

University of Denver

Digital Commons @ DU

Electronic Theses and Dissertations

Graduate Studies

1-1-2009

Job Satisfaction Determinants of Certificated Staff in the XYZ School District

Grant Edward Schmidt
University of Denver

Follow this and additional works at: <https://digitalcommons.du.edu/etd>



Part of the [Educational Leadership Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Schmidt, Grant Edward, "Job Satisfaction Determinants of Certificated Staff in the XYZ School District" (2009). *Electronic Theses and Dissertations*. 582.
<https://digitalcommons.du.edu/etd/582>

This Dissertation is brought to you for free and open access by the Graduate Studies at Digital Commons @ DU. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of Digital Commons @ DU. For more information, please contact jennifer.cox@du.edu, dig-commons@du.edu.

JOB SATISFACTION DETERMINANTS
OF CERTIFICATED STAFF IN THE
XYZ SCHOOL DISTRICT

A Dissertation

Presented to

The Faculty of the Morgridge College of Education

University of Denver

In Partial Fulfillment

Of the Requirements for the Degree

Doctor of Philosophy

by

Grant E. Schmidt

June 2009

Advisor: Dr. Elinor Katz

©Copyright by Grant E. Schmidt 2009

All Rights Reserved

Author: Grant E. Schmidt

Title: JOB SATISFACTION DETERMINANTS OF CERTIFICATED EMPLOYEES IN THE XYZ SCHOOL DISTRICT

Advisor: Dr. Elinor Katz

Degree Date: June 5, 2009

ABSTRACT

Job satisfaction is closely related to motivation theory. Many factors influence human motivation. For example, employee performance is greatly influenced by the expectancy of what the job will provide, the employees attitude toward personal achievement and advancement, and their wish for harmony in the workplace (Bittel, 1990). The amount of opportunity people see in their jobs also has a direct relationship to their job performance (Hill, 1979). Motivation can be provided by allowing employees to participate in the goal-setting activities (Catt, 1989). Motivators, such as sick leave, medical/ dental plans, and holiday pay are best enjoyed by the employees when they are away from their job (McCoy, 1992). The delegation, job enrichment and good listening skills by managers are positive motivational techniques (Frunzi, 1997).

The purpose of this study was to identify the current level of employee job satisfaction in the XYZ School District. The term employee refers to certificated staff (i.e., general education teachers, principals, special education teachers, counselors, resource teachers, coaches). There were approximately 130 certificated employees in the XYZ School District. The research questions asked about level of job satisfaction as related to different demographic data. For this project, a survey was used to investigate teacher's level of job satisfaction overall and in three sub-category areas. The object of the survey was not to predict job satisfaction influences, but rather to identify the current

state of job satisfaction at one moment in time. The survey addressed any attitudinal differences among teachers that may have related to such demographic data as ethnicity, gender, and length of career. The researcher utilized a survey developed by a task force working for the Governor of North Carolina on his Teacher Working Conditions Initiative. The response rate for the survey was 70%.

In this study, employees see leadership as an important predictor of environment, learning, and satisfaction. Thus, hinting that strong levels of job satisfaction as related to the leader (principal) can relate to increase student achievement. For the XYZ school district, satisfaction as related to leadership is low. At the same time, student achievement is poor. Non-classroom certificated staff had a lower level of overall job satisfaction.

Acknowledgement

Dr. Elinor Katz for your patience, positive attitude and support.

Table of Contents

Table of Contents	v
List of Tables	vii
List of Figures	ix
Chapter One: Introduction	
Introduction.....	1
History of the Topic	2
Purpose of this Study	4
Research Questions.....	5
Philosophical Assumptions.....	5
Procedures Used.....	6
Limitations of the Dissertations	6
Significance of this Study	7
Chapter Two: Review of the Literature	
Introduction.....	8
Literature About Motivation Theory	10
Maslow’s Hierarchy of Needs	11
McGregor’s Theory X and Theory Y	12
McClelland’s Theory of Needs.....	13
Argyris’ Maturity Theory	14
Vroom’s Expectancy Theory	16
Herzberg’s Two-Factor Theory	16
Adams’ Equity Theory.....	17
Alderfer’s ERG Theory.....	18
Skinner’s Reinforcement Theory.....	19
Literature about Job Satisfaction Studies.....	19
Related Research Studies	23
Literature about Determinants of Job Satisfaction.....	25
Characteristics of the Individual	27
Characteristics of the Job	28
Characteristics of the Working Environment	29
Chapter Three: Method	
Introduction.....	33
General Comments about Measuring Attitudes.....	33
General Comments about Survey Design.....	34
Purpose of a Survey Design.....	35
Reason for Choosing the Design.....	35
Population Description.....	36

The Survey Instrument.....	40
Areas Addressed by the Survey	40
Survey Construction.....	43
Variables in the Study.....	43
Use of Human Subjects.....	44
Timeline and Procedure for Administering the Survey	44
Response Rate.....	44
Data Analysis	45
Anecdotal Responses	45
Summary.....	45
Chapter Four: Results	
Introduction.....	46
Correlations.....	50
Other Comparison Averages.....	52
Analysis of Survey Data and Research Questions And Sub Questions	55
Primary Research Questions	56
Comparing Responses – Certificated Staff versus Administrative Staff.....	63
Data on Research	66
Chapter Five: Discussion and Recommendations	
Summary.....	69
Discussion.....	71
Implications and Recommendations	73
Recommendations for Further Research.....	75
Personal Reflections.....	75
References.....	79
Appendices.....	90

List of Tables

Table	Title
1	Maslow's Hierarchy of Basic Needs
2	Assumptions for McGregor's Theory X and Theory Y
3	McClelland's Three Types of Motivational Needs
4	Personality Descriptions for Argyris' Maturity Theory
5	Herzberg's Two Dimensions to Job Satisfaction
6	Individual Perceptions of Fair Balance of Input and Outputs
7	Matrix of Skinner's Operant Conditioning
8	Teacher's Job Satisfaction and Prestige Trends Since 1977
9	Aspects of Employee Job Satisfaction in Four Categories
10	Comparison of Results for Two Stores in Gallup's Employee Survey
11	Teacher Demographics Comparison
12	Student Demographics Comparison
13	Progressing Through California Program Improvement
14	Frequency Distribution of Ethnicity
15	Frequency Distribution of Gender
16	Frequency Distribution of How Trained
17	Frequency Distribution of Position Held
18	Frequency Distribution of Degree Earned
19	Frequency Distribution of Years Employed as an Educator
20	Frequency Distribution of Years Employed in XYZ School District
21	Frequency Distribution of if served as a Mentor in XYZ School District in Last Five Years
22	Frequency Distribution of Assignment Level
23	Descriptive Statistics of Respondent Demographics
24	Correlations between Domains
25	Correlations between Demographic item and Current Level of Satisfaction
26	Comparison of Experience and level of Satisfaction
27	Comparison of Job Assignment and Level of Satisfaction
28	Comparison of Position and Level of Satisfaction
29	Comparison of Education and Level of Satisfaction

30	Comparison of Gender and Level of Satisfaction
31	Overall, how satisfied are you with your school as a place to work?
32	Overall, how satisfied are you with XYZ School District as a place to work?
33	Domain Comparison between SYZ School District and Multi-Sate Survey Average Response on 5-point Scale
34	Domain Relationship of Returning to Teach versus Promoting Student Learning
35	Survey Questions that Factored Together
36	Difference in Perception of Satisfaction Among Domains between Groups
37	Ranking of Domain Ratings Among Staff
38	Disparity in Reponses between Administrators and Non-Administrators
39	Leadership Survey Items and Percentage of Rankings

List of Figures

Figure	Title
1	Comparison of Domain Results to 2004 Multi-state Survey, including XYZ School District
2	Comparison of Domain Results to 2006 Multi-state Survey, including XYZ School District
3	Bar Graph Comparison of Domain Results to 2004 Multi-state Survey including XYZ School District
4	Bar Graph Comparison of Domain Results to 2006 Multi-state Survey including XYZ School District

Chapter One: Introduction

General Introduction

There has been a long standing interest by organizational scholars in why some people report being very satisfied with their jobs and others express much lower levels of satisfaction (Locke, 1976). To understand and explain job satisfaction has been motivated by humanitarian interests (e.g., the notion that employees deserve to be treated with respect and have their psychological and physical well-being maximized), as well as utilitarian reasons (e.g., to increase productivity and organizational commitment, lower absenteeism and turnover, and increase organizational effectiveness). Satisfied workers also tend to engage in organizational citizenship behaviors; that is, altruistic behaviors that exceed the formal requirements of a job (Schnake, 1991; Organ and Ryan, 1995). Dissatisfied workers show an increased propensity for counterproductive behaviors, including withdrawal, burnout, and workplace aggression (Spector, 1977).

Job satisfaction is commonly defined as the extent to which employees like their work (Agho, Mueller and Price, 1993), an attitude based on employee perceptions of their job or work environment (Reilly, Chatman, and Caldwell, 1991; Pool, 1997). Most efforts to explain job satisfaction have been dominated by the person-environment fit paradigm (Mottaz, 1985; Kristof, 1996; Brief, 1998). Simply stated, the more a person's work environment fulfills his or her needs, values, or personal characteristics, the greater the degree of job satisfaction. In terms of job satisfaction, the person-environment fit

approach has been applied to studies of need fulfillment (Maslow, 1954; Herzberg, 1968; Stone, 1992), job characteristics (Hackman and Oldham, 1980), met expectations (Wanous, et al., 1992), value attainment (Locke, 1976, 1984; Mottaz, 1985), equity (Adams, 1963; Vecchio, 1982; Witt and Nye, 1992; Mowday, 1996), organizational justice (Greenberg, 1990; McFarlin and Sweeney, 1992; Sheppard, Lewicki, and Minton, 1992; Trevino, 1992; Cropanzano and Folger, 1996), and personal traits (Brush, Mock and Pooyan, 1987; Arvey, et al., 1989; Watson and Slack, 1993; Motowidlo, 1996; Ganzach, 1998).

Regardless of the theoretical approach used to study job satisfaction, most studies have identified at least two general categories of antecedent variables: environmental factors and personal characteristics (Zeffane, 1994, p. 61; Spector, 1997, p. 30).

Environmental antecedents of job satisfaction pertain to factors associated with the work itself or work environment. Personal factors focus on individual attributes and characteristics.

History of the Topic

The grounds for this study lie in the experience of the XYZ School Districts troublesome past 20 years. In the mid 1980s, the district's superintendent was charged with income tax evasion. This charge was brought on by the fact that the superintendent was using grant dollars received by the district for personal use. As a result, the district hired a new superintendent.

The new superintendent's strength lies in his interpersonal skills. During the next 15 years the district's student performance as measured by standardized testing was far below basic. With the reauthorization of the Elementary and Secondary Education Act

(No Child Left Behind), the district was faced with schools being enlisted in the state of California's Program Improvement program.

In order for a school to be identified for Program Improvement status, the Academic Performance Index (API) had to be below 800 and growth targets for two consecutive years had not been met. In the third year of not meeting API, a school is considered in Program Improvement.

At the end of the 2005-2006 school year, two schools in the XYZ School District were in their fifth year of Program Improvement, one in its second year of Program Improvement, and one would have been in its first year of Program Improvement, but it fell under a different state program entitled School Assistance and Intervention Team (SAIT). To be considered a SAIT school, student achievement as measured by the state standardized assessment must have declined in two consecutive years. Essentially, the district has had two schools not meeting API for seven years. (Espinoza, 2006)

Due to the lack of improvement, the Sacramento County Office of Education (SCOE) began to consider taking control of the district. The superintendent resigned. The school board struggled to agree on a new superintendent. They hired an interim superintendent for one year. He was fired for not effectively running the district. One example of his ineffectiveness was that he released all the special education teachers and placed all special education students in the regular education classroom, thus not honoring their Individual Education Plan.

In the meantime, SCOE reviewed the district's human resource and financial files and found a lack of compliance in a number of areas. In the fall of 2003, before SCOE could take control of the district, the school board entered into a joint agreement with the

feeder high school district, Grant Joint Union High School District. The agreement was to purchase the services of the central office to bring the district into compliance (Hally, personal communication, October 15, 2006).

With the new agreement, there was a majority of certificated staff who opposed having a high school district operate an elementary district. This sentiment continued to exist as of the end of the 2005-2006 school year (Leo, personal communication, October 15, 2006).

During the 2003-2004 school year, the central office for the XYZ School District consisted of one categorical specialist, one special education specialist, one office clerk, one administrative secretary, one business clerk, one coordinator of maintenance and operations, and a superintendent's secretary. All other central office responsibilities were served by the joint agreement with Grant Joint Union High School District.

With the lack of onsite leadership, the Grant Joint Union High School District hired an assistant superintendent for elementary education to operate out of the XYZ School District office. This position was in place for 18 months before being eliminated. In its stead, the XYZ School District hired a director of elementary services in August, 2005 (Espinoza, personal communication, October 15, 2006).

Purpose of this Study

The purpose of this study was to identify the current level of employee job satisfaction in the XYZ School District. The term employee refers to certificated staff (i.e., general education teachers, principals, special education teachers, counselors, resource teachers, coaches). There were approximately 130 certificated employees in the XYZ School District.

Having used the framework identified through job satisfaction research, this dissertation identified the overall level of job satisfaction, as well as the level of job satisfaction in each of the determinant categories. Job satisfaction is important for the success of the employees. Understanding the job satisfaction level of certificated employees was useful in order to implement the determinants with the greatest impact. Implementation of determinants will increase the level of satisfaction, as well as other behaviors and positive perceptions of certificated employees.

Research Questions

This dissertation posed one central question: What is the current overall level of job satisfaction among employees in the XYZ School District? Six specific sub-questions derived from the literature on job satisfaction are addressed by this study:

1. What level of satisfaction do employees report with factors related to the characteristics of the job?
2. What level of satisfaction do employees report with factors related to the characteristics of the working environment?
3. What level of satisfaction do employees of different years of experience report?
4. What level of satisfaction do male and female employees report?
5. What level of satisfaction do employees of different education levels report?
6. What level of satisfaction do employees with different position assignments have report?

Philosophical Assumptions

These questions were based on several assumptions. First was the assumption that employees had a clear understanding of what makes their job satisfying and/or

dissatisfying. Second was the assumption that employees were experiencing some form of job satisfaction at the time of the survey. The third assumption was that employees were experiencing some form of job dissatisfaction at the time of the survey.

Procedures Used

Survey research was chosen to be the most effective and efficient method to address the research questions in this study. Surveys are a way to identify information that cannot be found from a source. For example, attitudes, opinions, behavior, satisfaction measurements, program effectiveness, interest, and customer retention. (http://www.spss.com/uk/pdf/how_and_why_survey.pdf, retrieved October 17, 2008; http://www2.acs.ncsu.edu/UPA/survey/uapr_survey_research/sld001.htm retrieved October 17, 2008). While job satisfaction surveys are readily available, there are no surveys which address the specific areas related to the XYZ School District. For this research study, The Governor's Teacher Working Condition Initiative (2006), a survey developed and used by seven states (Nevada, Kansas, Colorado, Ohio, Virginia, Arizona, North Carolina) in the United States was utilized. This particular survey has been administered to all certificated teachers in the seven states but started in North Carolina. The survey incorporated the key areas of job satisfaction found in many job satisfaction surveys. The survey was made up of items that directly inquire about employee job satisfaction, as well as open-ended items where employees were able to express their thoughts in writing. The survey was administered to all employees in the district.

Limitations to the Dissertation

This dissertation is limited in scope to the schools under study and will not necessarily transfer to other schools in other districts. The result of this dissertation was

also limited in scope to a particular point in time as related to individual levels of job satisfaction. Were the survey repeated across time, results could change as the impact on each determinant of job satisfaction is felt across the employee group. Since the researcher, serving as the XYZ School District's Assistant Superintendent, administered the survey this might have been an influencing factor. A final limitation is the small population size of certificated staff in the XYZ School District.

Significance of this Study

Research into the determinants of job satisfaction in the public school sector is not limited. However, the identification of employee satisfaction in the XYZ School District had not been a practice. This research has added to the district's understanding of the level of employee job satisfaction, specifically the certificated staff of the district. If the findings of this dissertation suggest dissatisfaction in one or more areas, the district will be able to consider areas in which to make the necessary adjustments in order to increase the probability of improving employee job satisfaction.

If the findings of this dissertation suggest satisfaction in one or more areas, the district will have the ability to consider which current practices to continue or strengthen in order to achieve positive results. The same will be true for other districts with similar concerns and needs.

Chapter Two: Review of the Literature

Introduction

This study directly addresses job satisfaction of public school employees and the assessment of the current level of job satisfaction through the measurement of all certificated employee groups. This literature review will identify the theories behind motivation. The review will create a relationship between motivation and satisfaction. As well, studies regarding employee satisfaction will be discussed. Based on the cited studies survey questions and domains were influenced. Some of the survey questions came directly from the literature reviewed, while other questions were influenced by the literature.

In an educational context, studies have shown that dissatisfaction is especially likely in pre-service teachers who often form unrealistic expectations during their training. An example of this is reported by Weinstein (1988) who reported that pre-service teachers are often underestimating the problems they will face in their first year. Labaree (2000) points out pre-service teachers tend to mistakenly regard teaching as an easy job.

Much less research has been carried out on school organization factors as sources of dissonance among new teachers related to job satisfaction and turnover or burnout. Interestingly, surveys of teachers who have left the profession have “repeatedly found school administration factors to be associated with job frustration.” (Hensen & Sullivan, 2003, p. 99)

A study by the National Center for Education Statistics (1997) found administrative support and leadership, school atmosphere and teacher autonomy to be strongly associated with teacher satisfaction. The National Education Association conducted a study reported by Sweeney (1981) revealing that 25% of the responding teachers expressed dissatisfaction with their current jobs. In 1992, Mertler reported that 23% of the elementary, middle and high school teachers surveyed in his study were dissatisfied with their job. In 1986, Turner reported that in a national survey of 1,000 teachers, 67 % responded that they know teachers whom they believe should be fired due to incompetence. In 1997, Perie and Baker reported an overall dissatisfaction rate of about 32%. If given the opportunity to choose again, those teachers would not select teaching as a career.

Various studies have examined differences in subgroup populations. Examples of these studies report female teachers have higher levels of job satisfaction than male teachers (Ellis & Bernhardt, 1992). As well, elementary teachers report higher job satisfaction than secondary teachers (Perie & Baker, 1997; Ellis & Bernhardt, 1992).

Teachers throughout the world deal with a substantial amount of ongoing occupational stress. (Guglielmi & Tatrow, 1998; Pithers & Soden, 1998). The high stress level associated with teaching has serious implications on the healthy functioning of

teachers, schools, and entire school systems. Teacher stress has been defined by Kyriacou (2001, p. 28) as, “the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration, or depression, resulting from some aspect of their work as a teacher.”

Three components of stress are the stressor, strain, and appraisal. (Hansen & Sullivan, 2003). Although a variety of factors determine how stressful a job is, two factors are particularly important: psychological demands placed on an individual and the amount of control a person has over his or her job. (Karasek & Theorell, 1990).

Many factors influence human motivation. For example, employee performance is greatly influenced by the expectancy of what the job will provide, the employees attitude toward personal achievement and advancement, and their wish for harmony in the workplace (Bittel, 1990). The amount of opportunity people see in their jobs also has a direct relationship to their job performance (Hill, 1979). Motivation can be provided by allowing employees to participate in the goal-setting activities (Catt, 1989). Motivators, such as sick leave, medical/ dental plans, and holiday pay are best enjoyed by the employees when they are away from their job (McCoy, 1992). The delegation, job enrichment and good listening skills by managers are positive motivational techniques (Frunzi, 1997).

Literature about Motivation Theory

There are a number of major theories to consider when reviewing literature on motivational theories. Each theory identifies specific components, such as needs, motivators, satisfiers, dissatisfiers and behaviors. The motivational theories reviewed include: Vroom’s expectancy theory (1964), Maslow’s hierarchy of needs (1954),

Alderfer's ERG theory (2005), Herzberg's two-factor theory (1959), McClelland's acquired needs theory (1988), Skinner's reinforcement theory (1953), McGregor's theory X and theory Y (1960), Argyris's immaturity/maturity theory (2005), and Adams' equity theory (1963).

Maslow's Hierarchy of Needs

Abraham Maslow is known for establishing the theory of a hierarchy of needs, writing that human beings are motivated by unsatisfied needs and that certain lower needs must be satisfied before higher needs can be satisfied.

According to Maslow, there are general types of needs (physiological, safety, love and esteem) that must be satisfied before a person can act unselfishly. He called these needs, "deficiency needs." As long as we are motivated to satisfy these cravings, we are moving towards growth, towards self-actualization (Maslow, 1970). In the levels of the five basic needs, the person does not feel the second need until the demands of the first have been satisfied, nor the third until the second has been satisfied, and so on. Maslow's (1954) basic needs are displayed in Table 1.

Table 1
Maslow's Hierarchy of Basic Needs

Physiological Needs
These are biological needs. They consist of needs for oxygen, food, water, and a relatively constant body temperature. They are the strongest needs, because if a person were deprived of all needs, the physiological ones would come first in the person's search for satisfaction.
Safety Needs
When all physiological needs are satisfied and are no longer controlling thoughts and behaviors, the need for security becomes active. Adults have little awareness of their security needs except in times of emergency or periods of disorganization in the social structure.
Needs of Love, Affection and Belongingness
When the needs of safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. People seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.
Need for Esteem
When the first three classes of needs are satisfied, the needs for esteem can become dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. When these needs are frustrated, the person feels inferior, weak, helpless, and worthless.
Needs for Self-Actualization
When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization activated. Self-actualization is a person's need to be and do that which the person was born to do. For example, a musician must play music, an artist must paint, and a poet must write. These needs make themselves felt in signs of restlessness. The person feels on edge, tense, lacking something, in short, restless. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know what the person is restless about. It is not always clear what a person wants when there is a need for self-actualization.

McGregor's Theory X and Theory Y

Douglas McGregor examined theories on behavior of individuals at work, and has formulated two models which he calls Theory X and Theory Y. Each theory has quite separate attitudes. The assumptions for each of McGregor's (1960) theories are displayed in Table 2.

Table 2
Assumptions for McGregor’s Theory X and Theory Y

Theory X Assumptions
<p>The average human being has an inherent dislike of work and will avoid it if possible. Because of this dislike for work, most people must be controlled and threatened before they will work hard enough.</p> <p>The average human prefers to be directed, dislikes responsibility, is unambiguous, and desires security above everything.</p>
Theory Y Assumptions
<p>The expenditure of physical and mental effort in work is as natural as play or rest.</p> <p>Control and punishment are not the only ways to make people work. Man will direct himself if he is committed to the aims of the organization.</p> <p>If a job is satisfying, then the result will be commitment to the organization.</p> <p>The average man learns, under proper conditions, not only to accept but to seek responsibility.</p> <p>Imagination, creativity, and ingenuity can be used to solve work problems by a large number of employees.</p> <p>Under the conditions of modern industrial life, the intellectual potentialities of the average man are only partially utilized.</p>

McClelland’s Theory of Needs

David McClelland describes three types of motivational needs in his book, “Human Motivation” (McClelland, 1988). These needs are found in varying degrees in all workers and characterize each person’s style and behavior. In order to identify these needs, McClelland designed a laboratory experiment where volunteers were asked to throw rings over pegs. The volunteers were not given a stipulation of distance. As well, he used the Thematic Apperception Test (TAT) as a tool to measure the individual needs of different people. The TAT is a test of imagination that presents the subject with a series of ambiguous pictures, and the subject is asked to develop a spontaneous story for each picture. The assumption is that the subject will project his or her own needs in the story. McClelland’s (1988) three types of motivational needs are displayed in Table 3.

Table 3
McClelland's Three Types of Motivational Needs

The need for achievement. The need for achievement person is achievement motivated, seeking achievement, attainment of realistic but challenging goals, and advancement in the job. There is a strong need for feedback as to achievement and progress, and a need for a sense of accomplishment.
The need for authority and power. The need for authority and power person is authority motivated, needing to be influential, effective and impact making. There is a strong need to lead and for their ideas to prevail. There is also motivation and need toward increasing personal status and prestige.
The need for affiliation. The need for affiliation person is affiliation motivated, with a need for friendly relationships and motivated toward interaction with other people. The affiliation driver produces motivation and the need to be liked and held in popular regard.

Argyris' Maturity Theory

Chris Argyris developed the notion of two different value systems in human behaviors: bureaucratic/pyramidal and humanistic/democratic. Next, he wanted to examine the industrial organizations to determine what effect management practices have had on individual behavior and personal growth within the work environment. This resulted in the Maturity Theory (Accel Team, 2005). Argyris notes seven personality changes that should take place in the personality of individuals if they are to develop into mature people over the years:

1. Individuals move from a passive state as infants to a state of increasing activity as adults.
2. Individuals develop from a state of dependency upon others as infants to a state of relative independence as adults.
3. Individuals behave in only a few ways as infants, but as adults they are capable of behaving in many ways.

4. Individuals have erratic, casual and shallow interests as infants but develop deeper and stronger interests as adults.
5. The time perspective of children is very short, but as they mature their time perspective increases to include the past and the future.
6. Individuals as infants are subordinate to everyone, but they move to equal or superior positions with others as adults.
7. Individuals lack an awareness of a self as infants, but as adults they are not only aware of, but are able to control self.

These personality changes are considered to be on a continuum of time, starting as infants and progressing toward adulthood. At the infant stage, the personality descriptors are considered immature, whereas at adulthood they are considered mature (Table 4).

Table 4
Personality Descriptors for Argyris' Maturity Theory

Immaturity	Maturity
Passive	Active
Dependence	Independence
Behave in few ways	Capable of behaving in many ways
Erratic shallow interests	Deep and strong interests
Short term perspective	Long time perspective (past & future)
Subordinate position	Equal or superordinate position
Lack of awareness of self	Awareness and control of self

(Accel Team, 2005)

These changes are general tendencies, but they do shed light on the matter of maturity. Influences can be found in individual cultural norms, inhibiting and limiting maximum expression and growth of the adult. However, the tendency is to move toward the maturity end of the continuum with age.

Vroom's Expectancy Theory

Vroom's theory is based on the belief that employee effort will lead to performance, and performance will lead to rewards (Vroom, 1964). Stated differently, the individual perceives that they will be rewarded with a reward meaningful to them if they behave in a certain way or achieve a certain goal. As a result, the individual will be motivated to behave that way or to reach the goal. The more positive the reward, the more likely the employee will be highly motivated. Conversely, the more negative the reward the less likely the employee will be motivated.

There are three requirements for this theory: expectancy (the chance that the effort will positively influence performance of others), instrumentality (the probability that performance will lead to a particular outcome), and valence (the value placed on a desired outcome or result). "Therefore, the theory asserts that motivation is based on people's belief about the probability that effort will lead to performance (expectancy), multiplied by the probability that performance will lead to reward (instrumentality), and multiplied by the perceived value of reward (valence)." (Hunt, 2000, p. 116)

Herzberg's Two-Factor Theory

In the late 1950s, Frederick Herzberg interviewed a group of employees to find out what made them satisfied and dissatisfied on the job. He asked the employees two sets of questions: First, think of a time when you felt especially good about yourself. Why did you feel that way? Second, think of a time when you felt especially bad about your job. Why did you feel that way? From the interviews of 200 engineers and accountants in the Pittsburgh, Pennsylvania area, Herzberg developed his theory that

there are two dimensions to job satisfaction: motivation and hygiene (Syptak, Marsland and Ulmer, 1999) (Table 5).

Table 5
Herzberg's Two Dimensions to Job Satisfaction

Motivation Factors	Hygiene Factors
Achievement	Working conditions
Recognition	Supervision
Responsibility	Work policy
Opportunity for advancement	Salary
	Interpersonal relationships

(Bogler, 2001)

The hygiene factors are those whose absence motivates, but whose presence has no perceived effect. They are things that when you take them away, individuals become dissatisfied and act to get them back. The motivator factors are those whose presence motivates. Their absence does not cause any particular dissatisfaction; they just fail to motivate.

Adams' Equity Theory

John Stacey Adams put forth The Equity Theory on job motivation, based on social comparison in 1963. Individuals gauge the fairness of their work outcomes relative to others. Any perceived inequity is a motivating state of mind. Perceived inequity occurs when an individual believes that the rewards received for their work contributions compare unfavorably to the rewards other individuals appear to have received for their work. When such perceived inequity exists, the theory states that individuals will be motivated to act in ways that remove the discomfort and restore a sense of equity (Hunt, 2000).

Using the terms input and output, Adams found that individuals seek a fair balance between what they put into their job and what they get out of it. Individuals form perceptions of what constitutes a fair balance or trade of inputs and outputs by comparing their own situation with other individuals (referents) (Table 6).

Table 6
Individual Perceptions of Fair Balance of Inputs and Outputs

Inputs are typically:	Outputs are typically:
Effort, Loyalty, Hard work, Commitment, Skill, Ability, Adaptability, Flexibility, Tolerance, Determination, Heart and soul, Enthusiasm, Trust in boss and superiors, Support of colleagues and subordinates, Personal sacrifice	Pay, Salary, Expenses, Perks, Benefits, Pension arrangement, Bonus and commission, Recognition, Reputation, Praise and thanks, Interest, Responsibility, Stimulus, Travel, Training, Development, Sense of achievement, Advancement, Promotion

(Businessballs.com, 2005)

Alderfer's ERG Theory

Clayton Alderfer's ERG theory collapses Maslow's five need categories into three: existence needs, relatedness needs, and growth needs. This theory contends that more than one need may be activated at the same time (Hunt, 2000). In hierarchical order, the classified need categories are: growth need (development of competence and realization of potential, and desires for physiological and material well-being), relatedness needs (satisfactory relations with others), and existence needs (physical well-being, and desires for continued personal growth and development). As individuals start to satisfy their higher needs, they become more intense (e.g., the more power an individual acquires the more power an individual wants).

Skinner's Reinforcement Theory

Simply stated, B.F. Skinner's theory states that those employee behaviors that lead to positive outcomes will be repeated and behaviors that lead to negative outcomes will not (Skinner, 1953). The effects of the consequences of a particular behavior on future occurrence of that behavior are termed by Skinner as operant conditioning. The four types of operant conditioning are: positive reinforcement (strengthening a behavior by receiving a positive reward as a consequence of a behavior), negative reinforcement (strengthening a behavior by having a stressor taken away as a consequence of a behavior), extinction (weakening a behavior by receiving nothing as a consequence of a behavior), and punishment (weakening a behavior by receiving a punishment or stressor as a consequence of a behavior) (Table 7).

Table 7
Matrix of Skinner's Operant Conditioning

	Apply	Withhold
Reward	Positive reinforcement (raise above baseline)	Negative reinforcement (raise up to baseline)
Stressor	Punishment (bring down below baseline)	Extinction (stay at baseline)

(Analytic Tech, 2005)

Literature about Job Satisfaction Studies

A large number of job satisfaction studies have been completed in both the private and public sector, both in the United States and abroad. By reviewing the different studies, the identification of job satisfaction determinants becomes more obvious. As well, the ranking of the determinants on job satisfaction showed both similarities and differences. In all studies reviewed, a range from a single motivation theory to a combination of theories was cited in the study's literature review. All of the following studies reviewed influenced the framework for this project.

Harris Interactive has measured satisfaction of public teachers nine times over the last 20 years. Table 8 shows the trend from The Harris Poll. Most recently (2003), 57% of those surveyed responded that they were very satisfied with teaching as a career.

Table 8

Teacher’s Job Satisfaction and Prestige Trends Since 1997

Year	Very Satisfied with Teaching as a Career	Seen as Having Very Great Prestige
1977		29
1982		28
1984	40	
1985	44	
1986	33	
1987	40	
1988	50	
1989	44	
1992		41
1995	54	
1997		49
1998		53
1999		
2000		53
2001	52	54
2002		47
2003	57	49

Comparison between: Percentages of public school teachers who say they were “very satisfied” with “teaching as a career” and Percentage of all adults who believed that teachers have “very great prestige.”

(Harris Interactive, 2005)

Bavendam Research Incorporated conducted a case study that surveyed more than 15,000 white-collar employees all over the United States from all levels of their organizations. According to the results of the survey, Bavendam identified six factors influencing job satisfaction in America. In rank order, the six influencing factors are: opportunity, stress, leadership, work standards, fair rewards, and adequate authority (Bravendam, 2004).

The Society for Human Resource Management (SHRM) completed a research report on job satisfaction in 2004. The authors of the study examined 21 aspects of employee job satisfaction, organized into four categories (Table 9).

Table 9
Aspects of Employee Job Satisfaction in Four Categories

Career Development
<p>Career advancement opportunities within the organization. Career development opportunities for learning and professional growth. Job specific training. Networking with others who have similar backgrounds and interests. Opportunities to use skills and abilities in work. The organization's commitment to professional development.</p>
Relationship with Management
<p>Communication between employees and senior management. Autonomy and independence to make decisions. Recognition by management about employee job performance (feedback, incentives, rewards). Relationship with immediate supervisor.</p>
Compensation and Benefits
<p>Benefits (medical, dental, 401K, life insurance, etc) Compensation/pay (salary, bonuses). Employee flexibility to balance life and work issues.</p>
Other
<p>Feeling safe in the work environment. Job security. Meaningfulness of job. Overall organization culture. Relationship with co-workers The contribution of the employee's work on the overall goals of the organization. The work itself (interesting, challenging, exciting, etc). The variety of the employee's work (using different skills).</p>

(SHRM, 2004)

The top five satisfaction factors, as perceived by employees and human resource professionals, were (SHRM, 2004):

For Employees:

- Benefits
- Compensation
- Feeling safe in the work environment
- Job security
- Flexibility to balance work/life issues

For Human Resource Professionals:

- Relationship with immediate supervisor
- Management recognition of employee job performance
- Benefits
- Communication between employees and senior management
- Compensation

Interestingly, the results are quite different. When considering the difference, it brings into question of how well human resource professionals, who may have the responsibility of identifying the current factors for job satisfaction of employee groups, have a handle on assuring the factors influencing satisfaction are not only being met but knowing what it is that drives employee job satisfaction. For example, if the organization expends resources on programs that employees do not value there is a great probability of dissatisfying employees, not to mention the lack of return on the resources expended.

Related Research Studies

The Howard County Education Association, serving the teachers of the Howard County Public School system in Ellicott, Maryland, surveyed teachers about job satisfaction each of the past two years. The results of the 2004 job satisfaction survey revealed a large spread in levels of job satisfaction influence factors. The survey instrument utilized a four-point Likert scale. Responses of three and four are forms of agreement while responses of one and two are forms of disagreement with the statement provided on the survey.

The statements of interest to this project include: overall, morale at my school is good (39% agreement); I want to be involved in decision-making in my school (7% agreement); in my school, teachers are treated as professionals (22% agreement); planning time is adequate (71% agreement); in my school, administrators are supportive of teachers in enforcing discipline (30% agreement); I have the instructional materials and resources that I need to be successful (29% agreement); my working conditions are conducive to success (27% agreement); my salary is commensurate with the amount of time that I must spend doing my job (82% agreement); I feel successful in my work (13% agreement); and, I plan to continue my career in education beyond the next three to five years (21% agreement).

In 2002, a collaborative among Albuquerque Public Schools, the University of New Mexico, the Albuquerque Teachers Federation, and the National Commission on Teaching and America's Future administered a survey to all 6,170 teachers, 51.2% responding. Of note from this survey are the results regarding job satisfaction. Increased job satisfaction was associated with teacher collaboration, school resources, student

behavior, and attitudes toward professional development. When asked if they plan to continue teaching for seven or more years, 58.5% of non-retiring teachers responded positively. Overall, 78% indicated that they were satisfied with their teaching experiences.

In 2002, the Bastrop Federation of Teachers surveyed the 515 teachers in the Bastrop Independent School District located in Bastrop, Texas. Several questions within the survey related to job satisfaction. Specifically, satisfaction with administrative support (71% very good or good); support for curriculum needs (55% very good or good); amount of supplies and materials available (52% very good or good); availability of special education support (54% very good or good); and, amount of planning time (44% very good or good).

A research study completed in 1999 measured the sources of occupational stress in New Zealand primary teachers (Tuck, 1999). The survey included 30 items responding to a four-point Likert scale. The sources of stress factored into the survey were: disruptive students, respect for teachers, task overload, financial reward, quality of resources, and quality of administrative support.

There were five items regarding satisfaction. In order of their mean rating, these five items were: in general how satisfied are you with your present job as a teacher (M=3.6); how much of the time do you feel satisfied with your job (M=3.5, midway between 'about half the time' and 'most of the time'); how often after a days teaching do you feel you have accomplished something really worthwhile (M=3.3, closest to 'about half the time'); how much do you like your job as related to your friends (M=3.2, 'about as much'); and, how likely is it that you would choose teaching as a career if you were to

start your working life over again (M=3.1, very close to 'no strong feelings either way'). Overall, it could be said that these teachers have experienced modest levels of job satisfaction.

Interestingly, in a 1998 study on the motivation of recognized outstanding technology teachers in the United States, Michael Wright and Rodney Custer asked 278 technology teachers why they like to teach. The top responses were: enjoyment and stimulation of learning and using new technologies (20.5%); the rewards of making a meaningful difference in the lives of students (14.8%); enjoy the kids (10.3%); and, freedom and flexibility to be creative in curriculum planning and delivery (8.5%).

The studies reviewed surveyed employees about their job satisfaction, using a fairly common set of factors or determinants. The impact of the situation of employment at the time of the surveys should be noted. It is a fair assumption that the results of the surveys could be varied based on the climate, outside factors of influence and time of the school year. Regardless, based on these studies a set of determinants has been identified for the purpose of this project.

Literature about Determinants of Job Satisfaction

In the literature on job satisfaction, it is said to be the most frequently studied concept in organizational behavior research (Spector, 1997). It has been established that job satisfaction influences work motivation in general and other workplace behaviors. Hackman and Oldham (1975) found that satisfied employees are more likely to experience high internal work motivation and to have lower turnover rates and

absenteeism than dissatisfied employees. Locke (1976) summarized the existing research on the casual factors in job satisfaction:

Among the most important values or conditions conducive to job satisfaction are: (1) mentally challenging work with which the individual can cope successfully; (2) personal interest in the work itself; (3) work which is not too physically tiring; (4) rewards for performance which are just, informative, and in line with the individual's personal aspirations; (5) working conditions which are compatible with the individual's physical needs and which facilitate the accomplishment of his work goals; (6) high self-esteem on the part of the employee; (7) agents in the workplace who help the employee to attain job values such as interesting work, pay, and promotions, whose basic values are similar to his own, and who minimize role conflict and ambiguity. (p.1328)

A large body of research on workplace attitudes has identified three primary determinants of job satisfaction: characteristics of the individual, characteristics of the job, and characteristics of the working environment. Characteristics of the individual refer to demographics describing the employee, such as gender, age, race, education, tenure, and pay. Characteristics of the job refer to the nature of the job's tasks performed by the employee. Characteristics of the working environment refer to such things as relations with supervisors, relations with co-workers, resources support and working conditions.

In referencing the motivation theories of Herzberg and Maslow, the stimulus for employee satisfaction is ultimately derived from both job content and the context in which it occurs. According to Herzberg, satisfaction in the workplace is intrinsic to the job with which an employee is directly involved (Maslow, 1943; Herzberg, 1959; Jayaratne, 1993). There is also literature to suggest, in support of Herzberg's theory, that job and organizational characteristics operate together rather than separately to influence levels of employee satisfaction (Spector, 1997). If Herzberg's theory is fully accepted, the characteristics of the job and the working environment combined should have the

strongest significant impact on employee job satisfaction, while characteristics of the individual should be of lesser significance. Therefore, this project categorized job satisfaction into the three categories of characteristics: individual, job and working environment.

Characteristics of the Individual

A variety of literature has been found that demonstrates the important correlation of age, gender, length of service, race and gender, education, and income with job satisfaction (Katzell and Yankelovich, 1975; Kalleberg, 1977; Hamilton and Wright, 1986). For this project, these characteristics were included in the survey. The purpose was to determine the influence of each on overall job satisfaction.

Age has been identified as a strong predictor of job satisfaction in a number of studies, with older workers generally more satisfied than younger workers (Steel and Warner, 1990:10). It has been shown through behavioral research that older employees tend to develop a better fit between personal needs and their jobs (Lewis, 1991). As well, as employees mature, there is an overall job satisfaction increases (Gibson and Klein, 1970; Janson and Martin, 1982).

The length of service was negatively associated with job satisfaction levels (Daley, 1988). Steel and Warner (1990) confirmed that length of employment has a significant and negative impact on job satisfaction. Bedeian et al. (1992) and O'Reilly and Roberts (1975) found no relationship between job satisfaction and years of experience. However, research done by Bown et al. (1994), Boltes et al. (1995), and Bertz and Judge (1994) found that overall job satisfaction increased as the years of experience increased.

Race and gender as related to job satisfaction has been inconsistently found in the research. (Spector, 1997 p. 28-29) Freisen et al. (1983), Mwange and McCaslin (1994), and Varca et al. (1983) found that male educators were more satisfied with their jobs than female educators. Conversely, Hodson (1989) and Kelly (1989) found that female employees have increased job satisfaction over males.

Employees with higher education levels tend to be more aware of the available alternatives for changing jobs and are typically less likely to develop strong affections toward their current jobs and employing organizations (Mowday, Porter and Steers, 1982).

Better paid workers in the private sector tend to be more satisfied with their jobs (Steel and Warner, 1990, p. 12). However, in the education field pay is based on a schedule negotiated between the Board of Education and the local teacher's union.

Characteristics of the Job

Maslow and Herzberg stated that job satisfaction is caused by the individual's desires to fulfill personal needs, which include intrinsic and extrinsic needs (Maslow, 1954; Herzberg, 1968). Researchers using this approach argue that an individual's job satisfaction is determined by the degree to which job characteristics fulfill the person's need (Hackman and Lalwer, 1971; Hackman and Oldham, 1980). What employees really want, according to Bruce and Blackburn, is work that allows them to use their knowledge and skills effectively and to produce something that they can be proud of that has social relevance (1992, p. 16).

Skill utilization has been found to be an important factor in predicting job satisfaction, since individuals prefer jobs that make good use of their skills and abilities (Katz, 1978; Dewar and Werbel, 1979; Daley, 1986; Nachmias, 1988).

Job flexibility is the degree to which employees are allowed to make decisions about how to accomplish job tasks. Autonomy and freedom to structure work tasks, time management, and prioritization of tasks contribute to a more flexible job leading to higher levels of job satisfaction.

Meaningfulness of the job is the most important factor in this category of job satisfaction. Meaningfulness can also be described as the individual's perception of their work significance and importance and the degree to which an individual perceives their job as affecting other people's lives. Task significance was identified by Hackman and Oldham (1976) as a key factor contributing to the meaningfulness of work which is highly correlated with job satisfaction.

Characteristics of the Working Environment

Job attitudes are formed by an individual's experiences within an organizational context. Included in this category's description would be factors describing how well an individual is treated, whether their opinion is valued, relations with individuals, and availability of resources. Studies have shown that cooperative and supportive relationships with co-workers and supervisors contribute to higher levels of job satisfaction (Brass, 1981; Daley, 1986; Emmert and Taher, 1992).

In 1997, the Gallup Organization was asked to measure the strength of a successful, anonymous retailer (Buckingham & Coffman, 1998). The retailer had more than 37,000 employees spread across the country in more than 300 stores. The retailer

had designed each store to be the same in many ways: layout, product positioning, and colors. The Gallup Organization asked each employee 13 questions to be rated on a 1-5 scale, where 1 equals strongly disagree and 5 equals strongly agree. The results for two of the stores are displayed in Table 10 (Buckingham & Coffman, 1998, pp. 37).

Table 10
Comparison of Results for Two Stores in Gallup’s Employee Survey

Question	Store A % Responding “5”	Store B % Responding “5”
How satisfied are you with (Company) as a place to work?	NA	NA
I know what is expected of me at work	69	41
I have the materials and equipment I need to do my work right.	45	11
At work, I have the opportunity to do what I do best every day.	55	19
In the last seven days, I have received recognition or praise for doing good work.	42	20
My supervisor, or someone at work, seems to care about me as a person.	51	17
There is someone at work who encourages my development.	50	18
At work, my opinions seem to count.	48	22
The mission/purpose of my company makes me feel my job is important.	36	9
My associates (fellow employees) are committed to doing quality work.	40	16
I have a best friend at work.	34	20
In the last six months, someone at work has talked to me about my progress.	33	10
This last year I have had opportunities at work to learn and grow.	44	24

One fact illuminated by this survey is that despite the company’s intent, each store had its own unique culture created by the managers and supervisors in the field. This particular survey was administered to nearly 100,000 different employees across different organizations. In their book, “First Break All The Rules,” Buckingham and Coffman

found the number one key to success depended on the manager not the company. Concluding on this key, the role of the manager is to reach inside each employee and release his or her unique talents into performance. “A manager must be able to do four activities extremely well: select a person, set expectations, motivate the person, develop the person ... but if you cannot perform these four activities well, you will never excel as a manager.” (Buckingham & Coffman, 1998, pp. 59).

The Gallup Organization continued their surveying of nearly two million employees in more than 100 companies from more than 60 countries. The most significant finding revealed that most organizations are built on two flawed assumptions of people (Buckingham & Clifton, 2001): “Each person can learn to be competent in almost anything; and, each person’s greatest room for growth is in his or her areas of greatest weakness.” (p. 7). Over the 30 years the Gallup Organization has conducted their systematic study of excellence, they detected 34 patterns, or themes. These themes, in their combinations, can do the best job of explaining the broadest possible range of excellent performance (Buckingham & Clifton, 2001). The 34 themes are, in alphabetical order: achiever, activator, adaptability, analytical, arranger, belief, command, communication, competition, connectedness, context, deliberative, developer, discipline, empathy, fairness, focus, futuristic, harmony, ideation, inclusiveness, individualization, input, intellection, learner, maximize, restorative, self-assurance, significance, strategic and woo. In concluding their findings, Buckingham and Clifton (2001) summarized the role of the manager as follows:

Most organizations are a puzzle put together in a darkened room. Each piece is clumsily squeezed into place and then the edges are ground down so that they feel well positioned. But pull up the shades, let a little light into the room, and we can see the truth. Eight out of ten pieces are in the wrong place.

Eight out of ten employees feel they are miscast. Eight out of ten employees never have the chance to reveal the best of themselves. They suffer for it, their organization suffers, and their customers suffer. Their health, their friends, and their family suffer.

It doesn't have to be this way. We can raise the shades higher still. We can spotlight each person's strengths. We can provide him with a manager who is intrigued by these strengths. We can build an organization that asks him to play to these strengths and that honors him when he does. We can show him the best of himself and ask him to keep reaching for more. We can help him live a strong life.

With the knowledge economy gathering pace, global competition increasing, new technologies quickly commoditized, and the workforce aging, the right employees are becoming more precious with each passing year. Those of us who lead great organizations must become more sophisticated and more efficient when it comes to capitalization on our people. We must find the best fit possible of people's strengths and the roles we are asking them to play at work. Only then will we be as strong as we should be. Only then we will win. (p. 245)

This study has been positively impacted by the identified theories behind motivation, and the reviewed studies regarding employee satisfaction. Having the literature research and the theoretical basis for motivation identified the survey was developed and the results analyzed. This literature review noted motivation and the assessment of job satisfaction through the measurement of employee groups.

Chapter Three: Methodology

Introduction

This chapter specifies the methodological strategy and procedures chosen for this study. The population sample is described and the participant selection process is explained. The methods used for distribution and collection of the survey are discussed. Statistical treatments of the survey data are outlined.

General Comments about Measuring Attitudes

One is faced with not only the question of how to best define job satisfaction but how to measure the attitude of employees. Henerson, Morris, and Fitz-Gibbons (1987) present a useful framework from which to consider this question:

The task of measuring attitudes is not a simple one To begin with, the concepts of attitude, like many abstract concepts, is a creation – a construct. As such, it is a tool that serves the human need to see order and consistency in what people say, think and do so that given certain behaviors, predictions can be made about future behaviors. An attitude is not something we can examine and measure in the same way we can examine the cells of a person's skin or measure the rate of her heartbeat. *We can only infer that a person has attitudes by her words and actions* (authors' italics) (pp.11-12).

Additionally, the authors point out that attitudes are complicated and multi-faceted (p,11-12), but that this is what makes them interesting to research. As a result, Henerson, Morris, and Fitz-Gibbons (1987) offer a list of cautions, including the following:

- When we measure attitudes, we must rely on inference, since it is impossible to measure attitudes directly.

- A volatile or fluctuating attitude cannot be revealed by information gathered on one occasion. We have no guarantee that the attitude we want to assess will ‘stand still’ long enough for a one-time measurement to be reliable.
- When we study certain attitudes, we do so without universal agreement on their nature. Is there, for instance, such a thing as a single self concepts? Perhaps, but perhaps not (p. 13).

Expanding on inference, Peter Senge (1994) describes Chris Argyris’ Ladder of Influence as how people draw conclusions after selecting data. The steps in the Ladder of Influence begin with viewing all available data, selecting data, paraphrasing the data, making assumptions, drawing conclusions, then taking action. One single data point can cause a person to draw a conclusion, usually based on previous experiences with similar data. To identify a person’s attitude or inference use of a survey tool is appropriate.

General Comments about Survey Design

Creswell (1994) provides a useful list of questions for survey design. For this project, the list provided a guide for development of the survey instrument. The following list provides the rough outline for the methodology used in this research project. The list is as follows:

1. Is the purpose of a survey design stated?
2. Are the reasons for choosing the design mentioned?
3. Is the nature of the survey identified?
4. Are the population and size of the population mentioned?
5. Will the population be stratified? If so, How?
6. How many people will be in the sample? On what basis was this size chosen?

7. What will be the procedure for sampling these individuals?
8. What instrument will be used in the survey? Who developed the instrument?
9. What are the content areas addressed in the survey? The scales?
10. What procedure will be used to pilot or field test the survey?
11. What is the timeline for administering the survey?
12. What are the variables in the study?
13. How do these variables cross-reference the research questions and items on the survey?
14. What specific steps will be taken in the data analysis to (a) analyze returns, (b) check for response bias, (c) conduct a descriptive analysis, (d) collapse items into scales, (e) check for reliability of scales, and (f) run multivariate statistics to answer the research questions? (p. 118)

Purpose of a Survey Design

For this project, a survey was used to investigate teacher's level of job satisfaction overall and in three sub-category areas. The object of the survey was not to predict job satisfaction influences, but rather to identify the current state of job satisfaction at one moment in time. The survey addressed any attitudinal differences among teachers that may have related to such demographic data as ethnicity, gender, and length of career.

Reason for Choosing the Design

For this project, a survey design was chosen because it is an efficient and relatively inexpensive way to learn about the attitudes and perceptions of a large number of people. A self-administered survey could be taken by a large number of certificated staff in a relatively short period of time. Given with the permission of the school district,

the survey was relatively free of constraints that accompany other types of survey research, such as high mailing costs, poor response rate, and so on. Administered during a scheduled meeting time, the survey did not require an unnecessary amount of time to be taken away from instruction or planning.

Population Description

The population for this study was all certificated staff (80). All individuals who received the survey were certificated employees of the XYZ School District. The attitudes and perceptions of teachers in a different community setting (e.g., urban, rural, suburban) might differ from those of the teachers included in this study.

The XYZ School District is in Sacramento, California. The student population has ranged from 2,000 to 2,500 over the past 20 years. During the last 10 years the district has seen a change in student demographics. According to the California Department of Education the staff ethnic and student ethnic break down comparison for the XYZ School District, the Sacramento County, and the state of California are as follows

[http://dq.cde.ca.gov/dataquest/DQ/ Staff Ethnicity. aspx ?cYear=200708&cCo=34&cDist=67306&cChoice= Dst Teach&cSelect= 346730 6-DEL^PASO^HEIGHTS^ELEMENTARY &cRptFor=T](http://dq.cde.ca.gov/dataquest/DQ/Staff%20Ethnicity.aspx?cYear=200708&cCo=34&cDist=67306&cChoice=Dst%20Teach&cSelect=3467306-DEL^PASO^HEIGHTS^ELEMENTARY&cRptFor=T), retrieved 2007) (Tables 11 and

12)

Table 11
Teacher Demographics Comparison

Year	District	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White
2000-2001	XYZ	0%	9.7%	1.8%	0.9%	10.6%	34.5%	41.6%
2005-2006	XYZ	0%	14.7%	1%	2%	9.8%	18.6%	53.9%
	Change	0	+5%	-0.8%	+1.1%	-0.8%	-15.9%	+12.3%
2000-2001	Sacramento County	0.9%	5.4%	0.2%	0.5%	6.3%	4.2%	81.9%
2005-2006	Sacramento County	0.8%	5.8%	0.3%	0.8%	7.2%	3.9%	80.2%
	Change	-0.1%	+0.4%	+0.1%	+0.3%	+0.9%	-0.3%	-1.7%
2000-2001	State of California	0.7%	4.2%	1%	0.2%	12.9%	5.1%	74.5%
2005-2006	State of California	0.6%	4.8%	0.2%	1.3%	15.2%	4.5%	72.1%
	Change	-0.1%	+0.6%	-0.8%	+1.1%	+2.3%	-0.6%	-2.4%

Table 12
Student Demographics Comparison

Year	District	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White
2000-2001	XYZ	0.5%	31.8%	3.8%	0.9%	17.6%	34.8%	10.6%
2005-2006	XYZ	0.4%	27.3%	4.1%	0.6%	28.5%	26.5%	9.5%
	Change	-0.1%	-3.5%	+0.3%	-0.3%	+10.9%	-8.3%	-1.1%
2000-2001	Sacramento County	1.5%	12.3%	1.4%	2%	18.7%	15.4%	47.4%
2005-2006	Sacramento County	1.2%	13.3%	1.4%	2.8%	23.6%	15.9%	40.4%
	Change	-0.3%	+1%		+0.8%	+4.9%	+0.5%	-7%
2000-2001	State of California	0.9%	8%	0.6%	2.4%	43.2%	8.4%	35.9%
2005-2006	State of California	0.8%	8.2%	0.6%	2.6%	47.6%	7.8%	30.3%
	Change	-0.1%	+0.2%		+0.2%	+4.4%	-0.6%	-5.6%

Ten years ago, the XYZ School District superintendent and principals had a long tenure, ranging from five to 10 years. According to Halley (2006), the level of employee satisfaction was high. In fact, the district's administration building was named after their

most recent tenured superintendent, Dr. Carl Mack. Since Dr. Mack's retirement, the district had an interim superintendent for one year and been in a partnership agreement for administrative services with a neighboring district. Employee satisfaction has dropped significantly since the retirement of Dr. Mack in 2001 (Espinoza, 2006).

Student achievement on the state standardized assessments has been tracked using a school accountability report card (SARC) since the 2000-2001 school year. Following the guidelines of the most recently reauthorized Elementary and Secondary Education Act, known as No Child Left Behind Act (NCLB) of 2001, the state of California developed an index for student achievement. The Academic Performance Index (API) was created through the Public Schools Accountability Act of 1999. This Act was further clarified in Senate Bill 1552, Chapter 695 of 2000 (SB 1552). The purpose of the Act and the Senate Bill was to meet the requirements of NCLB, mandating a student achievement monitoring system at the state level to accompany the federal Adequate Yearly Progress (AYP). Within SB 1552, the state of California implemented a Program Improvement (PI) component for schools and districts that do not meet their API growth targets. The determinations for PI are made using two years of data for schools and districts that receive federal Title I funds.

Entering, advancing, maintaining and/or exiting PI can be described as follows (California Department of Education, retrieved 2006) (Table 13).

Table 13
 Progressing Through California Program Improvement

Entering Program Improvement (PI)
A school or LEA [district] that does not meet specific indicators described above for two consecutive years will enter PI in 2006-07.
Advancing Program Improvement (PI)
A school or LEA [district] that was in PI during 2005-06 and does not make AYP in 2006 will advance to the next level of PI for 2006-07 and be required to immediately implement the applicable NCLB requirements.
Maintaining Program Improvement (PI)
A school or LEA [district] that was in PI during 2005-06 and makes AYP in 2006 will not advance in PI, but will maintain the same PI status for 2006-07. This school or LEA [district] will be required to continue implementing the applicable NCLB requirement.
Exiting Program Improvement (PI)
A school or LEA [district] in PI that makes AYP for two consecutive years will exit from PI in 2005-06.

The 2002-2003 school year became the baseline for schools and districts. Using the accountability described above, the XYZ School District has been in Program Improvement since the inception of the law. The current PI status is Year 2. The five schools within the district are rated as follows: Del Paso Elementary School PI status of Year 3, Fairbanks Elementary PI status of Year 5, Garden Valley Elementary PI status of Year 1, Morey Avenue Elementary School PI status of Year 1, and North Avenue Elementary PI status of Year 5. As a result of being identified in PI status, there are requirements for both schools and districts. Appendices A and B are charts providing a timeline of requirement.

The Survey Instrument

A review of the literature found a variety of job satisfaction surveys, but nothing specific to the XYZ School District exists. Therefore, the researcher utilized a survey developed by a task force working for the Governor of North Carolina on his Teacher Working Conditions Initiative. (see APPENDIX A and Website: <http://www.northcarolinatwc.org/>). In addition to this survey, the researcher included the 12 items from The Gallup Organization's excellence survey noted in the book by Buckingham and Coffman (1998), "First Break All The Rules." The instrument (APPENDIX A) was in paper format, given to all teaching staff during a district teacher institute day (inservice).

Areas Addressed by the Survey

Job satisfaction is operationalized and described in a variety of ways. The concepts and construct included in the survey developed for this research project were based on those in other job satisfaction surveys, including Steve Falkenberg's Factors in Employee Motivation/Satisfaction (1997), Employee Satisfaction Survey Items (CustomInsight.Com, 2005), Paul Spector's Job Satisfaction Survey (1994), Linda Gravett's Employee Job Satisfaction: Five Questions to Which Your Employee Must Have the Answer (2002), Job Satisfaction Survey (Inquisite, 2005), Howard County Education Association's Teacher Job Satisfaction Survey 2004 (2004), and Bastrop Federation of Teacher's Survey of Teacher Satisfaction (2002).

From these surveys, the following content areas were identified as common factors for teacher job satisfaction:

- available resources
- professional development
- workload
- planning time
- pay
- benefits
- evaluation of performance
- gender
- age
- length of teaching experience
- physical space
- relations with supervisor
- support from supervisor
- recognition from supervisor
- collaboration with coworkers
- relations with coworkers
- the job itself
- finding meaning in work
- trust within the organization
- communication with supervisor
- communication with coworkers

- development of goals
- equity
- grievance and discipline system
- safety
- customer service
- belief that organization carries out its mission
- good decision latitude/autonomy
- good role clarity
- presence of teamwork
- morale of the school and organization
- plan to continue working in career
- behavior of students
- respect for teachers

From this list, three broad categories were identified as categories of teacher job satisfaction:

- characteristics of individuals
- characteristics of the job
- characteristics of the working environment

These three categories correspond directly with the sub-questions addressed by this dissertation.

Survey Construction

The survey was constructed using the same questions and format for responding as found in the South Carolina teacher's survey and the Gallup Organization's 12 question survey. The only items eliminated were those specific to the state of South Carolina.

Variables in the Study

Six independent variables were addressed by the study: teacher gender, teacher ethnicity, teacher age, length of teaching career, level of education attained, and level teaching assignment. The independent variables related back directly to the dependent variable and primary research question, "What is the current overall level of job satisfaction among all certified teachers in the XYZ School District?" and the six sub-questions at the heart of this dissertation:

1. Do employees report a significant level of satisfaction with factors related to the characteristics of the job?
2. Do employees report a significant level of satisfaction with factors related to the characteristics of the working environment?
3. Do employees of different years of experience have different levels of job satisfaction?
4. Do males and females have a different level of job satisfaction?
5. Do employees of different education levels have different levels of job satisfaction?
6. Do employees with different position assignments have a different level of job satisfaction?

Use of Human Subjects

This project relied entirely on the participation of human subjects. Permission for the use of human subjects was obtained from the Institutional Review Board for the Protection of Human Subjects at the University of Denver (see APPENDIX B). Permission was also obtained from the participating school district. Risks to the participants were minimal. The survey was confidential and anonymous.

Participants completed the survey at a staff meeting and received an overview of the project directly from the researcher as well as their rights as subjects. Questions were answered prior to the administration of the survey. Staff unable to attend the meeting was given the survey to complete on their own.

Timeline and Process for Administering the Survey

All of the teaching staff in the XYZ School district completed the survey during a district in-service day. Due to the size of the population and the reliability of the survey instruments from which the research's survey was developed, there was not a pilot study. The Survey was in written form, completed by the participants in a whole group setting. A description of purpose was shared with all participants along with the directions for completing the survey. There was a generous timeframe to complete the survey. After the survey, the participants were allowed to ask the researcher questions regarding the research process. Results of the survey were made available to participants within two weeks of administration.

Response Rate

Because administration of the survey was with the whole group during a district mandated in-service day, the response rate was expected to be 90% to 100%.

Data Analysis

The data was analyzed using descriptive statistics. In describing the results, a frequency distribution and descriptive data was identified to include raw data and percentages. Comparison data was drawn from a variety sources, including gender, years of experience in education, years of experience with the district, specific work sites, and specific grade levels. The results of the comparison data enabled the researcher to identify the current level of job satisfaction of the teachers in the XYZ School District.

As with the South Carolina study, the different domains from the survey were descriptively compared for each domain. A correlation model was constructed to describe the relationships between the domains and overall job satisfaction. Finally, correlations were calculated between each domain.

Anecdotal Responses

The survey included open-ended responses. The results of these responses were analyzed for themes. Based on the results, the themes were considered for connections to the job satisfaction determinants.

Summary

This chapter provided a description of the research methods and the rationale for their use in this study. Methodological strategies relating to participants, instrumentation, and data collection procedures were discussed. Finally, the statistical treatments of the survey data were detailed.

Chapter Four: Results

Introduction

This chapter descriptively presents the data and analysis from the study's survey. The data were initially analyzed using basic comparisons of the descriptive statistics: percentage of responses, standard deviation, mean, median, and mode. Next, the data were analyzed using correlations. Finally, the results of the descriptive data that address the research questions were presented.

Statistical Description of the Sample

The survey was distributed to all 80 certificated employees of the XYZ School District -- 56 were returned. The response rate for the survey was 70%. The statistical description of the sample can be found in Tables 14 through 23.

Table 14
Frequency Distribution of Ethnicity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	American Indian or Alaska Native	1	1.8	1.8	1.8
	Asian or Pacific Islander	6	10.7	10.9	12.7
	Black or African American	4	7.1	7.3	20.0
	Hispanic	6	10.7	10.9	30.9
	White	35	62.5	63.6	94.5
	Mixed or Multiple Ethnicity	3	5.4	5.5	100.0
	Total	55	98.2	100.0	
Missing	No Response	1	1.8		
Total		56	100.0		

Table 15
Frequency Distribution of Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	42	75.0	75.0	75.0
	Male	14	25.0	25.0	100.0
	Total	56	100.0	100.0	

Table 16
Frequency Distribution of How Trained

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelors Degree	35	62.5	62.5	62.5
	Masters Degree	16	28.6	28.6	91.1
	Alternative Route	5	8.9	8.9	100.0
	Total	56	100.0	100.0	

Table 17
Frequency Distribution of Position Held

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Teacher	44	78.6	80.0	80.0
Principal	6	10.7	10.9	90.9
Instructional Coach	3	5.4	5.5	96.4
Other	2	3.6	3.6	100.0
Total	55	98.2	100.0	
Missing No Response	1	1.8		
Total	56	100.0		

Table 18
Frequency Distribution of Degree Earned

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Bachelors	27	48.2	48.2	48.2
Masters	26	46.4	46.4	94.6
Other	3	5.4	5.4	100.0
Total	56	100.0	100.0	

Table 19
Frequency Distribution of Years Employed as an Educator

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid First Year	2	3.6	3.6	3.6
2-3 Years	8	14.3	14.3	17.9
4-6 Years	11	19.6	19.6	37.5
7-10 Years	11	19.6	19.6	57.1
11-20 Years	14	25.0	25.0	82.1
20+ Years	10	17.9	17.9	100.0
Total	56	100.0	100.0	

Table 20

Frequency Distribution of Years Employed in XYZ School District

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	First Year	12	21.4	22.2	22.2
	2-3 Years	10	17.9	18.5	40.7
	4-6 Years	13	23.2	24.1	64.8
	7-10 Years	12	21.4	22.2	87.0
	11-20 Years	5	8.9	9.3	96.3
	20+ Years	2	3.6	3.7	100.0
	Total	54	96.4	100.0	
Missing	No Response	2	3.6		
Total		56	100.0		

Table 21

Frequency Distribution of if Served as a Mentor in XYZ School District in the Past Five Years

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	16.1	16.4	16.4
	No	46	82.1	83.6	100.0
	Total	55	98.2	100.0	
Missing	No Response	1	1.8		
Total		56	100.0		

Table 22

Frequency Distribution of Assignment Level

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PreSchool	5	8.9	8.9	8.9
	Kindergarten	10	17.9	17.9	26.8
	First Grade	4	7.1	7.1	33.9
	Second Grade	8	14.3	14.3	48.2
	Third Grade	4	7.1	7.1	55.4
	Fourth Grade	7	12.5	12.5	67.9
	Fifth Grade	3	5.4	5.4	73.2
	Sixth Grade	3	5.4	5.4	78.6
Other		12	21.4	21.4	100.0
Total		56	100.0	100.0	

Table 23
Descriptive Statistics of Respondent Demographics

	Ethnicity	Gender	Training	Position	Highest Degree	National Board Certification	Years As Educator	Years In District	Mentor	Assignment Level
N Valid	55	56	56	55	56	50	56	54	55	56
Missing	1	0	0	1	0	6	0	2	1	0
Mean	4.40	1.25	1.46	1.33	1.62	1.60	4.02	2.89	1.84	5.07
Std. Error of Mean	.159	.058	.088	.101	.101	.070	.193	.194	.050	.374
Median	5.00	1.00	1.00	1.00	2.00	2.00	4.00	3.00	2.00	5.00
Mode	5	1	1	1	1	2	5	3	2	9
Std. Deviation	1.18	.437	.660	.747	.752	.495	1.446	1.423	.373	2.802
Range	5	1	2	3	3	1	5	5	1	8
Minimum	1	1	1	1	1	1	1	1	1	1
Maximum	6	2	3	4	4	2	6	6	2	9
Sum	242	70	82	73	91	80	225	156	101	284

Correlations

The researcher was able to check the correlation among the domains using the Pearson's model. In this process, the domains were correlated with one another and calculated producing the following results (Table 24).

Table 24
Correlations between Domains and Satisfaction

	Mentoring	Productivity	Time	Facilities and Resources	Teacher Empowerment	Leadership	Professional Development	School Satisfaction	District Satisfaction
Mentoring									
Productivity	0.316								
Time	0.398**	0.335**							
Facilities and Resources	0.168	0.532*	0.189						
Teacher Empowerment	0.474*	0.595*	0.395*	0.523*					
Leadership	0.671*	0.515*	0.448*	0.332**	0.562*				
Professional Development	0.72*	0.224	0.39*	0.276	0.363*	0.396*			
School Satisfaction	0.584*	0.667*	0.368*	0.372*	0.389*	0.54*	0.333**		
District Satisfaction	0.241	0.63*	0.397*	0.415*	0.437*	0.421*	0.331**	0.627*	

n=56

* Correlation is significant at the .01 level (2-tail)

** Correlation is significant at the .05 level (2-tail)

A good correlation begins at 0.3 with a strong correlation beginning at 0.6. Using these parameters of strength of correlation, the strongest correlations were found between Leadership and Mentoring (.671), Professional Development and Mentoring (.720), Productivity and School Satisfaction (.667), Productivity and District Satisfaction (.630), and School Satisfaction and District Satisfaction (.627). The weakest correlations were Facilities and Resources and Mentoring (.168), Facilities and Resources and Time (.189), Professional Development and Productivity (.224) and Mentoring and District Satisfaction (.241).

An additional correlation (Table 25) was calculated between each participant's demographic survey items and the survey item which directly asked participants of their current level of satisfaction with their school (Productivity, item 2).

Table 25
Correlation between Demographic Item and Current Level of Satisfaction

Demographic Item	Correlation
Job Assignment	0.16
Education Level	0.10
Years of Experience	0.04
Years at Site	-0.09
Gender	-0.10
Position Level	-0.23

None of the main participant demographic items showed a strong correlation with job satisfaction at their school site. However, position level shows a medium correlation with job satisfaction at the school site. Interestingly, the correlation slowly rose from years of experience to education level to job assignment. This does show a slight difference in job satisfaction based on the participants' job assignment (grade level) and years of experience.

Other Comparison Averages

A series of interesting comparisons are highlighted to display the difference in average participant responses. In both satisfaction areas, the staff with 20+ years of experience responded with the lowest average of satisfaction, both just above a neutral response. Meanwhile, first year teachers and teachers with four to six years of experience showed the highest response level (Table 26).

Table 26.
Comparison of Experience and Level of Satisfaction

Years of Experience	Overall, how satisfied are you with your school as a place to work.	Overall, my school is a good place to teach and learn.
1st year teaching	4.00	4.00
2-3 years	3.66	3.25
4-6 years	4.00	3.82
7-10 years	3.55	3.27
11-20 years	4.01	3.79
20+ years	3.38	3.56

A similar comparison was done between job assignment and the two satisfaction questions. There is an even divide between which satisfaction scored stronger among the participants. The strongest responses came from the certificated staff whom fall in the “Other” category (i.e., counselor, principal, district coach, site coach). Sixth grade teachers responded with the greatest difference (3.33 versus 4.33). The lowest overall satisfaction taking both questions into account was fifth grade (Table 27).

Table 27
Comparison of Job Assignment and Level of Satisfaction

Job Assignment	Overall, how satisfied are you with your school as a place to work.	Overall, my school is a good place to teach and learn.
Preschool	3.25	3.00
Kindergarten	3.30	3.63
Grade 1	3.50	3.67
Grade 2	3.88	3.63
Grade 3	3.75	3.75
Grade 4	3.71	3.50
Grade 5	2.67	3.50
Grade 6	3.33	4.33
Other	3.92	4.19

The same two satisfaction questions were compared among the actual positions of the participants. Both principals and coaches, non-classroom positions, responded with similar high levels of satisfaction. The certificated participants who were in the ‘Other’ group (i.e., counselors, psychologist) responded with the lowest levels of satisfaction (Table 28).

Table 28
Comparison of Position and Level of Satisfaction

Position	Overall, how satisfied are you with your school as a place to work.	Overall, my school is a good place to teach and learn.
Teacher	3.63	3.78
Principal	3.67	4.20
Coach	3.67	4.00
Other	3.00	2.50

Another look at these two satisfaction items showed amazingly similar responses by the participants. The only difference was in participants who had earned a degree other than bachelor’s, master’s or doctorate. Most likely the degree was either a high school diploma or associates (Table 29).

Table 29
Comparison of Education and Level of Satisfaction

Education	Overall, how satisfied are you with your school as a place to work.	Overall, my school is a good place to teach and learn.
Bachelor’s	3.54	3.77
Master’s	3.58	3.72
Doctorate	NA	NA
Other	4.00	4.50

The final comparison to the two job satisfaction items is gender. The respondents in this study matched the population makeup for gender. The majority of the participants were female (n=42). The male participants (n=14) responded with a slightly higher level of satisfaction (Table 30).

Table 30
Comparison of Gender and Level of Satisfaction

Gender	Overall, how satisfied are you with your school as a place to work.	Overall, my school is a good place to teach and learn.
Male	3.63	3.89
Female	3.43	3.45

Analysis of Survey Data and Research Question and Sub-Questions

Descriptive statistics were used in analyzing the survey results and responding to the variable's primary research question, "What is the current overall level of job satisfaction among all certified teachers in the XYZ School District?" and the six sub-questions at the heart of this dissertation:

1. Do employees report a significant level of satisfaction with factors related to the characteristics of the job?
2. Do employees report a significant level of satisfaction with factors related to the characteristics of the working environment?
3. Do employees of different years of experience have a different level of job satisfaction?
4. Do males and females have different levels of job satisfaction?
5. Do employees of different education levels have a different level of job satisfaction?
6. Do employees with different position assignments have a different level of job satisfaction?

Primary Research Question

The following analysis was made of the research question, “What is the current overall level of job satisfaction among all certified teachers in the XYZ School District?”

The overall level of job satisfaction among all certificated staff in the XYZ School District was measured by a combination of survey questions. The participants were asked two direct questions about their satisfaction. The results are displayed in Tables 31 and 32.

Table 31

Overall, how satisfied are you with your school as a place to work?

Extremely Dissatisfied	2%
Dissatisfied	11%
Neutral	25%
Satisfied	51%
Extremely Satisfied	11%

Table 32

Overall, how satisfied are you with the XYZ School District as a place to work?

Extremely Dissatisfied	0%
Dissatisfied	16%
Neutral	35%
Satisfied	45%
Extremely Satisfied	4%

All of the other questions in the survey, with the exception of the demographic items, were indirectly measuring satisfaction. Table 33 displays the results for each domain for this study and for the multi-state working conditions study to help further tell the story of the overall satisfaction of the certificated employees.

Table 33
 Domain Comparison between XYZ School District and Multi-State Survey
 Average Response on 5-point Scale

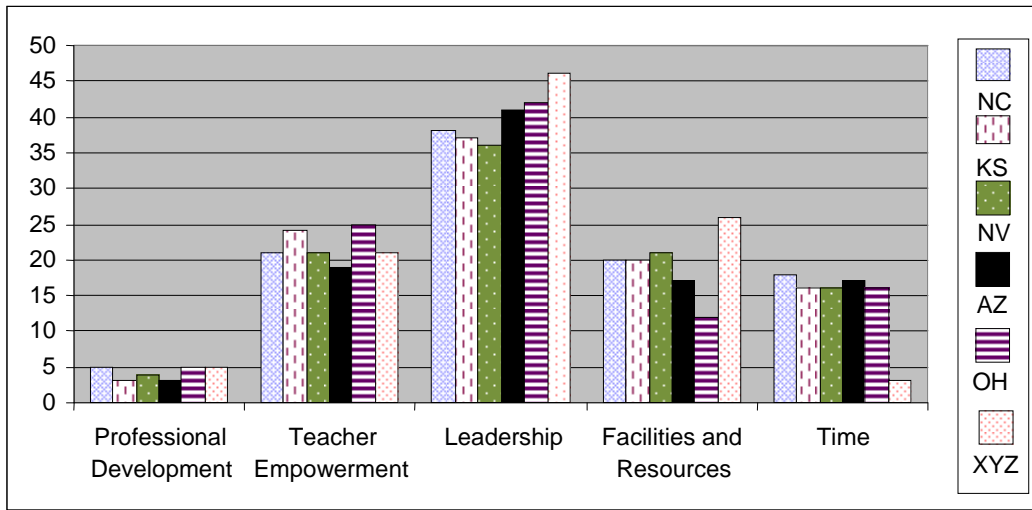
Domain	XYZ School District	States Completing Working Conditions Survey in 2006
Productivity	3.90	NA
Time	2.96	3.09
Facilities and Resources	3.93	3.71
Teacher Empowerment	3.32	3.52
Leadership	3.50	3.68
Professional Development	2.96	3.46
Mentoring	3.00	NA

* Average response for all questions in the specific domain on a scale of 1-5.

Interestingly, the respondents were all asked to identify the most influential domain in continuing to teach at their school as well as impacting student learning. The responses for the XYZ School District are displayed for comparison in Figures 1 and 2 to the North Carolina Governor’s Working Conditions Survey from 2004 and 2006.

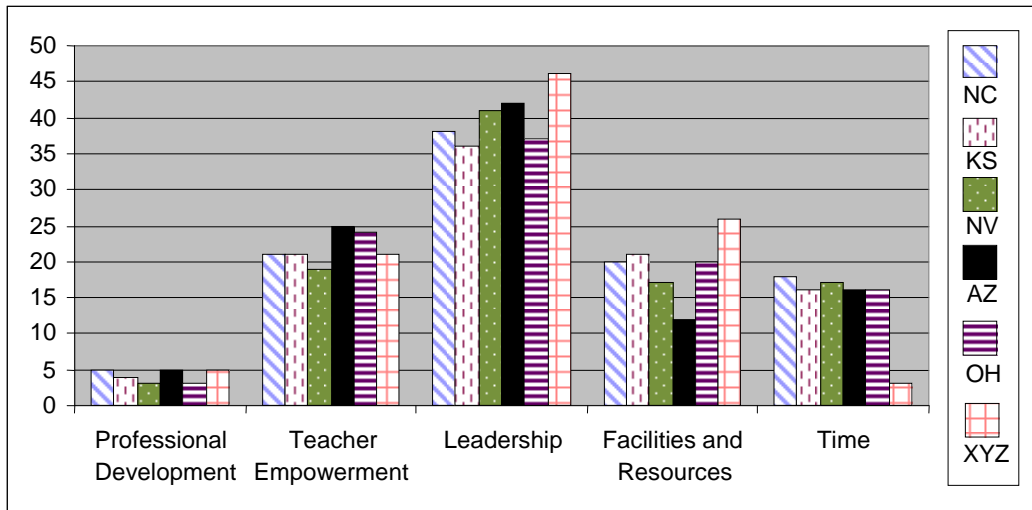
The results are varied in looking at some of the stronger items on the survey regarding satisfaction. For example, when asked, “Which aspect of your working environment most affects your willingness to keep teaching at your school?”, the participants’ responses on the state working conditions survey in both 2004 and 2006 compared to the XYZ School District are shown in Figures 1 and 2.

Figure 1.
Comparison of Domain Results to 2004 Multi-State Survey, including XYZ School District



* Compared to 2004 Working Conditions Survey from North Carolina, Kansas, Nevada, Arizona, and Ohio.

Figure 2.
Comparison of Domain Results to 2006 Multi-State Survey, including XYZ School District



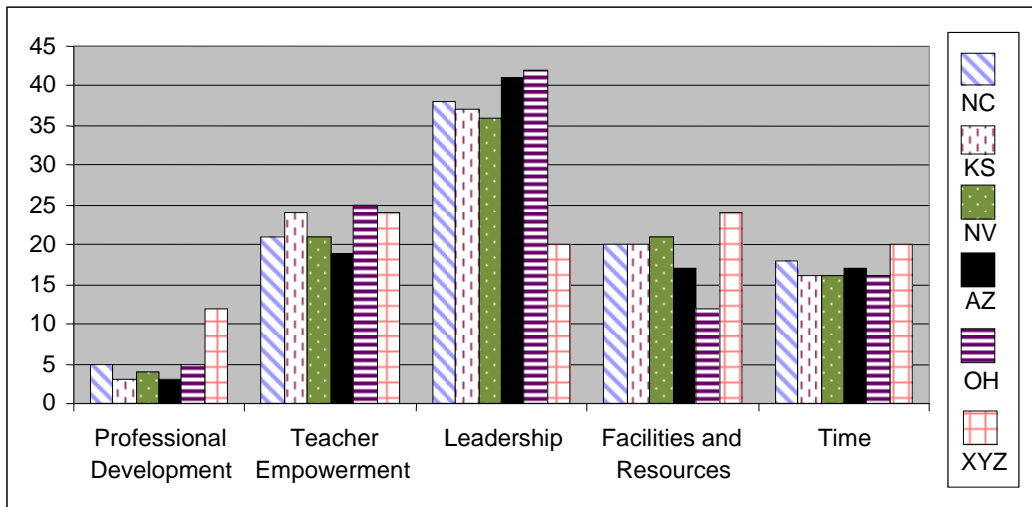
Compared to 2006 Working Conditions Survey from North Carolina, Kansas, Nevada, Arizona, and Ohio.

There is a difference between the responses from the XYZ School District participants and the participants from the other states involved. The XYZ School District is noted in the bar graphs as XYZ. The domain with the greatest impact on teachers returning to their school was Teacher Empowerment.

In contrast, the domain with the greatest impact for the other states was Leadership. For the XYZ School District, Leadership was the second domain with the greatest impact, followed closely by Facilities and Resources. All respondents identified Professional Development as the domain with the least impact on their decision to return to their school to work the next school year.

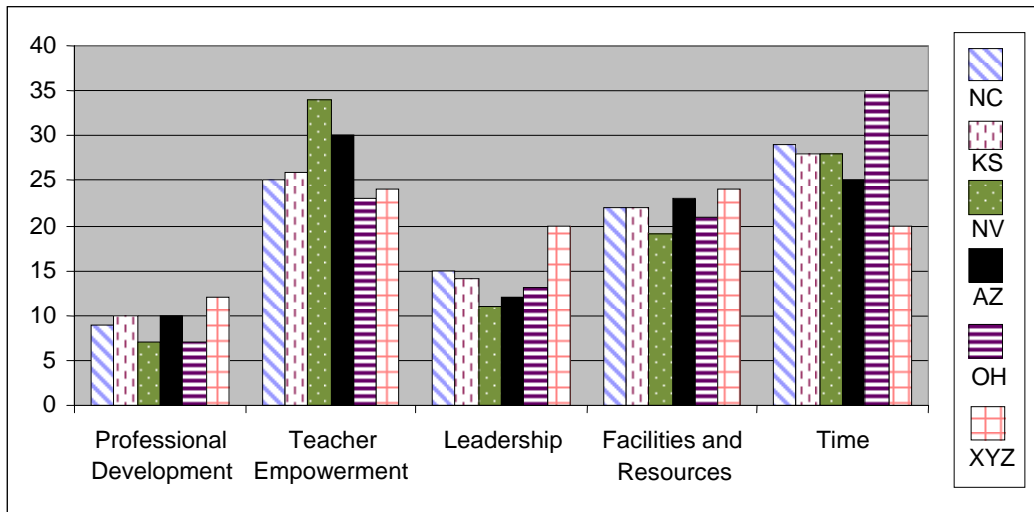
When asked, “Which aspect of working conditions is most important to you in promoting students learning?” the participants’ responses in both 2004 and 2006 and from the XYZ School District are in Figures 3 and 4.

Figure 3.
Bar Graph Comparison of Domain Results to 2004 Multi-State Survey, including XYZ School District



Compared to 2004 Working Conditions Survey from North Carolina, Kansas, Nevada, Arizona, and Ohio.

Figure 4.
Bar Graph Comparison of Domain Results to 2006 Multi-State Survey, including XYZ School District



Compared to 2006 Working Conditions Survey from North Carolina, Kansas, Nevada, Arizona, and Ohio. *

The participants in the other states shifted their responses between 2004 and 2006. Professional Development changed from an average of 4.0% to 8.6%; Teacher Empowerment moved from an average of 22% to 27.6%; Leadership dropped from an average of 38.8% to 13%; and, Time gained from an average of 16.6% to 29%. Interestingly, for the XYZ School District, the two most important domains as related to promoting student learning were Teacher Empowerment and Facilities and Resources (both with 24%).

When comparing these two questions, it must be understood that the first question was specific to the satisfaction needs of the respondent: “Which aspect of your school’s work environment most affects your willingness to keep teaching at your school?” In contrast, the second question, “Which aspect of working conditions is most important to you in promoting students learning?” was specific to the satisfaction needs for student success. When comparing the results for each question, the XYZ School District participants had a vast difference in their responses (Table 34).

Table 34

Domain Relationship of Returning to Teach versus Promoting Student Learning

Domain	Aspect related to returning to teach at school	Aspect related to promoting student learning
Professional Development	5%	12%
Teacher Empowerment	21%	24%
Leadership	46%	20%
Facilities and Resources	26%	24%
Time	3%	20%

According to participant responses, the differences indicate that what is needed for teacher satisfaction is not what is needed to promote student learning.

In breaking down the term satisfaction, the researcher identified two dimensions: characteristics of the job and characteristics of the working environment. The follow data break down the survey questions which relate to each dimension, showing the results by domains (Table 35).

Table 35
Survey Questions that Factored Together

Characteristics of the job		Characteristics of working environment	
Domain Survey items	Average Response on a 1-5 scale	Domain Survey items	Average Response on a 1-5 scale
Productivity 1j, 2, 3	3.29	Productivity 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i, 1k	4.00
Facilities and Resources 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h	3.93	Facilities and Resources	NA
Time 1b, 2, 6, 7	3.17	Time 1a, 1c, 1d, 1e, 4, 5	2.95
Leadership 1a, 1c, 1g, 1j	3.50	Leadership 1b, 1d, 1e, 1f, 1h, 1i, 1k, 1k, 1m, 1n, 2a, 2b, 2c, 2d, 2e, 2f, 3, 4	3.53
Teacher Empowerment	NA	Teacher Empowerment 1a, 1b, 1c, 1d, 1e, 2a, 2b, 2c, 2d, 2e, 2f, 2g, 2h	3.32
Professional Development 1e, 5, 6	3.57	Professional Development 1a, 1b, 1c, 1d, 1e, 2, 3, 4, 7, 8	2.77
Core Questions 6, 7	NA	Core Questions	NA

The data support certificated staff as having greater satisfaction with the characteristics of their job versus characteristics of their working environment. In general, this implies certificated staff was more satisfied with those items they were able to select versus those items which created the structure within which they worked. This demonstrates there was more satisfaction in those areas which were specific to the

satisfaction needs of the participant versus those areas imposed upon the participant in the form of structures and parameters.

Comparing Responses – Certificated Staff versus Administrative Staff

The results of the survey showed a difference in responses from the other certificated staff versus the administrative staff. There was a perception difference in a few interesting areas. The first was the difference in perception of satisfaction among the domain areas surveyed (Table 36).

Table 36
Difference in Perception of Satisfaction Among Domains between Groups

Domain	Administrators	Other Certificated Staff
Productivity	4.00	3.86
Time	3.10	2.95
Facilities and Resources	4.28	3.82
Teacher Empowerment	3.72	3.26
Leadership	3.86	3.47
Professional Development	3.10	2.97
Mentoring	3.26	3.02
Average of Domains	3.68	3.33

The administrators’ average rating across the domains was higher than the other certificated staff members. The only two domains with an average closer to dissatisfied or disagree were Time and Professional Development, both based on the responses of non-administrative certificated staff. When resorted to show the order from greatest to least for each subgroup of respondents, there were additional data of interest (Table 37).

Table 37
 Ranking of Domain Ratings Among Staff

Administrators	Other Certificated Staff
Facilities and Resources	Productivity
Productivity	Facilities and Resources
Leadership	Leadership
Teacher Empowerment	Teacher Empowerment
Mentoring	Mentoring
Time & Professional Development	Time & Professional Development

What stands out in these results is where the domain, Time, was placed in the priority order. In the past three years, the issue of time had been among the items in negotiations between the XYZ School District and the teacher’s union. There had not been agreement in that period on the utilization of time to allow for greater levels of collaboration, planning and increased student learning. As well, the aspect of promoting student learning was rated by non-administrative certificated staff members as most closely related to Teacher Empowerment and Facilities and Resources. Similarly, the domain with the greatest influence on staff returning to their school the next school year is Leadership. Yet the domain with the greatest level of satisfaction for non-administrative certificated staff members is Productivity. These results create a certain level of conflict.

When looking deeper into each domain to identify the specific survey items with the largest disparity between administrator responses and non-administrative certificated staff responses, the researcher found eight items with a difference in response rating of 0.88 or more (Table 38).

Table 38
 Disparity in Responses between Administrators and Non-Administrators

Item	Administrators	Non-Administrative Certificated Staff	Difference
Planning instruction with my mentor	5	2.74	2.26
Meeting with my mentor outside of the school day	1	3.11	2.11
Teachers are trusted to make sound professional decisions about instruction	2	3.25	1.25
Having discussions with my mentor about my teaching	5	4	1
I have a best friend at work	2	3	1
Curriculum and the subject content I teach	4	3.06	0.94
School and/or district policies and procedures	4	3.06	0.94
In this school we take steps to solve problems	4.33	3.5	0.88

The difference in the perspective of the two groups was apparent. The concern which arises when reviewing these results is that five of the seven are directly related to personnel relationships (characteristics of job) while two were related to organization structures and parameters (characteristics of working environment).

Data on Leadership

As written about in an in-depth level book, “First, Break All the Rules,” Buckingham and Coffman (1998) described the nearly one million surveys on management and employee satisfaction and find that leadership is considered a strong predictor of job satisfaction and performance. The following data sets described the participant’s perspective of leadership in the XYZ School District.

Teachers who leave the profession because of job dissatisfaction frequently cited the primary causes as lack of administrative support and low salaries on the Schools and Staffing Survey from the National Center for Education. Teachers from high minority, high poverty schools were even more likely to report their primary reason for leaving as lack of administrative support (Gruber, 2002).

In the XYZ School District, the Leadership domain rated third highest on the domains with an average on a five point scale of 3.5. The items on the survey addressing leadership to be noted due to total percentage of ratings as three and four on a five point scale (satisfied and agreed) were as follows (Table 39).

Table 39
 Leadership Survey Items and Percentage of Ratings

Productivity, item #2	
Overall satisfaction with the school	34%
Productivity, item #3	
Overall satisfaction with the district	27%
Leadership, item #3	
Overall leadership is effective	36%
Leadership, item #4	
Principal provides most instructional leadership	9%
Core, item #1	
Leadership as aspect that keeps you at your school	29%
Core, item #2	
Leadership as aspect that most impacts environment	44%
Core, item #3	
Leadership as aspect that most promotes student learning	44%

First looking at the positive trends in Leadership, participants were generally dissatisfied with their school leadership. Consider the following additional information from the survey results:

- Thirty-six percent of the XYZ School District participants agreed that school leadership was effective.
- Sixty-five percent agreed that leadership effectively communicates expectations to students and staff.
- Fifty-two percent of the participants noted school administrators and faculty have a common and shared vision.
- Sixty-six percent of participants agreed that the faculty is committed to helping every student learn.

With Leadership found to be the greatest determinant of job satisfaction in the book, “First Break All The Rules” (Buckingham & Clifton, 2001), and found to be the third greatest determinant in this study, Leadership abilities in the XYZ School District appear to be weaker than found in the Buckingham and Clifton surveys.

Chapter Five: Conclusions and Recommendations

Summary

The purpose of this study was to identify the current level of employee job satisfaction in the XYZ School District. Although there were limitations, the researcher believed that this study would be a contribution to the field of education when focusing on employee job satisfaction.

A series of analyses of the survey data was presented. The researcher answered the following research questions:

1. What level of satisfaction do employees report with factors related to the characteristics of the job?
2. What level of satisfaction do employees report with factors related to the characteristics of the working environment?
3. What level of satisfaction do employees of different years of experience report?
4. What level of satisfaction do male and female employees report?
5. What level of satisfaction do employees of different education levels report?
6. What was the level of satisfaction of employees with different position assignments have report?

Research question #1 revealed that certificated staff had a level of satisfaction slightly greater than satisfied with an average response of 3.492 on a scale of 1 to 5, with 5 being strongly agree and 3 being neither agree nor disagree.

A similar result was revealed for research question #2, with an average response of 3.314 on the same scale. The data supports certificated staff as having had greater satisfaction with the characteristics of their job versus characteristics of working environment. In general, this implied that certificated staff was more satisfied with those items they were able to select versus those items which created the structure within which they worked. This demonstrated there was more satisfaction in those areas which were specific to the satisfaction needs of the participant versus those areas imposed upon the participant in the form of structures and parameters. A significant finding in a study conducted by Ma and MacMillan (1999) was that conditions outside of the workplace were more predictive of satisfaction than conditions inside the school.

Research question #3 indicated an interesting set of mixed results. The years of experience with the highest level of satisfaction were years 1, 4, 5, 6, and 11-20. The years of service with lower levels of satisfaction were 2, 3, 7, 8, 9, 10, and 20+. Staff with 20+ years of experience scored the lowest level of satisfaction (3.38 on a scale of 1 to 5, with 5 being strongly agree and 3 being neither agree nor disagree). The data suggests there were periods or spans of years where satisfaction was higher than others. Klecker and Loadman (1997) found in their study of 4,076 subjects in various Ohio schools that teachers with less teaching experience had higher levels of job satisfaction. Their study revealed a steady decline of job satisfaction as years of experience increased. The study indicated a similar set of results to this study.

The data for research question #4 shows little difference in level of satisfaction and gender. Although the males had a higher level of satisfaction (3.63) than the females (3.43), the respondents were 75% female. With the disparity in number of respondents

representing each gender, the low number of male respondents may have caused a slight skew in the comparative data. Supporting the findings in this study, Ma and MacMillan (1999) examined the effects of various demographic variables on teacher job satisfaction. Among the variables included gender. The results revealed no significant difference between males and females.

Research question #5 revealed little difference between the education levels and satisfaction. The level of satisfaction among employees with a bachelor's degree (3.54) versus the level of satisfaction among employees with a master's degree (3.58) was minimal. However, those employees who indicated an education level of other (n=3) responded with a level of satisfaction at 4.0. Similar to gender, the low number of respondents (n=3) leaves room for the data to have been skewed. A study of teachers in Israel by Ronit Bogler (2002) measured the level of job satisfaction with various variables, including education level. The data from the study mirrored the results of this study by finding no significant difference in satisfaction and level of education.

As revealed in the other research questions, research question #6 did not reveal significant differences in levels of satisfaction and position held. The satisfaction levels ranged from 3.00 (other) to 3.67 (principal and coach). With these levels of satisfaction, the staff overall was essentially non-committal, rating between neither agree nor disagree and agree.

Discussion

This study revealed staff satisfaction is greater when staff were not directed on how to operate their classroom and responsibilities. Staff preference was to have autonomy in fulfilling their job requirements. Comparing the results to literature used in

this study stating female teachers have higher levels of job satisfaction, the males in this study were more satisfied than the females. This study supports the literature that satisfaction is greater when teachers participate in decision making. The respondents in this study did not support the assumptions of McGregor's Theory X. Interestingly, Vroom's Expectancy Theory is supported in this study as seen in the mid-level range of job satisfaction, and considering the regular negative rewards staff received due to the low performance of students. Should the rewards have been more positive one has to wonder what the impact would have been on job satisfaction for certificated staff.

The survey results show that the dimension to job satisfaction of Hygiene Factors was greater than the Motivation Factors. The data support certificated staff as having greater satisfaction with the characteristics of their job versus characteristics of their working environment. In general, this implies certificated staff was more satisfied with those items they were able to select versus those items which created the structure within which they worked. This demonstrates there was more satisfaction in those areas which were specific to the satisfaction needs of the participant versus those areas imposed upon the participant in the form of structures and parameters.

Comparing the results of the staff survey with the 2006 multi-state working conditions survey the two domains where the XYZ staff reported lower results were Teacher Empowerment and Time. The XYZ staff had three domains (Professional Development, Leadership and Facilities and Resources) which were the highest in satisfaction compared to the other states. The largest difference between XYZ staff and the other states was in Time. When reflecting on the challenges facing the XYZ staff and students one has to wonder how much better the staff would meet the needs of the

students if there was a greater level of satisfaction with Time. If Time and Teacher Empowerment increased in satisfaction then the overall level of satisfaction would potentially be greater. Considering all of the domains combined for the XYZ staff the higher level of satisfaction versus the other states begs the question, would student achievement increase?

The perception of job satisfaction between administrators and other certificated staff must be addressed. In order for leadership to make the necessary adjustments to impact the level of job satisfaction of certificated staff, there must be a keen ability to accurately identify satisfaction levels of staff. This study showed that administrators (leadership) underestimated the actual level of job satisfaction of certificated staff in all of the domains. Using the study's survey is one suggestion to best monitor satisfaction levels.

Implications and Recommendations

After careful review of the data, a number of inferences can be made. In identifying determinates of job satisfaction among certificated employees in the XYZ school district, I am now able to formulate those determinates which have a positive and negative impact on job satisfaction. The data support the work of Buckingham and Coffman (1998) that leadership is important to employee satisfaction. In this study, employees see leadership as an important predictor of environment, learning, and satisfaction. For the XYZ school district, satisfaction as related to leadership is low. At the same time, student achievement is poor.

Breaking the survey into domains allowed an easy look at correlations. The implication of this study is that higher productivity levels are related to strong levels of

satisfaction with leadership and teacher empowerment. Good levels of satisfaction are related to professional development and time. Leadership has a good relationship with productivity ($r=0.515$). These results imply that when leadership is strong, certificated staff has an increase in productivity resulting in good to strong levels of satisfaction in all domains other than mentoring. Therefore, to increase each domain's level of satisfaction (other than mentoring) a school district must focus on developing or hiring strong leaders. Leadership is a determinant of certificated staff job satisfaction.

When considering teacher retention, the greatest determinant is leadership, followed by facilities and resources and teacher empowerment. In the XYZ School District, the facilities and resources are not very good. However, the leadership is medium to strong. As a result, teacher retention is high in the XYZ school district. For other school districts, the presence of strong leadership with quality facilities and resources and teacher empowerment will lead to greater certificated staff retention.

Interestingly, the domain of mentoring has little to no relationship to each of the domains. This indicates certificated staff does not find mentoring to be a determinant to the level of job satisfaction.

Another implication is that school districts need to calibrate the perception of satisfaction by administrators and the level of satisfaction of certificated staff. Across the board, administrators in this study perceived a higher level of satisfaction versus certificated staff. This can lead to a misreading of certificated staff needs and satisfaction. Not monitoring satisfaction levels of staff effectively can lead to lower levels of staff satisfaction, thus decreasing the likelihood of high teacher retention rates and student learning.

Recommendations for Further Research

Suggestions for further research into this topic include:

1. It would be beneficial if further study would occur and this study was duplicated in other districts in other states to determine if the same determinants of job satisfaction reveal similar results.
2. A larger study across the nation could be conducted to better understand the determinants of job satisfaction.
3. Additional research could be conducted to better inventory the determinants, including identifying additional determinates beyond this study.
4. College courses on leadership should include understanding of employee job satisfaction. This study along with further studies could assist in developing the curriculum for such coursework.
5. Further studies could investigate the implications of low levels of satisfaction and student achievement, as well as high levels of satisfaction and student achievement.
6. Further studies to identify the relationship between teacher satisfaction and student achievement.

Personal Reflections

Employee satisfaction has been an interest of mine for many years. With the introduction of standards based education followed by the revised Elementary and Secondary Education Act (also known as No Child Left Behind) my observations have been seeing an increase in the expectations from administrators and staff. With the increased expectations came an increase in workload. My personal observation of staff

who appeared satisfied with their job also included a sense of great staff relationships with one another and students. On the flip side, my observations of staff that appear to be unsatisfied include a sense of frustration, anger, and poor attitude. The low satisfaction seemed to lead to fewer staff relationships and fewer connections with students. This research process has given me greater insight into the necessity to build employee satisfaction. I learned that satisfied employees will work more productively.

Posting the research questions to be a constant reminder for district leaders is something I will be sure takes place. In fact, human resources and learning services should have this information as they plan for the support and retention of staff. In the meetings I have attended through my administrative career there has been little to no discussion around employee job satisfaction. Without the topic being at the forefront of the minds of leaders districts are leaving job satisfaction up for chance. In doing so, any effort made to increase or maintain teacher retention is simply a band aid effect. Getting to the heart of job satisfaction is a regular discussion of the determinants identified in this study.

Under my leadership professional development will be designed to play a role in the maintaining and building of job satisfaction. Considering course options the professional development staff must realize where staff is on a job satisfaction spectrum of sorts. The spectrum needs to include the determinants found within this study. For example, knowing there are years of high and low levels of satisfaction professional development opportunities should include a focus around reasons for lower satisfaction years. Determining the reasons for the lower satisfaction years can be identified by surveying staff at the start of the years identified as lower satisfaction years. From the

survey the reasons can provide ideas for course offerings. The ultimate idea is to reduce the range or gap of high and low satisfaction swings. From this study the strongest correlation was between Professional Development and Mentoring ($r=.720$, $p<.01$). With this awareness I will be sure to have a quality mentoring program in place with extended professional development options.

A new expectation of mine is for supervisors of building leadership need to be aware of the job satisfaction determinants. As these supervisors work with building leaders to build capacity and provide support regular conversation should be focused around being aware of staff behaviors. The behaviors will provide some insight into job satisfaction levels. Being able to read both the individual staff member and the total staff group is an important ability of a building leader. From the reading the building leader has the ability to influence staff. Examples include reducing paperwork expectations from staff, providing support by assuring physical classroom repairs are completed, making sure the copier is functioning, providing time in staff meetings to share celebrations, or to find ways to provide time to staff. When building leaders respond to the reading of staff the probability of keeping job satisfaction from taking a dip is greater than if there is not a reading of or a response to staff.

In general, this study implied certificated staff was more satisfied with those items they were able to select versus those items which created the structure within which they worked. I will continue my work in expecting building leaders to carve out time within the daily schedule to support common planning time, professional learning community collaboration time, and providing differentiated job embedded professional development.

These opportunities are in support of the characteristics of the job, which was found to be slightly higher than characteristics of the environment when it comes to job satisfaction.

As a superintendent of a school district, it is imperative that I encourage high levels of employee satisfaction. The reason is implied in this research study. With the ability to calculate correlations among different domains, I can directly influence adjustments in the structure of the domains to improve satisfaction. Being able to do so means I must inform and train my executive managers on employee satisfaction determinates. Surveying employees on an annual basis will allow me and my executive managers to monitor employee satisfaction, and to gain insight into the impact of our explicit attempts to increase employee satisfaction. By working as a team, we can influence a positive change in employee satisfaction.

Until further research is completed to show the connection between satisfaction and student achievement, my study implies that the greater the satisfaction, the greater the probability of increasing student achievement. I will continue to read research on this topic in order to best utilize the process and results of this study in my workplace.

References

- Accel Team (2005) *Employee motivation, the organizational environment and productivity*. Retrieved February 14, 2005, from http://www.accelteam.com/human_relations/hrels_06ii_argyris.html.
- Adams, J. (1963) Toward an understanding of inequity. *Journal of Abnormal Psychology*, 67, 422-436.
- Agho, A., Mueller, & Price, J. (1993) Determinants of employee job satisfaction: An empirical test of a causal model. *Human Relations*, 46, 1007-1027.
- Analytic Tech (2005) *Theories of motivation*. Retrieved February 18, 2005, from <http://www.analytictech.com/mb021/motivation.htm>.
- Bastrop Federation of Teachers (2002) *Survey of teacher satisfaction*. Retrieved February 20, 2005, from <http://www.main.org/bft/survey.htm>
- Bedeian, A., Farris, G. & Kacmar, K. (1992, February). Age, tenure, and job satisfaction: A tale of two perspectives. *Journal of Vocational Behavior*, 40(1), 33-48.
- Bertz, R. & Judge, T. (1994) Person-organization fit and the theory of work adjustment: Implications for satisfaction, tenure, and career success. *Journal of Vocational Behavior*, 44(1), 32-54.
- Bittel, L. & Newstrom, J. (1990) *What every supervisor should know*. St. Louis: McGraw-Hill, Inc..
- Bogler, R. (2001) The influence of leadership style on teacher job satisfaction, *Educational Administration Quarterly*, 37(5), 662-683.

- Bogler, R. (2002) Two profiles of schoolteachers: A discriminant analysis of job satisfaction. *Teaching and Teacher Education*, 18(6), 665-673.
- Boltes, B. Lippke, L. & Gregory, E. (1995) Employee satisfaction in extension: A Texas study. *Journal of Extension*, 33(5). Retrieved March 1, 2005, from <http://joe.org/joe/1995october/rb1.html>.
- Brass, D. (1981) Structural relationships, job characteristics, work satisfaction and performance, *Administrative Science Quarterly*, 26, 331-348.
- Bravendam Research Incorporated (2002) *Effective management through measurement: Special report*. Retrieved on February 10, 2005, from <http://www.employeesatisfactions.com>.
- Brief, A. (1998) *Attitudes in and around organizations*. Sage: Thousand Oaks, California
- Bruce, W. & Blackburn, J. (1992) *Balancing job satisfaction and performance: A guide for human resource professionals*. Westport, CT: Quorum Books.
- Brush, D., Mock, M. & Pooyan, A. (1987) Individual demographic differences and job satisfaction. *Journal of Occupational Behavior*, 8, 139-155.
- Buckingham, M. & Coffman, C. (1998) *First, break all the rules*. New York: Simon and Schuster.
- Businessballs.com (2005) *Adam's equity theory*. Retrieved on February 18, 2005, from <http://www.businessballs.com/adamsequitytheory.htm>.
- California Department of Education (2007) Retrieved on January 5, 2007, from <http://www.cde.ca.gov/>.
- Catt, S., & Miller, D. (1989) *Human relations: A contemporary approach*. Homewood, Illinois: Richard D. Irwin, Inc..

- Creswell, J. (1994) *Research design: Qualitative and quantitative approaches*, Thousand Oaks, CA: Sage Publications.
- Cropanzano, R., & Folger, R. (1996) Procedural justice and work motivation. In *Motivation and leadership at work*. Steers, R., Porter, I., & Bigley, G., New York: McGraw-Hill.
- Daley, D. (1986) Humanistic management and organizational success: The effects of job and work environment characteristics on organizational effectiveness, public responsiveness and job satisfaction. *Public Personnel Management*, 15, 131-142.
- Daley, D. (1988) Performance appraisal in a public agency: Multiple measurements supporting common conclusions. *Review of Public Personnel Administration*, 9(Fall), 11-28.
- Dewar, R. & Werbel, J. (1979) Universalistic and contingency predictions of employee satisfaction and conflict. *Administrative Science Quarterly*, 24, 426-448.
- Ellis, N. & Bernhardt, R. (1992) Prescription for teacher satisfaction: Recognition and responsibility. *The Clearing House*, 65(3), 179-182.
- Emmert, M. & Taher, W. (1992) Public sector professionals: The effects of public sector jobs on motivation, job satisfaction and work involvement. *American Review of Public Administration*, 22, 37-48.
- Freisen, D., Holdaway, E., & Rice, A. (1983) Satisfaction of school principals with their work. *Educational Administration Quarterly*, 19(4), 35-58.
- Frunzi, G., & Savini, P. (1997) *Supervision: The art of management*. Upper Saddle River, New Jersey: Prentice Hall, Inc.

- Ganzach, Y. (1998) Intelligence and job satisfaction. *Academy of Management Journal*, 41, 526-539.
- Gibson, J. & Klein, S. (1970, December) Employee attitudes as a function of age and length of service: A reconceptualization. *Academy of Management Journal*, 13, 411-425.
- Gruber, K.J., Wiley, S.D., Broughman, S.P., Strizek, G.A., & Burian-Fitzgerald, M (2002) *Schools and staffing survey, 1999-2000: Overview of data for public, private, public charter, and bureau of Indian affairs elementary and secondary schools*. NCES 2002-313. Washington, D.C..
- Guglielmi, R. & Tatrow, K. (1998) Occupational stress, burnout, and health in teachers: A methodological and theoretical analysis. *Review of Educational Research*, 68(1), 67-99.
- Hackman, J. & Oldham, G. (1975) Development of the job diagnostic survey, *Journal of Applied Psychology*, 60(April), 159-170.
- Hackman, J. & Oldham, G. (1980) *Work redesign*. Addison-Wesley: Reading, Massachusetts.
- Hackman, J., Oldham, G., & Pearce, J. (1976) Conditions under which employees respond positively to enriched work, *Journal of Applied Psychology*, 61(4), 395-403.
- Hackman, R. & Lawler, E. (1971) Employee reactions to job characteristics, *Journal of Applied Psychology*, 55, 259-286.
- Hamilton, R. & Wright, J. (1986) *The state of the masses*. New York: Aldine Publishing Company.

- Hansen, J. & Sullivan, B. (2003) *Assessment of workplace stress: Occupational stress, its consequences, and common causes of teacher stress*. In Wall, J. & Talz, G., *Measuring up: Assessment issues for teachers, counselors, and administrators*, Greensboro: NC: CAPS Press, 611-622.
- Harris Interactive (2005) *The Harris poll #57*. Retrieved February 2, 2005, from http://www.harrisinteractive.com/harris_poll/index.asp?PID=448.
- Henerson, M, Morris, L., & Fitzgibbon, C. (1987) *How to measure attitudes*. Beverly Hills: Sage Publications.
- Herzberg, F. (1968) One more time: How do you motivate employees? *Harvard Business Review*, 46, 53-62.
- Herzberg, F., Mausner, B., & Snyderman, B. (1993) *The motivation to work*. Somerset, NJ: Transaction Publishers.
- Hill, N. (1979) *Increasing managerial effectiveness: Keys to management and motivation*. Menlo Park, CA: Addison-Wesley Publishing.
- Hodson, R. (1989) Gender differences in job satisfaction: Why aren't women more dissatisfied? *The Sociological Quarterly*, 30(3), 385-399.
- Howard County Education Association (2004) Retrieved February 15, 2005, from <http://hceanea.org/publications.php>
- Hunt, J., Osborn, R., & Schermerhorn, J. (2000) *Organizational behavior*. New York: John Wiley & Sons, Inc..
- Janson, P. & Martin, J. (1982) Job satisfaction and age: A test of two views, *Social Forces*, 60(4), 1089-1102.

- Jayarathne, S. (1993) The antecedents, consequences, and correlates of job satisfaction, In *Handbook of organizational behavior*, Golembiewski, R. , New York: Marcel Dekker, 111-134.
- Kalleberg, A. (1977) Work values and job rewards: A theory of job satisfaction, *American Psychological Review*, 42, 124-143.
- Karasek, R. & Theorell, R. (1990) *Healthy work*. New York: Basic Books.
- Katz, R. (1978) Job longevity as a situational factor in job satisfaction, *Administrative Science Quarterly*, 23, 204-223.
- Katzell, R. & Yankelovich, D. (1975) *Work, productivity, and job satisfaction*, New York: The Psychological Corporation.
- Klecker, B. & Loadman, W.E. (1997). Exploring teacher job satisfaction across years of teaching experience. Unpublished Manuscript, Ohio State University.
- Kristof, A. (1996) Person-organization fit: An integration review of its conceptualizations, measurement, and implications. *Personnel Psychology*, 49, 1-49.
- Kyriacou, C. (2001) Teachers stress: Directions for future research. *Educational Review*, 53(1), 27-35.
- Labaree, D. (2000) On the nature of teaching and teacher education: Difficult practices that look easy. *Journal of Teacher Education*, 51, 228-308.
- Lewis, G. (1991) Turnover and the quiet crisis in the federal civil service. *Public Administration Review*, 51, 145-155.
- Locke, E. (1976) The nature and causes of job satisfaction. In *Handbook of Industrial and Organizational Psychology*, pp. 1297-1349. Chicago, IL: Rand McNally.

- Maslow, A. (1943) A theory of human motivation, *Psychological Review*, 50, 370-396.
- Maslow, A. (1954) *Motivation and personality*. Harper & Row: New York.
- McCaslin, V. & Mwangi, J. (1994) Job satisfaction of Kenya's Rift Valley Extension agents. *Journal of Extension*, 32(3). Retrieved February 5, 2005, from <http://www.joe.org/joe/1994october/rb1.html>
- McClelland, D. (1988) Human motivation. In *Employee motivation, the organizational environment and productivity*. Accel Team. Retrieved February 14, 2005, from http://www.accel-team.com/human_relations/hrels_06_mcclelland.html.
- McCoy, T. (1992) *Compensation and motivation*. New York: American Management Association.
- McFarlin, D. & Sweeney, P. (1992) Distributive and procedural justice as predictors of satisfaction with personal and organizational outcomes. *Academy of Management Journal*, 35, 626-637.
- McGregor, D. (1960) The human side of enterprise. In *Employee motivation, the organizational environment and productivity*. Accel Team. Retrieved February 14, 2005, from http://www.accel-team.com/human_relations/hrels_03_mcgregor.html.
- Mertler, C. (1992) *Teacher motivation and job satisfaction of public school teachers*. Unpublished master's thesis, Ohio State University.
- Motowidlo, S. (1996) Orientation toward the job and organization. In *Individual differences and behavior in organizations*, Murphy, K., San Francisco: Jossey-Bass, 175-208.

- Mottaz, C. (1985) The relative importance of intrinsic and extrinsic rewards as determinants of work satisfaction. *Sociology Quarterly*, 26, 365-385.
- Mowday, R. (1996) Equity theory predictions of behavior in organizations. In *Motivation and leadership at work*. Steers, R., Porter, L. & Bigley, G., New York: McGraw-Hill, 53-71.
- Mowday, R., Porter, L, and Steers, R. (1982) *Employee-organizational linkages: The psychology of commitment, absenteeism, and turnover*. New York: Academic.
- Nachamias, D. (1988) The quality of work life in the federal bureaucracy: Conceptualization and measurement. *American Review of Public Administration*, 18, 165-173.
- North Carolina Teacher's Working Conditions Survey (2005) Retrieved on January 5, 2005, from <http://www.northcarolinatwc.org/index.html>.
- O'Reilly, C. & Roberts, K. (1975) Individual differences in personality, position in the organization, and job satisfaction. *Organizational Behavior and Human Performance*, 14, 144-150.
- Organ, D. & Ryan, K. (1995) A meta-analysis review of attitudinal and dispositional predictors of organizational citizenship behavior, *Personnel Psychology*, 48, 775-802.
- Perie, M. & Baker, D. (1997) *Job satisfaction among America's teachers: Effects of workplace conditions, background characteristics, and teacher compensation*. Washington, DC: National Center for Education Statistics.
- Pithers, R. & Soden, R. (1998) Scottish and Australian teacher stress and strain: A comparative study. *British Journal of Educational Psychology*, 68, 269-279.

- Pool, S. (1997) The relationship of job satisfaction with substitutes of leadership, leadership behavior, and work motivation, *Journal of Psychology*, 131, 271-283.
- Reilly, c., Chatman, J. & Caldwell, D. (1991) People and organizational culture: A profile comparison approach to assessing person-organizational fit, *Academy of Management Journal*, 34, 487-516.
- Schnake, M. (1991) Organizational citizenship: A review, proposed model, and research agenda, *Human Relations*, 44, 735-759.
- Senge, P. (1994) *The fifth discipline fieldbook*. New York: Currency.
- Sheppard, B., Lewicki, R., & Minton, J. (1992) *Organizational justice: The search for fairness in the workplace*. New York: Lexington Books.
- Skinner, B.F. (1953) *Science and human behavior*. New York: Free Press.
- Society for Human Resource Management (2004) *Job satisfaction series survey report*. Alexandria, Virginia: SHRM Research.
- Spector, P. (1997) *Job satisfaction: Application, assessment, causes and consequences*, Thousand Oaks, CA: Sage.
- Steel, B. & Warner, R. (1990) Job satisfaction among early labor force participants: Unexpected outcomes in public and private sector comparisons, *Review of Public Personnel Administration*, 10(Fall), 4-22.
- Stone, E. (1992) A critical analysis of social information processing: Model of job perceptions and job attitudes. *Job Satisfaction: How people feel about their job and how it affects their performance*, Cranny, C., Smith, P., and Stone, E. New York: Lexington Books, 21-52.

- Sweeney, J. (1981) Professional discretion and teacher satisfaction. *The High School Journal*, 65(1), 1-6.
- Syptak, J., Marsland, D., & Ulmer, D. (1999) Job satisfaction: Putting theory into practice, *Family Practice Management*. Retrieved February 18, 2005, from <http://www.aafp.org/fpm/991000fm/26.html>.
- The Harris Poll (2003) *Teacher's job satisfaction rises to highest level in two years*. Retrieved on February 2, 2005, from <http://www.freerepublic.com/focus/f-news/1096327/posts>.
- Trevino, L. (1992) The social effects of punishment in organizations: A justice perspective. *Academy of Management Review*, 17, 647-676.
- Tuck, B. & Hawe, E. (1999) *Sources of occupational stress in New Zealand primary teachers*. AARE-NZARE Conference. Melbourne, Australia.
- Turner, R. (1986, September) Teachers speak out about their evaluations. *Learning*, 58-67.
- Varca, P., Shaffer, G. & McCauley, C. (1983) Sex differences in job satisfaction revisited. *Academy of Management Journal*, 26(2), 348-353.
- Vecchio, R. (1982) Predicting worker performance in inequitable settings, *Academy of Management Review*, 7, 103-110.
- Vroom, V. (1964) *Work and motivation*, New York: Wiley.
- Wanous, J., Reichers, A., and Hudy, M. (1992) The effects of met expectations and newcomer attitudes and behaviors: A review and meta-analysis. *Journal of Applied Psychology*, 77, 388-397.

- Watson, D. & Slack, A. (1993) General factors of affective temperament and their relation to job satisfaction over time. *Organizational Behavior and Human Decision Processes*, 54, 181-202.
- Weinstein, C. (1988) Preservice teachers' expectations about the first year of teaching, *Teaching and Teacher Education*, 4, 31-40.
- Witt, L. & Nye, L. (1992) Gender and relationship between perceived fairness of pay or promotion and job satisfaction, *Journal of Applied Psychology*, 77, 910-917.
- Wright, M. & Custer, R. (1998, Spring), The motivation of outstanding technology teachers, *Journal of Technology Education*, 9(2). Retrieved February 2, 2005, from <http://scholar.lib.vt.edu/ejournals/JTE/jte-v9n2/wright.html>
- Xin, M. & MacMillan, R. (1999). Influence of workplace conditions on teachers job satisfaction. *Journal of Educational Research*, 93(1), 39-46.
- Zeffane, R. (1994) Correlates of job satisfaction and their implications for work redesign, *Public Personnel Management*, 23, 61-75.
- Zvoch, K. (2003) *Executive summary of the 2002 APS/UNM survey of teachers*. Retrieved on March 1, 2005, from <http://www.scsv.nevada.edu/~zvochk/tchsurveybrief1a.pdf>

APPENDIX A: Informed Consent

□
TO: XYZ School District Certificated Employees
FROM: Grant Schmidt, Director of Elementary Services (MAED)
916-643-8605
RE: Working Conditions Survey
DATE: April 10, 2007

Under the University of Denver faculty supervision of Dr. Elinor Katz and for the purposes of partial completion of my dissertation study, all certificated employees of the XYZ School District are asked to complete the attached survey. The survey asks for your responses to a series of questions related to your working conditions through this school year. This survey is adapted from the Gallup Organization and North Carolina Governor's Teacher Working Conditions Initiative. (<http://twc.learnnc.org/>)

The purpose of this study is to identify the level of job satisfaction of the certificated employees of the XYZ School District. Completion of this survey is intended to take up to 30 minutes. Participation is voluntary. Refusal to participate or discontinue participation does not involve penalty or loss of benefits to which the subject is otherwise entitled. Please respond to the survey individually.

In order to maintain the promise of confidentiality, seal your survey in the provided envelope and place in the box at the front of the room. Should any information contained in this study be the subject of a court order or lawful subpoena, the University of Denver might not be able to avoid compliance with the order or subpoena.

If you have any questions, please feel free to contact me at 916-643-8605. If you have any concerns or complaints about how you were treated during the research session, please contact: Dr. Dennis Wittmer, Chair, Institutional Review Board for the Protection of Human Subjects, at (303) 871-2431.

The results of this survey can be obtained by contacting me 160-days from the completion of this survey.

Thank you for your time in completing the working conditions survey!

I have read and understood the foregoing descriptions of this research study. I have asked for and received satisfactory explanation of any language that I did not fully understand. I agree to participate in this study, and I understand that I may withdraw my consent at any time. I have received a copy of this consent form.

Signature

Date

APPENDIX B: Survey Instrument

XYZ Working Conditions 2006-2007 Survey Dissertation Study by Grant Schmidt

Thank you in advance for your time and willingness to share your views on working conditions in your school.

Research has demonstrated that teacher working conditions are critical to increasing student achievement and retaining teachers.

Please know that confidentiality is guaranteed.

Your responses will be kept confidential. You are being asked demographic information to learn whether teachers from different backgrounds and different characteristics look at working conditions differently. The effectiveness of the survey is dependent upon your honest completion.

Demographics

Please tell me more about yourself. No demographic information that could be used to identify individual educators will be shared.

1. Please indicate your ethnicity.

- American Indian or Alaska Native
- Asian or Pacific Islander
- Black or African American
- Hispanic
- White
- Mixed or multiple ethnicity
- Some other race or ethnicity

2. Please indicate your gender.

- Female
- Male

3. How did you train to become an educator?

- Bachelor's degree
- Master's degree
- Alternative route

4. Please indicate your position:

- Teacher (including intervention specialist, vocational, literacy specialist, special education teacher, etc.)
- Principal
- Instructional Coach (literacy, math, EL)
- Other Education Professional (school counselor, school psychologist, social worker, library media specialist, etc.)

5. Highest degree attained

- Bachelor's
- Master's
- Doctorate
- Other

6. Are you certified by National Board for Professional Teaching Standards (NBPTS)?

- Yes
- No

7. How many years have you been employed as an educator?

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

8. How many years have you been employed in the school in which you are currently working?

- First Year
- 2 - 3 Years
- 4 - 6 Years
- 7 - 10 Years
- 11 - 20 Years
- 20+ Years

9. Have you served as a mentor in XYZ schools in the past five years?

- Yes
- No

10. Please indicate your assignment level:

- PreSchool
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- Other

Productivity

Please rate your level of agreement with each statement.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
a. I know what is expected of me at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I have the materials and equipment I need to do my work right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. At work, I have the opportunity to do what I do best every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. In the last seven days, I have received recognition or praise for doing good work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. My supervisor, or someone at work, seems to care about me as a person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. There is someone at work who encourages my development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. At work, my opinions seem to count.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. The mission/purpose of my company makes me feel my job is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. My associates (fellow employees) are committed to doing quality work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I have a best friend at work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. In the last six months, someone at work has talked to me about my progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. This last year, I have had opportunities at work to learn and grow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your level of satisfaction with each statement.

	Extremely Dissatisfied	Dissatisfied	Neutral	Satisfied	Extremely Satisfied
Overall, how satisfied are you with <u>your school</u> as a place to work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, how satisfied are you <u>with the XYZ School District</u> as a place to work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Time

Please rate how strongly you agree or disagree with the following statements about the use of time in **your school**.

1. Please indicate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
a. Teachers* have reasonable class sizes, affording them time to meet the educational needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers have time available to collaborate with their colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers are protected from duties that interfere with their essential role of educating students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School leadership tries to minimize the amount of routine administrative paperwork required of teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The non-instructional time* provided for teachers in my school is sufficient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*"Teachers" means a majority of teachers in your school.

*"Non-instructional time" refers to any structured time during the work day to work individually or collaboratively on instructional issues.

2. In an average week of teaching, how many hours do you have for non-instructional time during the regular school day?

- None
- Less than 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

3. In an average week of teaching, how much non-instructional time do teachers have available?

- None
- Less than 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

4. Of those hours, how many are available for individual planning?

- None
- Less than 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

5. And how many hours are available for structured collaborative planning?

- None
- Less than 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

6. In an average week of teaching, how many hours do you spend on school related activities outside the regular school work day (before or after school, and/or on the weekend)?

- None
- Less than 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

7. In an average week of teaching, how many hours do teachers spend on school-related activities outside of the regular school work day?

- None
- Less than 3 hours
- More than 3 hours but less than or equal to 5 hours
- More than 5 hours but less than or equal to 10 hours
- More than 10 hours

Facilities and Resources

Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

1. Please rate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
a. Teachers have sufficient access to appropriate instructional materials* and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers have sufficient access to instructional technology, including computers, printers, software, and internet access.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teachers have sufficient access to communications technology, including phones, faxes, email, and network drives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Teachers have adequate professional space to work productively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers and staff work in a school environment that is clean and well maintained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Teachers and staff work in a school environment that is safe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Instructional materials include items such as textbooks, curriculum materials, content references, etc.

Teacher Empowerment

Please rate how strongly you agree or disagree with the following statements about teacher empowerment **in your school**.

1. Please rate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
a. Teachers are centrally involved in decision making about educational issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers are trusted to make sound professional decisions about instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The faculty has an effective process for making group decisions and solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. In this school we take steps to solve problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Opportunities for advancement within the teaching profession (other than administration) are available to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Please indicate how large a role teachers at your school have in each of the following areas:

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
a. Selecting instructional materials and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Devising teaching techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Setting grading and student assessment practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Determining the content of in-service professional development programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Hiring new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Establishing and implementing policies about student discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Deciding how the school budget will be spent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. School improvement planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Members of the school improvement team are elected.

- Yes
- No
- Don't know

Leadership

Please rate how strongly you agree or disagree with the following statements about leadership **in your school**.

1. Please rate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
a. There is an atmosphere of trust and mutual respect within the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The faculty are committed to helping every student learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The school leadership communicates clear expectations to students and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The school leadership shields teachers from disruptions, allowing teachers to focus on educating students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The school leadership consistently enforces rules for student conduct.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. The school leadership support teachers' efforts to maintain discipline in the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Opportunities are available for members of the community to actively contribute to this school's success.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h. The school leadership consistently supports teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. The school improvement team provides effective leadership at this school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. The faculty and staff have a shared vision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Teachers are held to high professional standards for delivering instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Teacher performance evaluations are handled in an appropriate manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. The procedures for teacher performance evaluations are consistent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Teachers receive feedback that can help them improve teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. The school leadership makes a sustained effort to address teacher concerns about:

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
a. facilities and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. the use of time in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. empowering teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Hiring new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. leadership issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. new teacher support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Overall, the school leadership in my school is effective.

- Strongly Disagree
- Disagree
- Neither Disagree Nor Agree
- Agree
- Strongly Agree

4. Which position best describes the person who most often provides instructional leadership at your school?

- principal
- department chair or grade level chair
- school-based curriculum specialist
- director of curriculum and instruction or other central office based personnel
- Other teachers
- None of the above.

Professional Development

Please rate how strongly you agree or disagree with the following statements about your own professional development and professional development in **your school**.

1. Please indicate your level of agreement with the following statements.

	Strongly Disagree	Disagree	Neither Disagree Nor Agree	Agree	Strongly Agree
a. Sufficient funds and resources are available to allow teachers to take advantage of professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teachers are provided opportunities to learn from one another.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Adequate time is provided for professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Teachers have sufficient training to fully utilize instructional technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Hiring new teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Professional development provides teachers with the knowledge and skills most needed to teach effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. In which of the following areas, if any, do you believe teachers need additional support to effectively teach students?

- Special education (students with disabilities)
- Special education (academically gifted students)
- Limited English Proficiency (LEP)
- Closing the achievement gap
- Methods of teaching
- Student assessment
- Classroom management techniques
- Reading strategies

3. In which of the following areas, if any, do you need additional support to effectively teach your students? Check all that apply.

- Special education (students with disabilities)
- Special education (academically gifted students)
- Limited English Proficiency (LEP)
- Closing the achievement gap
- Methods of teaching
- Student assessment
- Classroom management techniques
- Reading strategies

4. In the past 2 years, have you had 10 hours or more of professional development in any of the following areas? Check all that apply.

- Special education (students with disabilities)
- Special education (academically gifted students)
- Limited English Proficiency (LEP)
- Closing the achievement gap
- Methods of teaching
- Student assessment
- Classroom management techniques
- Reading strategies

5. The local in-service program activities I participated in were effective.

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

6. The state-sponsored AB466 program activities I participated in were effective.

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree
- Not Applicable

7. Do you teach students who have an Individualized Education Plan or 504 Plan?

- Yes
- No

8. Do you teach students who are Limited English Proficient?

- Yes
- No

Mentoring

1. Have you been formally assigned a mentor in your first AND second year teaching in XYZ?

- Yes
- No

2. Answer questions for a formal mentor assigned at the school where you now work. If you had multiple years of formal mentors, answer questions for your most recent mentor experience.

	Of no help at all	Has helped a little	Has helped some	Has helped a lot	Help was critical
a. Instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Curriculum and the subject content I teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Classroom management/ discipline strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School and/or district policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Completing products or documentation required of new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Completing other school or district paperwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Social support and general encouragement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please indicate whether each of the following were true for you and your mentor

- a. My mentor and I were in the same building (or school?)
 - Yes
 - No

- b. My mentor and I taught the same grade level
 - Yes
 - No

4. On average, how often did you engage in each of the following activities with your mentor?

	Never	Less than once per month	Once a month	Several times a month	Once a week	Almost daily
a. Planning during the school day with my mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Being observed teaching by my mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Observing my mentor's teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Planning instruction with my mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Having discussions with my mentor about my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Meeting with my mentor outside of the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How important has your mentoring experience been in your decision to continue teaching at this school?

- Made no difference at all
- Only slightly important
- Somewhat important
- Important
- Very important

6. How many teachers did/do you mentor?

- 1
- 2
- 3
- 4 - 6
- 7- 10
- 10 +

7. On average, how often did/do you meet with your mentee(s)

- Never
- Less than once per month
- Once a month
- Several times a month
- Once a week
- Almost daily

8. On average, how often did you engage in each of the following activities with your mentee(s)?

	Never	Less than once per month	Once a month	Several times a month	Once a week	Almost daily
a. Planning during the school day with my mentee(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Observing my mentee(s)' teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Being observed by my mentee(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Planning instruction with my mentee(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Having discussions with my mentee(s) about teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Please indicate which of the following kinds of support, if any, you received as a formally assigned mentor. (Check all that apply).

- Release time to observe your mentee(s)
- Release time to observe other mentors
- Reduced teaching schedule
- Reduced number of preparations
- Common planning time with teachers you are mentoring
- Specific training to serve as a mentor (e.g. seminars or classes)
- Regular communication with principals, other administrator or department chair
- Other

Core Questions

1. Which aspect of your work environment most affects your willingness to keep teaching at your school?

- Time during the work day
- School facilities and resources
- School leadership
- Teacher empowerment
- Professional Development

2. Which aspect of your school's work environment most affects teachers' willingness to keep teaching at your school?

- Time during the work day
- School facilities and resources
- School leadership
- Teacher empowerment
- Professional Development

3. Which aspect of working conditions is most important to you in promoting student learning?

- Time during the work day
- School facilities and resources
- School leadership
- Teacher empowerment
- Professional Development

4. Overall, my school is a good place to teach and learn

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

5. At this school, we utilize results from the Teacher Working Conditions survey as a tool for improvement

- Strongly Disagree
- Disagree
- Neither Agree Nor Disagree
- Agree
- Strongly Agree

6. Which BEST DESCRIBES your future intentions for your professional career?

- Continue teaching at my current school
- Continue teaching at my current school until a better opportunity comes along.
- Continue teaching but leave this school as soon as I can.
- Continue teaching but leave this district as soon as I can.
- Leave the profession all together.

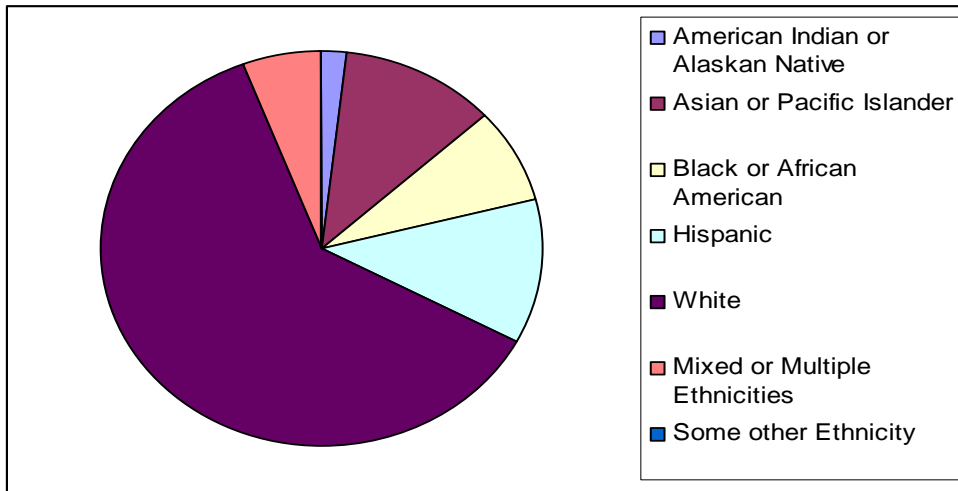
APPENDIX C: Item by Item Survey Results

Demographics

Please tell me more about yourself. No demographic information that could be used to identify individual educators will be shared.

1. Please indicate your ethnicity.

- 2 American Indian or Alaska Native
- 11 Asian or Pacific Islander
- 7 Black or African American
- 11 Hispanic
- 64 White
- 5 Mixed or multiple ethnicities
- 0 Some other race or ethnicity



Standard Deviation = 1.18

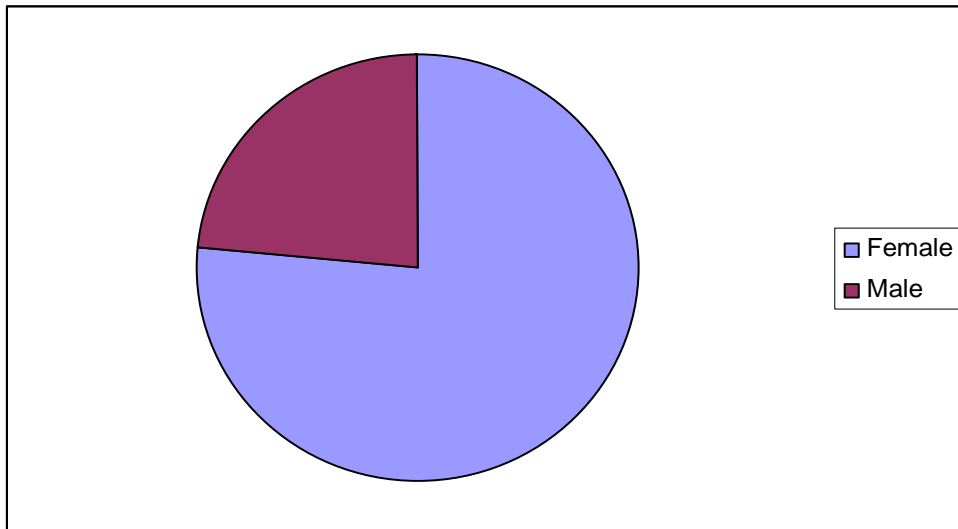
Mean = 4.4

Median = 4

Mode = 4

2. Please indicate your gender.

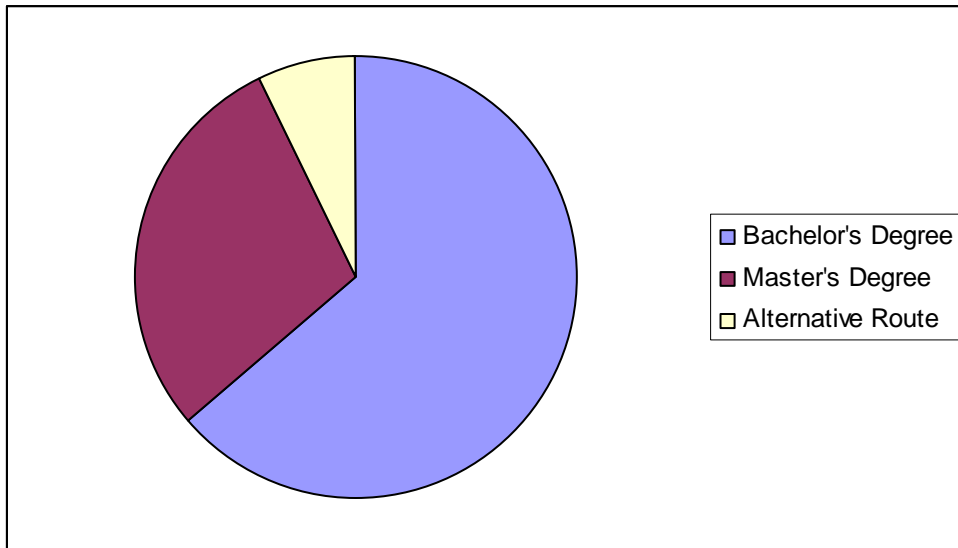
75 Female
25 Male



Standard Deviation = 0.44 Mean = 1.25 Median = 1 Mode = 1

3. How did you train to become an educator?

63 Bachelor's degree
29 Master's degree
9 Alternative route



Standard Deviation = 0.66 Mean = 1.46 Median = 3 Mode = 1

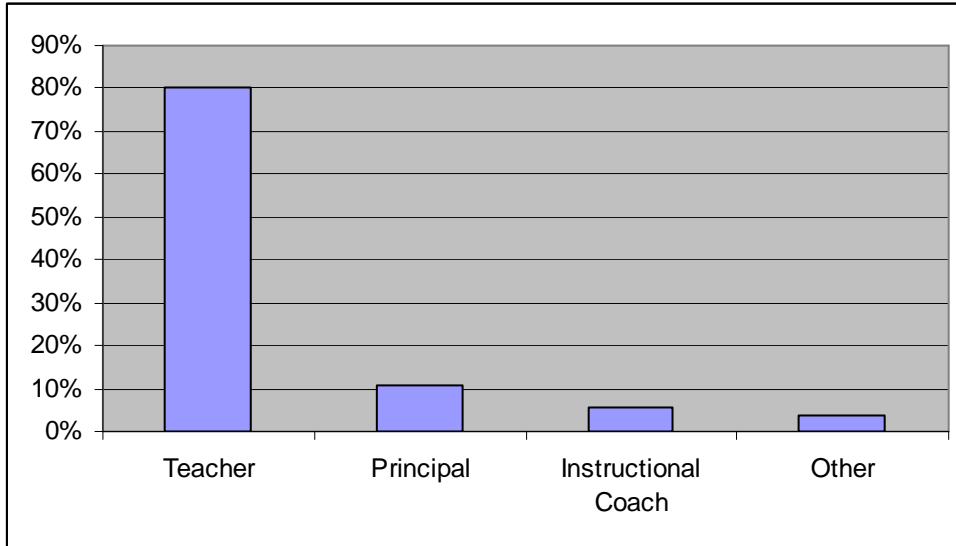
4. Please indicate your position:

80 Teacher (including intervention specialist, vocational, literacy specialist, special education teacher, etc.)

11 Principal

5 Instructional Coach (literacy, math, EL)

4 Other Education Professional (school counselor, school psychologist, social worker, library media specialist, etc.)



Standard Deviation = 0.75 Mean = 1.33 Median = 4 Mode = 1

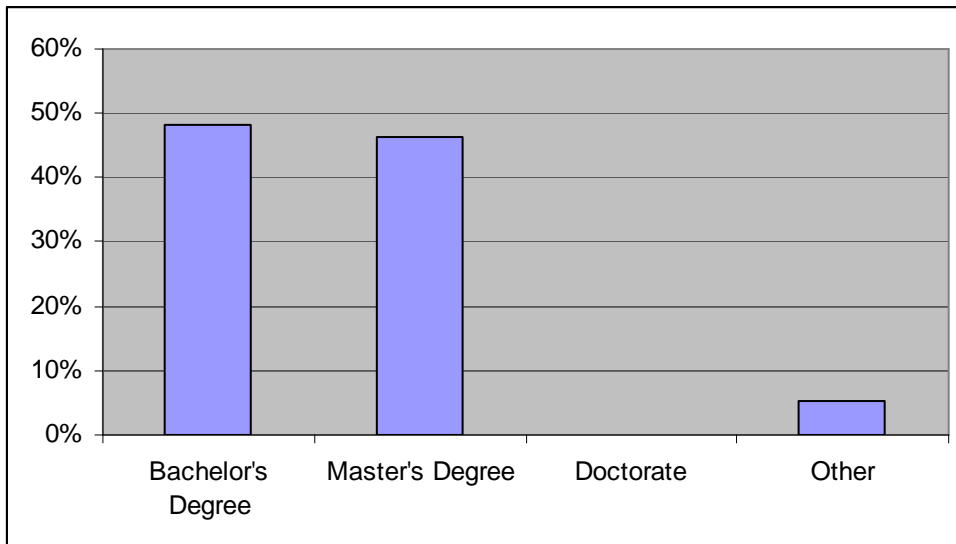
4. Highest degree attained

48 Bachelor's

46 Master's

0 Doctorate

5 Other



Standard Deviation = 0.75 Mean = 1.63 Median = 4 Mode = 1

5. Are you certified by National Board for Professional Teaching Standards (NBPTS)?

40 Yes

60 No

INVALID DATA

6. How many years have you been employed as an educator?

4 First Year

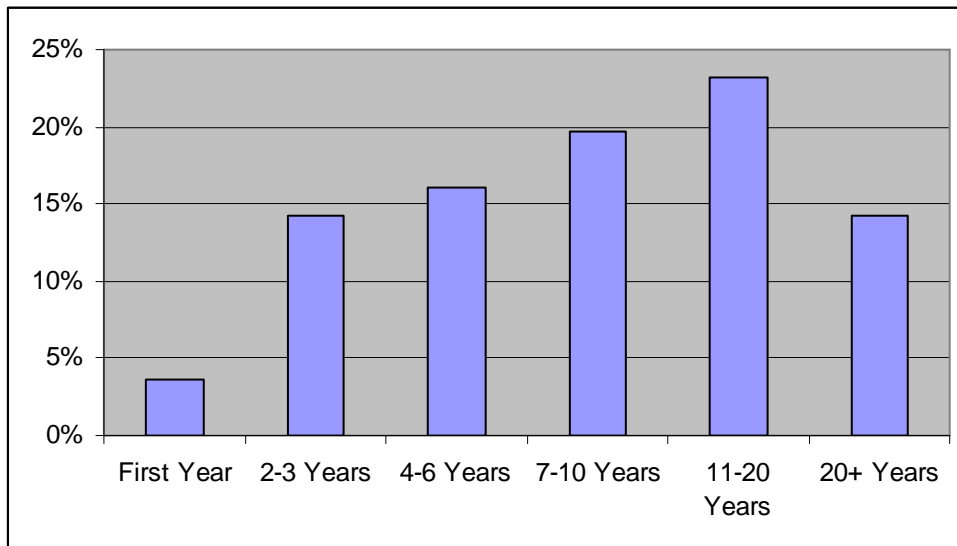
14 2 - 3 Years

20 4 - 6 Years

20 7 - 10 Years

25 11 - 20 Years

18 20+ Years



Standard Deviation = 1.45

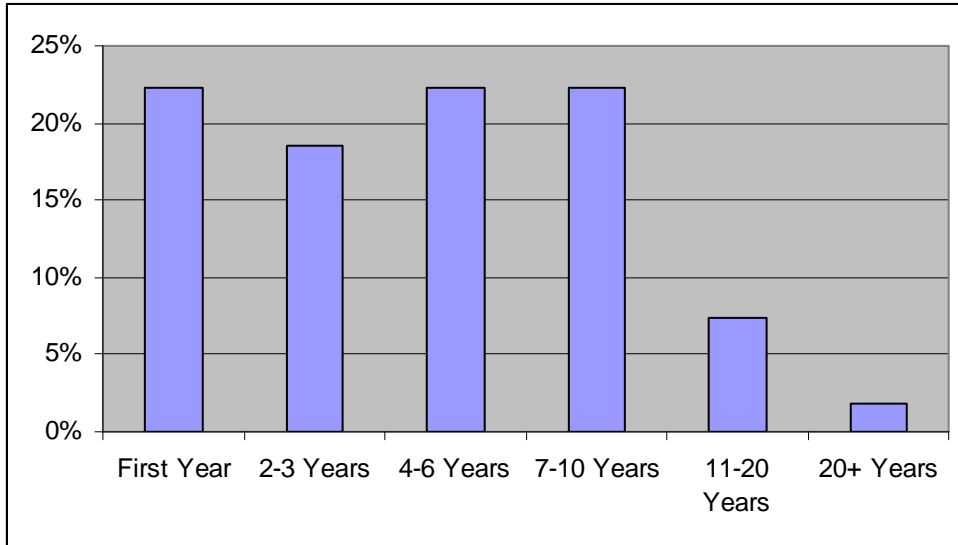
Mean = 1.60

Median = 2

Mode = 1

7. How many years have you been employed in the school in which you are currently working?

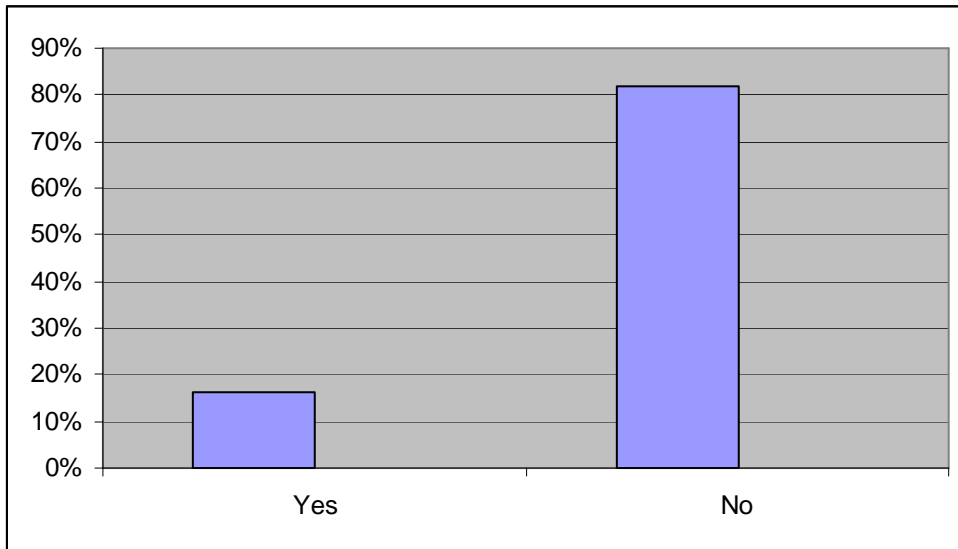
- 22 First Year
- 19 2 - 3 Years
- 24 4 - 6 Years
- 22 7 - 10 Years
- 9 11 - 20 Years
- 4 20+ Years



Standard Deviation = 1.42 Mean = 2.89 Median = 6 Mode = 1, 3, 4

8. Have you served as a mentor in XYZ schools in the past five years?

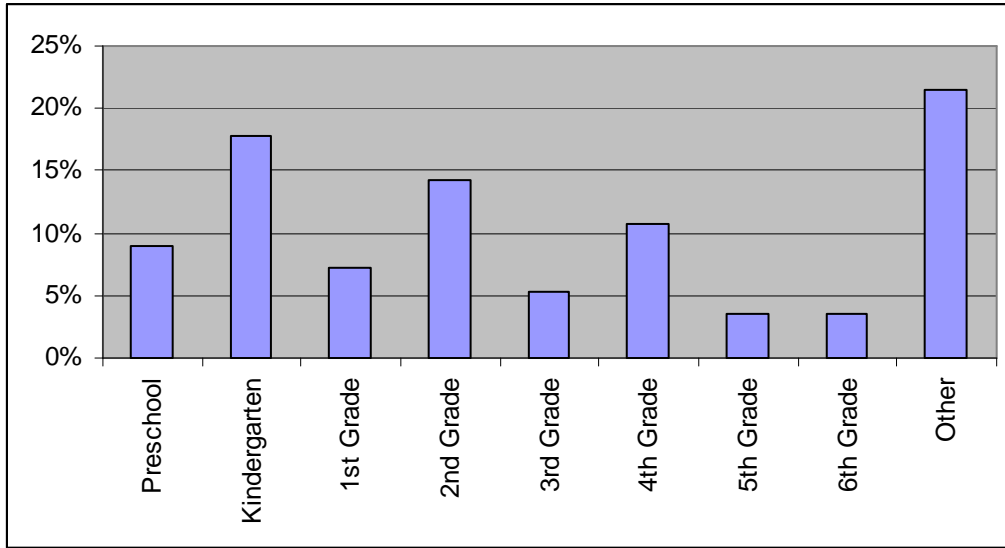
- 16 Yes
- 84 No



Standard Deviation = 0.37 Mean = 1.84 Median = 2 Mode = 1

9. Please indicate your assignment level:

- 9 PreSchool
- 18 Kindergarten
- 7 1st Grade
- 14 2nd Grade
- 7 3rd Grade
- 13 4th Grade
- 5 5th Grade
- 5 6th Grade
- 21 Other



Standard Deviation = 2.8

Mean = 5.07

Median = 9

Mode = 1

Productivity

Please rate your level of agreement with each statement.

	SD	D	N	A	SA	Dev	Mean	Med	Mode
a. I know what is expected of me at work.	0	0	7	45	48	0.63	4.41	4	4
b. I have the materials and equipment I need to do my work right.	0	7	5	59	29	0.79	4.09	4	3
c. At work, I have the opportunity to do what I do best every day.	2	5	9	54	31	0.91	4.07	4	4
d. In the last seven days, I have received recognition or praise for doing good work.	7	16	18	34	25	1.24	3.54	4	4
e. My supervisor, or someone at work, seems to care about me as a person.	4	4	7	41	45	0.98	4.2	4	5
f. There is someone at work who encourages my development.	0	0	13	47	40	0.70	4.27	4	4
g. At work, my opinions seem to count.	2	7	20	54	18	0.89	3.9	4	4
h. The mission/purpose of my company makes me feel my job is important.	7	0	0	73	20	0.93	4.00	4	4

i. My associates (fellow employees) are committed to doing quality work.	2	2	29	48	20	0.83	3.82	4	4
j. I have a best friend at work.	7	33	27	27	7	1.10	2.93	3	2
k. In the last six months, someone at work has talked to me about my progress.	5	7	16	45	25	1.08	3.78	4	4
l. This last year, I have had opportunities at work to learn and grow.	2	2	9	42	45	0.85	4.27	4	5

Please rate your level of satisfaction with each statement.

	ED	D	N	S	EX	Dev	Mean	Med	Mode
Overall, how satisfied are you with <u>your school</u> as a place to work?	2	11	25	51	11	0.90	3.58	4	4
Overall, how satisfied are you <u>with the XYZ School District</u> as a place to work?	0	16	35	45	4	0.80	3.36	3	4

Time

Please rate how strongly you agree or disagree with the following statements about the use of time in **your school**.

1. Please indicate your level of agreement with the following statements.

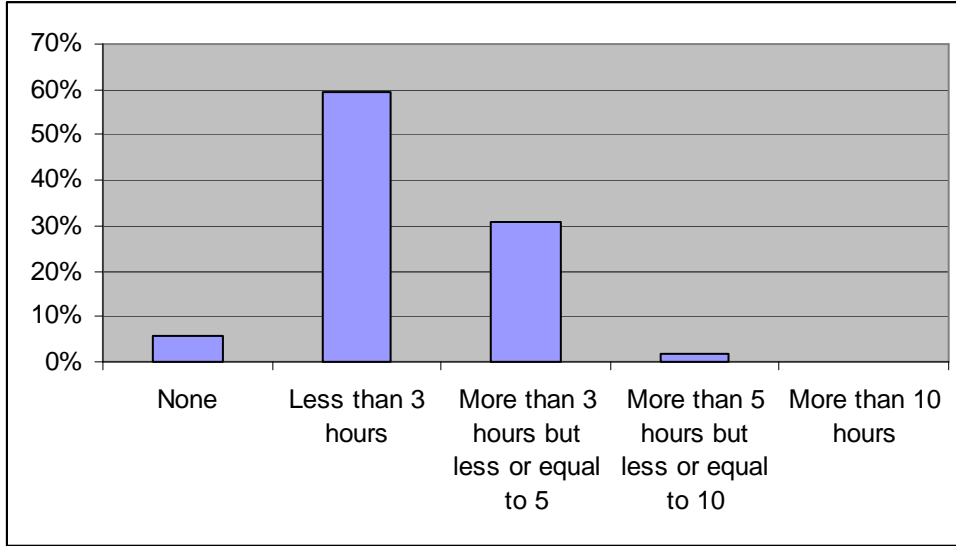
	SD	D	N	A	SA	Dev	Mean	Med	Mode
a. Teachers* have reasonable class sizes, affording them time to meet the educational needs of all students.	0	11	16	45	27	0.94	3.89	4	4
b. Teachers have time available to collaborate with their colleagues.	7	25	18	39	11	1.16	3.21	3.5	4
c. Teachers are protected from duties that interfere with their essential role of educating students.	5	15	31	42	7	1.00	3.31	3	4
d. School leadership tries to minimize the amount of routine administrative paperwork required of teachers.	4	15	46	30	6	0.89	3.19	3	3
e. The non-instructional time** provided for teachers in my school is sufficient.	18	20	23	30	9	1.26	2.93	3	4

*"Teachers" means a majority of teachers in your school.

**"Non-instructional time" refers to any structured time during the work day to work individually or collaboratively on instructional issues.

2. In an average week of teaching, how many hours do you have for non-instructional time during the regular school day?

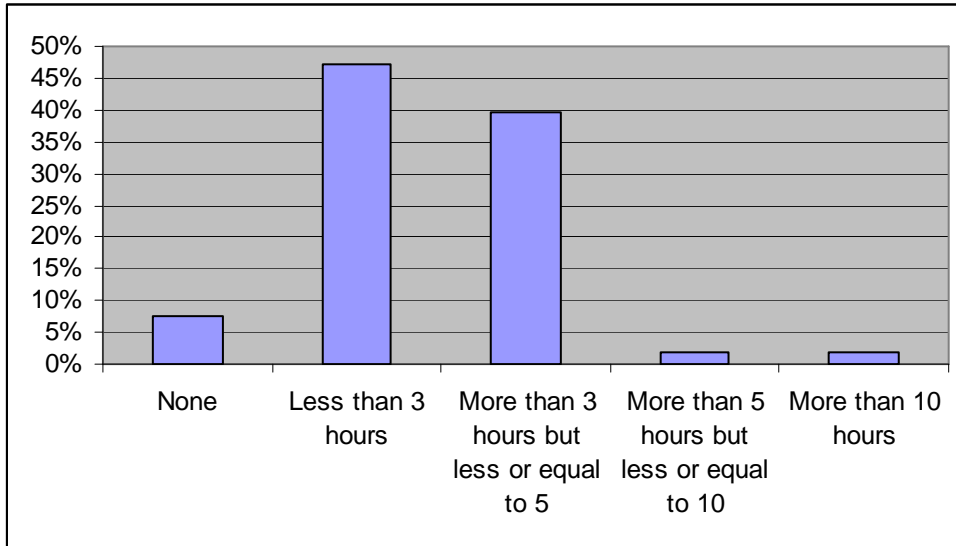
- 6 None
- 60 Less than 3 hours
- 33 More than 3 hours but less than or equal to 5 hours
- 2 More than 5 hours but less than or equal to 10 hours
- 0 More than 10 hours



Standard Deviation = 0.61 Mean = 2.31 Median = 2 Mode = 2

3. In an average week of teaching, how much non-instructional time do teachers have available?

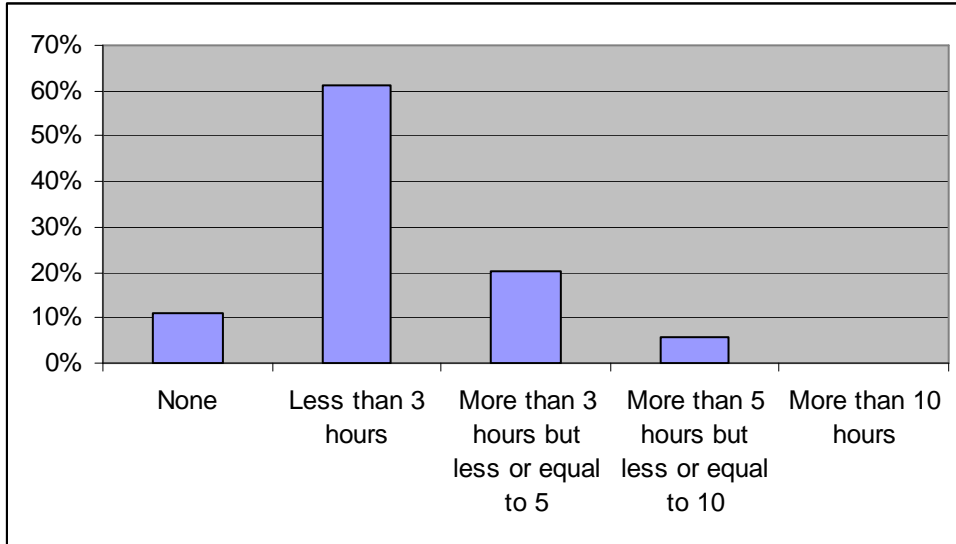
- 8 None
- 47 Less than 3 hours
- 42 More than 3 hours but less than or equal to 5 hours
- 2 More than 5 hours but less than or equal to 10 hours
- 2 More than 10 hours



Standard Deviation = 0.75 Mean = 2.43 Median = 2 Mode = 2

4. Of those hours, how many are available for individual planning?

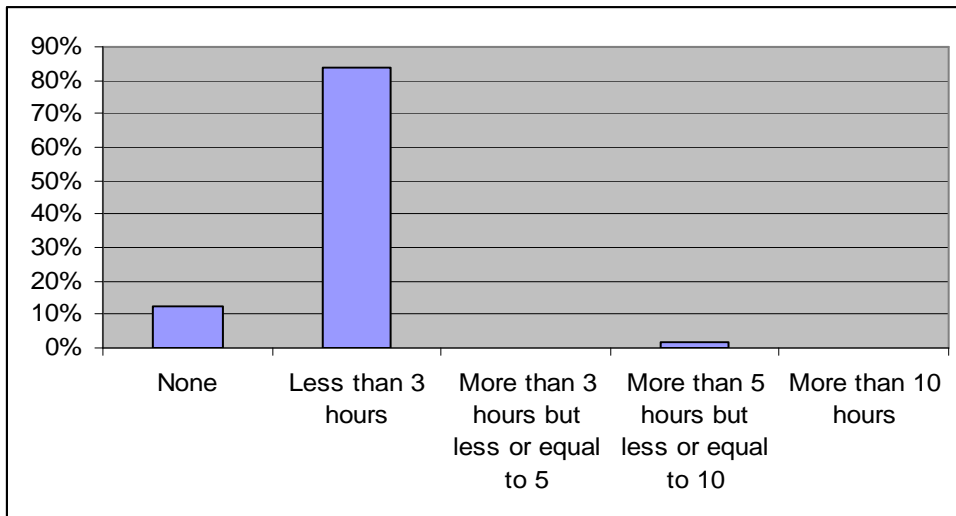
- 11 None
- 63 Less than 3 hours
- 20 More than 3 hours but less than or equal to 5 hours
- 6 More than 5 hours but less than or equal to 10 hours
- 0 More than 10 hours



Standard Deviation = 0.71 Mean = 2.20 Median = 2 Mode = 2

5. And how many hours are available for structured collaborative planning?

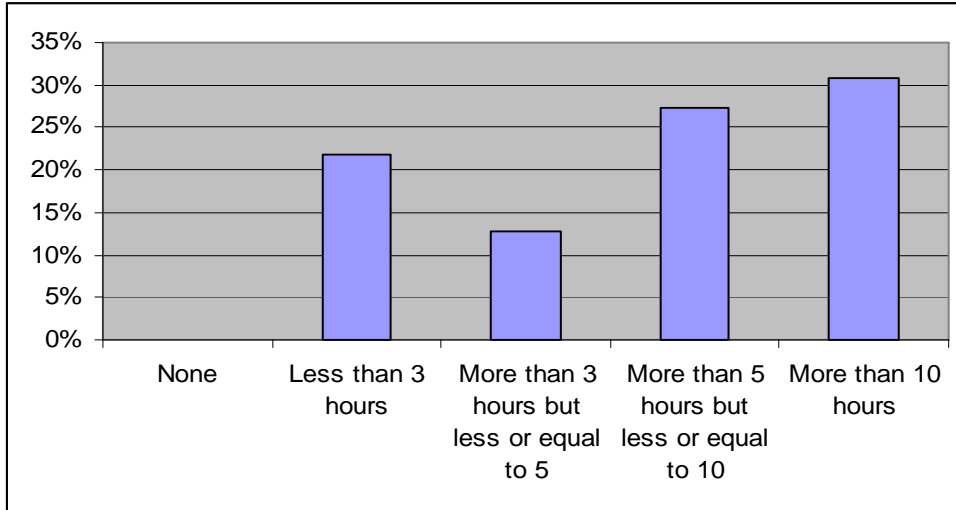
- 13 None
- 86 Less than 3 hours
- 0 More than 3 hours but less than or equal to 5 hours
- 2 More than 5 hours but less than or equal to 10 hours
- 0 More than 10 hours



Standard Deviation = 0.44 Mean = 1.91 Median = 2 Mode = 2

6. In an average week of teaching, how many hours do you spend on school related activities outside the regular school work day (before or after school, and/or on the weekend)?

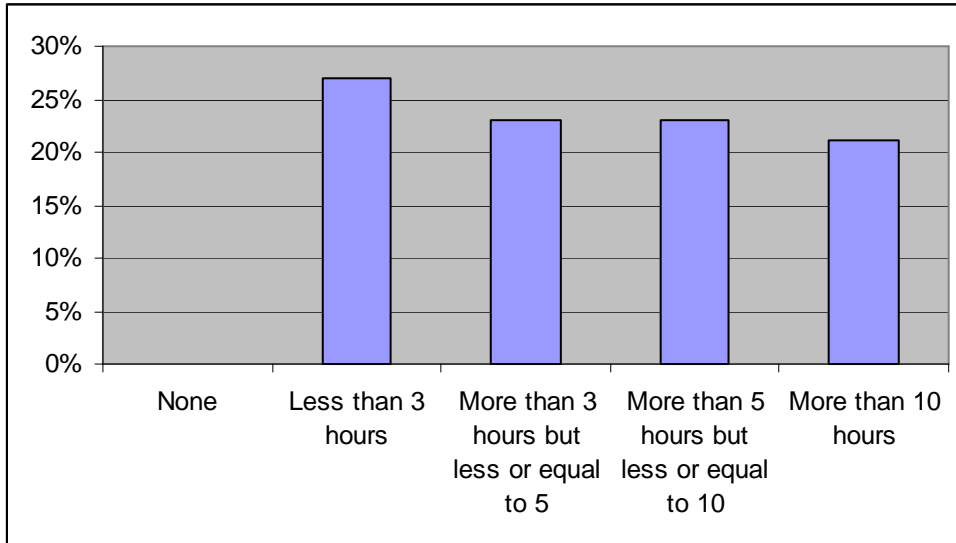
- 0 None
- 24 Less than 3 hours
- 13 More than 3 hours but less than or equal to 5 hours
- 27 More than 5 hours but less than or equal to 10 hours
- 36 More than 10 hours



Standard Deviation = 1.19 Mean = 3.76 Median = 4 Mode = 5

7. In an average week of teaching, how many hours do teachers spend on school-related activities outside of the regular school work day?

- 0 None
- 29 Less than 3 hours
- 25 More than 3 hours but less than or equal to 5 hours
- 23 More than 5 hours but less than or equal to 10 hours
- 23 More than 10 hours



Standard Deviation = 1.14 Mean = 3.40 Median = 3 Mode = 2

Facilities and Resources

Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

1. Please rate your level of agreement with the following statements.

	SD	D	N	A	SA	Dev	Mean	Med	Mode
a. Teachers have sufficient access to appropriate instructional materials* and resources.	0	5	7	52	36	0.79	4.18	4	4
b. Teachers have sufficient access to instructional technology, including computers, printers, software, and internet access.	0	18	13	34	36	1.10	3.88	4	5
c. Teachers have sufficient access to communications technology, including phones, faxes, email, and network drives.	0	16	4	48	32	1.01	3.96	4	4
d. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	0	5	4	54	38	0.76	4.23	4	4
e. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	0	20	27	53	0	0.82	3.33	4	4
f. Teachers have adequate professional space to work productively.	5	13	11	45	27	1.15	3.75	4	4
g. Teachers and staff work in a school environment that is clean and well maintained.	2	9	16	55	18	0.91	3.79	4	4
h. Teachers and staff work in a school environment that is safe.	0	7	29	52	13	0.78	3.70	4	4

Teacher Empowerment

Please rate how strongly you agree or disagree with the following statements about teacher empowerment in your school.

1. Please rate your level of agreement with the following statements.

	SD	D	N	A	SA	Dev	Mean	Med	Mode
a. Teachers are centrally involved in decision making about educational issues.	0	27	33	33	7	0.94	3.20	3	3
b. Teachers are trusted to make sound professional decisions about instruction.	4	9	16	59	13	0.94	3.68	4	4
c. The faculty has an effective process for making group decisions and solving problems.	2	18	30	39	11	0.97	3.39	3.5	4
d. In this school we take steps to solve problems.	0	16	27	48	9	0.87	3.50	4	4
e. Opportunities for advancement within the teaching profession (other than administration) are available to me.	7	7	21	64	0	0.94	3.43	4	4

2. Please indicate how large a role teachers at your school have in each of the following areas:

	SD	D	N	A	SA	Dev	Mean	Med	Mode
a. Selecting instructional materials and resources.	2	13	27	52	7	0.87	3.50	4	4
b. Devising teaching techniques.	2	14	14	61	9	0.91	3.61	4	4
c. Setting grading and student assessment practices.	0	25	38	34	4	0.85	3.16	3	3
d. Determining the content of in-service professional development programs.	2	35	31	31	2	0.90	2.96	3	2

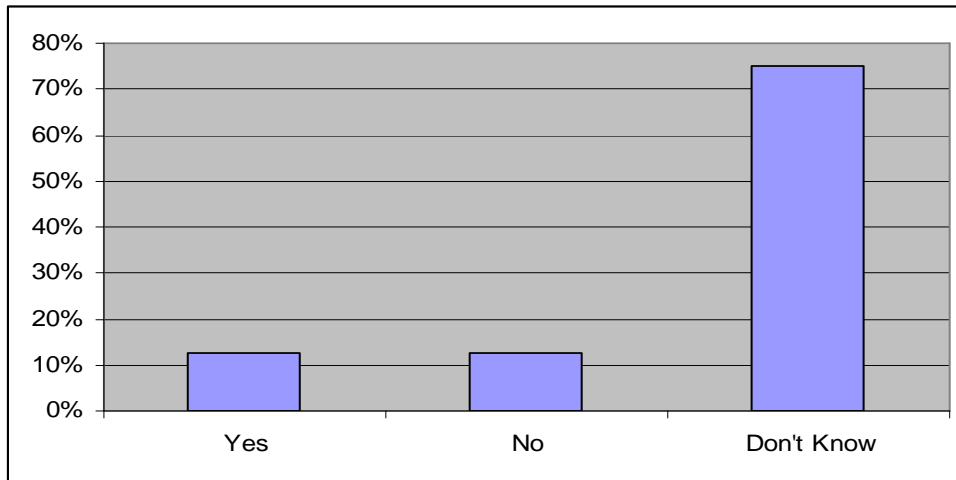
e. Hiring new teachers.	7	7	40	40	7	0.98	3.33	3	4
f. Establishing and implementing policies about student discipline.	4	16	21	48	11	1.01	3.46	4	4
g. Deciding how the school budget will be spent.	15	31	24	27	4	1.13	2.75	3	2
h. School improvement planning.	7	15	29	45	4	1.00	3.24	3	4

3. Members of the school improvement team are elected.

13 Yes

13 No

63 Don't know



Standard Deviation = 0.87

Mean = 2.75

Median = 3

Mode = 3

Leadership

Please rate how strongly you agree or disagree with the following statements about leadership in your school.

1. Please rate your level of agreement with the following statements.

	SD	D	N	A	SA	Dev	Mean	Med	Mode
a. There is an atmosphere of trust and mutual respect within the school.	5	18	25	47	4	0.99	3.25	4	4
b. The faculty are committed to helping every student learn.	4	9	21	52	14	0.96	3.64	4	4
c. The school leadership communicates clear expectations to students and parents.	2	4	29	60	5	0.73	3.64	4	4
d. The school leadership shields teachers from disruptions, allowing teachers to focus on educating students.	5	7	27	48	13	0.99	3.55	4	4
e. The school leadership consistently enforces rules for student conduct.	5	11	30	46	7	0.97	3.39	4	4
f. The school leadership support teachers' efforts to maintain discipline in the classroom.	0	20	27	53	0	0.82	3.33	4	4
g. Opportunities are available for members of the community to actively contribute to this school's success.	7	0	29	64	0	0.85	3.50	4	4
h. The school leadership consistently supports teachers.	2	11	25	46	16	0.94	3.64	4	4
i. The school improvement team provides effective leadership at this school.	2	13	54	29	4	0.77	3.20	3	3

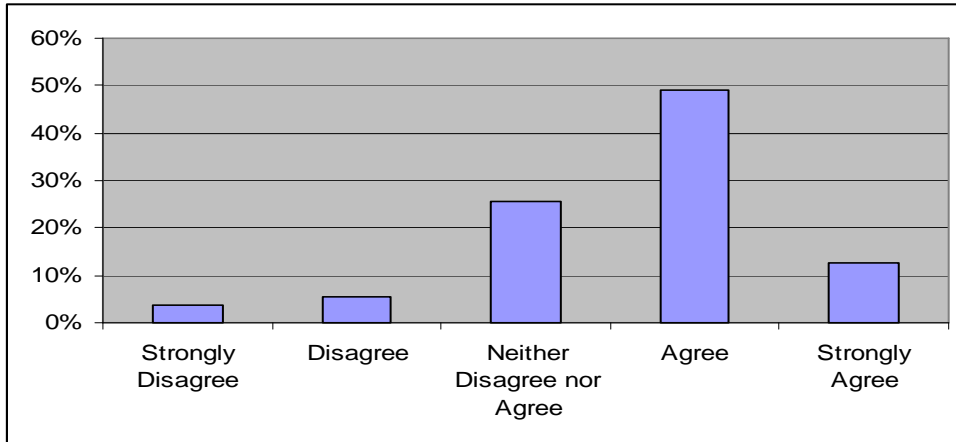
j. The faculty and staff have a shared vision.	2	9	38	48	4	0.78	3.43	4	4
k. Teachers are held to high professional standards for delivering instruction.	0	9	14	55	21	0.85	3.89	4	4
l. Teacher performance evaluations are handled in an appropriate manner.	2	5	18	50	25	0.90	3.91	4	4
m. The procedures for teacher performance evaluations are consistent.	7	7	20	53	13	1.06	3.60	4	4
n. Teachers receive feedback that can help them improve teaching.	0	7	21	52	20	0.83	3.84	4	4

2. The school leadership makes a sustained effort to address teacher concerns about:

	SD	D	N	A	SA	Dev	Mean	Med	Mode
a. facilities and resources	0	13	18	60	9	0.82	3.65	4	4
b. the use of time in my school	4	7	31	51	7	0.88	3.51	4	4
c. professional development	4	7	24	51	15	0.95	3.65	4	4
d. empowering teachers	4	5	35	42	15	0.94	3.58	4	4
e. Hiring new teachers	4	7	47	33	9	0.89	3.36	3	3
e. leadership issues	4	11	29	47	9	0.92	3.53	4	4
f. new teacher support	4	5	25	53	13	0.94	3.47	4	4

3. Overall, the school leadership in my school is effective.

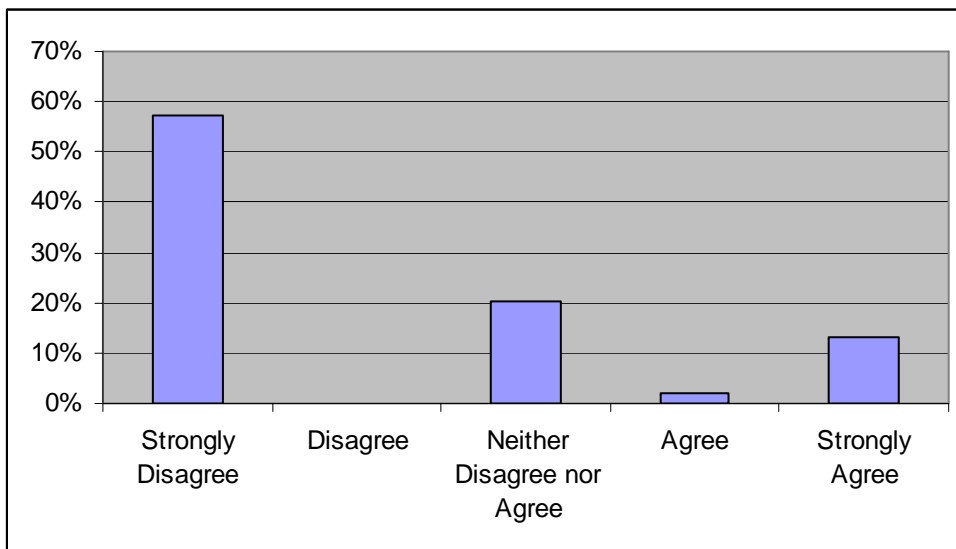
- 57 Strongly Disagree
- 0 Disagree
- 22 Neither Disagree Nor Agree
- 2 Agree
- 4 Strongly Agree



Standard Deviation = 0.91 Mean = 3.65 Median = 4 Mode = 4

4. Which position best describes the person who most often provides instructional leadership at your school?

- 57 principal
- 0 department chair or grade level chair
- 22 school-based curriculum specialist
- 2 director of curriculum and instruction or other central office based personnel
- 15 Other teachers
- 4 None of the above



Standard Deviation = 1.66 Mean = 2.28 Median = 1 Mode = 1

Professional Development

Please rate how strongly you agree or disagree with the following statements about your own professional development and professional development in **your school**.

1. Please indicate your level of agreement with the following statements.

	SD	D	N	A	SA	Dev	Mean	Med	Mode
a. Sufficient funds and resources are available to allow teachers to take advantage of professional development activities.	11	0	0	78	11	1.09	3.78	4	4
b. Teachers are provided opportunities to learn from one another.	4	18	34	38	6	0.96	3.24	3	4
c. Adequate time is provided for professional development.	4	20	20	50	6	1.00	3.34	4	4
d. Teachers have sufficient training to fully utilize instructional technology.	22	22	56	0	0	0.87	2.33	3	3
e. Hiring new teachers.	11	0	67	22	0	0.87	3.00	3	3
e. Professional development provides teachers with the knowledge and skills most needed to teach effectively.	8	8	24	45	14	1.10	3.49	4	4

2. In which of the following areas, if any, do you believe teachers need additional support to effectively teach students?

- Special education (students with disabilities)
- Special education (academically gifted students)
- Limited English Proficiency (LEP)
- Closing the achievement gap
- Methods of teaching
- Student assessment
- Classroom management techniques
- Reading strategies

3. In which of the following areas, if any, do you need additional support to effectively teach your students? Check all that apply.

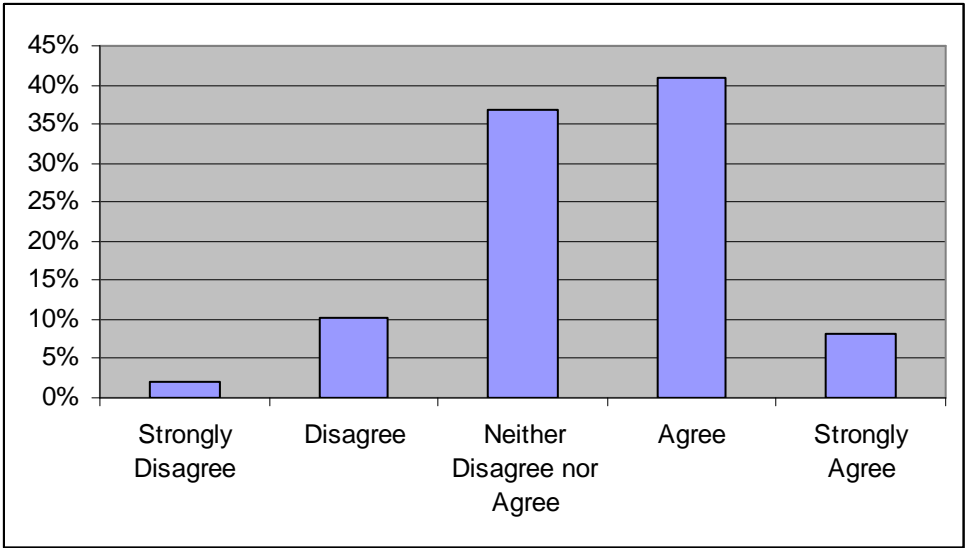
- Special education (students with disabilities)
- Special education (academically gifted students)
- Limited English Proficiency (LEP)
- Closing the achievement gap
- Methods of teaching
- Student assessment
- Classroom management techniques
- Reading strategies

4. In the past 2 years, have you had 10 hours or more of professional development in any of the following areas? Check all that apply.

- Special education (students with disabilities)
- Special education (academically gifted students)
- Limited English Proficiency (LEP)
- Closing the achievement gap
- Methods of teaching
- Student assessment
- Classroom management techniques
- Reading strategies

5. The local in-service program activities I participated in were effective.

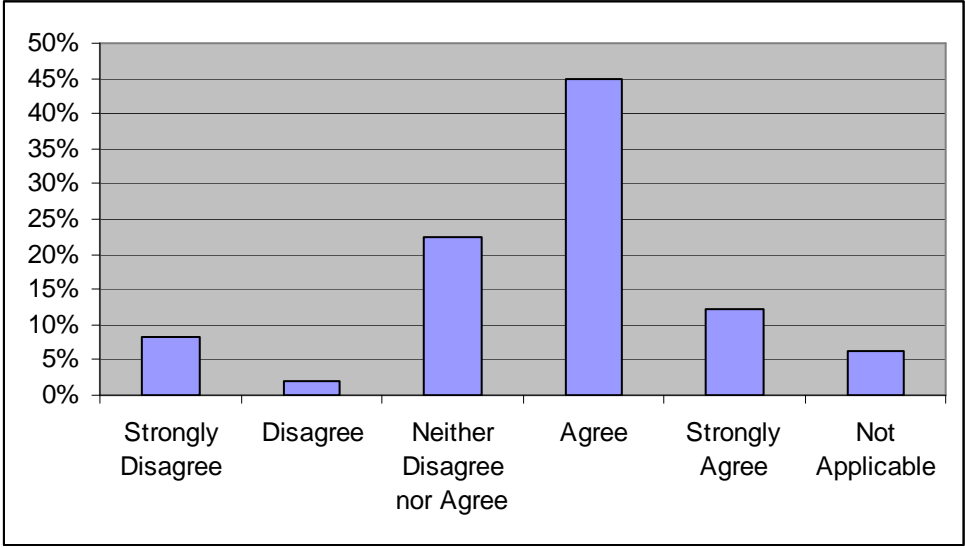
- 2 Strongly Disagree
- 10 Disagree
- 37 Neither Agree Nor Disagree
- 43 Agree
- 8 Strongly Agree



Standard Deviation = 0.87 Mean = 3.45 Median = 4 Mode = 4

6. The state-sponsored AB466 program activities I participated in were effective.

- 8 Strongly Disagree
- 2 Disagree
- 27 Neither Agree Nor Disagree
- 45 Agree
- 12 Strongly Agree
- 6 Not Applicable

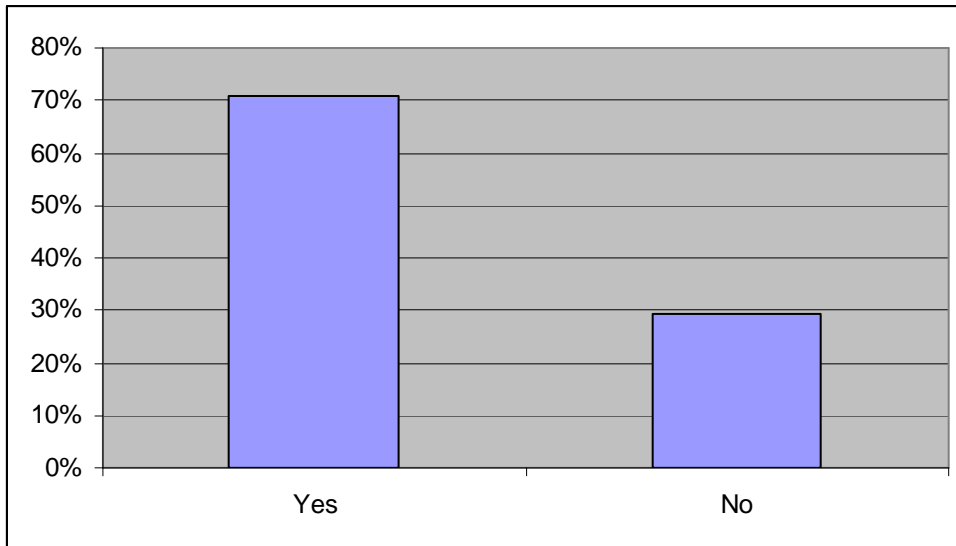


Standard Deviation = 1.18 Mean = 3.69 Median = 4 Mode = 4

7. Do you teach students who have an Individualized Education Plan or 504 Plan?

71 Yes

29 No

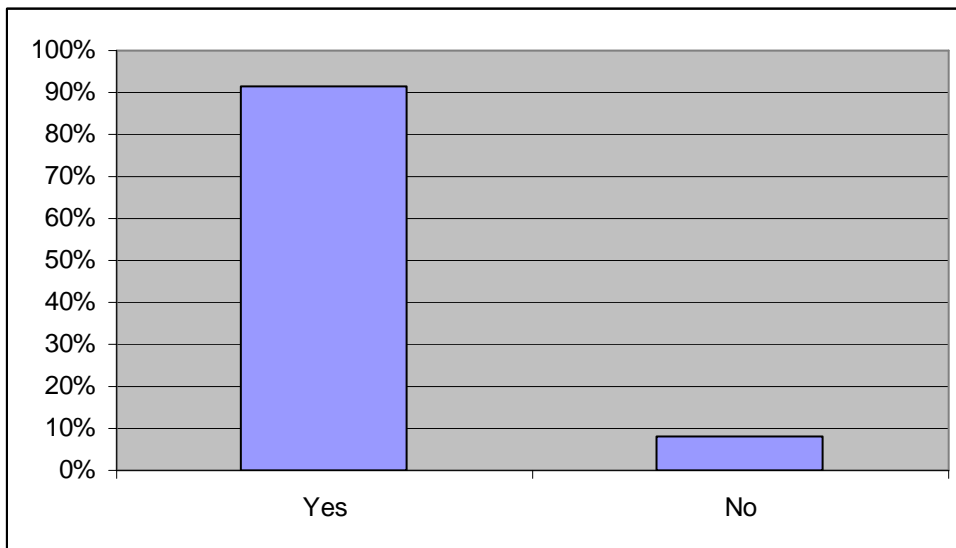


Standard Deviation = 0.46 Mean = 1.29 Median = 1 Mode = 1

8. Do you teach students who are Limited English Proficient?

92 Yes

8 No



Standard Deviation = 0.28 Mean = 1.08 Median = 1 Mode = 1

Mentoring

1. Have you been formally assigned a mentor in your first AND second year teaching in XYZ?

- Yes
 No

2. Answer questions for a formal mentor assigned at the school where you now work. If you had multiple years of formal mentors, answer questions for your most recent mentor experience.

	Of no help at all	Has helped a little	Has helped some	Has helped alot	Help was critical
a. Instructional strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Curriculum and the subject content I teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Classroom management/ discipline strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. School and/or district policies and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Completing products or documentation required of new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Completing other school or district paperwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Social support and general encouragement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Please indicate whether each of the following were true for you and your mentor

- a. My mentor and I were in the same building(or school?)
 Yes
 No
- b. My mentor and I taught the same grade level
 Yes
 No

4. On average, how often did you engage in each of the following activities with your mentor?

	Never	Less than once per month	Once a month	Several times a month	Once a week	Almost daily
a. Planning during the school day with my mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Being observed teaching by my mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Observing my mentor's teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Planning instruction with my mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Having discussions with my mentor about my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Meeting with my mentor outside of the school day	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How important has your mentoring experience been in your decision to continue teaching at this school?

- Made no difference at all
- Only slightly important
- Somewhat important
- Important
- Very important

6. How many teachers did/do you mentor?

- 1
- 2
- 3
- 4 - 6
- 7- 10
- 10 +

7. On average, how often did/do you meet with your mentee(s)

- Never
- Less than once per month
- Once a month
- Several times a month
- Once a week
- Almost daily

8. On average, how often did you engage in each of the following activities with your mentee(s)?

	Never	Less than once per month	Once a month	Several times a month	Once a week	Almost daily
a. Planning during the school day with my mentee(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Observing my mentee(s)' teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Being observed by my mentee(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Planning instruction with my mentee(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Having discussions with my mentee(s) about teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

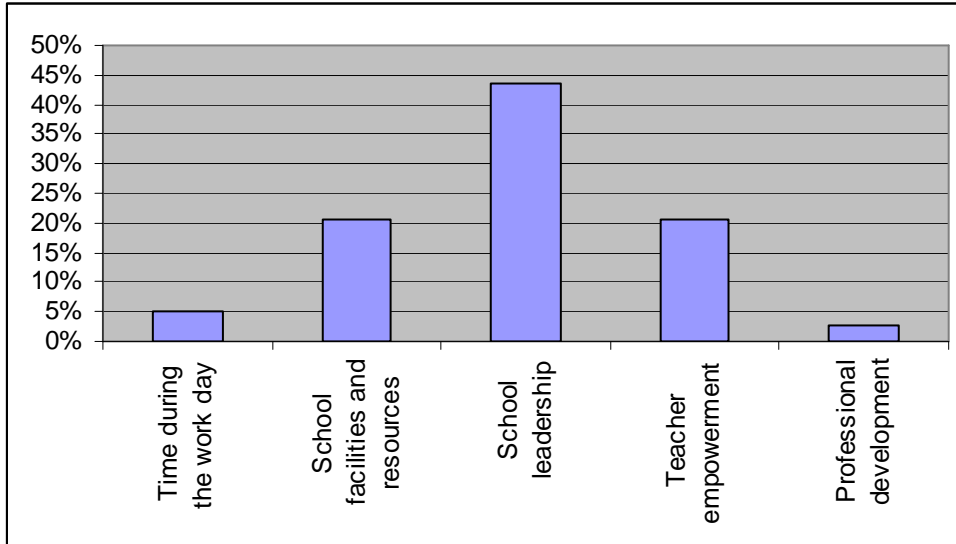
9. Please indicate which of the following kinds of support, if any, you received as a formally assigned mentor. (Check all that apply).

- Release time to observe your mentee(s)
- Release time to observe other mentors
- Reduced teaching schedule
- Reduced number of preparations
- Common planning time with teachers you are mentoring
- Specific training to serve as a mentor (e.g. seminars or classes)
- Regular communication with principals, other administrator or department chair
- Other

Core Questions

1. Which aspect of your work environment most affects your willingness to keep teaching at your school?

- 5 Time during the work day
- 21 School facilities and resources
- 46 School leadership
- 26 Teacher empowerment
- 3 Professional Development



Standard Deviation = 0.89

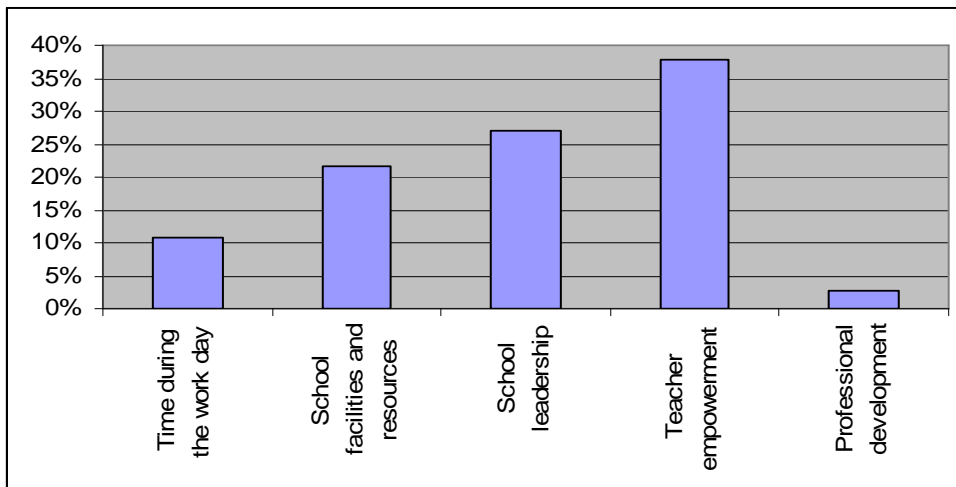
Mean = 3.00

Median = 3

Mode = 3

2. Which aspect of your school's work environment most affects teachers' willingness to keep teaching at your school?

- 11 Time during the work day
- 22 School facilities and resources
- 24 School leadership
- 41 Teacher empowerment
- 3 Professional Development



Standard Deviation = 1.09

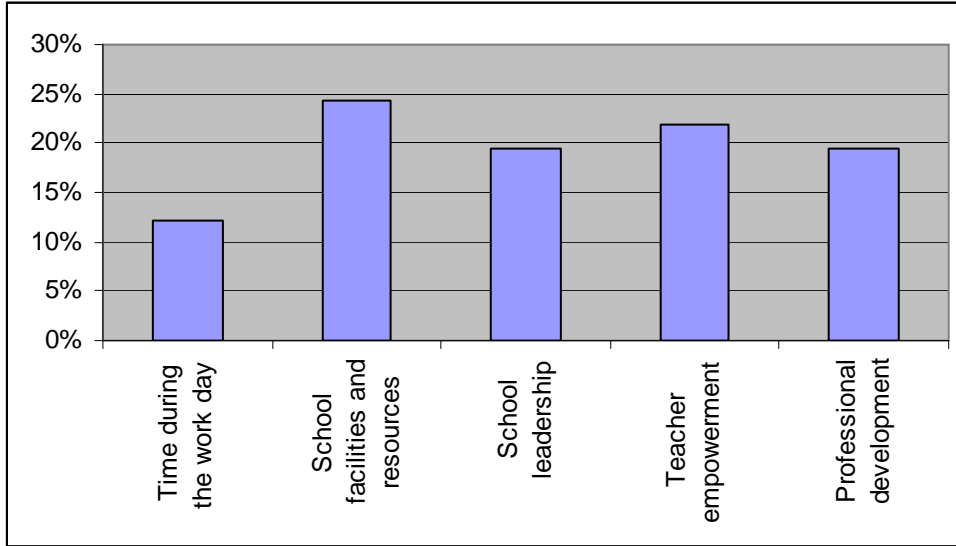
Mean = 3.03

Median = 3

Mode = 4

3. Which aspect of working conditions is most important to you in promoting student learning?

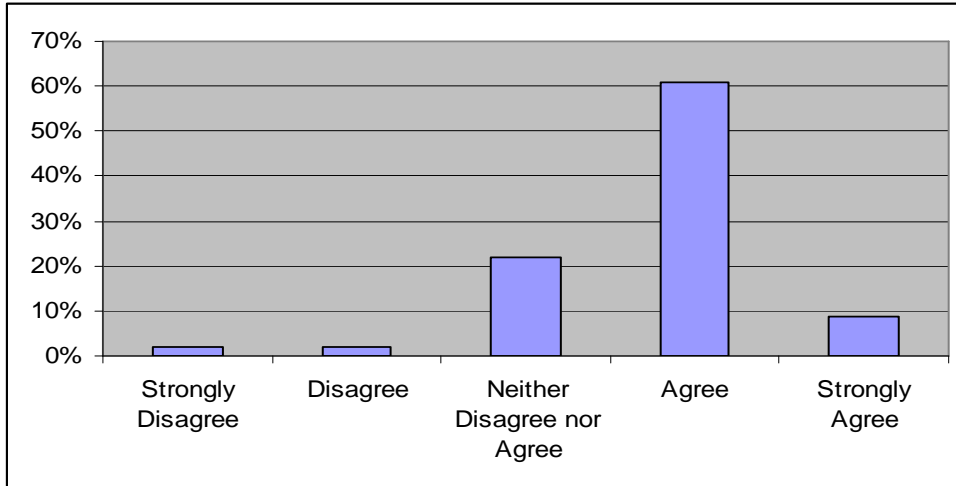
- 12 Time during the work day
- 24 School facilities and resources
- 20 School leadership
- 24 Teacher empowerment
- 20 Professional Development



Standard Deviation = 1.33 Mean = 3.15 Median = 3 Mode = 4

4. Overall, my school is a good place to teach and learn

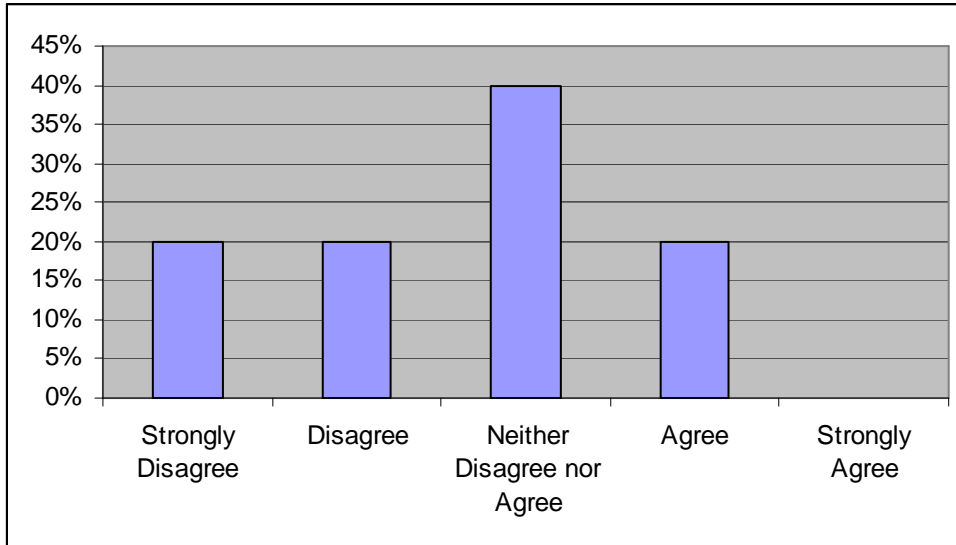
- 2 Strongly Disagree
- 2 Disagree
- 22 Neither Agree Nor Disagree
- 63 Agree
- 11 Strongly Agree



Standard Deviation = 0.76 Mean = 3.78 Median = 4 Mode = 4

5. At this school, we utilize results from the Teacher Working Conditions survey as a tool for improvement

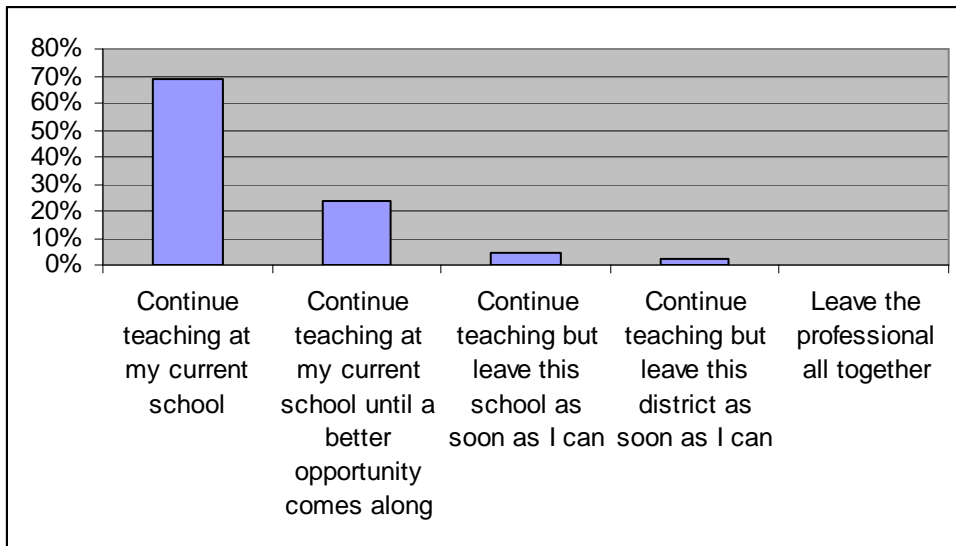
- 20 Strongly Disagree
- 20 Disagree
- 40 Neither Agree Nor Disagree
- 20 Agree
- 0 Strongly Agree



Standard Deviation = 1.14 Mean = 2.60 Median = 3 Mode = 3

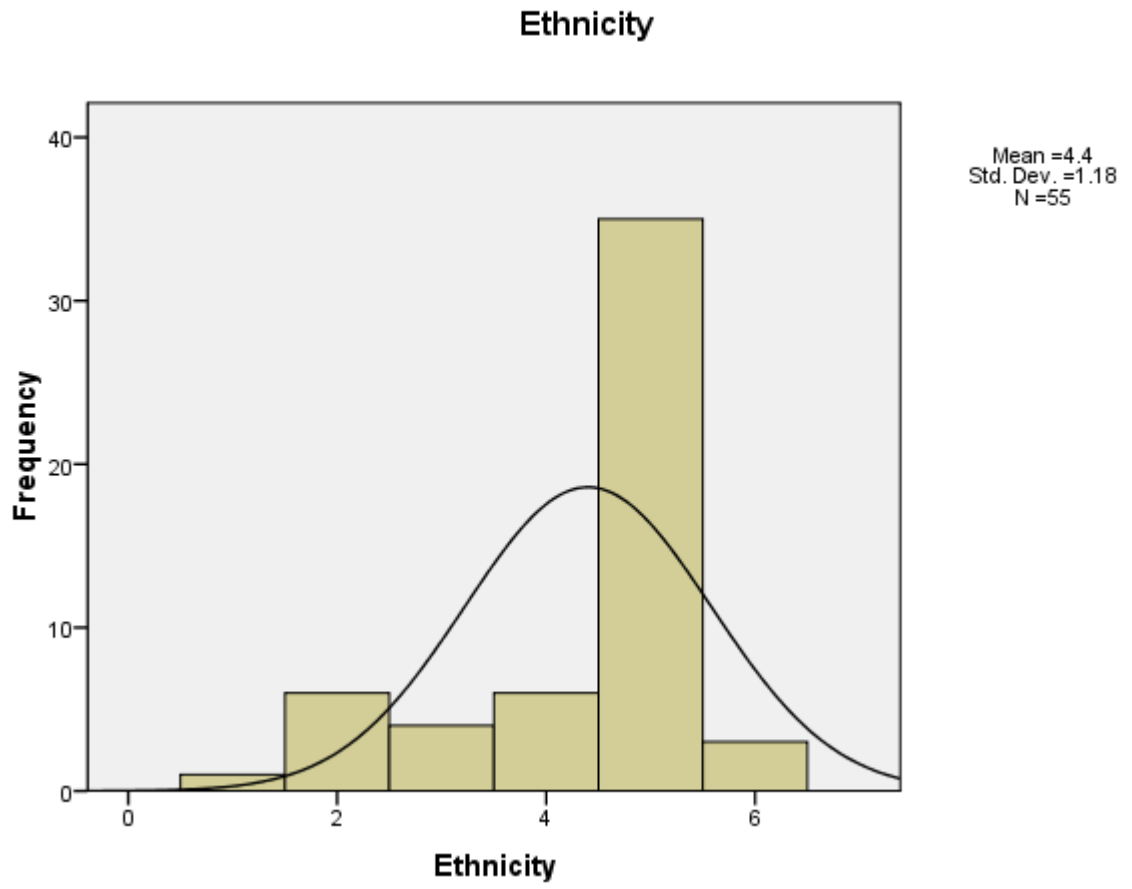
6. Which BEST DESCRIBES your future intentions for your professional career?

- 69 Continue teaching at my current school
- 24 Continue teaching at my current school until a better opportunity comes along.
- 5 Continue teaching but leave this school as soon as I can.
- 2 Continue teaching but leave this district as soon as I can.
- 0 Leave the profession all together.

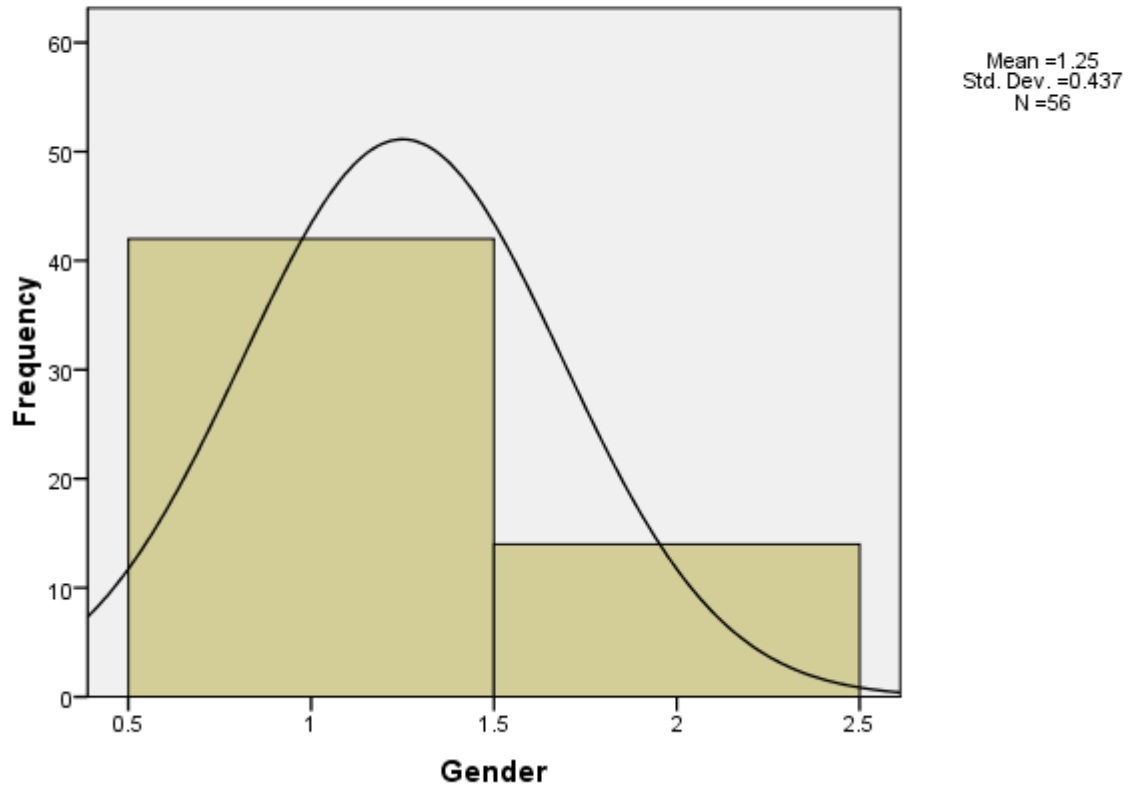


Standard Deviation = 0.70 Mean = 1.40 Median = 1 Mode = 1

APPENDIX D: Frequency Distributions of Demographics



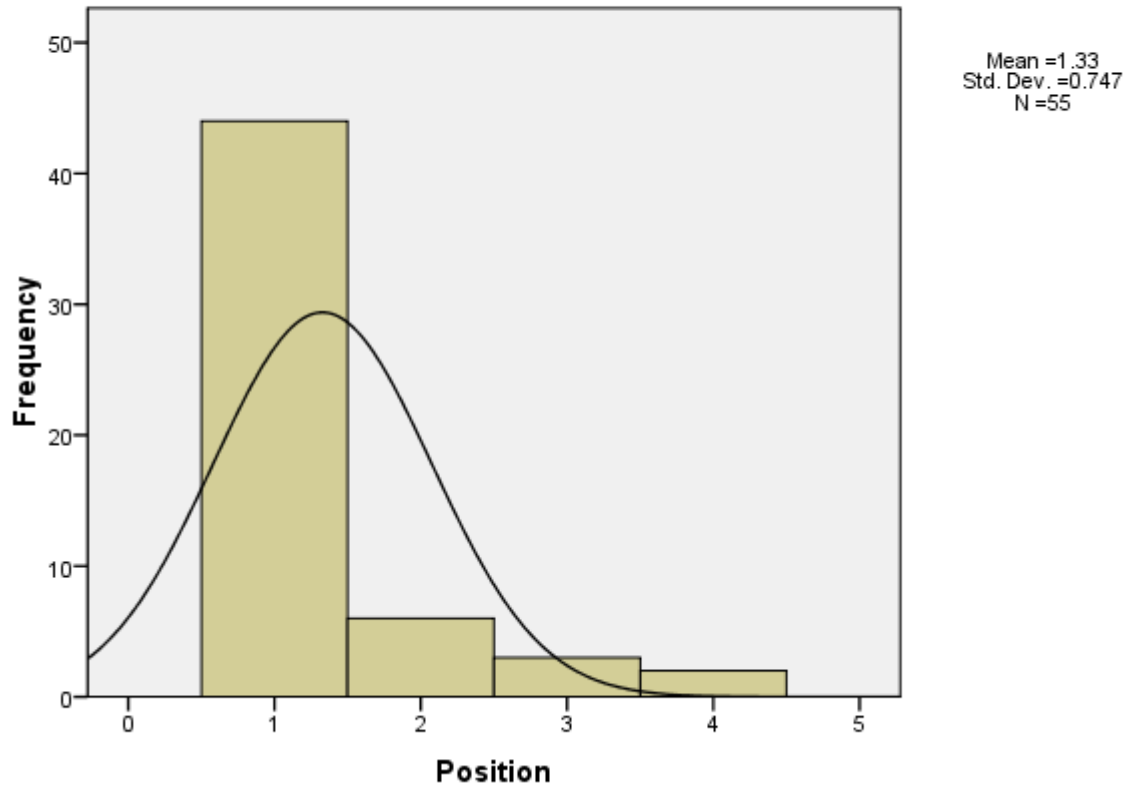
Gender



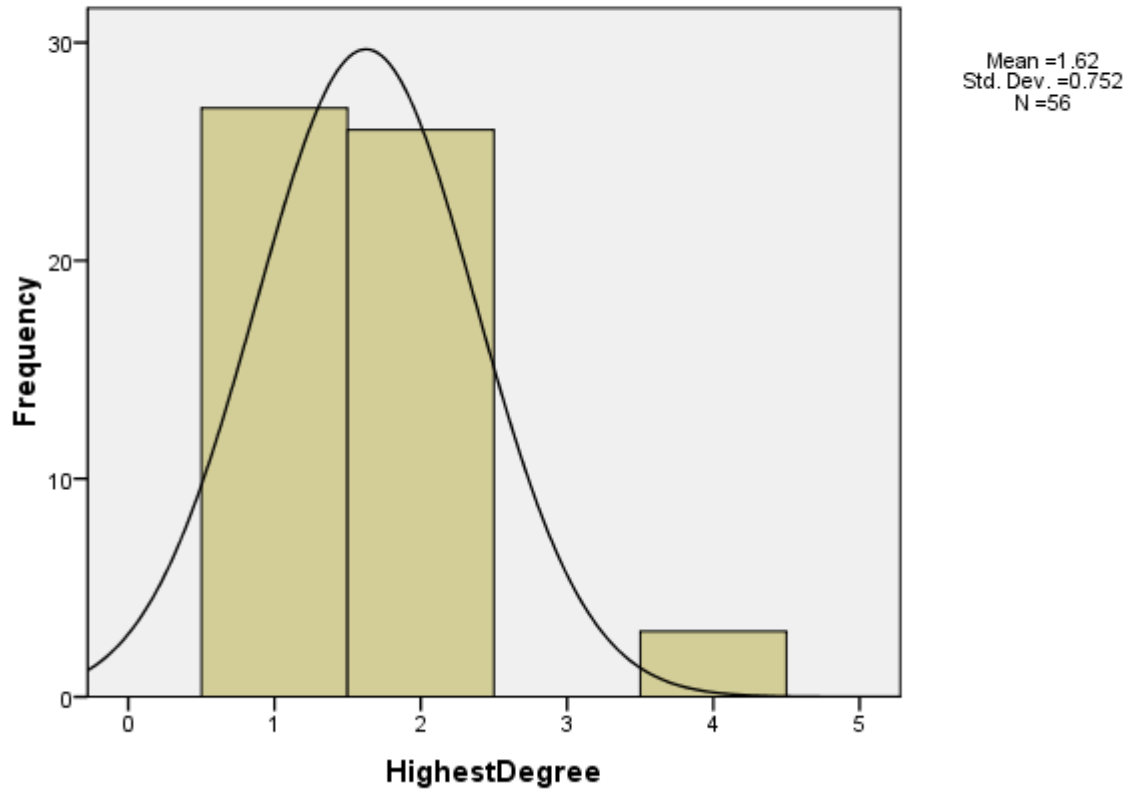
Training



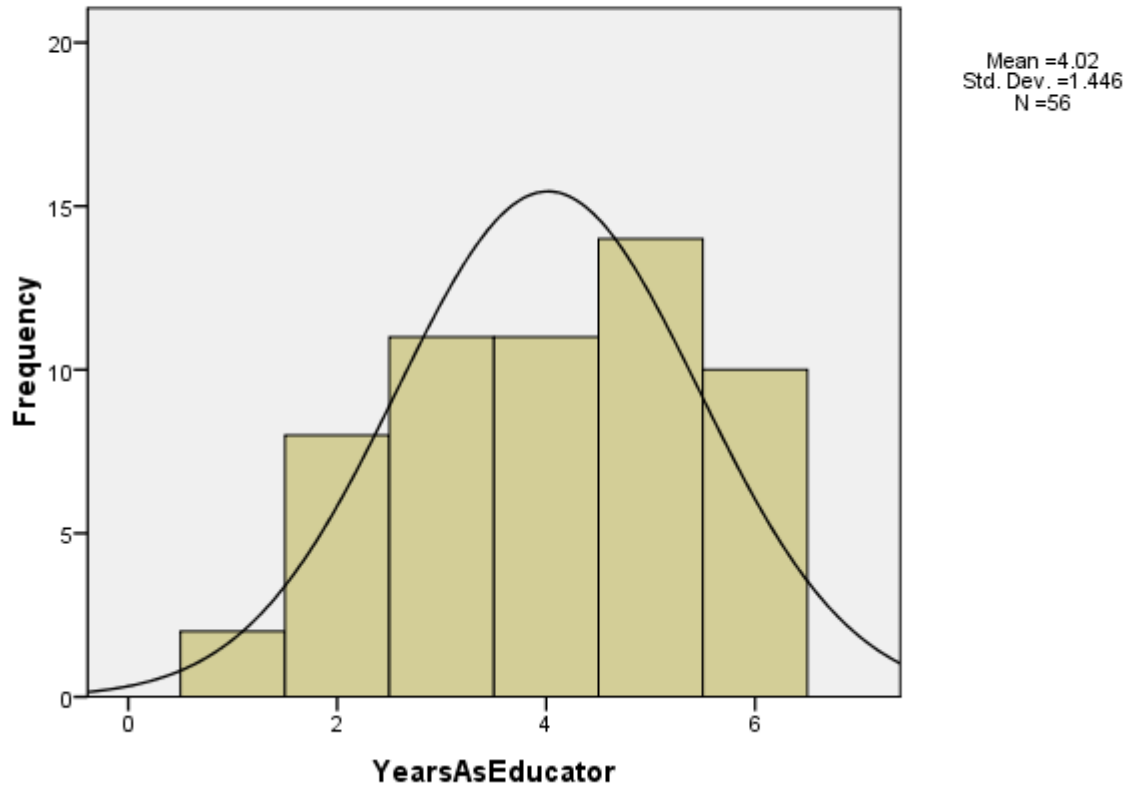
Position



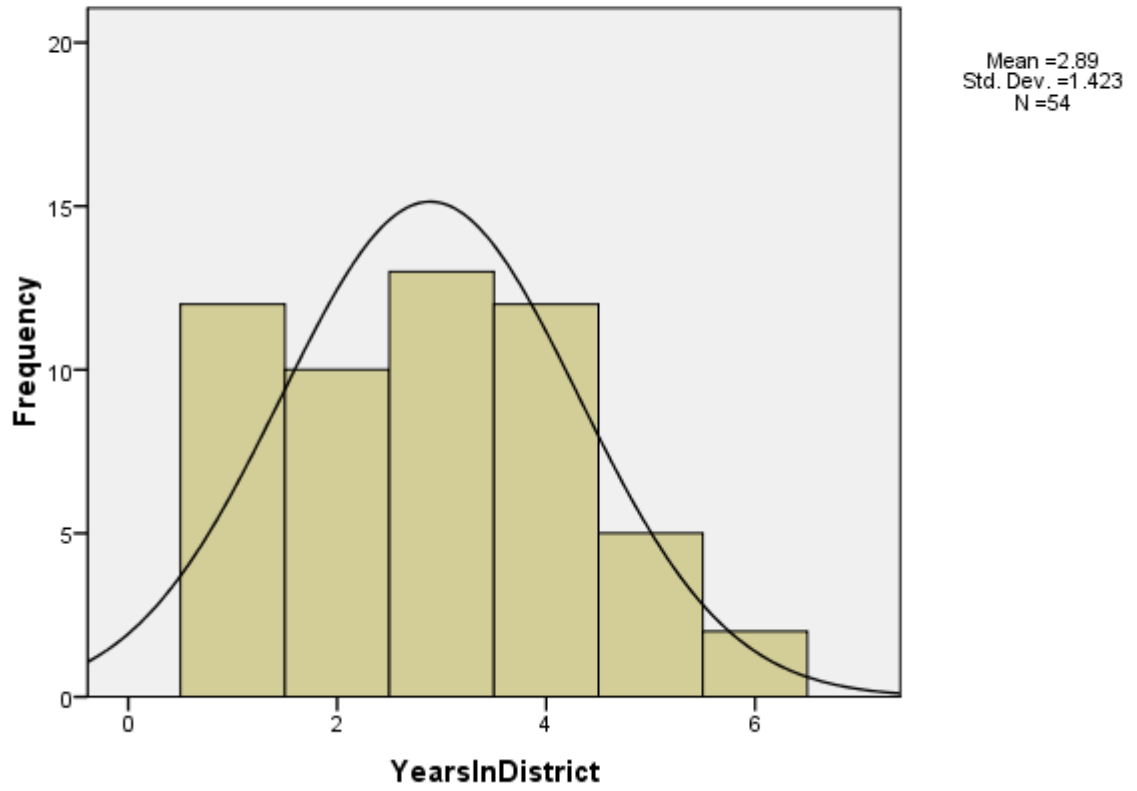
HighestDegree



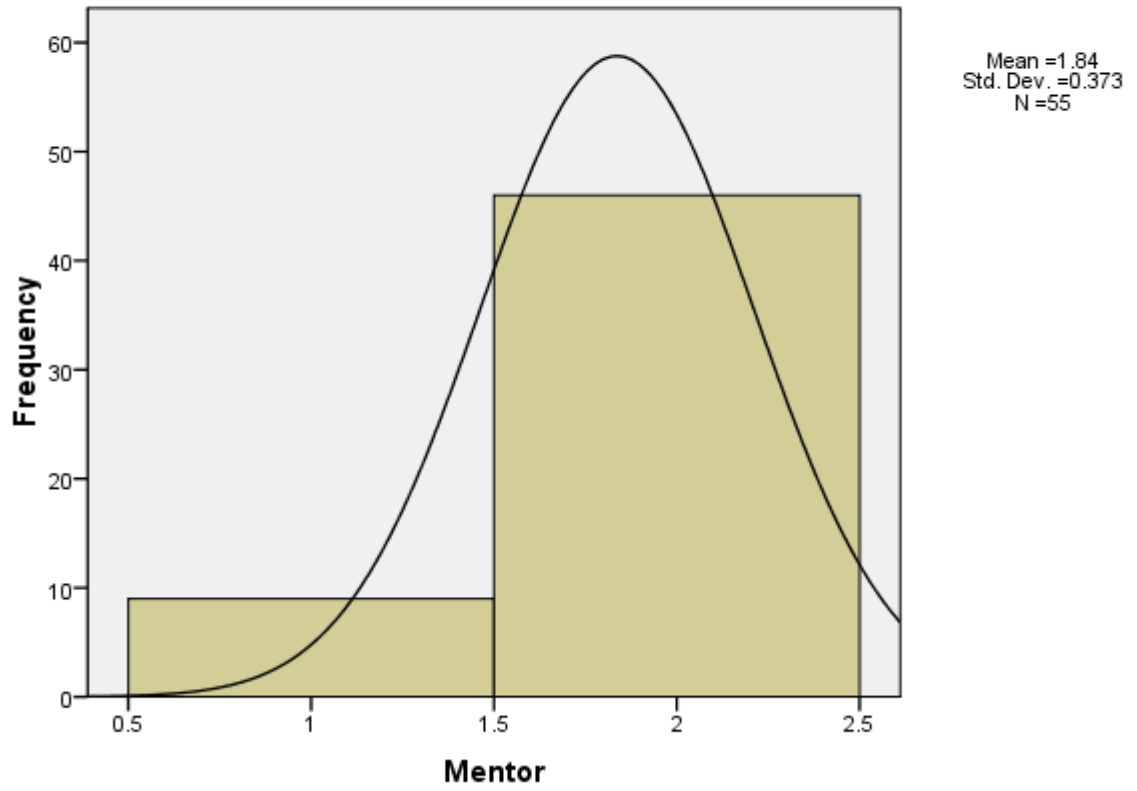
YearsAsEducator



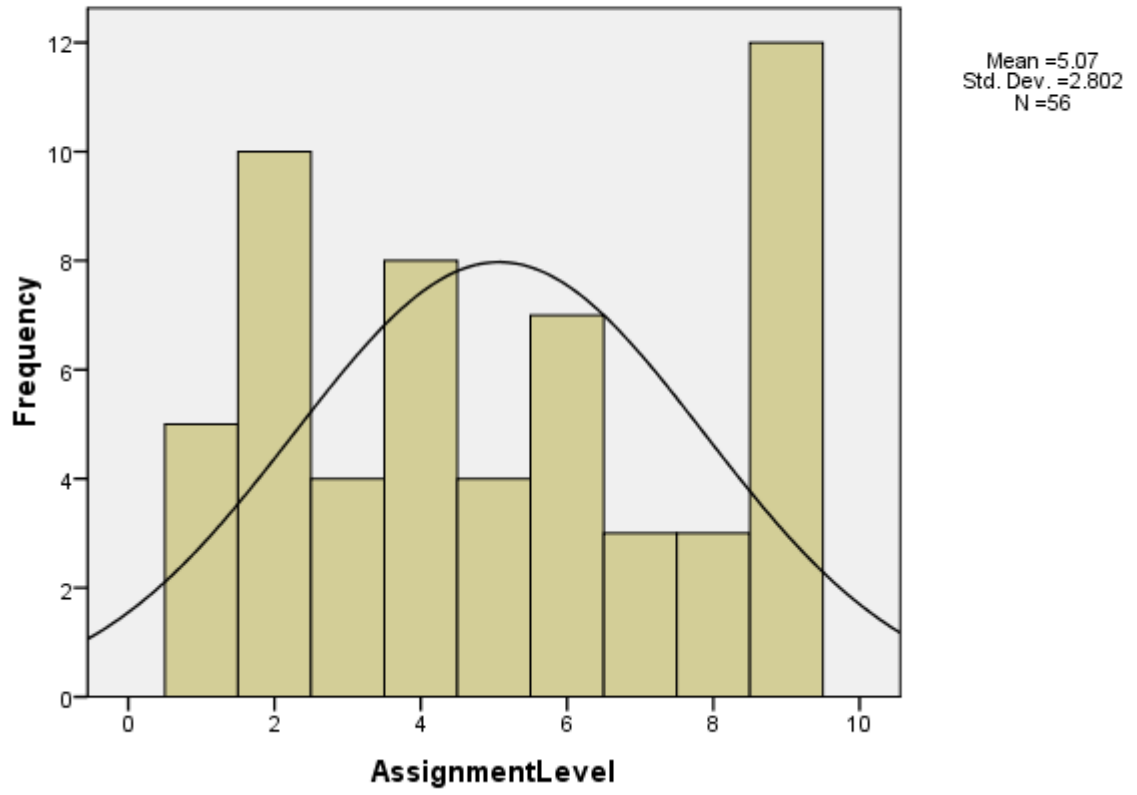
YearsInDistrict



Mentor



AssignmentLevel



APPENDIX E: Statistics

Correlations^a

		YearsAsEducator	Psatiswithschool
YearsAsEducator	Pearson Correlation	1	.037
	Sig. (2-tailed)		.787
	Sum of Squares and Cross-products	110.982	2.582
	Covariance	2.055	.048
Psatiswithschool	Pearson Correlation	.037	1
	Sig. (2-tailed)	.787	
	Sum of Squares and Cross-products	2.582	43.382
	Covariance	.048	.803

a. Listwise N=55

Correlations^a

		YearsAsEducator	Psatiswithschool
YearsAsEducator	Pearson Correlation	1	.037
	Sig. (2-tailed)		.787
	Sum of Squares and Cross-products	110.982	2.582
	Covariance	2.055	.048
Psatiswithschool	Pearson Correlation	.037	1
	Sig. (2-tailed)	.787	
	Sum of Squares and Cross-products	2.582	43.382
	Covariance	.048	.803

a. Listwise N=55

Descriptive Statistics

	Mean	Std. Deviation	N
YearsAsEducator	3.98	1.434	55
Psatiswithdistrict	3.36	.802	55

Correlations^a

		YearsAsEducator	Psatiswithdistrict
YearsAsEducator	Pearson Correlation	1	-.187
	Sig. (2-tailed)		.171
	Sum of Squares and Cross-products	110.982	-11.636
	Covariance	2.055	-.215
Psatiswithdistrict	Pearson Correlation	-.187	1
	Sig. (2-tailed)	.171	
	Sum of Squares and Cross-products	-11.636	34.727
	Covariance	-.215	.643

a. Listwise N=55

Descriptive Statistics

	Mean	Std. Deviation	N
YearsInDistrict	2.87	1.428	53
Psatiswithdistrict	3.38	.814	53

Correlations^a

		YearsInDistrict	Psatiswithdistrict
YearsInDistrict	Pearson Correlation	1	-.271
	Sig. (2-tailed)		.050
	Sum of Squares and Cross-products	106.075	-16.358
	Covariance	2.040	-.315
Psatiswithdistrict	Pearson Correlation	-.271	1
	Sig. (2-tailed)	.050	
	Sum of Squares and Cross-products	-16.358	34.453
	Covariance	-.315	.663

a. Listwise N=53

Descriptive Statistics

	Mean	Std. Deviation	N
YearsInDistrict	2.87	1.428	53
Psatiswithschool	3.58	.908	53

Correlations^a

		YearsInDistrict	Psatiswithschool
YearsInDistrict	Pearson Correlation	1	-.088
	Sig. (2-tailed)		.533
	Sum of Squares and Cross-products	106.075	-5.906
	Covariance	2.040	-.114
Psatiswithschool	Pearson Correlation	-.088	1
	Sig. (2-tailed)	.533	
	Sum of Squares and Cross-products	-5.906	42.868
	Covariance	-.114	.824

a. Listwise N=53

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Psatiswithschool * Gender	55	98.2%	1	1.8%	56	100.0%

Report

Psatiswithschool

Gender	Mean	N	Std. Deviation	Kurtosis	Skewness	Std. Error of Mean	Median
Female	3.63	41	.829	-.080	-.590	.130	4.00
Male	3.43	14	1.089	.664	-.620	.291	3.50
Total	3.58	55	.896	.312	-.655	.121	4.00

ANOVA Table^a

			Sum of Squares	df	Mean Square	F	Sig.
Psatiswithschool * Gender	Between Groups	(Combined)	.441	1	.441	.544	.464
	Within Groups		42.941	53	.810		
	Total		43.382	54			

a. With fewer than three groups, linearity measures for Psatiswithschool *
Gender cannot be computed.

Measures of Association

	Eta	Eta Squared
Psatiswithschool * Gender	.101	.010

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Psatiswithdistrict * Gender	55	98.2%	1	1.8%	56	100.0%

Report

Psatiswithdistrict

Gender	Mean	N	Std. Deviation	Kurtosis	Skewness	Std. Error of Mean	Median
Female	3.34	41	.825	-.654	-.165	.129	3.00
Male	3.43	14	.756	-.349	-.967	.202	4.00
Total	3.36	55	.802	-.678	-.318	.108	3.00

ANOVA Table^a

			Sum of Squares	df	Mean Square	F	Sig.
Psatiswithdistrict * Gender	Between Groups	(Combined)	.079	1	.079	.121	.729
	Within Groups		34.648	53	.654		
	Total		34.727	54			

a. With fewer than three groups, linearity measures for Psatiswithdistrict * Gender cannot be computed.

ANOVA Table^a

			Sum of Squares	df	Mean Square	F	Sig.
Psatiswithschool * Gender	Between Groups	(Combined)	.441	1	.441	.544	.464
	Within Groups		42.941	53	.810		
	Total		43.382	54			

a. With fewer than three groups, linearity measures for Psatiswithschool * Gender cannot be computed.

Measures of Association

	Eta	Eta Squared
Psatiswithschool * Gender	.101	.010

ANOVA Table^a

			Sum of Squares	df	Mean Square	F	Sig.
Psatiswithschool * Gender	Between Groups	(Combined)	.441	1	.441	.544	.464
	Within Groups		42.941	53	.810		
	Total		43.382	54			

a. With fewer than three groups, linearity measures for Psatiswithschool * Gender cannot be computed.

Measures of Association

	Eta	Eta Squared
Psatiswithschool * Gender	.101	.010

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Psatiswithschool * AssignmentLevel	55	98.2%	1	1.8%	56	100.0%

Report

Psatiswithschool

AssignmentLevel	Mean	N	Std. Deviation	Kurtosis	Skewness	Std. Error of Mean	Median
PreSchool	3.25	4	.957	-1.289	-.855	.479	3.50
Kindergarten	3.30	10	.949	-1.640	-.742	.300	4.00
First Grade	3.50	4	.577	-6.000	.000	.289	3.50
Second Grade	3.87	8	.354	8.000	-2.828	.125	4.00
Third Grade	3.75	4	.957	-1.289	.855	.479	3.50
Fourth Grade	3.71	7	1.380	2.321	-1.424	.522	4.00
Fifth Grade	2.67	3	1.155	.	1.732	.667	2.00
Sixth Grade	3.33	3	.577	.	1.732	.333	3.00
Other	3.92	12	.793	-1.261	.161	.229	4.00
Total	3.58	55	.896	.312	-.655	.121	4.00

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Psatiswithschool * AssignmentLevel	Between Groups	(Combined)	6.228	8	.779	.964	.476
		Linearity	1.098	1	1.098	1.360	.250
		Deviation from Linearity	5.130	7	.733	.907	.509
	Within Groups		37.154	46	.808		
	Total		43.382	54			

Measures of Association

	R	R Squared	Eta	Eta Squared
Psatiswithschool * AssignmentLevel	.159	.025	.379	.144

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Psatiswithdistrict * AssignmentLevel	55	98.2%	1	1.8%	56	100.0%

Report

Psatiswithdistrict

AssignmentLevel	Mean	N	Std. Deviation	Kurtosis	Skewness	Std. Error of Mean	Median
PreSchool	3.00	4	.816	1.500	.000	.408	3.00
Kindergarten	3.40	10	.843	-.665	-1.001	.267	4.00
First Grade	3.25	4	.500	4.000	2.000	.250	3.00
Second Grade	3.38	8	.518	-2.240	.644	.183	3.00
Third Grade	3.00	4	1.155	-6.000	.000	.577	3.00
Fourth Grade	3.71	7	.951	1.245	-.863	.360	4.00
Fifth Grade	2.00	3	.000	.	.	.000	2.00
Sixth Grade	3.67	3	.577	.	-1.732	.333	4.00
Other	3.67	12	.651	-.337	.439	.188	4.00
Total	3.36	55	.802	-.678	-.318	.108	3.00

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Psatiswithdistrict * AssignmentLevel	Between Groups	(Combined)	8.940	8	1.118	1.994	.069
		Linearity	.704	1	.704	1.256	.268
		Deviation from Linearity	8.236	7	1.177	2.099	.063
	Within Groups		25.787	46	.561		
	Total		34.727	54			

Measures of Association

	R	R Squared	Eta	Eta Squared
Psatiswithdistrict * AssignmentLevel	.142	.020	.507	.257

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Psatiswithdistrict * HighestDegree	55	98.2%	1	1.8%	56	100.0%

Report

Psatiswithdistrict

HighestDegree	Mean	N	Std. Deviation	Kurtosis	Skewness	Std. Error of Mean	Median
Bachelors	3.50	26	.812	-.287	-.727	.159	4.00
Masters	3.15	26	.732	-1.004	-.251	.143	3.00
Other	4.00	3	1.000	.	.000	.577	4.00
Total	3.36	55	.802	-.678	-.318	.108	3.00

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Psatiswithdistrict * HighestDegree	Between Groups	(Combined)	2.843	2	1.421	2.318	.109
		Linearity	.002	1	.002	.004	.950
		Deviation from Linearity	2.840	1	2.840	4.632	.036
	Within Groups		31.885	52	.613		
	Total		34.727	54			

Measures of Association

	R	R Squared	Eta	Eta Squared
Psatiswithdistrict * HighestDegree	.008	.000	.286	.082

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Psatiswithdistrict * YearsAsEducator	55	98.2%	1	1.8%	56	100.0%

Report

Psatiswithdistrict

YearsAsEducator	Mean	N	Std. Deviation	Kurtosis	Skewness	Std. Error of Mean	Median
First Year	4.00	2	.000	.	.	.000	4.00
2-3 Years	3.38	8	.744	-.152	-.824	.263	3.50
4-6 Years	3.64	11	.809	.637	-.538	.244	4.00
7-10 Years	3.18	11	.751	-.878	-.329	.226	3.00
11-20 Years	3.36	14	.929	-.790	-.185	.248	3.50
20+ Years	3.11	9	.782	-1.041	-.216	.261	3.00
Total	3.36	55	.802	-.678	-.318	.108	3.00

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Psatiswithdistrict * YearsAsEducator	Between Groups	(Combined)	2.567	5	.513	.782	.567
		Linearity	1.220	1	1.220	1.859	.179
		Deviation from Linearity	1.347	4	.337	.513	.726
	Within Groups		32.160	49	.656		
	Total		34.727	54			

Measures of Association

	R	R Squared	Eta	Eta Squared
Psatiswithdistrict * YearsAsEducator	-.187	.035	.272	.074

Measures of Association

	Eta	Eta Squared
Psatiswithdistrict * Gender	.048	.002

Descriptive Statistics

	Mean	Std. Deviation	N
YearsAsEducator	3.98	1.434	55
Psatiswithschool	3.58	.896	55

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Psatiswithschool * YearsAsEducator	55	98.2%	1	1.8%	56	100.0%

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Psatiswithschool * YearsAsEducator	Between Groups	(Combined)	3.484	5	.697	.856	.517
		Linearity	.060	1	.060	.074	.787
		Deviation from Linearity	3.424	4	.856	1.051	.391
	Within Groups		39.898	49	.814		
	Total		43.382	54			

Report

Psatiswithschool

YearsAsEducator	Mean	N	Std. Deviation	Kurtosis	Skewness	Std. Error of Mean	Median
First Year	4.00	2	.000	.	.	.000	4.00
2-3 Years	3.25	8	.707	-.229	-.404	.250	3.00
4-6 Years	3.82	11	.751	3.529	-1.404	.226	4.00
7-10 Years	3.27	11	.905	-1.548	-.647	.273	4.00
11-20 Years	3.79	14	.975	-1.027	-.089	.261	4.00
20+ Years	3.56	9	1.130	3.203	-1.511	.377	4.00
Total	3.58	55	.896	.312	-.655	.121	4.00

Measures of Association

	R	R Squared	Eta	Eta Squared
Psatiswithschool * YearsAsEducator	.037	.001	.283	.080