CHAPTER – II

REVIEW OF RELATED LITERATURE

Studies related to Role expectations of teachers.

Studies related to job satisfaction of teachers.

Studies related to organizational climate of schools

Studies related to factors of job satisfaction.
CHAPTER - II

REVIEW OF RELATED LITERATURE

INTRODUCTION

A research work is not meaningful without a thorough analysis of related works. Search for related literature should be complete before proceeding with the actual conduct of the study. According to J.W. Best (1977) fabularity with the literature in a problem area helps the research to discover what is already known, what others have attempted to find out, what method attacks have been promising and what problems to be solved.

Practically all human knowledge can be found in books and library. So extensive use of library and thorough investigation of related literature are essential in planning and carrying out the kind of search involved.

However, the investigator put at last to express that, very few studies have been reported taking role expectations of teachers as one of the variable but more number of studies have been reported in relation to job satisfaction of teachers and organizational climate of schools.
The major objectives of the study were: (i) to list the major roles expected of teachers as viewed by teachers, parents and students, (ii) to evolve a teacher role scale which had the concurrence of these groups, and (iii) to get an idea about the curricular and co-curricular aspects of the secondary school programmes and the part played by the teachers.

The study was limited to four districts of Kerala, drawn from the southern part of the state. The sample for the study consisted of 504 secondary school teachers, 100 student representative, 100 parents and some headmasters. A questionnaire was the main tool.

The major findings of the study were: (i) Some of the major roles expected to teachers were: they should try to eliminate illiteracy, they should be thorough in the subject matter, they should co-operate with the headmaster and the staff in maintaining discipline, they should treat the pupils kindly, they should not be political workers. They should be social agents, they should visit the families of problem children, they should work for the communal harmony and they should keep close contact with the parents. (ii) There was high positive correlation between the role expectations of teachers as viewed by the students. (iii) There was high positive correlation between the role expectations of teachers as viewed by the teachers and the parents. (iv) The teachers, in general, were not in favour of indulging in political activities. (v) The majority of the
teachers did not like to work as scout masters. (vi) The aided school teachers and the male teachers were more interested in tackling teachers; union problems than government school teachers and the female teacher. (vii) The urban teachers showed more concern for the student union problems than the rural teachers. (viii) the aided school teachers were more interested in having excursions and study tours as part of their expected role.


The objectives of the investigation were: (i) to evaluate the organizational climates of various types of teacher training institutions existing in Uttar Pradesh focusing on studying the differential characteristics of the organizational climates, (ii) to study how the organizational climate is related to the institution's effectiveness, and (iii) to identify the most characteristic environmental features, key questions and problem which students were most cognizant of and most in agreement with, bringing out the unique and different types of environmental problems that each type of teacher training institutions presented to the students.

The hypotheses examined were: (i) The organizational climate of a government training college was different from that of other training
colleges. (ii) The organizational climate of the institutions located in the rural areas of the state was different from that of the institutions located in the urban areas. (iii) The organizational climate of large institutions having more than 100 students was different from that of the institutions having 100 or less number of students. (iv) The organizational climate of the men's training colleges was different from that of women's training colleges. (v) The organizational climate of the university departments of education was different from that of the affiliated college departments. (vi) The organizational climate of a teacher training institution affected its effectiveness defined in terms of its students' performance in theory examinations. (vii) Each type of teacher training institution had its own unique characteristics of the organizational climate. The study was conducted in fifteen teacher education institutions drawn randomly out of the forty institutions of U.P. with 1,000 students. The institutions were further grouped as rural-urban, large-small, government-private, boys-girls. Organizational climate was measured by an Organizational climate questionnaire (OCQ) prepared by the researcher. Kolmogorov-Smirnov test of significance was used to test the hypotheses.

The findings of the investigation were: (i) The organizational climate of teacher training institutions in U.P. were characterized by high level of hindrance factor authoritarianism, high academic emphasis, low level of discipline and control and lack of facilities. The overall picture emerging was not impressive and good. (ii) The colleges differed among
themselves significantly with regard to each dimension of OCQ. (iii) The stereotype of non-government teacher training college's organizational climate indicated high hindrance, high democracy and freedom and high lack of facilities. The stereotype of organizational climate of government teacher training colleges, on the other hand, meant high social support, high authoritarianism, high trust, high academic emphasis, and high discipline and control. It was proved that significant differences existed between them on all the nine dimensions of OCQ. (iv) The large institutions, the climate was dominated by high authoritarianism, high trust, high academic emphasis and higher degree of discipline and control as compared to small institutions. On the other hand, small institutions' climate was characterized by high hindrance, high democracy and freedom high lack of facilities. (v) The rural institutions had high level of discipline and control and high academic emphasis as compared to the urban institutions. On the other hand, the urban institutions were high on democracy and freedom and lack of facilities. (vi) The men's training colleges had better social support, greater trust, more academic emphasis and better discipline and control than the women's training colleges. (vii) The trust and academic emphasis were more predominant in the climate of the college departments. But, on the whole, the climates of the two groups of teacher training colleges were similar. (viii) The organizational climate affected the effectiveness of the
institution. (ix) Each teacher training institution had a unique kind of climate.


The main objectives of the study were: (i) to measure attitudes, job satisfaction, adjustment and professional interests of teacher-educators of different categories based on sex, age, qualification and experience, (ii) to find out the difference in attitude, job satisfaction, adjustment and professional interests among groups of teacher-educators based on sex, age, qualification and experience, (iii) to find out the relationship among attitude, job satisfaction, adjustment and professional interests as independent variables.

The sample consisted of 314 teacher-educators working in thirty-eight institutions, which included men and women of different age groups processing different qualifications and teaching experience. The tools used were a self-constructed attitude scale. Indiresan’s Job Satisfaction Inventory, Bell’s Adjustment Inventory and self-developed inquiry form for professional interests of teacher-educators. Mean, standard deviations, t-test analysis of variance, product moment correlation, multiple linear regression analysis were used for statistical interpretation.
The major findings of the study were: (i) A large majority of the teacher-educators were favourably inclined towards their profession and were satisfied in the job. However, they were not well adjusted and had low professional interest. (ii) The attitude and job satisfaction of different groups did not differ significantly. (iii) A majority of the teacher-educators had low interest in the profession. (iv) Emotional stability among the teacher-educators increased with age. (v) Professional interest among teacher-educators increased with teaching experience in a school. (vi) Attitude, job satisfaction and occupational adjustment among teacher educators were associated with one another, whereas social and emotional adjustment and professional interests were not related with other variables. (vii) Job satisfaction could be predicted by attitude and occupational adjustment but not by other variables.


The objectives of the study were: (i) to measure the job satisfaction of primary school teachers, secondary school teachers and college teachers, (ii) to find out the relationship between selected psychological variables and job satisfaction exhibited by primary school teachers, secondary school teachers and college teachers. (iii) to compare the job satisfaction of married teachers with that of unmarried teachers, (iv) to compare the job satisfaction of teachers of different age groups, (v) to
compare the job satisfaction of teachers of different experience groups, (vi) to work out multiple regression equations that could predict the job satisfaction of primary school teachers, secondary school teachers and college teachers, separately, and (vii) to compare the job satisfaction of primary school teachers, secondary school teachers and college teachers.

The sample consisted of 765 male teachers of primary schools, secondary schools and colleges of Meerut division, selected on the basis of stratified random sampling. The study used Teacher's Job Satisfaction Scale (TJSS), Attitude Towards Teaching Career Scale (ATCS), Meenakshi Personality Inventory (MPI), Personality Maturity Test (PMT) and Personal data and Information Form (PDIF). The study applied product moment coefficient of correlation, multiple coefficient of correlation, regression analysis, F-test and t-test.

The findings of the study were: (i) Needs of achievement, affiliation and endurance were positively related while needs of autonomy, dominance and aggression were negatively related to the job satisfaction of primary school teachers. Needs of exhibition, succorance, abasement and nurturance were not related significantly with the job satisfaction of primary school teachers. (ii) Attitude towards teaching as a career and personality maturity was positively related to the job satisfaction of primary school teachers. (iii) Marital status, age and teaching experience were not associated to the job satisfaction of primary school teachers. (iv) Out of twelve variables only eight were significant contributors to the
prediction of job satisfaction of primary school teachers. These eight variables were: attitude, n-aut, n-ach, n-aff, personality maturity, n-exh, n-end, and n-suc \((R=0.675)\). (v) Need achievement was positively related while needs of exhibition, autonomy and aggression were negatively related to the job satisfaction of secondary school teachers. Needs of affiliation, succorance, dominance, abasement, nurturance and endurance were not related significantly to the job satisfaction of secondary school teachers. (vi) Attitude towards teaching as a career and personality maturity was positively related to the job satisfaction of secondary school teachers. (vii) Marital status, age and teaching experience were not associated significantly with the job satisfaction of secondary school teachers. (viii) Out of twelve variables only eight were significant contributors to the prediction of job satisfaction of secondary school Teachers. These variables were: attitude, n-ach, n-aut, personality maturity, n-end, n-dom, n-aba, and n-suc \((R=0.767)\). (ix) Needs of achievement and abasement were positively related while needs of nurturance and aggression were negatively related to the job satisfaction of college teachers. Needs of exhibition, autonomy, affiliation, succorance, dominance and endurance were not related significantly to the job satisfaction of college teachers. (x) Attitude towards teaching as a career and personality maturity was positively related to the job satisfaction of college teachers. (xi) Unmarried college teachers were more satisfied than married college teachers. There was a U shaped
relationship between age and job satisfaction of college teachers. Teaching experience was not associated significantly with the job satisfaction of college teachers. (xii) Out of the twelve variables only five were significant contributors to the predictors of job satisfaction of college teachers. These variables were attitude, n-agg, n-nur, personality maturity and n-aba (R=0.732). (xiii) Primary school teachers were significantly less satisfied than secondary school teachers or/and college teachers. (xiv) Secondary school teachers and college teachers were almost equally satisfied with their job.


The objectives of the study were: (i) to identify the personality traits of satisfied and dissatisfied teacher, and (ii) to examine the impact of variables like age, sex, marital status, length of service, scale of pay, location of the working place, type of management and extent of employment of their job satisfaction.

The sample of teachers from higher secondary schools was selected using the stratified random technique in the first stage and out of them 100 satisfied teachers and 100 dissatisfied teachers were identified. The tools used were job satisfaction Questionnaire (Jamur and Multar) and Sixteen Personality Factors Questionnaire (in Hindi) by Kapoor. The data
were analyzed using critical ratios, and chi-square and by calculating coefficients of correlation.

The main findings of the study were: (i) Personality characteristics of satisfied teachers were: reserved, detached, critical, cool, emotionally mature, stable, faced reality, humble, mild, accommodating, conforming and giving way to others, shy, timid, restrained, diffident, withdrawing, cautions, retiring, trustworthy, adaptable, free from jealousy, easy to get on with, practical, careful, conventional, regulated by external realities, proper, placid, self-assure, confident and serene, controlled, socially precise, having strong control over emotions and general behavior, relaxed tranquil, unrestricted and calm. (ii) The personality characteristics of the dissatisfied teachers were: warm-hearted, easy-going, participating, less afraid of criticism, emotionally less stable, assertive, independent, stubborn, venturesome socially bold, uninhibited, spontaneous, self-opinionated, hard to tool, imaginative, rapt in inner urges, careless of practical matter Bohemian and frustrated. (iii) The satisfied and dissatisfied teachers were similar on factors B.F., G.I, Q1 and Q3 of 16 PF. (IV) Age appeared to extent an adverse impact on job satisfaction. (v) Sex produced differences in the level of job satisfaction. (vi) The female unmarried teachers were more satisfied than the married teachers of both sexes. (vii) A negative relationship existed between the length of service and the level of job satisfaction. (viii) Rural-urban setting had no significant difference on the
level of job satisfaction. (ix) Job satisfaction did not vary with different scales of pay. (x) Well-employed and underemployed teachers did not differ on job satisfaction. (xi) The teachers of government schools were satisfied than those in privately managed schools.


The major objectives of the investigation were: (i) to change the teachers' verbal behavior by proper training and regular feedback program, (ii) to study the effectiveness of the inputs in bringing about changes in respect of organizational climate, leadership behavior and teachers' morale, (iii) to study the effects of sustained changed behavior on students' performance and (iv) to study the effects of changed teachers' behavior on variables such as pupils' academic motivation, classroom trust, adjustment, dependency, independency, initiative, activity level classroom integration level and classroom climate.

The study employed pretest-posttest experimental control group design. The sample consisted of three groups of teachers (two experimental and one control). The experimental treatment consisted of intensive training with respect to FIACS (one group with feedback and another without feedback), organizational climate, leadership behavior and teachers' morale. Data were collected by using FIACS, Organizational
Climate Description Questionnaire and Teacher Morale Inventory. The collected data were analysed using t-test.

The major findings of the investigation were: (i) As a result of teacher behavior training and regular feedback in the experimental group. (ii) There was an increase in the use of categories 8 and 9, which led to an increase in pupils' talk in the experimental group. (iii) Pupils' academic motivation level was significant at 0.01 levels in the experimental group. (iv) The classroom climate components such as productivity, legitimacy, and authenticity and total classroom climate showed significant mean gain scores, with respect to experimental groups. (v) The increase was more in experimental group I than in experimental group II, which was the result of regular feedback given to them during the experimental period.


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The major findings of investigation were: (i) as a result of teacher behavior training and regular feedback, the teachers changed their behavior in the experimental group. (ii) There was increase in the use of categories 8 and 9, which led to increase in pupils’ talk in the experimental group. (iv) The classroom climate components such as productivity, legitimacy, and authenticity and total classroom climate showed significant mean gain scores, with respect to experimental groups. (v) The increase was more in experimental group –I than in experimental group –II, which was result of regular feedback given to them during the experimental period.

The major hypotheses of the study were: (i) there were not significant differences in the organizational and educational environments of all the Sainik schools. (ii) The variables of the principal's behavior were more dominant than the variables of the tether's behaviour in accounting for the organizational climate. (iii) The intellectual, physical, and other psychological needs of students were being satisfied by the existing environment of the Sanik schools. (iv) There was a positive correlation between the need and press variables. (v) The educational environment had a positive relationship with the number of boys who joined the National Defence Academy, Khadakwasla, from a particular school.

The sample of the study included ten staff members, selected through purposive sampling, from all the seventeen Sainik schools functioning in the country, and forty boys from each school studying in Classes VIII to XI, selected randomly. Data were collected with the help of Organizational Climate Description Questionnaire (OCDQ) by Halpin and Croft, and School Activity Index and School Characteristics Index both developed by the investigator. Statistical techniques of Thomson's u-l index, product moment coefficient of correlation, measures of central tendency, standard deviation, standard errors of mean and standard
deviation, t-ratios and factor analysis by the principal axes method were used for the purpose of data analysis.

The major findings of the study were: (i) There were wide variations in the educational environment and organizational climate of different Sainik schools. (ii) The principals and the teachers of different Sainik schools differed significantly in their behaviour variables. (iii) Results on the organizational climate of all the schools revealed that the intensity of these variables differed significantly from school to school. (iv) In seven schools, the variables of the principal's behavior were more dominant than those of the teacher's behavior; in six schools, these were equal, and in four schools, the teacher's behavior variables were stronger. (v) The variables of educational environment revealed that no two schools tallied with each other and that they differed significantly on need and press variables, which could be due to the fact that each school had institutionalized various types of public appearances, which were displayed through their students. (vi) Only in a few schools certain needs of the boys were satisfied by the school and it could be inferred that the Sainik schools failed to create the educational environment and showed no significant bearing on the number of boys who had joined the National Defence Academy from a particular school. (vii) The schools which had a high educational environment also exhibited better results in the Higher Secondary Examinations.

The objectives of the investigator were: (i) to study the organizational climate of government and private secondary schools of Garhwal region, (ii) to identify different problems related to the adjustment of the secondary school teachers, (iii) to trace out the relationship between the organizational climate and the teachers' level of adjustment, and (iv) to analyze the perceptions of the secondary school teachers related to the organizational climate and problems of adjustment.

A sample of 30 per cent secondary schools was randomly selected from each of the five districts of Garhwal Mandal. The sample consisted of 500 teachers from twenty-eight government and private secondary schools of both the sexes located in the rural and urban areas. Organizational Climate Descriptive Questionnaire and Adjustment Inventory were administered to the subjects in order to collect data which were analyzed using Mean, standard deviation, coefficient of correlation and t-test.

The main findings of the study were: (i) A significant negative relationship between the total scores on the organizational climate and social adjustment and social adjustment was identified. (ii) The
government secondary schools had better organizational / climate than private secondary schools (iii) The girls’ secondary schools were better in organizational climate than the boys’ secondary schools (iv) Similarly, the secondary of urban areas were better than those of rural areas with respect of organizational climate. (v) The teachers of the government secondary schools were better adjusted than those of private secondary schools in the areas of home, social and educational adjustment whereas they had similar levels of adjustment in emotional and health areas. (vi) The teachers of girls’ and boys’ schools were almost similar in the areas of health and emotional adjustment. The male teachers had poor family and educational adjustment than their female counterparts whereas the female teachers had more problems related to social adjustment. (vii) The teachers working in the secondary schools of urban areas had less problems related to home and social adjustment than those of the secondary schools of rural areas whereas these teachers were better adjusted in the areas of emotional, health and educational adjustment than their counterparts of the urban schools.

RASTOGI, R.P. School Climate, Psychological Health, and Classroom Functioning of Students in relation to Their Satisfaction-Dissatisfaction with School, Ph.D., Edu., Univ., 1981.

The aims of the investigator were: (i) to study the students’ satisfaction – dissatisfaction with school in different organizational climate, (ii) to study the school climate, psychological health of students
and their classroom functioning in relation to their satisfaction-dissatisfaction with school, and (iii) to compare highly satisfied and highly dissatisfied students on psychological health variables and their classroom functioning, both urban and rural separately and as a whole.

The sample consisted of 480 teachers teaching Classes IX to XII, and 9000 students reading in Class X and XI with science curriculum from nineteen (six rural and thirteen urban) intermediate colleges in Allahabad district. Cluster and random sampling techniques were used to select the sample. Only those who had a stay of at least two years were included in the sample. For collecting data from students, the tools administered were Standard Progressive Matrices, Group Test of Mental Ability (Joshi), Test of Self-concept (Varma, Sherry and Goswami), Sinha Anxiety Scale, Edwards Personal Preference Schedule, (EPPS), L.A Coding Test (Ansari) Socio-Economic Status Index (Verma and Saxena), Santosh and Asantosh Mapni (constructed by the investigator). For measuring classroom functioning of the aggregate of total marks of students in the Board's high school examination results was considered. School Organizational Climate Descriptive Questionnaire (Sharma) was used to measure the school climate. For analysis the data, product moment correlation, second order partial correlation analysis of variance and critical ration test were used.

The findings of the investigation were: (i) The school climate differentiated satisfaction-dissatisfaction of the students with their
school. The students were more satisfied in open range climate schools (open and autonomous) and comparatively less satisfied in closed range climate schools (paternal and closed). (ii) The organizational climate of the school did not seem to be related to satisfaction-dissatisfaction of the students. (iii) Self-concept and psychological needs had significant relationship with the students satisfaction-dissatisfaction with the school. (iv) Curvilinear relationship existed between psychological health, classroom functioning, socio-economic status and intelligence of the students and their satisfaction-dissatisfaction with the school. (vi) Intelligence and socio-economic status did not intervene in the study with satisfaction –dissatisfaction of the students with their school, except for anxiety. (vii) Zero order correlations were almost similar to the independent relationship of different variables with satisfaction –dissatisfaction except for n-suc, n-het, n-aff and n-ag. (viii) Both extrinsic and intrinsic factors linked with satisfaction-dissatisfaction of the students. (ix) Factorial pattern for the highly satisfied and highly dissatisfied students was different, high dissatisfaction was associated with unconductive schools conditions only. (x) Psychological health profiles were significantly different for the highly satisfied and the highly dissatisfied students, specifically their need profile and self-concept. (xi) Need profiles for the urban highly satisfied and highly dissatisfied students were significantly different on many of the psychological needs while those for the rural ones were almost homogeneous (except for n-
exch and n-nur). (xii) The urban students were less satisfied than the rural students.


The study aimed at investigating the relation of job satisfaction to several intrinsic and extrinsic factors in the teaching job assuming job satisfaction to depend on work adjustment. It concerned itself with primary school teachers of Nellore and Chittoor districts of Andhra Pradesh.

The variables selected for study belonged to two categories, namely subjective and environmental. The variables under the former category were work values, need satisfaction, work involvement, organizational involvement and locus of control; the environment category included job challenge, job participation, chances to rising, supervisor support and job autonomy. Questionnaires prepared for the purpose were administered in three sessions, individually. A sample of 520 was drawn on the basis of a 2 x 2 x 2 factorial design on the basis of sex, the level comprised an equal number of subjects. Mean, standard deviation and multiple range test of difference between the means were calculated for the different variables in the eight groups for testing the seven hypotheses.
The findings of the study were: i) there was no difference between the female and the male teachers with regard to job satisfaction, job involvement, work identification, and organizational identification. However, the male teachers were more intrinsically motivated. (ii) A significant relationship between intrinsic motivation and job satisfaction was identified. The length of service was not related to job satisfaction, organizational identification and job involvement. The long and the short tenure of service groups differed in intrinsic motivation, the former showing higher intrinsic motivation. (iii) The urban and the rural teachers differed with regard to intrinsic motivation but not with regard to job satisfaction work identification and organizational identification. (iv) The external locus of control of the teachers was significantly related to job satisfaction, work identification and organizational identification but not to job participation, job involvement and intrinsic motivation. Job involvement was also related to intrinsic motivation. Job involvement was also related to intrinsic motivation and job satisfaction. (v) With regard to work values, job satisfaction was related to job involvement and upward striving. Job satisfaction was also significantly related to work identification and organizational identification. (vi) Work identification, organization identification, work involvement and organizational involvement and organizational involvement of the teachers was distressingly disappointing and job satisfaction of the teachers left much to be desired.
The objectives of the study were: (i) to find out if there were various types of school climates in different schools, (ii) to find out the impact of different types of school climates on the teacher’s personality and his performance, (iii) to find out the impact of the school climate on the adjustment of students, (iv) to find out the impact of different types of school climates on the academic achievement of students.

The hypotheses were: (i) The school climate was not the same in different schools. (ii) The school climate had an impact on the teacher’s personality and his performance. (iii) The school climate had an impact on the adjustment of students. (iv) The students’ self-concept changed in different types of school climate. (v) The school climate had an impact on the academic achievement of students. The tools were the Hindi version of Organizational Climate Description Questionnaire (OCDQ), a scale for students’ evaluation of the teacher and his teaching, Adjustment Inventory (Sinha and Singh), Self –Concept Test (Bhatnagar), Group Test of General Mental Ability (Jalota) and Personality Inventory (Saxena). The students’ marks obtained in the final examination were taken as an academic achievement and were converted into standard scores. The
researcher used graphical and suitable statistical analyses for the verification of the hypotheses.

The study yielded the following findings: (i) each institution possessed a specific school climate which had no influence on the teacher’s personality. (ii) The students’ perception of their teachers was not similar in all the schools. All male and female teachers (urban and rural) had more or less similar personality with slight differences; among the urban population, the sex differences in students’ perception were prominent in the paternal type of school climate. Among the rural population, the differences in students’ perception in controlled, paternal and closed climates were significant. (iii) Adjustment made positive contribution to achievement; differences in adjustment were significant between the urban males and females. The differences of the means of adjustment between the rural male and females were not significant. (iv) In different school climates, the differences in adjustment were significant (autonomous climate). The results were just the opposite in the case of controlled, paternal and closed climates. (v) Adjustment was an important contributor to achievement. (vi) Adjustment was an important contributor to achievement. (vii) The school climate did not affect the adjustment. (vii) The school climate had an impact on achievement of the student; in schools with different climates, in the rural and dents). For case study fifty ex-NCC cadets were urban areas, the differences were not significant except under paternal climate. (viii)
Achievement of girls was better in both the rural and urban areas; achievement was the highest in closed climate, next in paternal and autonomous climates, and the lowest in the familiar climate. (ix) Achievement was significantly related to intelligence. (x) The differences between the self-concept of males and females were significant; the self-concept of urban females was quite high. Differences were significant in the case of all the four population. (xi) There was no impact of the school climate on the self-concept of the students.


The objectives of the study were: (i) to find out if there was a consensus among block education officers on various items concerning their role (actual behavior), (ii) to find out if there was a consensus among block education officers on various items concerning their role (expected behavior), (iii) to find out if there was a consensus among seniors (district education officers, sub-divisional education officers) on various items concerning block education officer's role (actual behavior), (iv) to find out if there was a consensus among seniors on various items concerning block education officer's role (expected the behavior), (v) to find out if there was a relationship between actual behavior and expected behavior as perceived by the block education officers themselves, (vi) to
find out if there was a relationship between the block education officer's own perception and the senior's perception of block education officer's role. (vii) to find out if there was a consensus among block education officers on various items concerning job satisfaction, and (viii) to find out if there was a consensus among block education officers on various items concerning the aspiration level.

The study was carried out on all the block education officers, subdivisional education officers, deputy district education officers and district education officers of the State of Haryana. The main tool of data collection consisted of eighteen scales of Gross on various aspects of role theory of block education officers (BEOs). The scales were either administered personally or mailed. In all, 112 BEOs and 50 seniors responded. The data so collected were analyzed through Chi-square test of equality, independence and correlated proportions.

The findings of the study were: (i) There was a general consensus among BEO's perception of their own role on the items contained in the scales, namely, initiative, function rating, educational progressivism, division of labor, worry scale, actual performances friendships, departments' actual performances and expectation for attributes. (ii) There was no consensus among BEOs in their own perception about items contained in participation behavior scale (actual). (iii) There was a consensus among BEOs in general showed consensus on a significant majority of items in the job satisfaction scale. (v) There was a general
consensus among the seniors on a significant majority of items on in the job satisfaction scale. (v) There was a general consensus among the seniors on a significant majority of items in the scales—BEOs' behavior scale BEOs' friendship behavior scale, department's performance scale and expectation of BEOs attributes. (vi) There was a general consensus among the seniors that BEOs were performing their functions well. (vii) There was an agreement of views among the seniors that BEOs and the seniors on items concerning expectation for division of labor. (ix) There was no general directional conclusion whether the BEOs agreed or not on their expected and actual behavior for four pairs of scales concerning their behavior—expected division of labor vs. BEOs' actual division of labor, exception for BEOs' performances vs. actual performance, expectation for BEOs' friendship vs. actual friendship behavior, expectation for BEOs' participation vs. BEOs' actual participation behaviour.


The objectives of the investigation were: (i) to study the overall job satisfaction of teachers working in schools having different organizational climate, (ii) to identify the areas of job satisfaction on which the teachers of schools having different organizational climates differed. (iii) To study
students' achievement adjusted for intelligence and socio-economic status in schools having different organizational climates, and (iv) to study the relationship between teachers' job satisfaction and students' achievement after partial ling out the effects of intelligence and socio-economic status on achievement scores.

The group-within treatment design was adopted to suit the purpose of the study. Six types of organizational climates-open, autonomous, familiar, controlled, paternal and closed — were treated as six treatments, with the school as the unit of sampling. Since the purpose was to study teachers' job satisfaction and students' achievement in different organizational climate schools, variables like the sex of students and the management and location of schools were controlled by choosing the schools having students of the same sex (boys), from the same area (urban) and from the same type of management (Government). Further, to study organizational climates in relation to students' achievement, the effects of intelligence and socio-economic status on achievement were eliminated by the adjustment of achievement scores for these two variables. The two-stage sampling technique was adopted for conducting the study. At first, all the forty-two government boys secondary and senior secondary schools located in the urban area of the south educational district of Delhi were surveyed and six types of organizational climates prevailing in them were identified. At the second stage, the stratified random sampling procedure was followed for
selecting three schools from each of the six climate groups for studying criterion and control variables. Thus, the sample for the study included 272 teachers and 620 students of eighteen randomly selected schools. The tools used for data collection were Sharma's School Organizational Climate Description Questionnaire, Wali’s Teacher Job Satisfaction Inventory, Jalota and Kapoor’s Socio-Economic Status Scale, raven’s standard progressive matrices and achievement Performa. One-way analysis of variance, analysis of covariance, Newman-Keul’s test and partial correlation coefficient were the statistical techniques used for the analysis of the data.

The major findings of the investigation were: (i) Among the six climates, the open climate schools showed the highest overall teacher job satisfaction, followed by the autonomous, familiar, controlled, closed and paternal climate schools, respectively. (ii) Overall job satisfaction of the teachers in the open climate schools was significantly different from that of the teachers in the closed and paternal climate schools at 0.05 level. (iii) The schools having other five types of climates did not show significant difference among themselves in respect of overall job satisfaction of the teachers even at 0.05 levels. (iv) Out of the fifteen areas of teachers’ job satisfaction, only in two areas, namely, supervisor and identification with the institution, there were significant differences among different climate type schools. (v) The teachers in the open climate schools had significantly higher job satisfaction in the area
supervisor than those in closed climate schools at 0.05 level. (vi) Job satisfaction of the teachers related to the area identification with the institution was significantly higher in the open climate schools than in the paternal and closed climate schools at 0.05 levels. (vii) Students achievement (adjusted for intelligence and socioeconomic status) was not significant schools even at 0.0 level (viii) there was not significant relationship between teacher job satisfaction and student achievement.

Rutebuka, Athanase Kamanzi "Andrews university degree: Ph.d., Date 1996" Ph.D., 1996,

Abstract: Problem. The Seventh-day Adventist Church in North America has evidenced concerns over young people losing their commitment to the church, to SDA schools, and even to Christianity. Given the important role to teachers play in the formation of young people, the purpose of this study was to determine the degree of teachers' job satisfaction and its relationship to commitment and selected work conditions.

Method: The population for this study included 261 elementary and secondary-school teachers employed by the Lake Union Conference of Seventh-day Adventists in 116 schools. A survey – research method was used to determine the degree of teachers' job satisfaction and its relationship to commitment and selected work conditions. The instrument was adapted from an earlier study on the Catholic schools and was pilot tested to adjust it to the Adventist system. Statistical
procedures used to analyze the data included person ® Product-Moment Correlations, Analysis of variance, and multiple regression analysis.

Findings. 1) Teachers in the lake union conference of seventh-day Adventists are generally satisfied with their work. They chose to work for the SDA church because of their commitment to the church. (2) Commitment to the teaching profession was to be highly related to job satisfaction among male teachers, whereas, commitment to the church organization was highly related to job satisfaction among female teachers. (3) Personal significance was more highly related to teachers' job satisfaction than any other work condition factor, especially among female teachers. Male teachers considered adult, social interaction more important for their job satisfaction. (4) Faith dimension was the most important work condition factor related to commitment to the church organization, whereas personal significance was related to commitment to the teaching profession.


The purpose of this study was to investigate the factors associated with overall job satisfaction among faculty members of the University of Nairobi in Kenya. The study attempted to: a) determine the level of overall job satisfaction; (b) determine the level of satisfaction with job –
related factors; (c) determine relationships between overall job satisfaction and personal factors; (d) determine relationships between overall job satisfaction and personal factors; (d) determine relationships between overall job satisfaction and job-related factors; (e) determine relationships between personal factors and job-related factors; and (f) identify predictors of overall job satisfaction.

The overall design was descriptive. The study population consisted of all the faculty members of the University of Nairobi.

The major findings were: (a) only a slight majority of the faculty members at the University of Nairobi are satisfied with their job. (b) Faculty members were most satisfied with work itself, workload and co-workers. They were least satisfied with administration, participation in decision-making, promotion, pay and benefits, and facilities. (c) There was no significant relationship between overall job satisfaction and personal factors of age, gender, academic rank, terms of service marital status, highest education level, teaching area, employment status, ethic affiliation, and teaching experience. Significant relationship was found between overall job satisfaction and the place of earning the highest degree. (d) All the eight job-related factors had significant relationship with overall job satisfaction. Work itself had the highest correlation coefficient while facilities had the least. (e) There was significant relationship between personal factors of gender, academic rank, terms of service, marital status, teaching area, employment status, place of
earning the highest degree, ethnic affiliation, teaching experience and all the job-related factors. No significant relationship was found between the personal factors of age and the highest education level, and the eight job-related factors. (f) Faculty members from Kalenjin (the president of Kenya's ethnic group) were more satisfied with promotion pay and benefits, and professional growth, than faculty members from other ethnic groups. (g) All the independent variables explained variables explained 39.1 percent of the variance in the overall job satisfaction. Work itself, support and recognition accounted for most of the variation.


School psychologists deliver a magnitude of services that significantly affect the mental health, learning, and welfare of children and youths. The job satisfaction of school psychologists is important because we know that dissatisfaction negatively affects job performance. School psychologists have become vital assets to the children in our school systems; therefore, it is important to periodically monitor their job satisfaction.

In the present research, the modified Minnesota Satisfaction Questionnaire (MSQ) was used to measure factors related to job
satisfaction. A data form was used to gather demographic information. Survey materials were distributed and returned by mail. The data collection process consisted of an initial survey distribution, a postcard reminder, and two follow-up mailings.

Frequently data revealed that 90.2% of school psychologists in Pennsylvania were either very satisfied or satisfied with their jobs. Means on the modified MSQ indicated that school psychologists were satisfied with 18 out of 20 sources of job satisfaction. They were dissatisfied with advancement and school policies. Multiple regression procedures identified five demographic predictors of job satisfaction: psychologists-to-student ratio, desired time in research, membership in the Association of School Psychologists of Pennsylvania, control of activities performed, and control of relevant school policies.

A chi-square analysis revealed that school psychologists in the present study were significantly more satisfied with their jobs compared with their counterparts of 10 years ago. Moreover, they were significantly more satisfied with seven sources of job satisfaction. Correlation coefficients indicated that race; number of coworkers, and psychologists-to-student ratio was associated with job satisfaction. Chi-square analyses showed that role functions have changed over the past 10 years.

A chi-square analysis revealed that the school psychologists who participated in the present study were significantly more satisfied with
their jobs compared with their rational counterparts. Moreover, they were significantly more satisfied with four sources of job satisfaction. A multiple regression procedure revealed that intention to remain in their current position emerged as a significant predictor of job satisfaction for Pennsylvania school psychologists. Implications for school psychologists and recommendations for future research were discussed.


This study was designed to determine the leadership style of Kentucky school principals as perceived by Kentucky public school teachers. The study measured the job satisfaction of the Kentucky public school teachers and examined the significant relationship between leadership style and teacher job satisfaction. The design and the findings of the study are as follows.

From the population of 40,000 teachers as identified by the teacher certification unit of Kentucky's State Department of Education, a random sample of 500 (250 elementary and 250 secondary) was chosen. Each teacher received a packet which contained the Leader behaviour Description Questionnaire (LBDQ) to measure leadership style of their principal, the Mohri non-Cooke-Mohrman Job Satisfaction Scales
(MCMJSS) survey to measure teacher job satisfaction, and a
demographic sheet for ancillary findings. The return surveys that were
usable numbered for ancillary findings. The return surveys that were
usable numbered 270 or 54%.

Statistical procedures were used to determine the relationship. The
Statistical Package for Social Sciences (SPSS) was used to analyze the
data. A simple regression analysis was used to test the research
questions.

Analysis of the data indicated the following findings. There was a
significant relationship between public school principals' consideration
leadership style, as perceived by teachers, and teacher job satisfaction.
There was also a significant relationship between public school
principals' initiating structure leadership style, as perceived by teachers,
and teacher job satisfaction. Significant results were also indicated in the
ancillary findings of the study. Ancillary findings contained descriptive
data about the principals' gender, teachers' gender, and type of school.

**Crist, Barbara E., A study of the relationship of the job
satisfaction of chief academic officers of institutions of higher
education and the perceived leadership style of the institution's
president.** Ed.D West Virginia University, 1999. 179pp. Chair: Ronald
B. Childress.
This study examined the relationship between the self perceived job satisfaction of chief academic officers and the leadership style of the presidents of the institutions. The relationship between these two variables and the selected demographics of age, gender, and length of service in the current position of the president and the chief academic officer was examined. Bolman and Deal's Leadership Orientations (Other) leadership survey instrument, the Mohrman-Crrke-Mohrman Job Satisfaction Scale, and a demographic questionnaire were sent to the 446 chief academic officers of Baccalaureate II institutions in the united States and the District of Columba. Responses were received from 235 chief academic officers. Using these responses, presidents were classified. Comparisons were made among the job satisfaction means within the each of them classifications and based upon the demographics. Results of this study indicated significant differences in the job satisfaction of chief academic officers based upon the leadership frame(s) of the presidents. These differences most often occurred in extrinsic and overall job satisfaction with the Human Resources frame as a single frame or as one of a paired frame or multi-frame leadership having a higher mean than leadership styles that employed the Political frame.

The purpose of the study was to determine if a significant relationship exists between teacher-perceived school climate and state accreditation of elementary schools in West Virginia. Teacher-perceived school climate was measured by the CFK School Climate Profile.

The sample consisted of 100 schools. Included were 53 randomly-selected elementary schools which earned full accreditation and 47 elementary schools which lacked full accreditation in 1998 due to results on the Stanford Achievement Test. The response rate was 65%. Statistical analysis of data occurred t-test and stepwise multiple regression with an alpha level of 0.05 applied.

Findings. The percentage of students eligible to receive free or reduced lunch ranged from 11% in respondent schools and was significantly greater in schools which lacked full accreditation (54%). Student enrollment in respondent school ranged from 68 to 950 students and was significantly greater (358) in schools which earned full accreditation compared to schools which lacked full accreditation (215).

Mean climate scores were significantly higher in schools which earned full accreditation than in schools which lacked full accreditation. In lower SES schools, high morale was identified as a predictor of school
accreditation. In smaller schools, cohesiveness and SES were predictors of schools accreditation. In larger schools, cohesiveness and SES was a predictor of school accreditation. In larger schools, only SES was a predictor of school accreditation.

**Conclusions.** (1) High morale is related to student achievement. Therefore, high morale is related to state accreditation of elementary schools in West Virginia. Two possible phenomena exist to explain this finding. (a) High morale may be lower in schools which lack full accreditation due to the lack of accreditation. (b) Lower morale may be led to a school’s lack of full accreditation. (2) Cohesiveness was found to be lower in small schools which lacked full accreditation. A sense of cohesiveness may cultivate working together toward common goals. Working together may lead to higher student achievement and possibly full accreditation. (3) Findings indicate SES is related to student achievement measured by standardized tests. It is likely that in low SES schools, the greater number of students win score below the 50th percentile in a normal distribution, and as a result may lack full accreditation status. (4) In higher SES schools students may be members of families in which parents earn better wages and perhaps have more education. Parents with more education may understand the educational process better and may place more emphasis upon education. Students from higher SES backgrounds may have broader life experiences which
may enable them to relate better to item on standardized achievement tests.


Collaborative negotiations are a relatively new process of negotiation whereby the administration and association have an agreement to agree. This bargaining, known as "Win/Win Bargaining," is affecting professionalization, restructuring, and reform efforts throughout the nation. Literature asserts that the most and reform efforts throughout the nation. Literature asserts that the most and reform efforts throughout the nation. Literature union and management are strong and have reached a level of mutual trust and respect.

This researcher studied the relationship between collaborative negotiations and job satisfaction in an Indiana public school district which has been using this process to negotiate for eight years. Three interviews each were conducted with four individuals who had been involved in negotiation through both processes. In addition, all certified employed of the school district were surveyed using the job Descriptive Index (Revised).

Survey analysis indicated that ninety-one percent (91%) of the respondents were satisfied with their jobs. Narrative answers attributed the satisfaction to collaborative negotiations. Interview analysis detailed
many points concurrent with the survey results including an initial desire to change the negotiations process, the need for and importance of a trusting relationship between administration and association, and the systemic influence collaborative negotiations had on the school district.

Possible future studies could contain pre and post-information related to job satisfaction in districts contemplating and implementing change in the process of negotiations. Another possible study could be geographical in nature determining the likelihood of success for collaborative negotiations in a district in which the association has a strong influence over the negotiating process. Finally, a future researcher could do a follow-up study in the Grays town Consolidated School Corporation to determine the lasting effect collaborative negotiation may have on job satisfaction in this district.


Statement of the problem. The purposes of this study were to examine the factors that contribute to the job satisfaction of principals in 2 metropolitan school districts and to identify specific perspectives of those principals related to job satisfaction. Many studies have been done on job satisfaction of workers, including the job satisfaction of teachers; however, there have been very few studies on the job satisfaction of
principals. The significance of the role of the principal in the overall operations of the school is very important. The relationship between job satisfaction and the factors of principals' experience, gender, school type, degree attainment, school size, salary and age were also assessed. Methods: The researcher employed qualitative and quantitative procedures to evaluate principal satisfaction. A questionnaire was distributed to principals. An open-ended question on the questionnaire and personal interviews were used to gain additional views of principals about job satisfaction. Data were analyzed using descriptive statistics along with ANOVAs and MANOVAs.

Results. Principals regardless of experience, gender, school type, degree attainment, school size, salary, and age had similar views on what brought about job satisfaction. However, there was significance in the areas of experience, degree, and race. The responses of the principals indicated that the subscale services to others brought about the greatest satisfaction to principals. The subscales of Practices, Advancement, and Salary brought about the least satisfaction. Principals also indicated that school size and the ability to make their own decisions were important.

Conclusions. The data reviewed that there was no major variation in principals' perspectives on the main score ratings on the overall categories. The fact that race was significant implies that additional, in-depth research should be done to gain information on how a higher satisfaction can be achieved in this area. Principals, regardless of
demographic characteristics, rated the subscale of service to others highest. More training in the subscale area of Practices should be done to improve satisfaction. School size was a major factor in job satisfaction.

Zegrant, Cheryl B., The correlation between a principal’s leadership style and teacher personality, as perceived by the teacher, and its effect on teacher job satisfaction. Ph.D. Regent University, 2000. 89Pp adviser: John Keeler.

This study explored the relationship between teacher personality and teachers’ perceptions of their principal’s leadership style, and how that relationship affects teacher job satisfaction. The subject were 77 teachers who were graduate students at a private university. All participants completed a demographics page, the Leader behavior Description Questionnaire, the Meyers-Briggs Type Indicator, and the Minnesota Satisfaction Questionnaire. The results of the study revealed a statistically significant positive relationship between principals perceived by teachers to have a Consideration style of leadership and teacher job satisfaction there were no other statistically significant findings. The data suggest that there is a relationship between principals who lead with the Consideration leadership style and teacher job satisfaction, but that a teacher’s personality type may not have a significant relationship with teachers’ perceptions of their principal’s leadership style, and their satisfaction with their teaching job.
Calvin, Christopher Dean, Ph.D., The role of classroom teachers in public relations: A comparison of the perceptions of school teachers and administrators in Bryan ISD and College Station ISD in Brazos County, Texas. Texas A&M University, 2001. 197Pp.

The major purpose of this study was to investigate the perceptions of 81 teachers and 43 state administrator's attitudes about the classroom instructors public relations role. The secondary purpose was to examine the impact current school public relations programs have on the communities they serve. This research was completed in Bryan ISD and College Station ISD in Brazos County, Texas during the Spring semester 2000. The results of this study, as expected, showed that teachers play a very important role in school public relations, but receive little or not training to support this function.

Major research findings for the study indicated: (1) Classroom instructors felt that teachers' public relations role was critical to school success. (2) Site administrators also felt that teachers' public relations role was critical to school success. (3) A majority of classroom instructors did not receive either public relations pre service or in service training. (4) Site administrators felt more strongly than teachers that classroom instructors should receive public relations training. (5) Only half of site administrators received public relations training prior to service.

Based on the findings of the study, researcher recommendations include: (1) School districts' need to provide public relations training to
teachers to support their practice. (2) Teachers need to receive college public relations training prior to educational practice in their teacher college preparation program. (3) Administrators must continue to receive public relations training prior to and during service. (4) Public relations training for teachers and administration must include the specialized technical training necessary for their changing role.


Hardiness is a personality construct that helps individuals deal with the stressful events that occur in their lives. It is based on the existential psychological concept of courage to confront change or adversity and turn it into a positive experience. It is composed of three components: commitment, challenge, and control.

The purpose of this study was to investigate the effect of hardiness and how it relates to teacher job satisfaction. The study concentrated on teacher job satisfaction specifically among elementary teachers in a suburban school district in Southern California.

It was hypothesized that the presence of hardiness would predict a concurrent attitude toward a professional sense of satisfaction. It was further predicted that the demographic characteristics, especially age
and years of teaching experience, would also have a relationship to job satisfaction.

All elementary teachers (419) within the pilot school district received a questionnaire on hardiness and a survey on job satisfaction, along with a letter explaining the study and notification of the district's superintendent giving teachers permission to participate on a voluntary basis.

Two hundred and twenty-four teachers returned the survey and the data were analyzed through multiple regression and analysis of variance statistical procedures. Results indicated that the personality construct of hardiness correlates to a statistically significant degree with job satisfaction. However, no significant correlation of age or years of teaching with job satisfaction emerged.


The underlying purpose of this study was to identify work-related dimensions (intrinsic, extrinsic, and religious) which could be predictors of overall job satisfaction for teachers in the Tennessee association of Christian Schools (TACS), to identify groups of work-related variables (intrinsic, extrinsic, and religious) which could be predictors of TACS
teachers' satisfaction with work-related dimensions, and to identify demographic variables which could account for differences of overall job satisfaction for teachers in TACS.

The population of the study consisted of 369 full-time teachers in 34 traditional TACS schools. The TACSQ, the survey questionnaire, was comprised of two sections: a 28-item non demographic section and an 11-item demographic section. Two hundred eighty-five questionnaires were analyzed, resulting in a response rate of 77.2 percent. The statistical tests used to evaluate six research questions included descriptive statistics, multiple linear regression, simple linear regression, one-way analysis of variance Newman-Keuls test, Duncan's new multiple range test, and independent t tests.

From an analysis of the data, it was concluded that TACS teachers were moderately satisfied with their teaching positions. The teachers' greatest source of job satisfaction was religious, while their least source was extrinsic. It was found that 65 percent of the variance in predicting overall job satisfaction of TACS teachers was explained by the combined predictor variables (intrinsic, extrinsic, and religious dimension scales). Moreover, it was also found that the summed intrinsic variables, summed extrinsic variables, and summed religious variables were good predictors of intrinsic satisfaction, extrinsic satisfaction, and religious satisfaction, respectively. The demographic satisfaction, and religious satisfaction, respectively. Two demographic variables, i.e., age and grade
level of teaching position, accounted for significant differences in overall job satisfaction of TACS teachers.

Based on the findings of the study and relevant research in the literature review, eleven conclusions were drawn. The findings and conclusions led to ten recommendations.


Chair Christine Johnson-MePhail.

The purpose of this study was to assess job satisfaction as measured by the Minnesota Satisfaction Questionnaire (MSQ) as an indicator of job retention among new full-time, contractual, non-tenure track, and community college instructional faculty employed in Maryland's sixteen community colleges. The questions guiding the conduct of the study were translated into the following four hypotheses. (1) There is no relationship between selected personal and professional characteristics and job satisfaction; (2) There is no difference between African-Americans and Caucasian-Americans on the 20 faces of job satisfaction as measured by the MSQ; (3) There is no difference in general job satisfaction between African-Americans and Caucasian-Americans; and (4) There is no difference in job retention between new full-time, contractual, non-tenure track African-Americans and Caucasian-Americans. The sample consisted of eighty-three full-time,
contractual, non-tenured track community college instructional faculty members employed for at least one year but not to exceed five years. Demographic data and job retention assessments were obtained through the use of a Demographic Data Sheet. The 1977 Minnesota Satisfaction Questionnaire (MSQ) was used to measure job satisfaction. The results of the F-test (ANOVA) indicated no significant relationships between selected personal and professional characteristics and job satisfaction. Significant differences were identified on several of the 20 facets of the MSQ between African-American and Caucasian-American participants including Activity, authority, Co-workers, Independence Recognition, and Working Conditions. The mean score for general job satisfaction for African-Americans resulted in 3.45 (SD=1.14) and the mean score for general job satisfaction for Caucasian-Americans was 3.91 (SD=0.977). The analysis of variance indicated no statistical significant difference. Based on the three scales used to assess participants’ propensity to remain on or leave the job, two out of the three were statistically different between the African-American and Caucasian-American participants, Plans for Next Year and Future plans set at the Alpha=.05 level.

Purpose: The purpose of this study was to identify reasons that make a substitute teacher more likely to stay in or leave substitute teaching.

Methodology: This study was designed as descriptive research. The substitute teachers in four small, K-8 school districts in northern California comprised the population, and purposive sampling was used to identify those substitutes who were in their second year or more of substitute teaching. A total of 187 out of 228 (82 percent) substitute teachers returned surveys, including ten that participated in interviews. Quantitative data were responses. Qualitative data were generated through face-to-face and telephone interviews. Responses were categorized and displayed in frequency tables. Significance was determined by Fisher's Exact Test of Significance, Pearson Chi-Square, or Spearman Rho Test of Significance, Pearson Chi-Square, or Spearman Rho Test of significance (0.05).

Findings: Females are more likely to leave substitute teaching because they want full-time teaching positions. Substitutes are more likely to stay in substitute teaching because of opportunities to work with students, delimited job responsibilities, and their perception that the job of substitute teacher is valuable. A lack of benefits, job-related stress, lack of job-related support, and inappropriate student behavior make substitute teachers more likely to leave substitute teaching.
Conclusions: Although male teachers are more likely to leave regular classroom teaching, female teachers are more likely to leave substitute program studied reaches a greater of aspiring administrators than if the program was not in existence, it does not promote a diversity of ideas of school leadership. Therefore, the needs of a more diverse population of aspiring administrators have not been met. A traditional style of leadership has been promoted, to the exclusion of other non-traditional styles such as collaboration, through the program to serve the interests of current leaders in the district.


The purpose of this study was to examine the relationships between job satisfaction and selected demographics of West Virginia teachers and their intent to stay in the teaching profession. Teacher demographics collected included age, number of dependent children, type of educator, grade level, subjects taught, education level, teaching experience, and household income. Teacher intent to stay in the teaching profession, teacher demographics, and overall job satisfaction were both collected using the Smith Teacher Intent to Stay Inventory. Intrinsic,
extrinsic, and overall job satisfactions were assessed using the Smith Job satisfaction Scale. The Smith Teacher Intent to stay inventory and the smith job satisfaction scale were mailed to a randomly selected sample of West Virginia public school teachers. General and special educators were both included in the sample of n=243 teachers. Responses were received from 166 (68%) teachers. Data analysis revealed that gender, grade level taught, intrinsic job satisfaction, extrinsic job satisfaction, and overall job satisfaction had significant statistical relationships with intent to stay in the teaching profession. Female teachers were more likely than male teachers to express a strong intent to stay in teaching. Elementary teachers expressed stronger intent to stay in teaching than secondary teachers did. All measures of job satisfaction, intrinsic, extrinsic, and overall job satisfaction, were found to have statistically significant relationships with a teacher's intent to stay in the teaching profession.


The primary purpose of this study was two-fold. The first purpose was to discern if perception of job satisfaction has a direct relationship to the adaptive leadership qualities that are displayed in the behaviors of a
public school superintendent. The second purpose was to discern what a true adaptive leader could provide to their followers.

This study focused on twenty-eight, currently employed teachers of a small, rural school district located in southwest Ohio. The initial pool of eight-five teachers was reduced to thirty through a random number selection process. The certified teachers ranged in years from first year "rookies" to thirty-four year "veterans".

The study employed a modified DELPHI technique process to gather data. This researcher chose to use a modified DELPHI technique because this study involved circumstances requiring flexibility, the involvement of people in the research, and a change that must take place quickly or holistically. Essentially, the DELPHI technique is a series of two or more questionnaires. The first questionnaire asks individuals to respond to a broad question with each subsequent questionnaire is built upon the responses to the previous questionnaire. This technique is designed to take advantage of participant’s expertise, experience, and creativity, as well the facilitating effects of group involvement and interaction.

One of the major goals of an educational leader is to develop a leadership style that can have a positive affect on the staff perception’s job satisfaction. The researcher, through observation and the use of human interaction strategies as well as adaptive leadership strategies, realized that by creating an environment that fosters a positive affect on
staff perception of job satisfaction, the staff members will have the opportunity to: identify, organize plan, and allocate resources, acquire interpersonal skills; become capable of acquiring and using information; develop an understanding of complex interrelationships; have access to be able to use a variety of technologies, and it can provide to the leader an opportunity to foster environments and work process within which people can develop high-quality relationship—relationship with each other, relationships with the group with which they work, and the relationships with stakeholders of the community.


This study sought to determine the extent of a career crisis in the Ohio School Superinntendency and the role that job satisfaction is contributing to this crisis. The three dependent variables were career crisis, job satisfaction, and incentives. The independent variable was demographics and included administrators with 11 plus years of experience expressed significantly less expressed inclusive behaviors than did school administrators with one to 10 yeas of school administrative experience.
In the light of the results of this study, some aspects of interpersonal skills behavior as measured by the FIRO-B could be addressed and modified through professional development, activities or educational training programs. Specifically, these behaviors are inclusion and affection behaviors. Further study of the target behaviors may indicate that they are learned through curricula used in teaching educational administration on university and college campuses. Some of these skills may be learned through life long exposure to cultural and social pressures and expectations. The fact that females in general express more nurturing behaviors than males is well documented in almost all societies (Kalish and Collier, 1981). This behavior additionally may be a positive factor in the development of elementary children as they interact with female elementary administrators.

Years of experience had almost no effect on the individual's interpersonal skills as an administrator on either level. Initial prestudy theory was that years of experience would improve an administrator's interpersonal skills behavior. This simply was not help shape an individuals already come to the position with reconceived ideas about the people they work with. Individual experiences in life pay a part in how particular individuals may view others as well as how they expect themselves and others to perform. (Abstract shortened by UMI).
Webbley,abby Denise, Ph.D., The University of Mississippi, 2002.


This ex-post factor research and survey study examined the influences of perceived teacher expectations on African American male students in an urban, suburban, and rural schools in Mississippi. The sample included 117 African American male students, grades 5-8, enrolled in the Madison County School District and the Jackson Public School District, and 153 teachers employed by the same districts.

Data were analyzed using the t-test, as well as Analysis of Variance (ANOVA) for examining the hypotheses and research questions posed and addressing the problem statement. Cross-tabulations were computed to determine the students mean National Curve Equivalency (NCE) scores under the guidance of teachers who fall into the three expectation categories, “high expectation,” “low expectation,” or “undecided.”

Findings indicate that the majority of the teachers examined in this study had low expectations for their students. However the results of the NCE tests showed that those students enrolled in schools where teachers had high expectations performed better than the other schools. The study showed that students enrolled in suburban schools had better
academic achievement than students from rural schools and students from urban schools. In cases where teachers expressed no expectations, the students tended to have the worse academic achievement. The results of the analysis from this study supports the belief that teacher expectations might have a strong influence on the academic performance of the students.

Further research is needed to examine the association between teacher expectation and support and student achievement in other districts in other parts of the state Mississippi and the nation. It is evident that serious intervention is needed to increase the expectation level of a large number of teachers to ensure that all students are afforded the same kind of support and encouragement to succeed as the students in the suburban schools.


This study investigated the relationship between teacher job satisfaction, highest education degree and years of teaching experience as reported by certified teachers in selected middle level schools settings. The ultimate goal of this study was to provide administrators with information to use toward promising higher level school setting.
This study was conducted during the 2001-2002 Spring semester, and participants were teachers from three different middle level schools in three different school districts in a southern state. All data were collected using the NASSP Teacher Satisfaction Survey.

A multiple correlation technique was used to determine if a relationship existed between each of the nine subscales of the NASSP Teacher Satisfaction survey (administration; communication; compensation; co-workers; curriculum and job tasks; opportunities for advancement; parents and community; school buildings, supplies, and maintenance; and highest education degree. In addition, race and gender data were collected for their demographic value.

After testing each of the nine hypotheses, no statistically significant relationships were found between teacher job satisfactions, years of teaching experience and highest education degree. However, after further analysis and interpretation of the survey data, all nine subscale group standard scores (T-scores) were found to be in the average range (40-60) when plotted on a profile chart, indicating positive results. Both administration and opportunities for advancement rated the highest scores at 56. Curriculum and job tasks, co-workers, and communication rated the second highest scores at 53. School buildings, supplies, and maintenance were rated at a score of 45, and compensation at 44. Student responsibility and discipline, and parents
and community rated the lowest score at 40. Role middle schools principals perceive their counselors perform the most is individual counseling or students experiencing personal and educational concerns. (5) Counselors' and principals' comments addressed overload of administrative and secretarial duties and lack of time and opportunities to work individually with students.

Papadopoulos, Constantine, Ph.D., the University of Southern Mississippi, 2003. Teacher job satisfaction of elementary teachers in the Northern Mariana Islands, USA. 87Pp. Director: Johny Purvis.

This study investigated teachers' General Job Satisfaction and the degree of predictability that eight variables have on the General Job Satisfaction score among teachers in the K-6 public school system of the Commonwealth of the Northern Mariana Islands (CNMI). The CNMI is located in the Western Pacific Ocean and extends from its southern border, Gaum, to its northern border, Ikinawa. The Commonwealth is a Territory of the United States. Teachers surveyed were from the continental United States, Microneisa, and the Philippines. Eight hypotheses were addressed using two demographic variables and a Likert scale survey designed by the University of Minnesota entitled the Minnesota Satisfaction Questionnaire.

The long-form Minnesota satisfaction questionnaire (MSQ was designed to measure an individuals satisfaction with 20 different aspects
of the work environment. The MSQ consists of 100 items, each specifying
a need reinforce in the work setting. Job satisfaction is the worker's
appraisal of the extent to which the work environment fulfills his or her
vocational needs or preferences for reinforces. Twenty different aspects of
the work environment (or 20 classes of job reinforces) are each measured
by five items for a total of 100 items (20 job rein forcers x 5 items = 100
items). Respondents indicate their degree of satisfaction with their
present jobs using five alternatives: Very Satisfied (VS), Satisfied (S),
Neither Satisfied nor Dissatisfied (N), Dissatisfied (D) and Very
Dissatisfied (VD). In addition to the 20 scale scores, a General
Satisfaction Score can be calculated to summing the responses to the 20
“best” items. For this research, six of the 20 scale scores and the General
Satisfaction Score were used.

Surveys were given to 150 elementary school teachers during staff
meetings. One descriptive data—minimum, maximum, mean and
standard deviation – were calculated. Regression analysis was performed
on the data set with General Job Satisfaction as the dependent variable
and Novice Teacher, Future Intent, Advancement, Co-workers, Company
Policy and practices, Supervision – Human Relations, Supervision –
Technical and work conditions as independent variables. The
questionnaire covers areas which were believed to have an impact on
teacher job satisfaction.
Findings show that general job satisfaction is predicted by future intent, advancement, co-workers, company policies and practices, supervision-human, supervision-technical and work conditions. No statistically significant relationship was found between General Job Satisfaction and the variable Novice Teacher. A General Job satisfaction score of 31.00 to 88.00 resulted, which means that the teachers are neither entirely dissatisfied with their job nor entirely satisfied with their job. Recommendations were made for future study using the results of this study which would increase the understanding of teacher job satisfaction.


This study was designed to explore how principal leadership and school climate influence vocational high school outcomes as measured by school to work and school to post secondary transition effectiveness variables. The study had three major objectives: 1) to determine leadership and school climate relationships as perceived by vocational high school teachers; (2) to observe how teachers differently perceive their principal leadership and school climate by the school outcomes; and (3) to analyze how perceived relationships between principal
leadership and school climate vary to the school outcomes. In addition, this study examined the validity of Western leadership theories when applied to secondary school principal leadership in Koran educational settings.

From a total of 42 commercial high schools in Seoul, 872 teachers were selected as a research target sample and 702 copies of the leadership orientations and school climate inventory instrument questionnaires were returned. Of that total, 693 questionnaires were decided as usable and represented a return rate of 80.5 percent.

The major findings were as follows: (1) teacher perceptions of principal leadership behaviors positively correlated to their perceptions of school climate; (2) teachers from the top 20% schools ranked on employment and postsecondary enrollment rates of high school graduates perceived their principal's leadership as more effective and their school climate as more positive than those from the bottom 20% ranked schools did; (3) leadership and school climate relationships as perceived by teachers were stronger for teachers from the top 20% ranked schools than for those from the bottom 20% ranked schools. These trends were observed more clearly when comparing teacher perceptions of the top and bottom 20% schools ranked on post secondary enrollment rate; (4) the human relationship-based leadership regression techniques with standardized regression weights. The results of this study supported the expectation that behavior and characteristics of
transformational leadership influence the development of a professional school culture that reflects effectiveness and excellence. Positive relationships were found between visionary leadership and effective team functioning.

The investigator had exhaustive study of related literature regarding role expectation of teachers, job satisfaction of teachers and organizational climate of schools in relation to academic achievement of schools as it has been reported earlier that very few studies have been carried out in relation to the role expectations of teacher which is an important variable and has direct influence on job satisfaction and academic achievement of students. Hence, investigator wanted to know the relationship between role expectations, job satisfaction and organizational climate on academic achievement of students. Hence, the problem under the study is “Role Expectations and Job Satisfaction of Teachers in Relation to Organizational Climate of Secondary Schools.”