tend to report high satisfaction, and low job-related feelings of threat. People who participate a lot also have high feelings of self-esteem or self-worth. Thus, in terms of psychological well-being, our high participators are much better off than our low participators" (p. 51).

Belasco and Alutto (1972) looking at participation as a concern for teachers examined three decisional states and their relationship to job satisfaction. They found that teachers who were decisionally deprived reported significantly lower satisfaction levels while for teachers experiencing equilibrium or saturation states, satisfaction levels did not vary.

In addition to studies which looked at the relationship between PDM and job satisfaction, a second major category of studies has examined PDM and productivity. Locke and Schweiger (1979) pointed out in their review of this area that while results of studies relating PDM to satisfaction are generally positive, the same trend does not seem to hold with respect to productivity. Vroom (1960) found that while participation was highly correlated with performance, individual personality factors such as need

for independence and authoritarianism modified the high correlation. Tosi (1970) attempting to replicate the study on a different sample found no relationship between PDM and performance. Mullen (1965) compared the three leadership styles (democratic, laissez-faire and autocratic) to efficiency and effectiveness in three divisions of an automobile insurance company. Results showed that in spite of three differing leadership styles, all three divisions were operating at a high efficiency rate. Locke and Schweiger (1979) stated that the results of PDM studies fail to show any clear trend with respect to effect on productivity (and to a lesser extent with respect to effects on morale) (p. 316). The authors concluded from their extensive review of this area that there is still much that is unknown concerning the conditions under which PDM will work.

Job Involvement

Interest in studying job involvement has had a long history beginning with studies on worker alienation by Durkheim (1893) and Marx (1844). However, recently there has been an increased interest in this concept by both psychologists and sociologists in an attempt to further define and clarify the term "job involvement."

It is clear from the literature that there continues to be much confusion over the definition of job involvement. Lodahl & Kejner (1965) considered job involvement as the extent to which "a person's work performance affects his self-esteem" (p. 25). Vroom (1962) tied the concept of job involvement to both performance and satisfaction. He defined the person who had a personal involvement in his work role as ego-involved stating that "the self-esteem of persons who are ego-involved in

their jobs is directly related to their evaluation of their level of performance" (p. 161). Results of Vroom's study of industrial workers supported that ego-involved persons were rated higher in performance. In addition, job satisfaction was positively related to the amount of opportunity for self-expression in the high ego-involved person. Rabinowitz and Hall (1977) summarized the job-involved person for this definition as one for whom work is an important part of life and who is very much personally affected by his whole job situation.

In addition to the performance, self-esteem link, job involvement has been defined as a component of an individual's self-esteem. Lawler and Hall (1970) referred to job involvement as the "psychological identification with one's work" (p. 310). In addition, they attempted to differentiate job involvement from the attitudes of satisfaction and intrinsic motivation. In a study conducted with 291 scientists, the authors factor analyzed their data finding that the concepts did load on separate factors. They concluded that "job involvement, defined as psychological identification with one's work, seems to be a distinctive job attitude, one that should be thought of as conceptually and empirically separate from satisfaction attitudes and from intrinsic motivation attitudes" (p. 310).

A more recent attempt to define this concept led Saleh & Hosek (1976) to take the four different conceptualizations of job involvement which had been used in the literature in order to see if the four concepts were factorially different. Results showed three factors as being different but with an important common element existing between them -- the self. These three factors included the job involvement corresponding to the following

definitions: 1) work as a central life issue; 2) active participation in a job; and 3) perceiving performance as central to one's self-esteem. The fourth conceptualization -- perceiving performance consistent with self-esteem did not appear as a separate factor in the sample studied. The authors concluded that while the three factors are different, the common element was the self or self-concept and three factors express its different dimensions. They labeled these three factors according to Gergen's (1971) theory, the identity self, the conative self and the evaluative self.

In a later attempt to continue to define job involvement, Saleh (1981) argued that it is not a uni-dimensional concept but a multi-dimensional one with the basic dimensions being cognitive, conative and evaluative. The same author also differentiated it from job satisfaction in that pleasurable emotions are the overriding feeling in job satisfaction while evaluative feelings (positive and negative) can be part of the feeling component for job involvement. The author concluded that while job satisfaction readily changes with the situation, job involvement is a "relatively stable individual difference variable which is not completely situationally dependent but is also based on the internalized self-concept" (p. 25).

Not only has job involvement been a difficult one to define but much attention has focused on the major determinants of job involvement. Rabinowitz & Hall (1977) summarize the three major perspectives which include job involvement as: 1) individual difference variable; 2) function of the situation variable; and 3) individual situation interaction. While these authors reviewed studies pertaining to each of these categories, the

more recent studies using multivariate analyses seem to indicate that the individual situation interaction may hold the strongest explanation.

Saal (1978) in his multivariate study on job involvement examined both personal and situational characteristics related to involvement. Results from 218 workers in a manufacturing company found that job involvement was a multi-dimensional concept with both situational and psychological characteristics accounting for more of the variance than demographic variables. In addition, the author found a high positive correlation between job involvement and level of job satisfaction but insignificant results for a performance criterion. Sekaran & Mowday (1981) found job involvement to be related to both the characteristics of the individual employee and situational factors; however, unlike the previous studies in this area, the results of this study suggested job characteristics to be more influential than individual. Rabinowitz (1981) in a recent attempt to determine the specific ordering of predictors for job involvement using four categories of variables (personal/demographic, personal/psychological, situational and outcomes) constructed a model for explanation. Using path analysis on his data, results showed that the strongest path started with high school activities or grades. The author called for research attention into the interpersonal/social factors related to jobs rather than just growth-oriented aspects of the job situation.

It would appear that while job involvement continues to have some multiple definitions, current research has continued to refine and test these definitions as well as offer more complex explanations for both causes and outcomes of this concept. Generally, most authors agree that the concept, itself, continues to have much relevance to the issue of work

and an individual's perception of work for himself.

Relationship of Job Longevity to Job Satisfaction

The number of years of experience or job longevity may be one important situational factor to consider when researching an individual's attitude toward the job. A number of studies have pointed out that an individual's relationship to his job depends on the job itself as well as the career stage for the individual (Parsons, 1951; Brim, 1966; Schein, 1971). A recent study by Katz (1978) investigated the association between job satisfaction and task dimensions at different periods of job longevity. Results showed that while job satisfaction was associated with the task characteristics, the strength of the associations was highly dependent upon the employees' job and organizational longevities. Newcomers to a job responded more positively to feedback and task significance related to job satisfaction while satisfaction scores for employees over ten years were not related to task features. On the other hand, employees within the 4 to 36 month interval showed strong relationship between satisfaction and various task dimensions.

Additional empirical work related to early career stages have found that intrinsic job satisfaction was stronger for young employees than for older ones (Hall & Nougain, 1968; Gould & Hawkins, 1978). A study by Rabinowitz and Hall (1981) that examined job satisfaction, job characteristics and job involvement at three career stages (early, middle and late) found that situational factors such as job characteristics and job satisfaction were more important in early career while individual differences (job involvement, sex, work, ethic) were more important at

mid-career. In a review on job satisfaction by Herzburg, Mausner, Peterson and Capwell (1957) studies seemed to indicate a U-shaped function between age and satisfaction. Specifically, it seemed that satisfaction was high when people are young and first start their jobs, goes down during the next few years and remains low until it rises again when the individual is in his late twenties or early thirties. Hulin and Smith (1965) re-evaluated this U-shaped relationship attempting to control for the high correlation between age and tenure. Their results on 260 workers did not show the U-shaped relationship between age and satisfaction. An additional recent study by Van Maanen and Katz (1976) which focused on different career stages, their relationship to locii of job satisfaction and differing type of career showed as much difference within each occupational category at various stages as among the stages themselves. The authors call for continued research to determine the interaction between the individual, the family and the work situation at various stages in the career cycle.

While the research on years of experience and age in relationship to job satisfaction seem contradictory, there does appear some indication that individuals at different stages in their careers have different attitudes toward their jobs which is more dependent on their career stage than age. However, more in depth research will need to be done in order to explore the relationship among these three factors.

Relationship of Sex Differences to Job Satisfaction

Considerable research interest has been directed recently to examining the relationship between sex difference and job satisfaction. It has been assumed that male and female workers hold different attitudes

toward their jobs. However, research results have been somewhat contradictory with a number of studies suggesting that other factors may covary with sex; thus, confounding the relationship. Hulin and Smith (1964) looked at the relationship between sex and job satisfaction in a sample of 295 male workers and 163 female workers. Results of their study indicated that in three out of the four plants where the study took place, the female workers were significantly less satisfied than male workers. However, the authors cautioned that it may not be sex per se but rather "the entire constellation of variables which consistently covary with sex; for example pay, job level, promotion opportunities, societal norms, etc. (p. 91). Another study by Matteson, McMahon & McMahon (1974) examined attitudinal differences between the sexes as they relate to their job environment. They found that the differences were more associated with status as a head of household rather than sex; i.e., female households' responses more closely resembled those of male household heads while the female non-household group's response were more like those of female in general.

However, a recent study by Lee, Mueller and Miller (1981) contradicted these results finding that except for two differences -- compensation and working conditions -- status of the wage earner could not distinguish between high and low satisfaction scores in relationship to the sex of the worker. The authors did determine that the occupational level was a better predictor of job satisfaction than either sex or wage-earner status (p. 371). In concluding the authors state that while there were no sex differences in the intrinsic aspects of job satisfaction, there were sex differences in compensation and working conditions -- variables in

which women have often experienced discrimination (p. 372).

Another recent study on sex differences by Voydanoff (1980) which investigated perceived job characteristics and job satisfaction among a sample of 1,533 men and women found that there were similar patterns of relationship between intrinsic and extrinsic job characteristics and job satisfaction. The author found that both intrinsic and extrinsic job factors were most important for job satisfaction for both men and women with self expression (intrinsic factor) the highest correlate for both groups. Two extrinsic factors -- role strain for women and financial rewards for men -- were second.

Summary

In this chapter, the literature related to the seven variables chosen for this study was reviewed. Although the literature is inconclusive as to the effect of job satisfaction on performance, there is a strong indication that job satisfaction is related to both the physical and mental well-being of the individual. The literature on teacher job satisfaction reflects similar relationships among these factors.

In many of the studies reviewed, job satisfaction is seen to be influenced by just the organizational structure with little research attention to the role that personal traits may have in determining satisfaction. This seems particularly true for the studies on teacher job satisfaction. Because of the importance of both the individual and the organizational or job environment in determining job satisfaction, variables relating to either personal or organizational factors of teachers were chosen and reviewed for this study.

CHAPTER III

METHODOLOGY

In this chapter, the methods used to investigate how variation in certain perceived organizational and personal variables lead to variation in job satisfaction in public school teachers are presented. Selection of subjects and sample demographic characteristics are described as well as instrumentation, procedures for collection of data and methods of analysis.

Sample

Selection of subjects as well as the demographic characteristics of the sample is outlined below:

Sampling Frame

The study sampling frame consisted of public school teachers who were employed by a local suburban county school system and who were all current members of the county's Education Association. The current enrollment of this Association is 4,700 with 75% of the teachers in the county listed as members.

With the assistance of the Education Association personnel, names of subjects for the sample were chosen through a systematic linear sampling procedure from a master list of current members. This procedure requires that the first sampled subject is selected randomly and successive subjects are then selected at multiples of a constant interval beyond the first. For this study, it was decided that every tenth name on the list of 4,700 would be chosen for a sample size of 470 subjects. This procedure was chosen because of its ease of application for the Association staff member.

Although the Association enrolls approximately 75% of the teachers in the county, it also enrolls a small number of administrators. Because it was difficult to determine from the master list the subjects' current roles, everyone who was selected was sent a questionnaire but only teachers were included in the study sample by requesting administrators to return the incompleated form.

In order to insure confidentiality between the Education Association and its members, an independent individual was hired and assigned the task of systematically selecting and addressing the envelopes for the sample subjects. The researcher had no direct access to specific names or addresses of the sample teachers unless the teachers themselves wished to share such information. The Association through its staff person did maintain a list of the subjects' names. This list provided a means of follow-up if necessary to those individuals who may have forgotten to return their questionnaires.

Because of missing addresses, as well as the field-testing procedure, the final sample to receive questionnaires was 400 which were sent to the individual teachers in their respective schools. Of the 400 who received questionnaires, 217 were returned by mail to the researcher. This signifies a response rate of over 54 percent. Out of 217 returned questionnaires, 12 were missing the Minnesota Satisfaction Scale so these were deleted from the sample. The researcher used the first 200 questionnaires for the analysis because of ease of calculation. It was decided that a follow-up reminder would not be necessary since the first 200 of the returned questionnaires had complete data and could be used for the analysis.

Demographics of the Sample Subjects

The study sample itself consisted of two hundred public school teachers with 69% of them being classroom teachers. One hundred forty-five of the sample were females while 55 were males. The highest category of responses for years of teaching experience was 11-15 years with the mean age being in the 36-40 year category.

In comparing the level on which the teachers taught, approximately 55% came from the elementary level (K-6) while about 45% taught at the secondary. These figures are approximate because there was overlap as some teachers taught middle school which includes sixth, seventh and eighth grades. In addition, 55.5% of the sample had taught in this particular suburban county from 7-15 years. (Table 1 and Table 2 illustrate frequency data for the sample.)

In general, the study sample indicated a large number of classroom teachers who had been teaching for over ten years with a somewhat equal balance between elementary and secondary level. Further analysis did show that while females were highly represented in the sample that the county itself reported a percentage of 70% female to 30% male teachers at the time of the study.

Instrumentation

The following six data collection instruments were used in this study. Cited in their description are any reliability and validity information which has been previously determined as well as the design of an original instrument for perceived emotional supports in schools. The instruments included are:

Table 1
Frequencies for Major Job Responsibility

Category Name	Frequency	Relative Percentage Frequency
Classroom Teacher	138	69.0
Resource Teacher	19	9.5
Special Education Teacher	20	10.0
Other	<u>23</u>	<u>11.5</u>
TOTAL	200	100.0

Table 2
Frequencies for Distribution
of Years in the County

No. of Years	Frequency	Relative Percentage Frequency	Cumulative Percent Frequency
1-3	17	8.5	8.5
4-6	24	12.0	20.5
7-9	44	17.0	37.5
10-12	54	22.0	59.5
13-15	33	16.5	76.0
16-18	21	10.5	86.5
19-21	11	5.5	92.0
22-24	9	4.5	96.5
25-27	3	1.5	98.0
28-31	<u>4</u>	<u>2.0</u>	<u>100.0</u>
TOTAL	200	100.0	100.0

- (1) Short-Form Minnesota Satisfaction Questionnaire,
- (2) Index for Participation in Decision-making for Teachers (adopted from Vroom, 1966),
- (3) Teaching Anxiety Scale (Parsons, 1973),
- (4) Perceived Emotional Supports in schools (Dodge, 1981),
- (5) Job Involvement Scale (Lodahl & Kejner, 1965), and
- (6) Personal Data Questionnaire.

Minnesota Satisfaction Questionnaire

The Minnesota Satisfaction Questionnaire (in two forms, long and short) was developed by the Work Adjustment Project, University of Minnesota, in order to measure satisfaction with several specific aspects of work and work environments. The long-form MSQ consists of 100 items in which the respondent indicates how satisfied he is with certain features of his present job based on a Likert scale from very dissatisfied to very satisfied. The long form MSQ consists of 20 scales with 5 items making up each scale. The scales measure the following: (1) ability utilization, (2) achievement, (3) activity, (4) advancement, (5) authority, (6) company policies and practices, (7) compensation, (8) co-workers, (9) creativity, (10) independence, (11) moral values, (12) recognition, (13) responsibility, (14) security, (15) social service, (16) social status, (17) supervision - human relations, (18) supervision - technical, (19) variety and (20) working conditions.

The short-form MSQ is composed of 20 items listed above and consists of 3 scales: Intrinsic Satisfaction, Extrinsic Satisfaction and General Satisfaction. Both forms of the MSQ are self-administering with the long

form requiring approximately 15-20 minutes to complete and the short form about 5. Response choices for both forms are weighted so that very dissatisfied is scored 1, with very satisfied as 5. Normative data is available for 27 different groups on the long form and 7 groups for the short form; raw scores can be converted to percentile scores for each scale with 75% or higher indicating a high degree of satisfaction and 25% or lower representing low satisfaction.

Internal consistency reliability of the long and short-form MSQ was estimated by Hoyt's analysis of variance method. Hoyt reliability coefficients for each norm group and each scale was obtained. Hoyt reliability coefficients for the long-form MSQ scales ranged from .97 to .59 with median Hoyt reliability coefficients ranging from .93 to .78. On the short-form MSQ, Hoyt's median reliability coefficients were .86 for Intrinsic Satisfaction, .80 for Extrinsic Satisfaction and .90 for General Satisfaction. Although at the present, no current data is available on the stability of scores for the short-form MSQ, test-retest correlation of General Satisfaction on the long-form MSQ which used the same 20 items yielded coefficients of .89 over a one-week period and .70 over a one-year interval.

The validity of the MSQ was derived from construct validity based on the theory of Work Adjustment. This theory examines the correspondence between the work personality (vocational abilities and needs) and the work environment (ability requirements and reinforcers) as the principal reason for work adjustment outcomes (satisfaction). Studies listing this theory using the MSQ yielded evidence of construct validity on at least 7 of the 16 scales studied (Weiss, Davis, England, and Lofquist, 1964). Additional

studies on the validity of the MSQ as a measure of general job satisfaction come from other construct validation studies (Weiss, Davis, England and Lofquist, 1965).

Index for Participation in Decision-making

The Index for Participation in Decision-making for teachers was adapted from an instrument called Psychological Participation Index by Vroom (1966). This index was derived by summing the responses of supervisors of a company to four questions. Each of these questions, rated on a five-point scale, was designed to measure the extent to which the individual feels he/she can influence decisions made by his/her superiors. The test-retest reliability of this index over a seven-month period was reported to be .61. The present instrument used for this study was adapted from Vroom's index by substituting the word "principal" for "supervisor" as it was thought this would be more relevant for a teacher population.

Teaching Anxiety Scale

The Teaching Anxiety Scale (TCHAS) was developed at Stanford University by Parsons (1973) for use with perservice and intern teachers. More recently, slightly altered versions were made available for use with inservice teachers. The TCHAS contains a variety of self-report statements about teacher reactions to teaching. Those reactions are either emotional responses to a variety of different teaching situations or attitudes towards teaching as a profession. All statements are presented with a Likert 1-5 choice format with low agreement with item (1= "never") to high agreement with the item (5= "always"). Since approximately half the items

are phrased positively and half are phrased negatively, reverse scoring of all positive items is necessary. After reverse scoring is performed, a high score on all the items of the TCHAS reflects a high degree of admitted anxiety.

Normative data for various forms of this instrument are given for preservice as well as inservice teachers. TCHAS (1) - 28 show a mean of 63.61 with standard deviation of 16.08 for inservice elementary and junior high teachers. TCTAS (1) - 25 show mean of 44.41 with deviation of 18.19 for elementary and secondary teachers.

The reliability of the measure was obtained by a Pearson Product Moment test-retest correlation. Correlation coefficients for a variety of forms of the TCHAS ranged from .60 to .95 depending on the length of time between administration of the test. Validation of the TCHAS was accomplished through a construct validation strategy. Results showed that the TCHAS was consistently positive and had a significant correlation with two other measures of anxiety - the Taylor Manifest Anxiety Scale and the Test Anxiety Scale.

Job Involvement Scale

The Job Involvement Scale was developed by Lodahl and Kejner (1965) to measure an individual's attitude and values toward work as an important part of life and whose work performance affects the individuals's self-esteem. Initially, 110 statements related to job involvement were collected from interviews, existing questionnaires, other researchers or invented by the authors. These statements were then submitted to judges for their evaluation. Statements were then put into Likert form and were

finally reduced to 20 by considering item-total correlations. The Split-half reliability of the 20 item scale was computed by calculating the product-moment correlation coefficients between halves of the scale. Split-half correlations was corrected by the Spearman Brown formula. The reliability of the scale ranges from .89 to .72 which the Lodahl and Kejner (1965) state "is adequate but not extremely high" (p. 30).

Validity for this measure was based on the degree to which the instrument discriminates among groups. Analysis of variance performed on the data showed that three groups -- students, nurses and engineers -- differed significantly from each other ($F=4.84$, $p. 01$), with students having lower job involvement than the other two groups.

The scale itself consists of 19 Likert-type statements with four categories of response (strongly agree, agree, disagree, strongly disagree; scored 1, 2, 3, and 4, respectively). A high score on the scale indicates low job involvement. Item 20 is a total job involvement score.

Perceived Emotional Support in Schools (SEA)

In order to design an instrument to quantify perceived emotional support in schools, the researcher conducted a semi-structured interview with a panel of six teacher experts who were teaching in counties other than the county where the study was conducted. Questions for this interview were based on the literature of social support as well as previous instruments used for measuring support in families (see Appendix A for interview schedule). The content of these interviews was then analyzed and used as a basis for building a Likert-scales questionnaire on perceived social support in schools. Although it was recognized that social support

has a number of dimensions, it was determined that emotional support was a major factor for teachers' sense of well being; thus, the questionnaire sought to quantify the variable of emotional support in schools. In addition, sources of this support were seen to come from a variety of persons through the interview process so that specific questions referred to the emotional support from the following five sources: parents, other teachers, students, administrators, and general.

The final instrument constructed consisted of a number of statements to which the respondent answered from almost entirely true to not very often true with the first anchor being scored as 4 and last anchor scored as 1. The four anchors chosen to be used for the instrument were based on a statistical table provided by Bass, Cscio and O'Conner (1974) which gave optimal scales for the expression of frequency of response in order to have as little overlap between response categories as possible. A few statements were negatively stated thus necessitating reverse scoring for that item. High scores on the instrument indicate that the individual perceives a high degree of emotional support within the school environment. The instrument was named School Environment Assessment (SEA) in order to prevent response bias.

Field-Testing for Reliability

After its initial construction, the instrument (SEA) was field-tested on a sample of elementary and secondary teachers in the study county. This field-testing sample was selected from the initial sampling frame of 4,700 in which every hundredth name was selected starting with the sixth person on the list. Total number selected as the field-test sample

was fifty. Individuals were sent the questionnaire as well as a letter explaining that it was part of a forthcoming study. Of the fifty sent, 31 returned the completed questionnaire which is a response rate of 62 percent.

Based on the scores obtained during the field-test procedure, a Cronbach Alpha was calculated in order to obtain a measure of the instrument's internal reliability.

Carmines and Zeller (1979) state that Cronbach's alpha is related to reliability estimates based on the split-halves method but alpha generally provides a conservative estimate of a measure's reliability.

In the field test study, the sum of the variances for each question item was 17.62 with the variance for the total instrument being 98.8.

This yielded an alpha of .854. The same procedure was carried out after receiving the two hundred questionnaires in order to recheck the reliability of the instrument. In this case, based on a sample of 200 instruments, the sum of the variances for each test item was 18.18 with the total variance of 108.46. This yielded a Cronbach alpha of .865. As can be seen by comparing the two, the alpha calculated by the inclusion of more questionnaires yielded an even higher alpha than the field study although both alphas are quite high verifying that the instrument has a high degree of internal reliability.

Validity of SEA

Validity for this instrument was based on content validity. Content validity is dependent upon the extent to which an empirical measurement reflects a specific domain of content (Carmines and Zeller, 1979). The

domain of perceived social support was identified through literature as well as the interviews with the teacher panel. Questions for the instrument were chosen to include as much of the domain as possible, including different sources of emotional support.

Factor Analysis of SEA

After receiving 200 questionnaires from respondents, the twenty-five items of the SEA instrument were factor analyzed in order to determine if there were the same underlying patterns of relationships of emotional support from parents, teachers, students, administrators and general as hypothesized by the researcher. Kim and Mueller (1978) state that factor analysis assumes that the observed variables are linear combinations of some underlying factors. In addition, they point out that while some of the factors are common to two or more of the variables, other factors are assumed to be unique to each variable.

The major purpose in this study of factor analyzing the SEA instrument was in a confirmatory sense in order to provide self-validating information as to whether the instrument had the same underlying factors as the five sources of support previously defined by the researcher.

The factor analytic process, itself, consisted of three basic steps in order to examine the data. These three steps include: 1) preparation of the correlation matrix, 2) extraction of the initial factors, and 3) rotation to a terminal solution (Nie, et al, 1920).

Step one for the SEA instrument involved calculating product-moment correlation coefficients for each of the 25 items on the instrument. The second step is a data reduction procedure whereby a new set of variables

are determined from the interrelationship of the original data set and produces eigen values for each of the items. Kim and Mueller (1978) explain that the largest eigen value represents the amount of variance explained by the first principal axis, the second largest eigen value represents the amount of variance explained by the second axis and so on with the sum of eigen values equal to the number of variables in the analysis. In addition, an eigen value of one or above is imposed as signifying significant factors. When examining the eigen values for the SEA instrument, six factors had eigen values over 1.2 which accounts for 60.6 percent of the total variance. In addition, factor one had a value of 6.26 or 25.1% of the variance. Based on these factor loadings, the third step was initiated using six factors for rotation. Kim and Mueller (1978) point out the goal of rotation is to obtain meaningful factors in which each variable is accounted for by a single, orthogonal factor. After rotating using the Varimax method of rotation, comparison was made for each of the 25 items and the six factors. As can be seen by Table 3, items 12 and 15 have low loadings on any of the six factors. In addition, item 22 has relatively high coefficients on factor 2 and factor 4. The other items generally had strong loadings on separate factors indicating that it represented an independent construct. Further analysis which compared the content of each item question with its highest loading on the factor showed that item numbers 4, 9, 14, 19, and 24 all related to support from the administration. Question items numbers 5, 10, 20, 22, and 25 loaded on factor two and related to support from parents. Question items number 3, 8, and 13 loaded on factor three and pertain to support from teachers while items 2, 7, 17, and 22 loaded on factor 4 and define support from students.

Table 3
Factor Matrix for SEA Instrument

Item No.	FACTOR 1	FACTOR 2	FACTOR 3	FACTOR 4	FACTOR 5	FACTOR 6
1	.007	.137	.029	.111	.466*	.103
2	.115	.372	-.028	.472*	.126	.002
3	.100	-.007	.917*	.005	.108	.030
4	.581*	.240	.273	.090	-.040	-.077
5	.285	.462*	.044	.304	-.083	.067
6	.171	.176	.308	-.041	.509*	-.096
7	.033	.145	-.015	.796*	.020	.036
8	.303	.185	.453*	.150	.156	.234
9	.724*	.184	.127	-.044	.081	.207
10	-.054	.443*	.122	.060	.161	.010
11	.092	.025	.195	.014	-.101	.535*
12	-.015	.365	.178	.234	.225	.109
13	.256	.132	.499*	.016	.075	.159
14	.767*	.076	.212	.099	-.016	.153
15	.132	.363	-.059	.057	.096	.135
16	.309	.551*	.277	.117	.268	.053
17	.050	.239	.021	.647*	.035	.106
18	.241	.069	.212	.035	.603*	-.041
19	.783*	.121	.031	.023	.150	-.088
20	.141	.681*	.035	.106	-.028	-.013
21	.162	.047	.831*	-.054	.234	.035
22	-.042	.506*	.097	.431*	.213	-.063
23	.042	.100	-.004	.095	.136	.725*
24	.620*	-.007	.107	.057	.234	.067
25	.215	.668*	-.012	.339	.055	.056

Items 1, 6, 18, 11, and 23 loaded on factors 5 and 6, respectively, which represents a general area of support with items 18 and 23 referring to teachers or colleagues. Results from this factor analytic procedure seem to confirm that the instrument measured 5 major areas of support as had been hypothesized by the researcher with the strongest independent constructs related to factors 1 through 4.

Bivariate Correlations for Emotional Support

In examining the bivariate correlations of emotional support with the other variables, a few of the variables showed rather high correlation with total emotional support. Highest association was for participation in decision-making with an $r = .58$. Next highest was with total job satisfaction with an $r = .53$. However, when looking at the association between emotional support from students and general job satisfaction, the r value drops to $.22$. The highest correlation between job satisfaction and the various sources of emotional support is with administrators, with an $r = .43$.

As expected, the relationship between emotional support and teaching anxiety was negative with an $r = -.49$. This indicates that teachers who report a high amount of anxiety related to their teaching also report low emotional support within their schools. The variable of job involvement also reported a negative correlation with support ($r = -.28$) since the instrument was scored such that a high score measured low involvement in one's job; thus, individuals with low commitment to the job also reported having low emotional support. Further analysis of the data to look at the relationships among emotional support, teaching anxiety, job satisfaction

and decision-making was not possible within the context of the present study but may yield some interesting results in future studies.

Personal Data Form

In order to obtain personal data from the sample, a personal data was included. Items on this form included such questions as sex, age, years of teaching experience, grade level and current major responsibility. (See Appendix B for all instruments used in this study.)

Administration of Questionnaire Form

Each individual chosen from the sampling procedure was sent a cover letter explaining the purpose of the study in addition to the questionnaire form. (See Appendix C.) The form itself was divided into six parts with each part being a different variable in the study and took approximately 15 minutes to complete. The parts were set up in the following order:

- Part I - MSQ - Short Form
- Part II - Participating in Decision-making Index
- Part III - Perceived Emotional Supports in Schools
- Part IV - Job Involvement
- Part V - TCHAS
- Part VI - Personal Data Form

After completion of the questionnaire form, respondents were requested to check that all parts had been answered and to return the form in the enclosed self-addressed envelope to the researcher. They were also requested to send an enclosed postcard to the Education Association signifying that they had completed the form.

Respondents were given approximately two weeks to complete and return the questionnaire. Postcards returned to the Association were checked off a master list. By the end of a month period, it was felt that those 217 questionnaires that had been returned would constitute the data base for this study.

Research Design

The research design for this study was ex post facto with the treatment being the organizational environment of the school as well as the personal qualities of the individual. While it is recognized that lack of control over the independent variables is a weakness of this type of research, it is also necessary at times in order to explore relationships among variables. The purpose of this study which is based on a multivariate model examines certain-perceived organizational and personal factors in relationship to job satisfaction in public school teachers. The study focuses on the following two research questions:

Question one - Does participation in decision-making, teaching anxiety, emotional support in schools (perceived organizational factors) as well as job involvement, years of teaching experience, age and sex (personal factors) affect job satisfaction in public school teachers?

Question Two - Are perceived organizational or personal factors more influential in affecting job satisfaction in teachers?

Method of Analysis

Descriptive statistics are reported for subjects on all nominal and continuous data such as sex, age, years of teaching experience and grade level as well as the means and standard deviations for variables measured.

The research questions themselves were analyzed based on regression analysis. Kerlinger (1964) defines multiple regression analysis as "a method for studying the effects and magnitude of the effects of more than one independent variable on one dependent variable using principles of correlation and regression" (p. 603).

In this study, the independent variables for the multiple regression equation included the following:

- (1) Participation in decision-making
- (2) Perceived emotional support in schools
- (3) Teaching anxiety
- (4) Job involvement
- (5) Years of teaching experience
- (6) Age
- (7) Sex

The dependent variable was job satisfaction as measured by the Minnesota Satisfaction Questionnaire.

Question one was analyzed using simultaneous multiple regression in which all independent variables are correlated with the dependent variable to determine what proportion of the total variance of job satisfaction is explained by the variables as well as which variables are the highest predictors for job satisfaction. Further analysis using step-wise multiple

regression indicated the uniqueness of the variables to job satisfaction in the sample.

Question two was answered using hierarchical multiple regression. This method of analysis allows the researcher to prioritize the variables entering the regression equation. Variables which were to be entered first and defined as perceived organizational factors include: participation in decision-making, job anxiety and perceived emotional support in schools. These variables are all related to the organizational job environment as perceived by the individual teacher. Personal variables which were entered together include job-involvement, years of teaching experience, sex and age. Comparison was made between each group of variables and the multiple Rs in order to determine whether organizational or personal factors accounted for more of the variation in job satisfaction. The results of these analyses are presented in the next chapter.

CHAPTER IV

RESULTS

Findings for this study which examine the extent to which variation in certain perceived organizational and personal factors lead to variation in job satisfaction in a sample of public school teachers are presented in the following three sections. The first section redefines the dependent and independent variables measured in the study as well as presents the means, standard deviation and range for each of these variables. The second section restates Question One, and explains the methods of analysis and results. In addition, this section examines a stepwise analysis which extends the understanding of the data. The last section follows a similar organization as the second with its restatement of Question Two, method of analysis and results. Also reported at the end of this section are the bivariate correlations of the seven independent variables with the dependent variable.

Means and Standard Deviations for Variables

The criterion variable of this study was public school teachers' attitude of satisfaction toward their job experiences. The instrument used was the short-form Minnesota Satisfaction Questionnaire developed by the Work Adjustment project, University of Minnesota. This form was composed of twenty items with five response choices for each item. Results yielded a total general job satisfaction score as well as two sub-scores -- intrinsic and extrinsic job satisfaction. However, for this study, the total job satisfaction score was used as the dependent variable.

Seven variables were selected as independent variables in order to

determine their relationship to job satisfaction. Three of these independent variables -- participation in decision-making, teaching anxiety and emotional support in schools -- were defined as organizational factors (i.e., those variables which are related to the job environment). In addition, the other four variables of job involvement, years of teaching experience, sex and age, are termed personal factors because they are more related to the personality system of the individual teacher.

The means, standard deviation and score ranges for the dependent variable and its two subscores are presented in Table 4. The same measures for the independent variables are given in Table 5.

Additional variables such as teaching level, years of teaching in the county and major job responsibility are given previously in Tables 1 and 2. Table 6 reports means and standard deviation scores for five subscores measured by the emotional support instrument (SEA). Although these variables were not considered for analysis in the current study, they were calculated to be used in further analysis of the data.

Question One

Based on a multivariate model, the first research question in this study addressed the following:

Does participation in decision-making, teaching anxiety, emotional support in school as well as job involvement, years of teaching experience, age and sex affect job satisfaction in public school teachers?

This question was analyzed using multiple regression correlation in which all of the seven independent variables were treated simultaneously

Table 4

Means, Standard Deviation and
Score Ranges for Dependent Variables
of Minnesota Satisfaction
Questionnaire - Short Form

Variable	N	M	SD	Range
General Job Satisfaction	200	72.685	11.361	27-100
Intrinsic Job Satisfaction	200	47.32	7.299	15-61
Extrinsic Job Satisfaction	200	18.255	5.698	6-49

Table 5
Means, Standard Deviation and
Score Ranges for Independent Variables

Variable	N	M	SD	Range
<u>Organizational</u>				
Participation in Decision-making	200	14.41	3.899	4-20
Teaching Anxiety	200	54.905	11.732	29-104
Emotional Support in Schools	200	78.415	10.343	45-100
<u>Personal</u>				
Job Involvement	200	45.898	7.049	26-68
Years of Teaching Experience	200	4.205 (11-15 yrs.)	1.327	0-20
Sex (Male=1, Female=2)	200	1.725	.448	-
Age	197	4.437 (36-40 yrs.)	1.742	20-56
3 No Response				

Table 6
Means, Standard Deviation and
Score Ranges for Subscores and
Total Score on Emotional
Support in Schools
(SEA)

Variable	N	M	SD	Range
Support from Students	200	16.39	2.5	9-20
Support from Teachers	200	15.625	2.863	4-20
Support from Administrators	200	14.945	3.786	5-20
Support from Parents	200	15.61	2.708	7-20
General Support	200	15.84	2.52	8-20
TOTAL SUPPORT	200	78.415	10.343	45-100

and correlated with the criterion variable of job satisfaction.

Looking at the overall strength of relationship between the independent variables and the dependent variable, results showed an overall positive multiple R of .59. This yielded an R^2 of .35 which indicates that 35% of the variance of job satisfaction in teachers is explained by years teaching, age, sex, emotional support, teaching anxiety, job involvement and participation in decision-making. To test whether the observed relationship was statistically significant an F test was calculated which yielded an $F(7, 189) = 14.64, p < .001$.

In examining the standardized coefficients (beta weights) in order to compare the effect of each independent variable on the dependent variable of job satisfaction, the four variables of age, emotional support, teaching anxiety and participation in decision-making yielded significant results when the F test was employed. Table 7 indicates the beta weights for each of these four variables as well as F ratios. As can be seen by Table 7, emotional support in school had the strongest relationship to job satisfaction when comparing the relative effect of the seven independent variables on the dependent variable.

Stepwise Multiple Regression Analysis

Although simultaneous multiple regression analysis illustrated the effect of all 7 independent variables on job satisfaction, further analysis on the data using stepwise multiple regression was employed to determine the unique contribution of each independent variable upon the dependent variable. Cohen and Cohen (1975) state that the stepwise procedure defines an a posteriori order based solely on the relative uniqueness of the

Table 7
Standardized Regression Coefficients and
F Ratios in Simultaneous Multiple Regression
Analysis for Independent Variables

Variable Name	BETA	F
Years Teaching	-.03	.18
Age	.14	3.29**
Sex	.03	.28
Emotional Support in Schools	.45	28.60***
Teaching Anxiety	.13	3.39**
Job Involvement	-.07	1.33
Participation in Decision-making	.23	9.80***

** $p < .01$

*** $p < .001$

variables in the sample at hand. Order of inclusion for each independent variable is determined by the contribution of the variable to explain the variance of the dependent variable and is based on a statistical criteria.

Emotional support in schools was the independent variable that entered the equation at the first step. This variable accounted for 28% of the variance of job satisfaction in this sample. This variable was highly significant as can be seen by the F ratio: $F(1, 188) = 82.12, p < .001$. The second variable to be added was participation in decision-making. When this variable was added, it accounted for an additional 3% of the total variance in job satisfaction. To determine whether this additional increment in variance was significant, an F value was calculated for each successive variable.

In comparing each of these F ratios to the tabled F distribution with degrees of freedom 1 and 188, it can be seen that the incremental change for the two variables of emotional support and participation in decision-making are significant at the .001 and .01 level, respectively. In addition, the incremental change for the variable of age was significant at the .05 level. The other variables were not significant. Table 8 is a summary table showing the incremental changes in R^2 as well as F ratios calculated at each step.

Question Two

The second research question addressed the following issue:

Are perceived organization or personal factors more influential in affecting job satisfaction in teachers?

This question was analyzed using hierarchical multiple regression

Table 8
Summary Table for Changes in R^2
and F Ratios for Stepwise Regression Analysis

Variable	Multiple R	R^2	R^2 Changes	F Ratio (DF=1,188)
Emotional Support in Schools	.5315	.2825	.2825	82.12***
Participation in Decision-making	.5632	.3172	.0347	10.08**
Age	.5759	.3317	.0145	4.21*
Teaching Anxiety	.5866	.3441	.0124	3.6
Job Involvement	.5914	.3498	.0059	1.71
Sex	.5924	.3510	.0012	.34
Years Teaching	.5929	.3516	.0006	.17

* $p < .05$

** $p < .01$

*** $p < .001$

correlation in which the contribution of a group of organizational variables (participation in decision-making, job anxiety and emotional support in schools) was compared to the contribution of a group of personal factors (job involvement, years of teaching experience, age and sex) on the criterion variable of job satisfaction.

Using a hierarchical method, the researcher entered the personal variables first and then the organizational variables. An F test was applied to determine the significance of each group of variables. Multiple R for the personal variables was a .28 which accounted for 8% of the variation in job satisfaction scores. However, when the organizational factors were entered, the multiple R was .59 which accounted for 35% of the variance in job satisfaction which is more than four times the explanatory power of just the personal variables.

Because there is probably some overlap between personal and organizational factors, the next step was to determine the unique contribution of each set of factors to job satisfaction with the effects of the other removed. Therefore, the group of organizational variables were entered first with personal entered second. This procedure yielded a multiple R of .57 which accounted for 33% of the variation in job satisfaction. Comparison was then made between the F values of the unique contribution of each set of factors with the other set of factors removed. As can be seen by Table 9, which is a summary table, the F value for organizational variables is 26.58 ($p < .001$) while the F value for personal factors is 1.70 ($p > .05$). Results of this study indicated that organizational factors account for a significant amount of the variation in job satisfaction after removing the explanatory effects of the personal

Table 9

R^2 and F Values for Hierarchical
Regression Analysis on Personal
and Organizational Variables

Source	R	R^2	R^2 Change	df	ss	ms	F
Personal	.28	.08	.08	4	1,980.64	495.16	5.69**
Organizational	.59	.35	.27	3	6,940.68	2,313.56	26.58***
Error				189	16,451.53	87.05	

Source	R	R^2	R^2 Change	df	ss	ms	F
Organizational	.57	.33	.33	3	8,330.33	2,776.78	31.90***
Personal	.59	.35	.02	4	590.99	147.75	1.70
Error				189	16,451.53	87.05	

Summary Table for Unique Contribution of Each Set

Source	R^2 Change	df	ss	ms	F
Organizational	.27	3	6,940.68	2,313.56	26.58***
Personal	.02	4	590.99	147.75	1.70
Error		189			

* $p < .05$ ** $p < .01$ *** $p < .001$

variables. While the personal factors did make some contribution to predicting for job satisfaction, their contribution was not significant.

Interitem Correlations of SEA
Questions with Satisfaction Questions

Because of the significant effect which emotional support as measured by the SEA questionnaire had on the dependent variable of job satisfaction, it was decided to correlate the question items on each of the instruments used to measure these variables. The purpose of this procedure was to determine whether the two instruments were measuring two distinct concepts, i.e., emotional support and job satisfaction, or if they were in fact, measuring one basic construct in two different ways. High interitem correlation would tend to show that the two instruments were measuring some underlying concept but in two different ways.

Results of interitem questionnaire correlation of the SEA and the Job Satisfaction Scale showed that fourteen of the SEA questions had very low interitem correlations with the job satisfaction questions ranging from .008 to .27.

While the remaining eleven emotional support (SEA) questions did show interitem correlation, these correlations were in the moderate range from .33 to .59. The highest correlation of .59 was between SEA question 19 and Satisfaction question 5 which refer both to the individual's principal or boss.

Because of the low interitem correlations on fourteen of the questions and only moderate correlation on the remaining eleven, the results indicate that while there might be a slight overlap in what is measured, basically the two instruments do measure two distinct concepts --

emotional support and job satisfaction. These findings suggest that while the large significant effect of emotional support on job satisfaction may be somewhat less than what has been measured in this study, that the dimension of emotional support does in fact make a strong contribution in predicting for job satisfaction in public school teachers.

CHAPTER V

CONCLUSIONS, DISCUSSION AND IMPLICATIONS

Conclusions and discussion on the research questions are outlined in this chapter. Limitations of this particular study are summarized. Finally, implications for practice as well as implications for further research are presented.

Conclusions and Discussions

The first research question asked whether participation in decision-making, teaching anxiety, emotional support in school as well as job involvement, years of teaching experience, age and sex affected job satisfaction in public school teachers.

Findings presented in Chapter IV using simultaneous multiple regression analyses indicated that the seven independent variables chosen for this study were able to explain thirty-five percent of the variance in job satisfaction for a teacher sample. The analysis also indicated that four of the seven independent variables contributed significantly to the explained variance (R^2) in job satisfaction. These four include: 1) emotional support; 2) teaching anxiety; 3) participation in decision-making, and 4) age. Emotional support in schools was the major contributor to variation in job satisfaction, explaining 28% out of the 35% variance. These results are consistent with previous studies (French and Caplan, 1973; Pinneau, 1975, 1978) on social support which found a positive association between support and job satisfaction. The second highest predictor, participation in decision-making, explained an additional 3% with age explaining 1%. Results related to participation in

decision-making are also consistent with studies by Lischeron and Wall (1974) as well as French and Caplan (1973) who found that individuals with opportunity to participate in decisions about their work have more positive job attitudes.

Thus, these three variables accounted for 33% of the 35% variation in job satisfaction scores.

These findings suggest strong support for the conclusion that emotional support for teachers was much more related to their feelings of satisfaction with their jobs than the other variables chosen for this study. In fact, the emotional support variable explained more than four times as much of the job satisfaction variance as the other six variables combined. In addition, results indicated that the emotional support dimension was more important than teaching anxiety in predicting teachers' satisfaction with their jobs. This seems to imply that teachers who have a high degree of emotional support in their work environment continue to find their jobs satisfying even if a high level of teaching anxiety is present.

In looking at the importance of emotional support for job satisfaction, it appears that this variable may represent an underlying need which is characteristic of a predominantly female teacher sample. Hersey and Blanchard (1972) refer to an individual's basic need for affiliation within a work setting; although the authors point out that the need "tends to be stronger for some people than for others and stronger in certain situations" (p. 30). Because the study sample has a larger proportion of women to men as well as is based on a teacher sample, the variable of emotional support may characterize a basic difference in the way that both women and teachers require their job settings to respond to

an underlying need that values interpersonal relationships. This conclusion is consistent with recent studies by Veroff, Douvan, and Kulka (1981), which found that women look for interpersonal satisfaction through work by enjoying the social integration that work provides. While the affiliative need behind emotional support is basic to the individual's personality, whether or not a job can meet that need is dependent on the organizational structure of that setting. Findings from the present study lead to the conclusion that when emotional support is high in a teaching job environment, then job satisfaction will also be high.

The second research question which addressed whether perceived organizational or personal factors were more influential in affecting job satisfaction was addressed using a hierarchical regression method.

Findings suggest support for the conclusions that the organizational factor of emotional support, participation in decision-making and job anxiety was the stronger contributor to job satisfaction in teachers than the personal factor of job involvement, years of teaching experience, age and sex. These results were consistent with previous studies (Herman & Hulin, 1972; O'Reilly & Roberts, 1976) which indicated that an individual's attitude towards work is more associated with the organizational characteristics of the job environment than the individual traits of the person.

Of the four personal characteristics investigated in this study, only age showed a moderate relationship to job satisfaction. One explanation for this relationship between age and job satisfaction is that the study sample had a substantial number of mature teachers with a mean age of thirty-six to forty years. Teachers who had not been satisfied with their

jobs may have already changed to other professions, leaving those individuals who were more satisfied. It would appear, then, that within the teaching profession, those individuals who are dissatisfied at the early career stages quickly leave while the more satisfied continue.

The conclusion based on the findings for this last question emphasize the importance of organizational factors in predicting for job satisfaction. While job satisfaction does appear to be a complex, interactive process based on both personal/need characteristics as well as the organizational environment, the current study concluded that for this teacher group, organizational factors were more influential than the personal factors, when predicting for job satisfaction. These results are consistent with other studies on teachers which concluded that while personal qualities are important, the work situation itself is also a major factor in job satisfaction (Hrebiniak and Alutto, 1972; Schackmuth, 1979).

Results of this study suggest the need for managers of educational settings such as schools to be knowledgeable of organizational characteristics as well as to be skilled in applying organizational management principles to school settings. Such knowledge would be based on needed research in organizational psychology specifically related to school environments.

Limitations

A number of biases in the sample preclude generalizing the results of this study to all public school teachers. One of these biases is that the sample was drawn only from members of a specific suburban county's Education Association. In addition, the voluntary nature of responding to

the questionnaire resulted in a self-selection factor for the study sample.

The limitations of an ex post facto design as well as the correlational nature of the study prevents making strong cause and effect statements about the relationships of the variables selected. Also, because of a moderate interitem correlation between some of the questions on the emotional support instrument (SEA) and the job satisfaction scale, effect of emotional support on job satisfaction may be slightly less than what has been measured in this study.

Although the variables chosen for study were based on past research, the variables were dependent upon the perceptions of the respondents and did not measure objective elements relating either to the individual or the environment.

The variables investigated were considered important in relationship to job satisfaction; however, they are not all inclusive. Further studies using a different or greater range of both personal and job-related variables are needed in order to verify the organizational/personal relationship.

Implications for Practice

Although much research and editorial emphasis lately has been given to job anxiety or stress as they relate to teachers, little empirical attention has been given to the organizational and personal factors which impact on the teacher's feelings of satisfaction with their jobs. Results from the present study indicated that organizational factors are substantially more important in relationship to job satisfaction in teachers than personal factors. This observation leads to some practical

implications for schools and the individuals who manage school environments. The major contribution of emotional support that this study indicated is that even if a job is challenging with a certain amount of anxiety or stress which teaching often is, emotional support in the environment is able to off-set the negative influences of the anxiety resulting in higher levels of job satisfaction.

Because emotional support in school was the major contributor to job satisfaction with participation in decision-making as the second largest contributor, school administrators need to be knowledgeable about the organizational characteristics of the school environment and the impact of this environment on the mental health of teachers. A recent study by Weiner, Vardi and Muczyk (1981) confirmed the importance of job and career satisfaction to mental health. Results from their study suggested that the attitudes of satisfaction with work may be an intervening variable between situational factors such as job characteristics, supervisory style, pay and the mental health of employees. The principal who is able to appreciate individual differences as well as communicate an attitude of caring towards the teaching staff serves as a model for others in the school environment. One of the major aspects of emotional support is that the individual feels he/she is listened to and cared for. The principal as manager of the school environment might provide opportunities for teachers to be listened to as well as be helped in learning to listen to each other; thus, fostering a network of communication and caring.

How a principal acquires skills in fostering a caring work environment is dependent on both a selection process as well as training. This study suggests that administrators be selected for their positions

based on a leadership style which indicates a high regard for relationships or at least a readiness and willingness to acquire more humanistic attitudes toward workers.

Formal training programs to educate administrators as well as in-service programs could provide both a knowledge and experiential base in assisting principals with the more effective dimension of staffing responsibilities. Even if the principal is far more efficient in task functions, recognition of the importance of emotional support to job satisfaction may encourage the school administrator to establish other leadership within the system to satisfy this need.

Another important source of leadership to provide support to teachers is the professional organizations. Such an organization might initiate, either through formal educational opportunities within a school itself or informal teacher gatherings, a sense among teachers that they are listened to and cared for. In addition, the professional organization could identify and validate the importance of emotional support and decision-making to both administrators and teachers and to encourage both groups to discover how to meet these dimensions within their own particular school setting.

In addition to support, other results showed the importance of participation in decisions for teachers. The principal who manages and supervises his staff in a way that allows teachers to make decisions relevant to their teaching fosters a positive attitude toward the job. This aspect requires the administrator as well as teachers to clearly define for themselves which issues can be most adequately decided by the teachers themselves.

Although the age variable related to job satisfaction is beyond the direct control of the administrator, it is possible to supervise and support teachers at the early crucial stages of their careers. By fostering communication at the early stages of career development, principals may help teachers through the early struggles in the profession, thus, guaranteeing greater satisfaction and increased intention to remain in the job.

In summary, results could be used to verify the importance of mental health factors in relationship to teachers' attitudes toward their jobs. Particularly at a time in which there is little job mobility either within or outside the teaching profession, it is vital that teachers who have already acquired much knowledge and skill in their jobs are allowed an opportunity to teach in educational settings which foster their mental health as well as provide needed support for new growth. Leadership both within and outside the educational setting is needed to articulate and provide opportunities that recognize mental health issues related to teaching.

Implications for Further Research

The present study has suggested the importance of emotional support to job satisfaction, particularly for women teachers. Further research is needed to compare differences between men and women attitudes toward their jobs as well as the importance of factors such as decision-making and support in relationship to job satisfaction in these two groups.

Additional research also needs to focus on the "fit" between the individual teacher's need, the principal's leadership style, and the school

environment in relationship to job satisfaction.

In particular, comparisons between elementary and secondary school environments with personal need factors of teachers as well as the size of school may yield some interesting results. Such results may be useful in career counseling for teachers as well as staff development and organizational decisions.

In looking at the area of emotional support, continued studies investigating the interrelationship among teaching anxiety, support and job satisfaction need to be conducted. One particular question is to determine if emotional support acts to "buffer" against job dissatisfaction in a teacher sample. Further research in this area might also determine the types of support teachers find in their work environment and the relationship of this support to teaching performance.

In addition, because of the exploratory nature of the present study, further studies could focus on determining a more causal relationship among a few of the variables.

Concluding, it would appear that continued research in the two major aspects of emotional support and participation in decision-making in relationship to an objective performance criterion as well as other mental health indices such as life satisfaction is needed. Attention could be directed at determining the impact of teaching anxiety and job dissatisfaction on teachers' effectiveness in the classroom as well as the impact of support on classroom performance.

APPENDIX A
INTERVIEW SCHEDULE FOR TEACHERS

PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

P. 82-86

P. 90-98

University
Microfilms
International

300 N. ZEEB RD., ANN ARBOR, MI 48106 (313) 761-4700

Introduction

I am interested
for them on their job
responses are strictly

PLEASE DO

NOT PHOTO

that there is support
with your answers. All

Personal Data

1. What grade are you
2. How many years of

ted?

Interview on Supports

3. When you feel that
what do you do to

or even just a bad day,
self feel better?

4. Is there anything that you do within your school that helps you after a hard day?

5. When you are having a problem related to your work, do you find a need to go to a sympathetic person with whom you can talk?

6. Is there someone to whom you can go? What is the nature of your relationship with this individual?
7. Are there individuals within your school that help you after a hard day? How do they help? What do they do for you?
8. If you don't feel the need for a sympathetic person, what do you do after a particularly hard day at work?
9. Do you feel valued and cared for in your present school? Can you explain what has made you feel this way, if you have?

10. Are there specific individuals in your school that have made you feel especially valued and have made it easier to withstand a stressful day at work? What role do these individuals play in your school?
11. If you do not feel valued in your job, has it affected your feelings of satisfaction with teaching? How?
12. Do you find that students provide you with emotional support? How would you compare this support with that which you receive from others in the school?
13. Choosing from the following six options, would you rank from most helpful to least helpful the kind of support which would enable you to feel valued in your job, and which might make the job less stressful?
- _____ more advice and information on teaching
 - _____ more listening and caring from the administration
 - _____ more mutual sharing and caring among fellow teachers
 - _____ more positive and satisfying feedback from students
 - _____ more valuing and caring from parents and the community
 - _____ more materials and supplies

14. On a scale from 1 to 5 to what extent do you feel that you are an important part of the school's network of relationships?

not at all 1 2 3 4 5 to a great extent

15. Are there specific people within your school who have helped you feel a part of the school, and if so, what role do these people play?

16. What specifically have these people done that have made you feel a part of the school?

17. Please rate the following individuals as to the extent to which they provide you with emotional support on your job.

Counselor	not at all	1	2	3	4	5	to a great extent
Librarian	not at all						to a great extent
Principal	not at all						to a great extent
Resource Teacher	not at all						to a great extent
Secretary	not at all						to a great extent
Students	not at all						to a great extent
Teacher Colleague	not at all						to a great extent
Team Leader	not at all						to a great extent
Vice Principal	not at all						to a great extent
Other (specify)	not at all						to a great extent

18. Do you have any other ideas or comments which you would like to share?

APPENDIX B
COVER LETTER FOR STUDY

UNIVERSITY OF MARYLAND
COLLEGE OF EDUCATION
COLLEGE PARK 20742

INSTITUTE FOR CHILD STUDY/DEPARTMENT OF
HUMAN DEVELOPMENT
301-454-2036

February 3, 1982

Dear Teacher,

We need your help! With the cooperation of the Montgomery County Education Association, I am conducting a study on job satisfaction in teachers. Enclosed is a survey form on teaching and job satisfaction. This survey should take only approximately 20 minutes. Would you please take the time from your busy schedule to complete this survey and return it in the envelope provided?

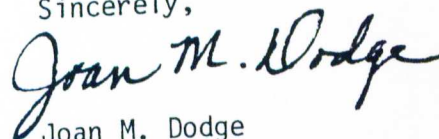
In order to insure confidentiality to MCEA members, the researcher will not have access to individual names nor will individuals be identified in any way by their responses. However, in order to facilitate follow-up, would you please send the enclosed postcard to MCEA separately from your completed questionnaire? If you would like a summary of results, please indicate this on your postcard.

Since teaching situations vary from school to school, it is hoped that results might lead to recommendations which can enhance the job and profession for many teachers.

The accuracy of this study is very much dependent on gathering the opinions of all; therefore, we urgently request your participation in the study by promptly returning the completed form.

If you have any questions, please call Joan Dodge at 202-966-6886. I appreciate your time and cooperation and look forward to receiving your opinions. Thank you.

Sincerely,



Joan M. Dodge
Doctoral Candidate
Institute for Child Study

P.S. If you are an administrator, not a teacher, do not complete the form but return it in the enclosed envelope with your name and current position indicated. Thank you.

APPENDIX C
INSTRUMENTS COMPRISING STUDY
QUESTIONNAIRE

minnesota satisfaction questionnaire

(short-form)



Vocational Psychology Research
UNIVERSITY OF MINNESOTA

Copyright 1977

minnesota satisfaction questionnaire

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 next page you will find statements about your **present** job.

- Read each statement carefully.
- Decide **how satisfied you feel about the aspect of your job** described by the statement.

Keeping the statement in mind:

- if you feel that your job gives you **more than you expected**, check the box under **“Very Sat.”** (Very Satisfied);
- if you feel that your job gives you **what you expected**, check the box under **“Sat.”** (Satisfied);
- if you **cannot make up your mind** whether or not the job gives you what you expected, check the box under **“N”** (Neither Satisfied nor Dissatisfied);
- if you feel that your job gives you **less than you expected**, check the box under **“Dissat.”** (Dissatisfied);
- if you feel that your job gives you **much less than you expected**, check the box under **“Very Dissat.”** (Very Dissatisfied).

- Remember: Keep the statement in mind when deciding **how satisfied you feel about that aspect of your job**.
- Do this for **all** statements. Please answer **every** item.

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

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

Very Sat. means I am very satisfied with this aspect of my job.

Sat. means I am satisfied with this aspect of my job.

N means I can't decide whether I am satisfied or not with this aspect of my job.

Dissat. means I am dissatisfied with this aspect of my job.

Very Dissat. means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about . . .	Very Dissat.	Dissat.	N	Sat.	Very Sat.
1. Being able to keep busy all the time	☐	☐	☐	☐	☐
2. The chance to work alone on the job	☐	☐	☐	☐	☐
3. The chance to do different things from time to time	☐	☐	☐	☐	☐
4. The chance to be "somebody" in the community	☐	☐	☐	☐	☐
5. The way my boss handles his/her workers.....	☐	☐	☐	☐	☐
6. The competence of my supervisor in making decisions	☐	☐	☐	☐	☐
7. Being able to do things that don't go against my conscience	☐	☐	☐	☐	☐
8. The way my job provides for steady employment	☐	☐	☐	☐	☐
9. The chance to do things for other people	☐	☐	☐	☐	☐
10. The chance to tell people what to do	☐	☐	☐	☐	☐
11. The chance to do something that makes use of my abilities	☐	☐	☐	☐	☐
12. The way company policies are put into practice	☐	☐	☐	☐	☐
13. My pay and the amount of work I do	☐	☐	☐	☐	☐
14. The chances for advancement on this job	☐	☐	☐	☐	☐
15. The freedom to use my own judgment	☐	☐	☐	☐	☐
16. The chance to try my own methods of doing the job	☐	☐	☐	☐	☐
17. The working conditions	☐	☐	☐	☐	☐
18. The way my co-workers get along with each other	☐	☐	☐	☐	☐
19. The praise I get for doing a good job	☐	☐	☐	☐	☐
20. The feeling of accomplishment I get from the job	☐	☐	☐	☐	☐
	Very Dissat.	Dissat.	N	Sat.	Very Sat.

Name _____ Today's Date _____ 19____
Please Print

1. Check one: ☐ Male ☐ Female

2. When were you born? _____ 19____

3. Circle the number of years of schooling you completed:

4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Grade School High School College Graduate or Professional School

4. What is your present job called? _____

5. What do you do on your present job? _____

6. How long have you been on your present job? _____ years _____ months

7. What would you call your **occupation**, your usual line of work? _____

8. How long have you been in this line of work? _____ years _____ months

TCHAS
(Teacher Questionnaire)

DIRECTIONS

Please read each question carefully. Answer every question, even if it seems vague to you or difficult to answer. Mark a check (✓) in only one box for each question. Be sure the (✓) falls well within the box and does not extend into another box. Do not spend too much time on each item.

	Never	Infrequently	Occasionally	Frequently	Always
1. I feel calm and collected when I think about holding parent-teacher conferences.	()	()	()	()	()
2. If I have trouble answering a student's question I find it difficult to concentrate on questions that follow.	()	()	()	()	()
3. I feel uncomfortable when I speak before a group.	()	()	()	()	()
4. I feel calm when I am preparing lessons.	()	()	()	()	()
5. I'm worried whether I am a good teacher.	()	()	()	()	()
6. I feel sure I find teaching a satisfying profession.	()	()	()	()	()
7. I would feel calm and collected if a student's parent observed in my classroom.	()	()	()	()	()

	Never	Infrequently	Occasionally	Frequently	Always
8. I feel inferior to other teachers in my school.	()	()	()	()	()
9. I feel that students will follow my instructions.	()	()	()	()	()
10. I feel secure with regard to my ability to keep a class under control.	()	()	()	()	()
11. I'm less happy teaching than I thought I'd be.	()	()	()	()	()
12. I feel nervous when I am being observed by my principal.	()	()	()	()	()
13. I feel confident about my ability to improvise in the classroom.	()	()	()	()	()
14. I feel other teachers think I'm very competent.	()	()	()	()	()
15. I feel panicky when a student asks me a question I can't answer.	()	()	()	()	()
16. I feel better prepared for teaching than other teachers in my school.	()	()	()	()	()
17. Lack of rapport with my students is one of my biggest worries.	()	()	()	()	()
18. I would feel anxious if the principal informed me he was coming to my class to observe.	()	()	()	()	()
19. I find it easy to speak up in the staff room.	()	()	()	()	()

	Never	Infrequently	Occasionally	Frequently	Always
20. I worry about being able to keep the students interested in what I teach them.	()	()	()	()	()
21. I find it easy to admit to the class that I don't know the answer to a question a student asks.	()	()	()	()	()
22. Deciding how to present information in the classroom makes me feel uncertain.	()	()	()	()	()
23. I feel I have good recall of the things I know when I am in front of the class.	()	()	()	()	()
24. I feel I am as competent in the classroom as other teachers in my school.	()	()	()	()	()
25. I'm concerned about how to use my testing of students as a useful indication of how affectively I'm teaching them.	()	()	()	()	()
26. I'm worried that differences in background between my students and me prevent me from teaching effectively.	()	()	()	()	()
27. I am certain that my own personal "hang-ups" do not hinder my teaching effectiveness.	()	()	()	()	()
28. I'm uncertain whether I can tell the difference between really seriously disturbed students and those who are merely "goofing off" in class.	()	()	()	()	()

PLEASE CONTINUE TO NEXT PAGE

School Environment Assessment
(SEA)

Directions: Read each item carefully and check (✓) the box which most accurately expresses your feeling about the statement. There are no right or wrong responses. Let your own personal experience determine your answer. Do not spend too much time on each item.

	Not very often true	Occasionally true	Pretty much true	Almost entirely true
1. When I've had a hard day, I just want to be by myself.	_____	_____	_____	_____
2. I receive positive feedback from my students.	_____	_____	_____	_____
3. It is difficult to find another teacher in my school to listen to me when I'm discouraged.	_____	_____	_____	_____
4. My principal trusts my judgment.	_____	_____	_____	_____
5. Parents seek my advice about their children.	_____	_____	_____	_____
6. I feel lonely at work.	_____	_____	_____	_____
7. My students like to talk with me.	_____	_____	_____	_____
8. I feel listened to by the other teachers in my school.	_____	_____	_____	_____
9. My principal cares about problems in my classroom.	_____	_____	_____	_____
10. Parents are critical of my work.	_____	_____	_____	_____
11. It helps when I share my concerns about teaching with someone else in my school.	_____	_____	_____	_____
12. Students seem critical of my teaching.	_____	_____	_____	_____
13. I have a fellow teacher who can be counted on to help me if I have a problem in my classroom.	_____	_____	_____	_____
14. My principal and I talk over issues regarding the classroom that are important to me.	_____	_____	_____	_____

	Not very often true	Occasionally true	Pretty much true	Almost entirely true
15. Parents seem unconcerned about what happens to me in my classroom.	_____	_____	_____	_____
16. I feel that I'm important and valued in my school.	_____	_____	_____	_____
17. Students tend to interact with me on a personal basis.	_____	_____	_____	_____
18. My colleagues are too busy to have time to talk to each other.	_____	_____	_____	_____
19. I can count on my principal for help if I need it.	_____	_____	_____	_____
20. I find that parents are supportive of what I'm doing with their children.	_____	_____	_____	_____
21. It is difficult to find anyone in my school to listen to me when I'm discouraged.	_____	_____	_____	_____
22. When I think about my relationship with my students I feel very happy.	_____	_____	_____	_____
23. After a hard day, it makes me feel better to seek out and talk with another teacher.	_____	_____	_____	_____
24. It is difficult for my principal to listen to my concerns.	_____	_____	_____	_____
25. Parents praise the job I'm doing with their children.	_____	_____	_____	_____

PLEASE CONTINUE TO NEXT PAGE

Job Involvement Scale

DIRECTIONS

The following items are comments people have made or might make about their work. Please mark a check (✓) in the blank box which most closely resembles your own feelings about your job.

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
1. I'll stay overtime to finish a job, even if I'm not paid for it.	()	()	()	()
2. You can measure a person pretty well by how good a job he does.	()	()	()	()
3. The major satisfaction in my life comes from my job.	()	()	()	()
4. For me, mornings at work really fly by.	()	()	()	()
5. I usually show up for work a little early, to get things ready.	()	()	()	()
6. The most important things that happen to me involve my work.	()	()	()	()
7. Sometimes I lie awake at night thinking ahead to the next day's work.	()	()	()	()
8. I'm really a perfectionist about my work.	()	()	()	()

	<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Agree</u>	<u>Strongly Agree</u>
9. I feel depressed when I fail at something connected with my job.	()	()	()	()
10. I have other activities more important than my work.	()	()	()	()
11. I live, eat, and breathe my job.	()	()	()	()
12. I would probably keep working even if I didn't need the money.	()	()	()	()
13. Quite often I feel like staying home from work instead of coming in.	()	()	()	()
14. To me, my work is only a small part of who I am.	()	()	()	()
15. I am very much involved personally in my work.	()	()	()	()
16. I avoid taking on extra duties and responsibilities in my work.	()	()	()	()
17. I used to be more ambitious about my work than I am now.	()	()	()	()
18. Most things in life are more important than work.	()	()	()	()
19. I used to care more about my work, but now other things are more important to me.	()	()	()	()
20. Sometimes I'd like to kick myself for the mistakes I make in my work.	()	()	()	()

PLEASE CONTINUE TO NEXT PAGE

Index for Participation in Decision-Making for Teachers

DIRECTIONS

On the scale below, please circle the number that best describes your opinion about each statement.

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. In general, how much say or influence do you have on what goes on in your job?	5	4	3	2	1
2. Do you feel you can influence the decisions of your principal regarding things about which you are concerned?	5	4	3	2	1
3. Does your principal ask your opinion when a problem comes up that involves your work?	5	4	3	2	1
4. If you have a suggestion for improving the job or changing the setup in some way, how easy is it for you to get your ideas across to your principal?	5	4	3	2	1

PLEASE CONTINUE TO NEXT PAGE

Personal Data FormDIRECTIONS

Please respond to each item on this form by placing a check (✓) in the appropriate box.

1. Please indicate the level on which you are currently teaching?

Kindergarten - 3rd grade	()
4th grade - 6th grade	()
7th grade - 9th grade	()
10th grade - 12th grade	()

2. How long have you been teaching in Montgomery County? ____ yrs. ____ mos.

3. How many years have you been teaching?

0 - 1 year	()	11 - 15 years	()
2 - 5 years	()	16 - 20 years	()
6 - 10 years	()	20 and above	()

4. What was your age on your last birthday?

20 - 25 years	()	41 - 45 years	()
26 - 30 years	()	46 - 50 years	()
31 - 35 years	()	51 - 55 years	()
36 - 40 years	()	56 and above	()

5. Please indicate your major responsibility by checking only one of the categories.

Classroom teacher	()
Resource teacher	()
Special Education teacher	()
Other _____	

6. Sex: Male ()
 Female ()

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY. WOULD YOU PLEASE CHECK TO SEE THAT YOU HAVE ANSWERED ALL QUESTIONS ON EVERY PAGE? PLEASE PLACE THE SURVEY FORMS INTO THE SELF-ADDRESSED ENVELOPE PROVIDED AND SEND TO ME. MAIL THE POSTCARD TO MCEA INDICATING THAT YOU HAVE COMPLETED YOUR SURVEY. THANK YOU AGAIN.

APPENDIX D
CORRELATION MATRIX OF VARIABLES

APPENDIX D

Correlation Matrix of Variables

	Job Satisfaction	Years Teaching	Age	Sex	Job Involvement	Teaching Anxiety	Participation in Decision- making	Emotional Support
Job Satisfaction	-	.07	.07	.15	-.23	-.16	.46	.53
Years Teaching	.07	-	.64	.01	.10	-.09	.003	.07
Age	.07	.64	-	.13	.02	-.03	-.10	-.04
Sex	.15	.01	.13	-	-.14	-.02	.07	.18
Job Involvement	-.23	.10	.02	-.14	-	-.14	-.27	-.28
Teaching Anxiety	-.16	-.09	-.03	-.01	.14	-	-.22	-.49
Participation in Decision-making	.46	.003	-.11	.07	-.23	-.22	-	.58
Total Emotional Support	.53	.07	-.04	.17	-.28	-.49	.58	-

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