

JOB SATISFACTION OF AGRICULTURAL  
EDUCATION TEACHERS IN  
SOUTHEAST OKLAHOMA

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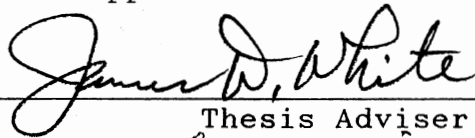
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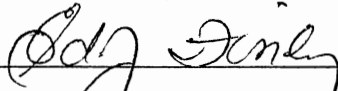
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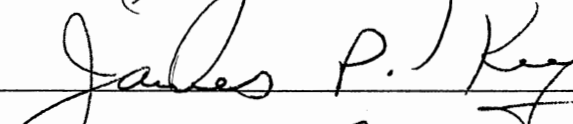
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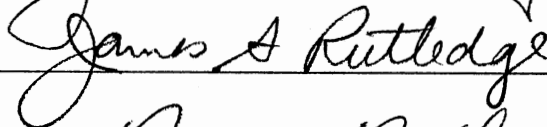
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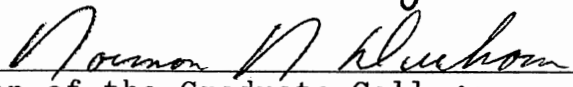
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## TABLE OF CONTENTS

| Chapter   | Page |
|---|------|
| I. INTRODUCTION . . . . .   | 1    |
| Statement of Problem. . . . .   | 2    |
| Purpose of the Study. . . . .   | 2    |
| Objectives of the Study . . . . .   | 3    |
| Scope of Study. . . . .   | 4    |
| Definition of Terms . . . . .   | 4    |
| II. REVIEW OF LITERATURE . . . . .  | 6    |
| Job Satisfaction in General. . . . .  | 9    |
| Satisfaction with Monetary<br>Considerations and Community . . . . .                                    | 9    |
| Satisfaction Regarding<br>Relationship With Principals,<br>Administrators, and Other Teachers . . . . . | 10   |
| Satisfaction With Students . . . . .  | 10   |
| Summary. . . . .  | 11   |
| III. DESIGN AND METHODOLOGY. . . . .  | 13   |
| The Study Population . . . . .  | 13   |
| Development of the Instrument. . . . .  | 14   |
| Collection of Data . . . . .  | 16   |
| Analysis of Data . . . . .  | 16   |
| IV. PRESENTATION AND ANALYSIS OF DATA. . . . .  | 21   |
| Introduction. . . . .   | 21   |
| Findings of the Study . . . . .   | 22   |
| Teacher's Preparation Relating<br>To Job Satisfaction . . . . .   | 30   |
| Job Satisfaction in General. . . . .  | 30   |
| Job Satisfaction Relative to<br>Salary and Other Monetary<br>Considerations . . . . .                   | 38   |
| Satisfaction With School<br>Policies and Personal<br>Relationships. . . . .                             | 42   |
| Satisfaction With Relations<br>With Other Professionals . . . . .                                       | 47   |
| Satisfaction With Teachers<br>Regarding Their Teaching Duties. . . . .                                  | 56   |

| Chapter  | Page |
|--|------|
| Satisfaction of Teachers<br>Regarding Relationships With<br>Students . . . . .   | 61   |
| V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS . .                                  | 74   |
| Purpose . . . . .  | 74   |
| Objectives . . . . .   | 74   |
| Methodology. . . . .   | 75   |
| Findings . . . . .   | 75   |
| Demographics Data . . . . .  | 76   |
| Teacher's Perception Relating<br>to Job Satisfaction. . . . .                    | 76   |
| Job Satisfaction in General .  | 76   |
| Job Satisfaction Relative<br>to Monetary Considerations.                         | 77   |
| Considerations. . . . .  | 77   |
| Satisfaction Regarding<br>School Policies and<br>Personal Relationships . . .    | 77   |
| Satisfaction Regarding<br>Their Relationship With<br>Other Professionals . . . . | 78   |
| Satisfaction of<br>Relationships With Students                                   | 79   |
| Conclusions. . . . .   | 81   |
| Recommendations. . . . .   | 82   |
| BIBLIOGRAPHY. . . . .  | 84   |
| APPENDIXES. . . . .  | 86   |
| APPENDIX A - QUESTIONNAIRE . . . . .   | 87   |
| APPENDIX B - MAP SHOWING SOUTHEAST OKLAHOMA. .                                   | 90   |
| APPENDIX C - LIST OF NEGATIVE STATEMENTS . . .                                   | 92   |
| APPENDIX D - RANKING OF QUESTIONS BY MEANS . .                                   | 95   |

## LIST OF TABLES

| Table   | Page |
|---|------|
| I. Numerical Values to Category Responses. . . .  | 18   |
| II. A Summary of Ranges in Numerical Values<br>by Category Responses . . . . .  | 19   |
| III. A Distribution of Respondents by Years<br>of Teaching Experience. . . . .  | 23   |
| IV. A Distribution of Respondents by Years<br>of Teaching School. . . . .   | 24   |
| V. A Distribution of Respondents by Age. . . . .  | 26   |
| VI. A Distribution of Respondents by Martial<br>Status. . . . .   | 27   |
| VII. A Distribution of Respondents by Status<br>of Their Agriculture Department . . . . .   | 28   |
| VIII. A Distribution of Respondents by Number<br>of Students Enrolled in Local<br>Agriculture Program . . . . .   | 29   |
| IX. Interpretation of Means . . . . .   | 31   |
| X. A Summary of the Respondents' Perceptions<br>Relative to Whether They Would Choose<br>Teaching High School Agriculture if They<br>Could Plan their Careers Again by<br>Category of Agreement . . . . . | 32   |
| XI. A Summary of the Respondents' Perceptions<br>Relative to Whether Teaching Enables the<br>Teacher to Enjoy Many of the Material and<br>Cultural Things of Life by Category of<br>Agreement . . . . .   | 34   |
| XII. A Summary of the Respondents' Perceptions<br>as to Whether or Not Teaching Affords Me<br>the Security I want in a Position by<br>Category of Agreement . . . . .                                     | 35   |



| Table   |  | Page |
|---------|--|------|
| XXII.   | A Summary of the Respondents' Perceptions as to Whether or Not the Individual Work of Faculty Members is Appreciated and Commended by Their Principal by Category of Agreement. . . . .                  | 48   |
| XXIII.  | A Summary of the Respondents' Perceptions if They Feel That Their Work is Judged Fairly by Their Principal by Category of Agreement. . . . .   | 49   |
| XXIV.   | A Summary of the Respondents' Perceptions as to Whether or Not the Teachers in Their School Cooperate With Each Other to Achieve Common, Personal and Category of Agreement. . . . .                     | 50   |
| XXV.    | A Summary of the Respondents' Perceptions as to Whether or Not They Believe Teachers With Whom They Work Have Professional Ethics by Category of Agreement . . . . .                                     | 51   |
| XXVI.   | A Summary of the Respondents' Perceptions as to Whether They Believe the Other Teachers in Their School See Them as a Competent Professional by Category of Agreement . . . . .                          | 53   |
| XXVII.  | A Summary of the Respondents' Perceptions as to Whether or Not Their School Faculty Have a Tendency to Form Cliques by Category of Agreement. . . . .  | 54   |
| XXVIII. | A Summary of the Respondents' Perceptions as to Whether or Not There is a Great Deal of Gripping, Arguing, Taking Sides, and Feuding Among Teachers by Category of Agreement. . . . .                    | 55   |
| XXIX.   | A Summary of the Respondents' Perceptions as to Whether Details, Red Tape, and Required Reports Absorb Too Much of My Time by Category of Agreement . . . . .  | 57   |
| XXX.    | A Summary of the Respondents' Perceptions as to Whether the Procedure for Obtaining Materials and Services and Services in Their School was Well Defined and Efficient by Category of Agreement. . . . . | 58   |

| Table  |  | Page |
|--------|--|------|
| XIII.  | A Summary of the Respondents' Perceptions as to Whether They felt Successful and Competent in Their Present Positions by Category of Agreement . . . . .   | 36   |
| XIV.   | A Summary of the Respondents' Perceptions as to Whether or Not the "Stress and Strain" Resulting From Teaching Makes Teaching Undesirable for them by Category of Agreement . . . . .                                      | 37   |
| XV.    | A Summary of the Respondents' Perceptions Relative to Whether or Not Their Teaching Position Enables Them to Provide a Satisfactory Standard of Living for Their Family by Category of Agreement . . . . .                 | 39   |
| XVI.   | A Summary of the Respondents' Perceptions as to Whether or Not the Salary Schedule in Their School Adequately Recognizes Teacher Competency by Category of Agreement . . . . .   | 40   |
| XVII.  | A Summary of the Respondents' Perceptions as to Whether They Could Make as Much Money by Doing Something Else by Category of Agreement . . . . .   | 41   |
| XVIII. | A Summary of the Respondents' Perceptions as to Whether or Not the Lines and Methods of Communication Between the Principal and Teachers in My School Are Well Developed and Maintained by Category of Agreement . . . . . | 43   |
| XIX.   | A Summary of the Respondents' Perceptions About How Teaching With Regard to Their Being an Important Part of the School by Category of Agreement . . . . .   | 44   |
| XX.    | A Summary of the Respondents' Perceptions of Whether or not Their Principal Shows Favoritism in His Relationship with the Teachers in His School by Category of Agreement . . . . .  | 45   |
| XXI.   | A Summary of the Respondents' Perceptions as to Whether or Not They Hesitate to Discuss Any School Problems With Their Principal by Category of Agreement. . . . .   | 46   |

| Table   | Page |
|---|------|
| XXXI. A Summary of the Respondents' Perceptions as to Whether or Not Their School Provides Them With Adequate Audio-Visual Aids and Projection Equipment by Category of Agreement. . . . .                            | 59   |
| XXXII. A Summary of the Respondents' Perceptions as to Whether or Not Their Heavy Teaching Load Unduly Restricts Their Personal Activities by Category of Agreement . . . .   | 60   |
| XXXIII. A Summary of the Respondents' Perceptions as to Whether or Not it is Difficult for Teachers to Gain Acceptance by the People in Their Community by Category Agreement. .                                      | 62   |
| XXXIV. A Summary of the Respondents' Perceptions as to Whether or Not Our Community Expects the Agriculture Teacher to Participate in Too Many Extracurricular Activities Indicated by the Category of Agreement. . . | 63   |
| XXXV. A Summary of the Respondents' Perceptions as to Whether or Not This Community Respects Its Teachers and Treats Them Like Professional Persons by Category of Agreement. . . . .                                 | 64   |
| XXXVI. A Summary of the Respondents' Perceptions as to Whether or Not the Community Demands on the Teacher's Time Are Unreasonable by Category of Agreement . . .   | 65   |
| XXXVII. A Summary of the Respondents' Perceptions as to Whether or Not They Enjoy Working With Student Organizations, Clubs and Societies by Category of Agreement. . . . .   | 67   |
| XXXVIII. A Summary of the Respondents' Perceptions as to Whether the Students Appreciate the Extra Effort That They Put Forth on Their Behalf by Category of Agreement . . .  | 68   |
| XXXIX. A Summary of the Respondents' Perceptions as to Whether or Not They Enjoy Working With Their Students by Category of Agreement . . . . .   | 69   |

| Table  |   | Page |
|--------|---|------|
| XXL.   | A Summary of the Respondents' Perceptions<br>as to Whether or Not Most of the Actions<br>of Students Irritate Them by Category<br>of Agreement. . . . .                                   | 71   |
| XLI.   | A Summary of the Respondents' Perceptions<br>as to Whether or Not Their Regard Them<br>and Seem to Have Confidence in Their<br>Professional Ability by Category of<br>Agreement . . . . . | 72   |
| XLII.  | A Summary of the Respondents' Perceptions<br>as to Whether or Not Students Gives<br>Them a Great Deal of Personal Satisfaction<br>by Category of Agreement. . . . .                       | 73   |
| XLIII. | A Summary of the Respondents' Perceptions as<br>Indicated by Levels of Agreement/Disagreement<br>by Categories of Job Satisfaction. . . . .   | 81   |

## LIST OF FIGURES

| Figure   | Page |
|--|------|
| 1. Population Study Limited to Southeast<br>Oklahoma . . . . . | 15   |

## CHAPTER I

### INTRODUCTION

The job of teaching agricultural education is very demanding in terms of expectations of administrators, students, community and, indeed, the teacher him/herself. Many nights and weekends are obligated to the program. This takes time away from the personal life of the agricultural education teacher and requires sacrifices of time and resources that most other teachers are not expected to make.

However, in spite of the additional responsibilities required of agricultural education teachers, few other teaching occupations offer the reward associated with students than agricultural education. In few other teaching occupations is respect conferred so readily, or autonomy of the teacher allowed. But at the same time, few teaching occupations produce the extended pressure that is placed on an agricultural education teacher.

Herein lies the problem. Many teachers trained in agricultural education teach for a period of time and then move to other jobs some of which are not related to the teaching profession. Thus, has a shortage of qualified, trained individuals to fill vacant positions is created.

As a result, many schools end up accepting applicants which may be less qualified or motivated. Some states have not been as fortunate as Oklahoma in finding qualified applicants to fill open positions or attracting truly competent and qualified professionals. Yet, agricultural education programs have been the motivating force which has inspired many successful people to pursue careers in agriculture and related fields. Therefore, it would seem necessary to ascertain why so many teachers leave the field as well as determining those areas of the profession which provide so much satisfaction for the career teacher.

#### Statement of Problem

If too many successful teachers continue to leave the field, will it be possible to replace them? Can we identify the reasons why successful teachers leave the profession and possibly take steps to determine the areas of satisfaction related to their job responsibility as teachers.

#### Purpose of the Study

The purpose of the study was to determine the level of job satisfaction among agricultural education teachers in the southeast district.

### Objectives of the Study

To accomplish the intent and purpose of this study, the following objectives were established.

1. To determine selected demographic characteristics of agricultural education teachers in the southeastern district of Oklahoma.
2. To determine the general level of satisfaction among teachers of agricultural education in the comprehensive high schools in the southeastern district of Oklahoma in their present positions.
3. To determine the level of satisfaction of agricultural education teachers regarding salary and other monetary considerations.
4. To determine the level of satisfaction of agricultural education teachers regarding school policies and their personal relationships with the school administration.
5. To determine the level of satisfaction of agricultural education teachers regarding their relationships with other education professionals.
6. To determine the level of job satisfaction among agricultural education teachers with regard to their classroom teaching load and additional expectations and responsibilities of a teacher in agricultural education.



7. To determine the level of satisfaction of agricultural education teachers regarding their relationships with their students.

#### Scope of Study

The scope of this study was limited to the 87 agricultural education teachers in the comprehensive high schools of the southeast district.

#### Definition of Terms

The following definitions of terms were used in the study:

Agricultural education - Refers to courses of instruction taught to high school students in the comprehensive schools designed to meet the needs of students who have entered or are preparing to enter any field requiring a knowledge of agricultural subjects.

Southeast district - That area of the state which lies in the southeast part of the state and includes most schools located south of I-40 and east of I-35.

Agricultural education instructors - refers to teachers who instruct junior high and high school students in comprehensive schools in the study of agriculture and related fields.

Job satisfaction - Satisfaction derived by an individual as a professional in his/her chosen career field.

Partial agreement - Less than total agreement.

Partial disagreement - Less than total disagreement.

## CHAPTER II

### REVIEW OF LITERATURE

On a national level one of the concerns facing vocational agriculture programs has been a shortage of qualified teachers. In 1978 Morgan (11) found that in Ohio only 43 percent of vocational agriculture teachers remained in the profession after six years. Other studies in other states have found similar results. Obviously, without qualified, experienced teachers, it will become more and more difficult to maintain high quality vocational agriculture programs.

There appears to be a relationship between occupational change or turnover and job satisfaction. In other words, generally when vocational agriculture teachers left their jobs, there was some degree of job dissatisfaction. Knoop (8) indicated that employee job dissatisfaction can result in feelings of gloom, apathy, despair, anger, resentment, fatigue and poor mental and physical health. These feelings in turn may lead to responses of frustration: aggression, regression, fixation, bickering, complaining and psychological withdrawal. For the employer, job dissatisfaction can result in a variety of defense mechanisms: decreased

performance, tardiness, absenteeism, turnover, early retirements and strikes.

In addition to leaving the profession early, an unhappy teacher is much less likely to encourage their students to follow their example. In Metropolitan's survey (5) only 45 percent of teachers polled reported they would advise a young person to pursue a career in teaching. In fact 53 percent disagreed completely with advising a young person to teach.

The National Center for Educational Statistics (10) indicates a decline in the number of college students planning to major in education. In fact from 1972 to 1980 there were only half as many high school seniors who planned to major in education. Lester (10) stated,

The implication is that the decrease in the number of potential teachers, coupled with the low moral of practicing teachers, will lead to a teacher shortage in the near future (p. 13).

We are already seeing shortages in some fields of teaching--science, math, and special education for instance. In 1982, Kotrlik, Woodley, and Sharp (9) reported that teachers of vocational subjects were generally more satisfied with their jobs than were teachers of non-vocational subjects in Louisiana. This study also found that the teachers that had taught longer were more satisfied with their jobs than were teachers of fewer years experience. However, Craig (2) pointed out that there has been a chronic national shortage of

teachers of vocational agriculture for a least 20 years. In 1976 Allen (1) found that on the average, agriculture teachers in Oregon left the field after less than five years service. In one five-year period, Knight (7) reported that 163 vocational agriculture teachers left the profession for reasons other than death or retirement. In a similar period in Nebraska 124 vocational agriculture teachers left the profession (Dillion [3]). In view of the direct relationship between job satisfaction and productive, active programs, it appeared to be necessary to further investigate factors in Oklahoma which might contribute to job satisfaction. Since a study had been completed in the central district, the author opted to survey the southeast district, especially since the southeast district teachers by reputation seemed to have the longest tenure.

A search of literature was made to obtain information that was pertinent to the questionnaire and to determine what research had previously been done concerning job satisfaction among teachers in general and agriculture education teachers in particular. The areas of particular interest were:

1. The general level of satisfaction received from their jobs;
2. Satisfaction with monetary reimbursement;
3. Level of satisfaction as perceived from their relationship with their supervising administrator;

4. Level of satisfaction as perceived from their relationship with the community in which they work;

5. Level of satisfaction as perceived from their relationship with their students; and

6. Level of satisfaction as perceived from their relationship with other teachers.

#### Job Satisfaction in General

In a survey done for the Metropolitan Life Insurance Company (6), 40 percent of teachers in general were very satisfied with their jobs as opposed to 52 percent of the working public. Grady (4) reported that vocational agriculture teachers in Louisiana appeared to be moderately satisfied with their jobs. Satisfaction was generally higher with intrinsic job factors with lower satisfaction levels associated with extrinsic job factors. He recommended that future research be conducted to determine if the job satisfaction of Louisiana vocational agriculture teachers was similar to vocational agriculture teacher in the rest of the nation.

#### Satisfaction with Monetary Considerations and Community

Fourteen percent of the respondents to Tenney's (13) survey ranked salary as "what was most disliked about the job" (p. 7).

Grady (4) also found that salary represented the area in which vocational agriculture teachers in Louisiana were least satisfied.

Non-support by community, adults, students or peers was listed by only five percent of respondents as what they "most disliked about their job" in Tenney's's survey.

Satisfaction Regarding Relationship  
With Principals, Administrators  
and Other Teachers

In 1984, Tenney (13) further reported that one of the problems that teachers had with their jobs that was most disliked was red tape, the bureaucracy, and administrative problems.

Grady (4) reported that relationships between teachers and their co-workers were important to vocational agriculture teachers in Louisiana. In fact, he recommended that "vocational agricultural teachers should be encouraged to develop positive working relationships with other teachers in the school in which they teach" (p. 13).

Satisfaction With Students

Tenney (13) pointed out that "non-support by community, adults, students, or peers" ranked eighth in importance in a list of "what was most disliked about a job" (p. 7).

In Ohio, Knight (8) reported in 1978 that problems with students ranked second in importance for reasons given for vocational agricultural teachers leaving the professions.

Based on his research, Waters (14) stated,

Teacher attitudes toward their jobs have been proven to be linked with teaching performance, and more importantly, to student learning . . . It was also predicted that teachers who were more satisfied with their jobs will stay in the profession longer (p. 25).

#### Summary

In spite of the fact that teachers seem to be accomplishing their job of providing instruction to students, the fact that they are satisfied or less than satisfied impacts the the future of education. Happy teachers are going to be effective and more likely to remain in the teaching profession. However, unhappy teachers leaving compounds the teacher shortage and discourages new teachers to consider teaching as a profession.

The review of literature indicated some areas merited further attention. Teachers in general were less satisfied with their job than the working public. Monetary consideration was found to be an area of concern as was to a lesser extent community support. Red tape, bureaucracy, and administrative problems were listed in several studies as a source of dissatisfaction. In fact



"paperwork" was possibly the single area most complained about. The results from other research showed the relations with other teachers to be one of the areas of most satisfaction. However overcrowded classrooms, lawsuits, student violence, transfers and reassignments, discipline, and loss of personal time were cited in at least one study to be of significance while problems with students ranked high in some survey pertaining to this topic. Based on these review questions pertaining to this study extract perceptions of these areas of concern from the southeast district teachers were formulated. There seemed to be no doubt that there is an association between teacher job satisfaction and the length of time they stay in the profession.

## CHAPTER III

### DESIGN AND METHODOLOGY

The purpose of this chapter was to describe methods and procedure used in conducting this study. These were determined by the purpose and objectives of the study.

In order to collect and analyze data pertaining to this purpose and objectives developed, it was necessary to accomplish the following tasks:

1. Determine the population for the study;
2. Develop the instrument for data collection;
3. Devise a procedure for data collection; and
4. Select methods of data analysis.

#### The Study Population

The population of this study was limited to the agriculture education instructors who had been employed for at least one year as an agricultural education instructor in a comprehensive high school in southeast Oklahoma. These teachers were all currently employed in the southeast district of Oklahoma and members of five Professional Improvement Groups (Idabel, Poteau, Wilburton, Holdenville, and Atoka) for a total of 80 vocational agricultural departments in the district (see

Figure 1). The 87 teachers represented 58 single teacher departments and 17 multiple teacher departments. All agricultural education teachers surveyed are currently employed in the southeast district.

### Development of the Instrument

The information for this study was gathered through the use of a questionnaire. The first five items on the questionnaire relate to demographic information about the instructor and the department where he was employed. The next 33 items contained positive and negative statements (see Appendix C) designed to elicit responses from the instructors about their perceptions relating to various aspects of satisfaction with their jobs.

The format of the survey instrument included a six-point interval scale of selected categories for teachers to select a response with no neutral categories available for selection. The survey items reflected the objectives of this study and included:

1. Demographic characteristics;
2. General job satisfaction;
3. Satisfaction with salary;
4. Relationship with their supervising administrators;
5. Relationship with the community in which they teach;

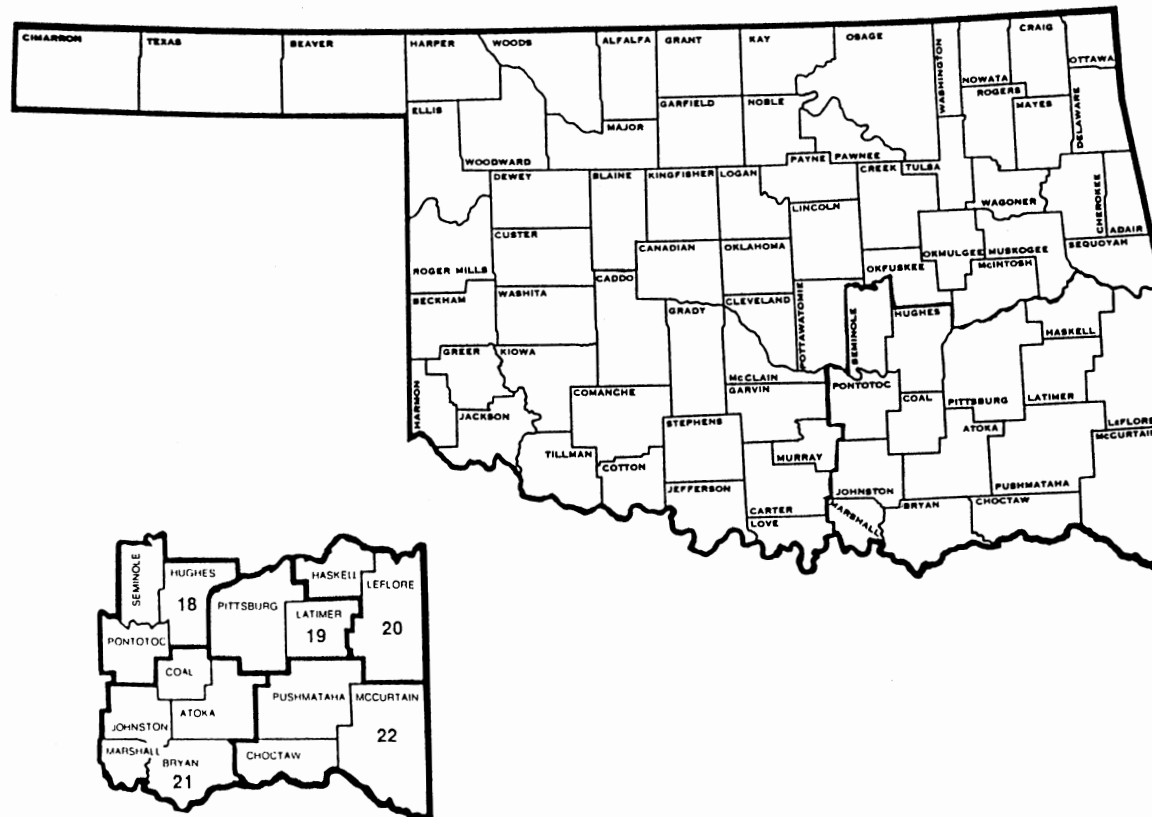


Figure 1. Population Study Limited To Southeastern Oklahoma

6. Relationship with the students they teach; and
7. Relationship with other education professionals.

#### Collection of Data

The survey was administered during the annual Vocational-Technical Summer Conference, August 8, 1991, in Tulsa, Oklahoma. The data was collected during the group's southeast district meeting. All teachers currently employed in the southeast district with the exception of new teachers with less than one year experience participated in the survey.

#### Analysis of Data

The following description of the analysis procedure was included to provide an overview of the statistical treatment of the data collected. A Likert-type scale was used to elicit responses of teachers perceptions with regard to the degree of agreement with the various statements relating to job satisfaction. No opportunity for a neutral response was given. To facilitate the analysis of data, all negative statements contained in the survey instrument were reversed for calculating the computer program to make them comparable to the positive statements. Therefore, means of negative statements would be in the reverse categories compared to positive statements. To permit statistical treatment of the data,

numerical values were assigned to the response categories as set forth in Table I.

To facilitate comparisons between responses, a mean group rating was computed for each item. First, a numerical rating was assigned to each response category. Then the number of respondents per category was multiplied by the numerical value. After adding these results together, this value was divided by the total number of respondents in each group. With the mean group rating calculated, comparisons could be accomplished.

Because decimal fractions resulted from determining the average groups response, a range of absolute numerical values were established (see Table II). Frequency distributions, percentages, and means are reported and analyzed.

Since all teachers in the southeast district participated in the study, descriptive statistics were rationalized to describe the data. The statistics used were frequency distributions, percentages, and means. With regard to stressing the value of using averages (population mean=  $\mu$ ), Hoshmand (6) pointed out that:

The most familiar average is the mean or the arithmetic mean symbolized as  $\bar{X}$ . It is found by adding all the values of a group of items and dividing the sum by the total number of items. The formula for the mean for sample and population respectively is as follows:

TABLE I  
NUMERICAL VALUES TO CATEGORY RESPONSES

| CATEGORY RESPONSES | NUMERICAL VALUES |
|--------------------|------------------|
| Strongly Agree     | 1                |
| Agree              | 2                |
| Partially Agree    | 3                |
| Partially Disagree | 4                |
| Disagree           | 5                |
| Strongly Disagree  | 6                |

TABLE II  
A SUMMARY OF RANGES IN NUMERICAL VALUES BY  
CATEGORY RESPONSES

| CATEGORY RESPONSES | RANGE OF<br>NUMERICAL VALUES |
|--------------------|------------------------------|
| Strongly Agree     | 0.00 - 1.5                   |
| Agree              | 1.51 - 2.5                   |
| Partially Agree    | 2.51 - 3.5                   |
| Partially Disagree | 3.51 - 4.5                   |
| Disagree           | 4.51 - 5.5                   |
| Strongly Disagree  | 5.51 - 6.0                   |



If a sample:

$$\bar{X} = \frac{\sum X}{n}$$

If a population:

$$\mu = \frac{\sum X}{N}$$

where:

$X$  = measured value of an item

$\bar{X}$  = sample mean, read as X-bar

$n$  = size of a sample

$\mu$  = population mean, read as *mu*

$N$  = size of a finite population

The Greek capital letter (sigma) is used to indicate the addition of all observed values of  $X$ . It is read as summation of. To distinguish between a sample and a population by the Greek letters, and the sample with Roman letters.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The purpose of this study was to determine the level of job satisfaction many agricultural education teachers in the southeast agricultural education supervisory district of Oklahoma, and identify the areas where satisfaction was lowest.

To accomplish these purposes, the following objectives are formulated:

1. To determine demographic characteristics of agricultural education teachers in the southeast district of Oklahoma.
2. To determine the general level of satisfaction among teachers of agricultural education in their present positions in the comprehensive high schools of southeast Oklahoma.
3. To determine the level of satisfaction among agricultural education teachers regarding salary and other monetary considerations.

4. To determine the level of satisfaction among agricultural education teachers regarding school policies and personal relationships with the school administration.

5. To determine the level of satisfaction among agricultural education teachers regarding their relationship with other professionals.

6. To determine the level of satisfaction among agricultural education teachers regarding their teaching load and school responsibilities.

7. To determine the level of satisfaction among agricultural education teachers regarding their relationship with their students.

#### Findings of the Study

The data in Table III revealed that 24 percent or one-fourth of the respondents had taught from one to five years, 18 percent had taught six to ten years and approximately only one-fourth reported teaching both 11 to 15 and 16 to 20 years. It was of some interest that 91 percent of the teachers had taught no more than 20 years and more than two-thirds had taught 15 years or less.

The data in Table IV showed a similar trend among teachers with regard to tenure at their present school. Over 58 percent reported having been there ten years or less, while only 3.6 percent had been at their present school for more than 20 years. Traditionally, the southeast district has had the reputation of having the

TABLE III  
A DISTRIBUTION OF RESPONDENTS BY YEARS OF  
TEACHING EXPERIENCE

| YEARS OF<br>TEACHING EXPERIENCE | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|---------------------------------|-------------------|----------------|
| 1 - 5                           | 21                | 24.1           |
| 6 - 10                          | 16                | 18.4           |
| 11 - 15                         | 22                | 25.3           |
| 16 - 20                         | 10                | 23.0           |
| 21 - 25                         | 4                 | 4.6            |
| 26 - 30                         | 3                 | 3.4            |
| 31 - 35                         | 1                 | 1.1            |
| TOTAL                           | 87                | 100.0          |

TABLE IV  
A DISTRIBUTION OF RESPONDENTS BY YEARS OF  
TEACHING SCHOOL

| YEARS AT<br>PRESENT SCHOOL | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|----------------------------|-------------------|----------------|
| 1 - 5                      | 31                | 35.63          |
| 6 - 10                     | 19                | 21.84          |
| 11 - 15                    | 13                | 14.94          |
| 16 - 20                    | 15                | 17.24          |
| 21 - 25                    | 1                 | 1.15           |
| 26 - 30                    | 1                 | 1.15           |
| 31 - 35                    | 1                 | 1.15           |
| Non-Responses              | 6                 | 5.90           |
| TOTAL                      | 87                | 100.00         |

least amount of turnover of any district in the state. It might be interesting to compare the teachers of other districts in the state to see if there are trends with regard to greater or lesser terms of service in their present school.

The data in Table V illustrated an interesting finding, 91.6 percent of all teachers included in the study were 45 years or less in age. In fact, teachers over 45 years of age account for only 8.4 percent, while one teacher was over the age of 55.

The data in Table VI shows 88.5 percent of the teachers were married with only 11.5 percent unmarried.

The data in Table VII revealed that 66.76 percent of the teachers teach in single teacher departments, while 33.3 teaching in multiple-teacher department.

A distribution of respondent by number of students enrolled in southeast district agriculture program indicated, Table VIII, that 45.1 percent of teachers had 60 students or less in their programs while 17 of the teachers had over 100 students in their programs. The largest single concentration of students was in the 41 to 60 enrollment category with 37.8 percent of the teachers reporting student enrollments in this range.

TABLE V  
A DISTRIBUTION OF RESPONDENTS BY AGE

| AGE           | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|---------------|-------------------|----------------|
| 23 - 25       | 5                 | 5.74           |
| 26 - 30       | 21                | 24.14          |
| 31 - 35       | 13                | 14.94          |
| 36 - 40       | 18                | 20.69          |
| 41 - 45       | 20                | 22.99          |
| 46 - 50       | 6                 | 4.60           |
| 51 - 55       | 6                 | 2.30           |
| 56 - 60       | 1                 | 1.15           |
| Non-Responses | 3                 | 3.45           |
| TOTAL         | 87                | 100.00         |

TABLE VI  
A DISTRIBUTION OF RESPONDENTS BY MARTIAL STATUS

| MARTIAL STATUS | FREQUENT<br>N=87 | PERCENT<br>(%) |
|----------------|------------------|----------------|
| Married        | 77               | 88.5           |
| Single         | 10               | 11.5           |
| TOTAL          | 87               | 100.0          |



TABLE VII  
A DISTRIBUTION OF RESPONDENTS BY STATUS  
OF THEIR AGRICULTURE DEPARTMENT

| STATUS OF<br>AG DEPARTMENT | FREQUENT<br>N=87 | PERCENT<br>(%) |
|----------------------------|------------------|----------------|
| Single Teacher             | 58               | 66.7           |
| Multiple Teacher           | 29               | 33.3           |
| TOTAL                      | 87               | 100.0          |

TABLE VIII

A DISTRIBUTION OF RESPONDENTS BY NUMBER OF STUDENTS  
ENROLLED IN LOCAL AGRICULTURE PROGRAM

| NUMBER OF STUDENTS<br>ENROLLED IN PROGRAM | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|---|-------------------|----------------|
| 24 - 40                                   | 15                | 17.24          |
| 41 - 60                                   | 31                | 35.63          |
| 61 - 80                                   | 14                | 16.09          |
| 81 - 100                                  | 8                 | 9.20           |
| 101 - 120                                 | 9                 | 10.34          |
| 121 - 140                                 | 1                 | 1.15           |
| 141 - 160                                 | 1                 | 1.15           |
| 161 - 180                                 | -0-               | -0-            |
| 181 - 200                                 | 2                 | 2.30           |
| Over 200                                  | 1                 | 1.15           |
| Non-Responses                             | 5                 | 5.57           |
| TOTAL                                     | 87                | 100.00         |

### Teacher's Perceptions Relating To Job Satisfaction

Frequencies, percentages and means were reported in the tables that relate to these topics. Interpretation of means is as follows to facilitate comparison between responses, a mean group rating was computed for each item:

1. A numerical rating was assigned to each response category;
2. The number of respondents per category was multiplied by the numerical values;
3. After adding these results together, this number was divided by the total number of respondents in teacher group;
4. With the mean groups rating calculated, comparison could be done; and
5. Because decimal fractions resulted from determining the average group responses, a range of absolute values was established in Table IX.

#### Job Satisfaction in General

Question 2, Table X, showed a high degree of job satisfaction in that 82.7 percent of all teachers surveyed agreed that they would choose teaching high school agriculture if they were planning their careers again. However, 17.3 percent disagreed with this statement which indicated that some teachers are dissatisfied. The mean

TABLE IX  
INTERPRETATION OF MEANS

| CATEGORY OF AGREEMENT | RANGE OF<br>ABSOLUTE VALUE |
|-----------------------|----------------------------|
| Strongly Disagree     | 5.51 - 6.00                |
| Disagree              | 4.51 - 5.49                |
| Partially Agree       | 2.51 - 3.49                |
| Agree                 | 1.51 - 2.49                |
| Strongly Agree        | 0.0 - 1.49                 |

TABLE X

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS RELATIVE TO  
 WHETHER THEY WOULD CHOOSE TEACHING HIGH SCHOOL  
 AGRICULTURE IF THEY COULD PLAN THEIR CAREERS  
 AGAIN BY CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 3                 | 3.5            |
| Disagree              | 5                 | 5.8            |
| Partially Disagree    | 7                 | 8.0            |
| Partially Agree       | 9                 | 10.3           |
| Agree                 | 36                | 41.4           |
| Strongly Agree        | 27                | 31.0           |
| TOTAL                 | 87                | 100.0          |

$\bar{X} = 2.26$   
 $SD=2.39$

for this statement was 2.26 indicating that on the average southeast district respondents were in agreement.

Question 3, Table XI, showed that 90.8 percent agreed that teaching enabled them to enjoy many of the material and cultural things in life. However, 9.2 percent were dissatisfied with this area, which would indicate a general dissatisfaction with their job. The overall mean for this question was 2.10, indicating general agreement of the overall group with the question.

Question 7, Table XII, showed that 25.2 percent disagreed with the statement that teaching affords them the security that they want in their position. This indicates that one-fourth of the respondents feel some insecurity. However, on the plus side 74.8 percent agreed that they feel secure in their positions. The overall mean for this question was 2.97 indicating that most at least partially agreed.

Question 10, Table XIII, had a 100 percent response that they did, in fact, feel successful and competent in their present positions. This was remarkable and at least shows a high degree of satisfaction with their own performance. As expected the mean was in the agree category.

Question 23, Table XIV, showed that 33.4 percent or one-third of the teachers surveyed felt that the stress and strain resulting from teaching was a definite negative

TABLE XI

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS RELATIVE TO  
 WHETHER TEACHING ENABLES THE TEACHER TO ENJOY  
 MANY OF THE MATERIAL AND CULTURAL THINGS OF  
 LIFE BY CATEGORY OR AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 2                 | 2.3            |
| Disagree              | 2                 | 2.3            |
| Partially Disagree    | 4                 | 4.6            |
| Partially Agree       | 11                | 12.6           |
| Agree                 | 44                | 50.6           |
| Strongly Agree        | 24                | 27.6           |
| TOTAL                 | 87                | 100.0          |

 $\bar{X}=2.10$ 
 $SD=2.39$

TABLE XII

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO  
 WHETHER OR NOT TEACHING AFFORDS ME THE  
 SECURITY I WANT IN A POSITION BY  
 CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 3                 | 3.4            |
| Disagree              | 11                | 12.6           |
| Partially Disagree    | 8                 | 9.2            |
| Partially Agree       | 28                | 32.2           |
| Agree                 | 32                | 36.8           |
| Strongly Agree        | 5                 | 5.8            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=2.97$   
 $SD=2.56$



TABLE XIII

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO  
 WHETHER THEY FEEL SUCCESSFUL AND COMPETENT  
 IN THEIR PRESENT POSITIONS BY  
 CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | -0-               | -0-            |
| Disagree              | -0-               | -0-            |
| Partially Disagree    | -0-               | -0-            |
| Partially Agree       | 9                 | 10.3           |
| Agree                 | 51                | 58.6           |
| Strongly Agree        | 27                | 31.1           |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=1.79$

SD=Not Reported

TABLE XIV

A SUMMARY OF THE RESPONDENTS' PERCEPTION AS TO WHETHER  
OR NOT THE "STRESS AND STRAIN" RESULTING FROM  
TEACHING MAKES TEACHING UNDESIRABLE FOR  
THEM BY CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 11                | 12.6           |
| Disagree              | 30                | 34.5           |
| Partially Disagree    | 17                | 19.5           |
| Partially Agree       | 22                | 25.3           |
| Agree                 | 6                 | 6.9            |
| Strongly Agree        | 1                 | 1.2            |
| TOTAL                 | 87                | 100.0          |
| $\bar{X}=2.82$        |                   |                |
| SD=2.58               |                   |                |

point. However, it should be pointed out that the largest area, 25.3 percent only partially agreed that teaching was stressful, while on the plus side 66.6 percent or two-thirds agreed with this statement indicating that the stress and strain was not excessive. An overall mean score of 2.83 indicates that this group would partially agree with this statement.

Job Satisfaction Relative to Salary  
and Other Monetary Considerations

Question 15, Table XV, showed the highest percent (63.2 percent) in the "partially agreed" and "agree" categories. However, with 31.1 percent in the disagree categories, this brings the overall mean score to 3.11 indicating partial dissatisfaction with the aspect of their job.

The data in Table XVI, related directly to the salary schedule in their school recognizing teacher competency, showed 56.3 percent reporting disagreeing with this statement. An overall mean of 3.59 indicates a partial level of dissatisfaction.

Question 33, Table XVII, showed 41.4 percent of respondent agreed that they would change jobs if they could make as much money doing something else. This is rather disturbing because it may be from this group of teachers from which the greatest number of leavers come. On the plus side, 58.6 percent of all teachers surveyed

TABLE XV

A SUMMARY OF THE RESPONDENTS' PERCEPTION RELATIVE TO  
WHETHER OR NOT THEIR TEACHING POSITION ENABLES THEM  
TO PROVIDE A SATISFACTORY STANDARD OF LIVING FOR  
THEIR FAMILY BY CATEGORY OR AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 6                 | 7.0            |
| Disagree              | 12                | 13.8           |
| Partially Disagree    | 9                 | 10.3           |
| Partially Agree       | 24                | 27.6           |
| Agree                 | 31                | 35.6           |
| Strongly Agree        | 5                 | 5.7            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=3.11$   
SD=2.50

TABLE XVI

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER  
OR NOT THE SALARY SCHEDULE IN THEIR SCHOOL ADEQUATELY  
RECOGNIZES TEACHER COMPETENCY BY  
CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 11                | 12.6           |
| Disagree              | 22                | 25.3           |
| Partially Disagree    | 16                | 18.4           |
| Partially Agree       | 18                | 20.7           |
| Agree                 | 18                | 20.7           |
| Strongly Agree        | 2                 | 2.3            |
| TOTAL                 | 87                | 100.0          |

-  
X = 3.59  
SD=2.39

TABLE XVII  
A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO  
WHETHER THEY COULD MAKE AS MUCH MONEY  
BY DOING SOMETHING ELSE BY  
CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 10                | 11.5           |
| Disagree              | 21                | 24.1           |
| Partially Disagree    | 20                | 23.0           |
| Partially Agree       | 21                | 24.1           |
| Agree                 | 10                | 11.5           |
| Strongly Agree        | 5                 | 5.8            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=3.17$   
SD=2.58

disagreed that they would leave for the same money. An overall mean of 3.17 would indicate a tendency for some teachers to leave if the opportunity should arise. However, the data indicates that the majority are satisfied.

#### Satisfaction With School Policies and Personal Relationships

The data in Table XVIII revealed that 81.4 percent of all teachers surveyed agreed that the lines and methods of communication between the principal and teachers were well developed and maintained. An overall mean of 2.51 indicates that as a whole the group "partially agreed" with this statement.

The data in Table XIX illustrated a surprisingly high level of agreement with this statement. The fact was 88.5 percent of the teachers rated it either "agree" or "strongly agree." An overall mean of 1.74 indicates that this statement is in the top three statements relative to a high level of satisfaction.

The data in Table XX indicated an almost even split on this statement with a slight advantage for disagree side. An overall mean of 3.32, however, rated this in the top six statements for dissatisfaction.

The data in Table XXI revealed that even though 18.4 percent of the teachers disagreed with this statement, a vast majority, 81.6 percent, did not hesitate to discuss

TABLE XVIII

A SUMMARY OF THE RESPONDENTS' PERCEPTION AS TO WHETHER  
OR NOT THE LINES AND METHODS OF COMMUNICATION  
BETWEEN THE PRINCIPAL AND TEACHERS IN MY  
SCHOOL ARE WELL DEVELOPED  
AND MAINTAINED BY CATEGORY  
OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 1                 | 1.2            |
| Disagree              | 6                 | 6.9            |
| Partially Disagree    | 9                 | 10.3           |
| Partially Agree       | 17                | 19.5           |
| Agree                 | 40                | 46.0           |
| Strongly Agree        | 13                | 14.9           |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=2.51$   
SD=2.54



TABLE XIX

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS ABOUT HOW  
TEACHING WITH REGARD TO THEIR BEING AN IMPORTANT  
PART OF THE SCHOOL SYSTEM BY  
CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | -0-               | -0-            |
| Disagree              | -0-               | -0-            |
| Partially Disagree    | 2                 | 2.3            |
| Partially Agree       | 8                 | 9.2            |
| Agree                 | 42                | 48.3           |
| Strongly Agree        | 35                | 40.2           |
| TOTAL                 | 87                | 100.0          |

---

 $\bar{X}=1.74$ 
 $SD=1.25$

TABLE XX

A SUMMARY OF THE RESPONDENTS' PERCEPTION OF WHETHER  
OR NOT THEIR PRINCIPAL SHOWS FAVORITISM IN HIS  
RELATIONSHIP WITH THE TEACHERS IN HIS SCHOOL  
BY CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 13                | 14.9           |
| Disagree              | 25                | 28.7           |
| Partially Disagree    | 5                 | 5.7            |
| Partially Agree       | 14                | 16.3           |
| Agree                 | 17                | 19.5           |
| Strongly Agree        | 10                | 11.5           |
| Non-Respondents       | 3                 | 3.4            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=3.32$   
SD=2.57

TABLE XXI

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER  
OR NOT THEY HESITATE TO DISCUSS ANY SCHOOL  
PROBLEMS WITH THEIR PRINCIPAL BY  
CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 4                 | 4.6            |
| Disagree              | 5                 | 5.7            |
| Partially Disagree    | 7                 | 8.1            |
| Partially Agree       | 15                | 17.2           |
| Agree                 | 32                | 36.8           |
| Strongly Agree        | 24                | 27.6           |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=2.41$   
SD=2.24

school problems with his principal. An overall mean of 2.41 would indicate a fairly high level of satisfaction here with it falling in the agree category.

The data in Table XXII showed 83.2 percent of respondents agreeing that the work of individual faculty members was appreciated and commended by the principal. Even though 16.8 percent of respondents disagreed with this statement an overall mean of 2.66 would indicate a partial agreement by the group as a whole.

The data in Table XXIII demonstrated that 73.8 percent of almost three-fourths feel that they agree or strongly agree that the principal judges their work fairly. Only 13.1 percent felt their work was not judged fairly. An overall mean of 2.33 falls in the agree category which is where 58.3 percent of respondents fell.

#### Satisfaction With Relations With Other Professionals

The data in Table XXIV indicated that 84.9 percent of respondents agreed that teachers in their school cooperated with each other to achieve common, personal and professional objectives. An overall mean of 2.55 indicates a fairly high rate of satisfaction in this area with relationships ranking in the partially agree category for the group as a whole.

The data in Table XXV demonstrated that 87.1 percent of the teachers surveyed agreed to some extent that the

TABLE XXII

A SUMMARY OF THE RESPONDENTS' PERCEPTION AS TO  
 WHETHER OR NOT THE INDIVIDUAL WORK OF  
 FACULTY MEMBERS IS APPRECIATED AND  
 COMMENDED BY THEIR PRINCIPAL  
 BY CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 1                 | 1.2            |
| Disagree              | 9                 | 10.3           |
| Partially Disagree    | 4                 | 4.6            |
| Partially Agree       | 25                | 28.4           |
| Agree                 | 35                | 40.2           |
| Strongly Agree        | 9                 | 10.3           |
| Non-Responses         | 4                 | 4.6            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=2.66$   
 $SD=2.19$

TABLE XXIII

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS IF THEY FEEL  
 THAT THEIR WORK IS JUDGED FAIRLY BY THEIR  
 PRINCIPAL BY CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 1                 | 1.2            |
| Disagree              | 6                 | 7.1            |
| Partially Disagree    | 4                 | 4.8            |
| Partially Agree       | 11                | 13.1           |
| Agree                 | 49                | 58.3           |
| Strongly Agree        | 13                | 15.5           |
| Non-Responses         | 3                 | 3.4            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=2.33$   
 $SD=1.88$

TABLE XXIV

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER  
OR NOT THE TEACHERS IN THEIR SCHOOL COOPERATE WITH  
EACH OTHER TO ACHIEVE COMMON, PERSONAL AND  
PROFESSIONAL OBJECTIVES BY  
CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 2                 | 2.3            |
| Disagree              | 8                 | 9.3            |
| Partially Disagree    | 3                 | 3.5            |
| Partially Agree       | 26                | 30.2           |
| Agree                 | 30                | 34.9           |
| Strongly Agree        | 17                | 19.8           |
| TOTAL                 | 87                | 100.0          |

 $\bar{X}=2.55$ 
 $SD=2.29$

TABLE XXV

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO  
WHETHER OR NOT THEY BELIEVE TEACHERS WITH  
WHOM THEY WORK HAVE HIGH PROFESSIONAL  
ETHICS BY CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 1                 | 1.2            |
| Disagree              | 3                 | 3.4            |
| Partially Disagree    | 7                 | 8.2            |
| Partially Agree       | 24                | 27.7           |
| Agree                 | 40                | 46.0           |
| Strongly Agree        | 10                | 11.5           |
| Non-Responses         | 2                 | 2.3            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=2.48$   
SD=1.76



teachers with whom they work have high professional ethics. An overall mean of 2.48 places this group in the "agree" category. Over 58 percent of the respondents either "agree" or "strongly agree" with the statement.

The data in Table XXVI showed that 97.7 percent of respondent felt that the other teachers in their school system regarded them as a competent professional. In fact, only 2.4 percent disagreed with this statement. An overall mean of 2.06 ranks this in this "agree" category for the group as a whole. Over three-fourths of the respondents either "agreed" or "strongly agreed" with this statement.

The negatively worded statement with regard to Table XXVII illustrated a mean of 3.56 which places it in the more serious areas of dissatisfaction. In fact, 50.6 percent or slightly more than half "agreed" that their school faculty has a tendency to form cliques.

The data in Table XXVIII showed that 34.1 percent or slightly more than one-third felt that there was a great deal of griping, arguing, taking sides, and feuding among their teachers in their schools. An overall mean of 3.04 would place this as one of the higher areas of dissatisfaction.

TABLE XXVI

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER  
 THEY BELIEVE THE OTHER TEACHER IN THEIR SCHOOL SEE  
 THEM AS A COMPETENT PROFESSIONAL BY  
 CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 1                 | 1.2            |
| Disagree              | -0-               | -0-            |
| Partially Disagree    | 1                 | 1.2            |
| Partially Agree       | 15                | 17.1           |
| Agree                 | 53                | 61.0           |
| Strongly Agree        | 16                | 18.3           |
| Non-Responses         | 1                 | 1.2            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=2.06$

SD=Not Reported

TABLE XXVII

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO  
WHETHER OR NOT THEIR SCHOOL FACULTY HAVE  
A TENDENCY TO FORM CLIQUES BY  
BY CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 4                 | 4.7            |
| Disagree              | 20                | 23.5           |
| Partially Disagree    | 18                | 21.2           |
| Partially Agree       | 20                | 23.5           |
| Agree                 | 13                | 15.3           |
| Strongly Agree        | 10                | 11.8           |
| Non-Responses         | 2                 | 2.3            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=3.56$   
SD=2.29

TABLE XXVIII

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER  
OR NOT THERE IS A GREAT DEAL OF GRIPING, ARGUING,  
TAKING SIDES, AND FEUDING AMONG TEACHERS  
BY CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 10                | 11.5           |
| Disagree              | 33                | 37.9           |
| Partially Disagree    | 13                | 14.9           |
| Partially Agree       | 9                 | 10.3           |
| Agree                 | 13                | 14.9           |
| Strongly Agree        | 7                 | 8.2            |
| Non-Responses         | 2                 | 2.3            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=3.04$   
SD=2.58

Satisfaction of Teachers Regarding  
Their Teaching Duties

The data in Table XXIX revealed that 85.1 percent of teachers responding agreed with this statement to some degree. An overall mean of 4.49 places this statement as the number one factor of dissatisfaction. Less than 15 percent of the respondents disagreed.

As indicated by the data in Table XXX, most teachers (74.7 percent) thought that the procedures for obtaining materials and services in their school were well-defined and efficient. A mean of 2.69 indicates that overall the teachers were in partial agreement with this statement.

Overall 79 percent of the teachers agreed that their school provides them with adequate audio-visual aids and project equipment. An overall mean of 2.50 indicated that most teachers agreed with this statement. However, over 20 percent of the respondents chose to disagree somewhat with the statement (see Table XXXI).

The data derived from Question 12 and reflected in Table XXXII showed that 62 percent of the teachers were in agreement with the idea that the teaching load unduly restricted their personal activities. This tends to indicate some level of dissatisfaction with the fact that their job is infringing on their personal life. However, 38 percent that are still satisfied with their work/

TABLE XXIX

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER  
 DETAILS, RED TAPE, AND REQUIRED REPORTS  
 ABSORB TOO MUCH OF MY TIME BY  
 CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 1                 | 1.1            |
| Disagree              | 8                 | 9.2            |
| Partially Disagree    | 4                 | 4.6            |
| Partially Agree       | 26                | 29.9           |
| Agree                 | 30                | 34.5           |
| Strongly Agree        | 18                | 20.7           |
| Non-Responses         | -0-               | -0-            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=4.49$   
 $SD=1.25$

TABLE XXX

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER  
THE PROCEDURE FOR OBTAINING MATERIALS AND SERVICES  
AND SERVICES IN THEIR SCHOOL WAS WELL DEFINED  
AND EFFICIENT BY CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 1                 | 1.2            |
| Disagree              | 8                 | 9.2            |
| Partially Disagree    | 13                | 14.9           |
| Partially Agree       | 18                | 20.7           |
| Agree                 | 35                | 40.2           |
| Strongly Agree        | 12                | 13.8           |
| Non-Responses         | -0-               | -0-            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=2.69$

SD=2.56

TABLE XXXI

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER  
OR NOT THEIR SCHOOL PROVIDES THEM WITH ADEQUATE  
AUDIO-VISUAL AIDS AND PROJECTION EQUIPMENT  
BY CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 3                 | 3.4            |
| Disagree              | 8                 | 9.2            |
| Partially Disagree    | 7                 | 8.1            |
| Partially Agree       | 14                | 16.1           |
| Agree                 | 33                | 37.9           |
| Strongly Agree        | 21                | 24.1           |
| Non-Responses         | 1                 | 1.2            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=2.50$   
SD=2.56



TABLE XXXII

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER  
OR NOT THEIR HEAVY TEACHING LOAD UNDULY RESTRICTS  
THEIR PERSONAL ACTIVITIES BY  
CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 3                 | 3.5            |
| Disagree              | 18                | 20.7           |
| Partially Disagree    | 12                | 13.8           |
| Partially Agree       | 23                | 26.4           |
| Agree                 | 20                | 23.0           |
| Strongly Agree        | 11                | 12.6           |
| Non-Responses         | -0-               | -0-            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=3.83$   
SD=2.39

personal life balance. An overall mean of 3.83 gives some indications of dissatisfaction with the teaching load.

Satisfaction of Teachers Regarding  
Relationships With Students

The data in Table XXXIII showed that 67.5 percent of respondents did not agree to the statement that it is difficult for teachers to gain acceptance by the people in their community. Surprisingly, 32.5 agreed that it was difficult for teachers to gain acceptance in their community. An overall mean of 2.74 indicates a small amount of dissatisfaction relative to this situation among the teachers in their communities.

The data in Table XXXIV indicated that 59.3 percent of the respondents thought the community expected the agriculture teacher to participate in too many extra curricular activities. The overall mean score of 3.58 indicated that this was rated fourth with regard to the ranking of dissatisfaction among the teachers.

Almost three-fourths (74.1 percent) of the respondents felt that their community respects its teachers and treats them as professionals. However, as showed by the data reflected in Table XXXV, 25.9 percent disagreed with this statement. An overall mean of 2.98 ranks this 11th in terms of levels of dissatisfaction.

According to the data illustrated in Table XXXVI, 64.3 percent of the respondents felt that the community

TABLE XXXIII

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER OR  
 NOT IT IS DIFFICULT FOR TEACHERS TO GAIN ACCEPTANCE  
 BY THE PEOPLE IN THEIR COMMUNITY  
 BY CATEGORY AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 17                | 19.5           |
| Disagree              | 29                | 33.3           |
| Partially Disagree    | 12                | 13.9           |
| Partially Agree       | 17                | 19.5           |
| Agree                 | 9                 | 10.3           |
| Strongly Agree        | 2                 | 2.3            |
| Non-Responses         | 1                 | 1.2            |
| TOTAL                 | 87                | 100.0          |

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 $\bar{X}=2.74$ 
 $SD=2.56$

TABLE XXXIV

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER  
OR NOT OUR COMMUNITY EXPECTS THE AGRICULTURE TEACHER  
TO PARTICIPATE IN TOO MANY EXTRACURRICULAR  
ACTIVITIES INDICATED BY THE  
CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 4                 | 2.3            |
| Disagree              | 19                | 21.8           |
| Partially Disagree    | 14                | 16.1           |
| Partially Agree       | 32                | 36.8           |
| Agree                 | 16                | 18.4           |
| Strongly Agree        | 3                 | 3.4            |
| Non-Responses         | 1                 | 1.2            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=3.58$

$SD=2.58$

TABLE XXXV

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER  
OR NOT THIS COMMUNITY RESPECTS ITS TEACHERS AND  
TREATS THEM LIKE PROFESSIONAL PERSONS BY  
CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 5                 | 5.7            |
| Disagree              | 6                 | 6.9            |
| Partially Disagree    | 11                | 12.6           |
| Partially Agree       | 27                | 31.1           |
| Agree                 | 32                | 36.8           |
| Strongly Agree        | 4                 | 4.6            |
| Non-Responses         | 2                 | 2.3            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=2.98$

$SD=2.29$

TABLE XXXVI

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER  
OR NOT THE COMMUNITY DEMANDS ON THE TEACHER'S TIME  
ARE UNREASONABLE BY CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 2                 | 2.3            |
| Disagree              | 29                | 33.3           |
| Partially Disagree    | 23                | 26.4           |
| Partially Agree       | 20                | 23.0           |
| Agree                 | 8                 | 9.2            |
| Strongly Agree        | 2                 | 2.3            |
| Non-Responses         | 3                 | 3.5            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=3.11$   
SD=2.07

demands of the teachers' time were reasonable. However, an overall mean score of 3.11 ranks this statement ninth with regard to level of dissatisfaction.

The data in Table XXXVII indicated that the teachers enjoyed working with student organizations, clubs, and societies. Over 98 percent agreed while 1.2 percent partially disagreed. It was noteworthy that there was no agreement in the disagree or strongly disagree categories. An overall mean of 1.87 ranks this statement fifth with regard to job satisfaction.

The data in Table XXXVIII revealed that the overwhelming majority of teachers (88.5 percent) felt that their students appreciated the extra effort that they put forth on their behalf. An overall mean of 2.38 showed general agreement with this statement and for the most part indicated that teachers were satisfied. Less than 12 percent indicated otherwise. Over 47 percent agreed that they perceived their students appreciation for what they do in their behalf. While over 18 percent strongly agreed with this perceptions.

The data in Table XXXIX showed 100 percent agreement with the statement that they really enjoy working with their students. In fact, all but 3.5 percent indicated that they agreed or strongly agreed with this statement. This, obviously was an area of high satisfaction for teachers. The mean of 1.61 showed that this statement rated the highest in both job satisfaction and agreement.

TABLE XXXVII

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER  
OR NOT THEY ENJOY WORKING WITH STUDENT  
ORGANIZATIONS, CLUBS AND SOCIETIES BY  
CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | -0-               | -0-            |
| Disagree              | -0-               | -0-            |
| Partially Disagree    | 1                 | 1.2            |
| Partially Agree       | 12                | 13.8           |
| Agree                 | 49                | 56.3           |
| Strongly Agree        | 25                | 28.7           |
| Non-Responses         | -0-               | -0-            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=1.87$   
SD=1.25



TABLE XXXVIII

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER  
THE STUDENTS APPRECIATE THE EXTRA EFFORT THAT  
THEY PUT FORTH ON THEIR BEHALF BY  
CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 4                 | 4.6            |
| Disagree              | 1                 | 1.2            |
| Partially Disagree    | 5                 | 5.7            |
| Partially Agree       | 20                | 23.0           |
| Agree                 | 41                | 47.1           |
| Strongly Agree        | 16                | 18.4           |
| Non-Responses         | -0-               | -0-            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=2.38$   
SD=2.24

TABLE XXXIX

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO  
WHETHER OR NOT THEY ENJOY WORKING WITH  
THEIR STUDENTS BY CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | -0-               | -0-            |
| Disagree              | -0-               | -0-            |
| Partially Disagree    | -0-               | -0-            |
| Partially Agree       | 3                 | 3.5            |
| Agree                 | 47                | 54.0           |
| Strongly Agree        | 37                | 42.5           |
| Non-Responses         | -0-               | -0-            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=1.61$

SD=Not Reported

Table XL illustrated that 86.3 percent of the respondents disagreed with the statement that the actions of students irritate them. However, 13.7 percent of the teacher indicated some agreement with this statement. An overall mean score of 2.36 indicates that most teachers were generally satisfied in this area.

The data in Table XLI reflected a very high rate of agreement. Apparently 100 percent of the respondents felt that their students regard them with respect and seem to have confidence in their professional ability. An overall score of 1.88 ranked this statement sixth in level of satisfaction.

The data in Table XLII again showed a very high level of agreement with the statement that working with students gives them a great deal of personal satisfaction. Over 98 percent agreed with this statement. Only 1.2 percent "partially disagreed" with the statement. An overall mean score of 1.74 tied this statement for second with regard to both satisfaction and agreement.

TABLE XL

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER  
OR NOT MOST OF THE ACTIONS OF STUDENTS IRRITATE  
THEM BY CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | 16                | 18.4           |
| Disagree              | 45                | 51.8           |
| Partially Disagree    | 14                | 16.1           |
| Partially Agree       | 6                 | 6.9            |
| Agree                 | 3                 | 3.4            |
| Strongly Agree        | 3                 | 3.4            |
| Non-Responses         | -0-               | -0-            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=2.36$   
SD=1.71

TABLE XLI

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER  
OR NOT THEIR STUDENTS REGARD THEM AND SEEM TO HAVE  
CONFIDENCE IN THEIR PROFESSIONAL ABILITY BY  
CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | -0-               | -0-            |
| Disagree              | -0-               | -0-            |
| Partially Disagree    | -0-               | -0-            |
| Partially Agree       | 10                | 11.5           |
| Agree                 | 56                | 64.4           |
| Strongly Agree        | 20                | 22.9           |
| Non-Responses         | 1                 | 1.2            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=1.88$

SD=Not Reported

TABLE XLII

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS TO WHETHER  
OR NOT WORKING WITH STUDENTS GIVES THEM A GREAT  
DEAL OF PERSONAL SATISFACTION BY  
CATEGORY OF AGREEMENT

| CATEGORY OF AGREEMENT | FREQUENCY<br>N=87 | PERCENT<br>(%) |
|-----------------------|-------------------|----------------|
| Strongly Disagree     | -0-               | -0-            |
| Disagree              | -0-               | -0-            |
| Partially Disagree    | 1                 | 1.2            |
| Partially Agree       | 9                 | 10.3           |
| Agree                 | 43                | 49.4           |
| Strongly Agree        | 34                | 39.1           |
| Non-Responses         | -0-               | -0-            |
| TOTAL                 | 87                | 100.0          |

$\bar{X}=1.74$   
SD=1.25

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Purpose

The purpose of this study was to determine the level of job satisfaction of agricultural education teachers in the southeast agricultural education supervisory district of the state of Oklahoma, and to identify the areas where satisfaction is lowest.

#### Objectives

To accomplish these purposes, the following objectives were formulated:

1. To determine demographic characteristics of agricultural education teachers in the southeast district of Oklahoma.
2. To determine the general level of satisfaction among teachers of agricultural education in their present positions in the comprehensive high schools of southeast Oklahoma.
3. To determine the level of satisfaction among agricultural education teachers regarding salary and other monetary considerations.

4. To determine the level of satisfaction among agricultural education teachers regarding school policies and personal relationships with the school administration.

5. To determine the level of satisfaction among agricultural education teachers regarding their relationship with other professionals.

6. To determine the level of satisfaction among agricultural education teachers regarding their teaching load and school responsibilities.

7. To determine the level of satisfaction among agricultural education teachers regarding their relationship with their students.

### Methodology

Eighty-seven teachers of agricultural education currently teaching in the southeast district participated in the survey at their district meeting during annual summer conference. The study was limited to instructors who had been employed for a least one year as an agricultural education instructor in a comprehensive high school of the southeast district. Upon collection of the questionnaires, responses were tabulated, analyzed, and summarized.

### Findings

For ease in reporting and interpretation of data, this study was divided into two parts:



1. Demographics data of respondents, and
2. Teachers responses to survey questions.

The research finding for each part of the study are reported as follows:

Demographics Data. The average number of years teaching experience in high school agriculture among southeast district teachers was 12.17. The average tenure for the teachers in their present school was 9.67 years, while their average age was 36.17 years. Overall 88.1 percent were married and two-thirds of these teachers taught in single teacher departments. The average enrollment for agriculture departments in the southeast district was 68.83 students per programs. It was interesting to note that only three of the teachers have been at their present school for more than 20 years and also that there were only seven teachers over the age 45, while 80 teachers were under the age of 45.

#### Teacher's Perceptions Relating to Job Satisfaction

Job satisfaction in general. The calculated scores relating to general job satisfaction indicated that there was general agreement among the teachers with regard to job satisfaction. None of the statements calculated has means in the "disagree" category. Respondent's seemed to indicate a high level of confidence in their positions since all the responders were in the "agree" category. In

the area of general job satisfaction, the mean scores showed over 32 percent in partial agreement with regard to job security, while over 36 percent "agreed" that their jobs afforded them security in their position while "stress and strain" were recognized as part of the job over 66 percent indicated that they didn't allow it to be a problem for them.

#### Job Satisfaction Relative to Monetary Considerations

The mean for statements relating to this area indicated eight "partial agreement" or "partial disagreement" with this aspect of job satisfaction. In fact, the question relating strictly to salary schedule in their school was the area where the mean indicated a high degree of "partial disagreement." However, the question dealing with whether or not they would change jobs if they could make as much money doing something else showed a mean score of 3.17 disagreeing with a negative question which would indicate the tendency to leave if the opportunity was made available. Over 41 percent of the respondents confirmed this finding.

#### Satisfaction Regarding School Policies and Personal Relationships

Some large differences were revealed regarding school policies and personal relationship with some areas

of dissatisfaction. Teachers' perceptions of their importance to the school program revealed a mean score of 1.74 which indicated one of the highest areas of satisfaction. However, the statement applying to whether their principal shows favoritism in his relations with his teachers revealed mean scores of 3.32 which is in the partial agreement category. Even though as a whole there were levels of agreement with satisfaction, there was considerable discrepancy in agreement.

#### Satisfaction Regarding Their Relationship With Other Professionals

The relationships of teachers with other professions seemed to be an area of reasonable satisfaction was noted by the high level of agreement of these statements. One possible area of conflict was in the area of whether the school faculty had a tendency to form cliques. The mean score of 3.56 indicated some dissatisfaction to this area.

#### Satisfaction of Teachers Regarding Their Teaching Responsibilities

The number one area of dissatisfaction was red tape and that required reports absorb too much of their time. A mean of 4.49 and the fact that 85.1 percent of the teachers agreed that this was a problem certainly tends to indicate an area that deserves some attention from local

and state administrators to determine what could be done to relieve some to the detail work. Most teachers did not have any problem with the procedures for obtaining materials and services or in their expectations of whether their school provides adequate teaching aids and equipment. However, an area of dissatisfaction was the perception of their heavy teaching load restricting their personal activities.

### Satisfaction of Relationships

#### With Students

In the direct relationship with their students there seems to be a high degree of satisfaction. Six of the highest levels of satisfaction indicated came from statements dealing with teacher-student relationships. The top six question indicated high levels of satisfaction and a mean score below 1.88, four of them dealt with the teacher-student area alone. The relationship between teacher and student was the area of highest satisfaction. However, there were some problems with dealing with the community. The mean score of 2.74 indicated only "partial agreement" and satisfaction with how teachers perceived community accepts them as professionals. In addition, a mean score of 3.58 indicated partial level of dissatisfaction in respect to whether community expects the agriculture teacher to participate in too many extracurricular activities. This could be where some of

the pressure is coming from, to take on a heavier teaching load than the teacher feels comfortable with. Most teachers agreed that the community respects its teachers, but the mean score of 2.98 shows only "partial agreement" in this area. Another statement dealing with the communities' demands on the teachers' time produced a similar response with a mean score of 3.11 which may indicate that there is some level of agreement that the community expects too much? On the positive side, the teachers' enjoy working with student organizations, clubs and societies which was reflected in a mean score of 1.87. The statement relating to teachers perceptions of whether they enjoyed working with their students was reflected in the teacher responses of the lowest means and the highest levels of satisfaction. In response to the statement that most of the actions of students irritate them, only 12 of the 87 teachers indicated agreement with this statement. Needless to say anyone who spends all day with students would surely seem to find some things that students do to irritate them. With regard to whether they feel that students respect them, 100 percent of the teachers agreed that they did, which shows a high level of satisfaction with this area. The statement which dealt with overall personal satisfaction of working with students revealed a mean score of 1.74 which tied for second in this area of high level of satisfaction.

TABLE XLIII

A SUMMARY OF THE RESPONDENTS' PERCEPTIONS AS INDICATED  
BY LEVELS OF AGREEMENT/DISAGREEMENT BY CATEGORIES  
OF JOB SATISFACTION

| CATEGORY OF<br>JOB SATISFACTION                             | MEAN<br>SCORE* | LEVEL OF<br>AGREEMENT | RANK |
|---|----------------|-----------------------|------|
| General Satisfaction  | 2.68           | Partially Agree       | 3    |
| Standard of Living<br>and Salary                            | 3.51           | Partially Disagree    | 6    |
| School Policies and<br>Relationships with<br>Administration | 2.53           | Partially Agree       | 2    |
| Relationships with other<br>Professionals                   | 2.74           | Partially Agree       | 4    |
| Teaching Load and School<br>Responsibilities                | 3.16           | Partially Agree       | 5    |
| Relationships with<br>Students                              | 1.97           | Agree                 | 1    |

\*Weighted Mean

Apparently working with the students is this most positive aspects of teaching agriculture education.

### Conclusions

Based on the findings of the study, the following conclusions were made:

1. The teachers in southeast district of Oklahoma are generally satisfied with their teaching positions.
2. It was apparent that the teachers were confident of their abilities to perform and were satisfied with themselves in the contribution they were making to their profession.
3. However, it was concluded that the teachers were not comfortable with regard to their job security.
4. It was evident that "stress and strain" were major factors in teacher satisfaction.
5. It was apparent that the teachers were not totally satisfied with the salary schedule and would leave the profession for a higher salary if opportunities were available.
6. In addition, it was evident there was teacher dissatisfaction with regard to school policies and personal relationships with school administration, particularly the principals.
7. An obvious area of dissatisfaction among teachers was the perceived conflict developed among co-workers by groups forming cliques.

8. It was apparent that red tape and required reports were major areas of dissatisfaction.

9. In addition, teachers expressed dissatisfaction with the heavy teaching load and extracurricular project that some communities expect of them.

10. It was obvious that teachers were extremely satisfied with their relations with their students.

11. It was further concluded that the teachers were extremely satisfied with their association with their students and students organization a activities.

#### Recommendations

Based on the findings and conclusions of this study the following recommendations were made:

1. That workshops be held for all agriculture education teachers to assist them in dealing with job "stress and strain."

2. Administration should recognize the importance of helping teachers to feel secure and clarify school policies so as to make policy and procedures workable for teachers.

3. The state department of vocation-technical education should devise methods of dealing with required paperwork that takes some of the load off of individual teachers.



4. Education organizations and groups should be working to raise the level of teachers' salaries so that they would be comparable with other professional groups.

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## APPENDIXES

APPENDIX A

QUESTIONNAIRE

## QUESTIONNAIRE

Number of years you have taught high school agriculture in Oklahoma? \_\_\_\_\_

Number of years you have taught in your present school? \_\_\_\_\_

Age: \_\_\_\_\_ Marital status: \_\_\_\_\_ Married \_\_\_\_\_ Single

Status of your Ag Department: \_\_\_\_\_ Single teacher \_\_\_\_\_ Multiple teacher

Total number of students enrolled in your Ag program (1989-90)? \_\_\_\_\_

Please respond to the following statements as they relate to your own personal opinion. Categories to choose from are:  
SA—Strongly Agree, A—Agree, PA—Partially Agree, PD—Partially Disagree, D—Disagree, SD—Strongly Disagree. Circle your choice.

- |  |    |   |    |    |   |    |
|--|----|---|----|----|---|----|
| 1. Details, "red tape," and required reports absorb too much of my time.   | SA | A | PA | PD | D | SD |
| 2. If I could plan my career again, I would choose teaching high school agriculture.   | SA | A | PA | PD | D | SD |
| 3. Teaching enables me to enjoy many of the material and cultural things I like.   | SA | A | PA | PD | D | SD |
| 4. The teachers in my school cooperate with each other to achieve common, personal, and professional objectives.             | SA | A | PA | PD | D | SD |
| 5. The procedures for obtaining materials and services in my school are well defined and efficient.                          | SA | A | PA | PD | D | SD |
| 6. The lines and methods of communication between the principal and teachers in my school are well developed and maintained. | SA | A | PA | PD | D | SD |
| 7. Teaching affords me the security I want in a position.  | SA | A | PA | PD | D | SD |
| 8. I feel that I am an important part of this school system.   | SA | A | PA | PD | D | SD |
| 9. My principal shows favoritism in his relations with the teachers in our school.   | SA | A | PA | PD | D | SD |
| 10. I feel successful and competent in my present position.  | SA | A | PA | PD | D | SD |
| 11. My school provides me with adequate audio-visual aids and projection equipment.  | SA | A | PA | PD | D | SD |
| 12. My heavy teaching load unduly restricts my personal activities.  | SA | A | PA | PD | D | SD |
| 13. I do not hesitate to discuss any school problem with my principal.   | SA | A | PA | PD | D | SD |

|  |    |   |    |    |   |    |
|--|----|---|----|----|---|----|
| 14. It is difficult for teachers to gain acceptance by the people in this community.                     | SA | A | PA | PD | D | SD |
| 15. My teaching job enables me to provide a satisfactory standard of living for my family.               | SA | A | PA | PD | D | SD |
| 16. Our community expects the agriculture teacher to participate in too many extracurricular activities. | SA | A | PA | PD | D | SD |
| 17. I enjoy working with student organizations, clubs and societies.                                     | SA | A | PA | PD | D | SD |
| 18. The teachers with whom I work have high professional ethics.   | SA | A | PA | PD | D | SD |
| 19. The students appreciate the extra effort that I put forth on their behalf.                           | SA | A | PA | PD | D | SD |
| 20. I believe the other teachers in my school see me as a competent professional.                        | SA | A | PA | PD | D | SD |
| 21. The salary schedule in my school adequately recognizes teacher competency.                           | SA | A | PA | PD | D | SD |
| 22. I really enjoy working with my students.   | SA | A | PA | PD | D | SD |
| 23. The "stress and strain" resulting from teaching makes teaching undesirable for me.                   | SA | A | PA | PD | D | SD |
| 24. Most of the actions of students irritate me.   | SA | A | PA | PD | D | SD |
| 25. Our school faculty has a tendency to form cliques.   | SA | A | PA | PD | D | SD |
| 26. The work of individual faculty members is appreciated and commended by our principal.                | SA | A | PA | PD | D | SD |
| 27. My students regard me with respect and seem to have confidence in my professional ability.           | SA | A | PA | PD | D | SD |
| 28. This community respects its teachers and treats them like professional persons.                      | SA | A | PA | PD | D | SD |
| 29. I feel that my work is judged fairly by my principal.  | SA | A | PA | PD | D | SD |
| 30. Community demands on the teacher's time are unreasonable.  | SA | A | PA | PD | D | SD |
| 31. There is a great deal of griping, arguing, taking sides and feuding among our teachers.              | SA | A | PA | PD | D | SD |
| 32. Working with students gives me a great deal of personal satisfaction.                                | SA | A | PA | PD | D | SD |
| 33. If I could make as much money doing something else, I would change jobs.                             | SA | A | PA | PD | D | SD |

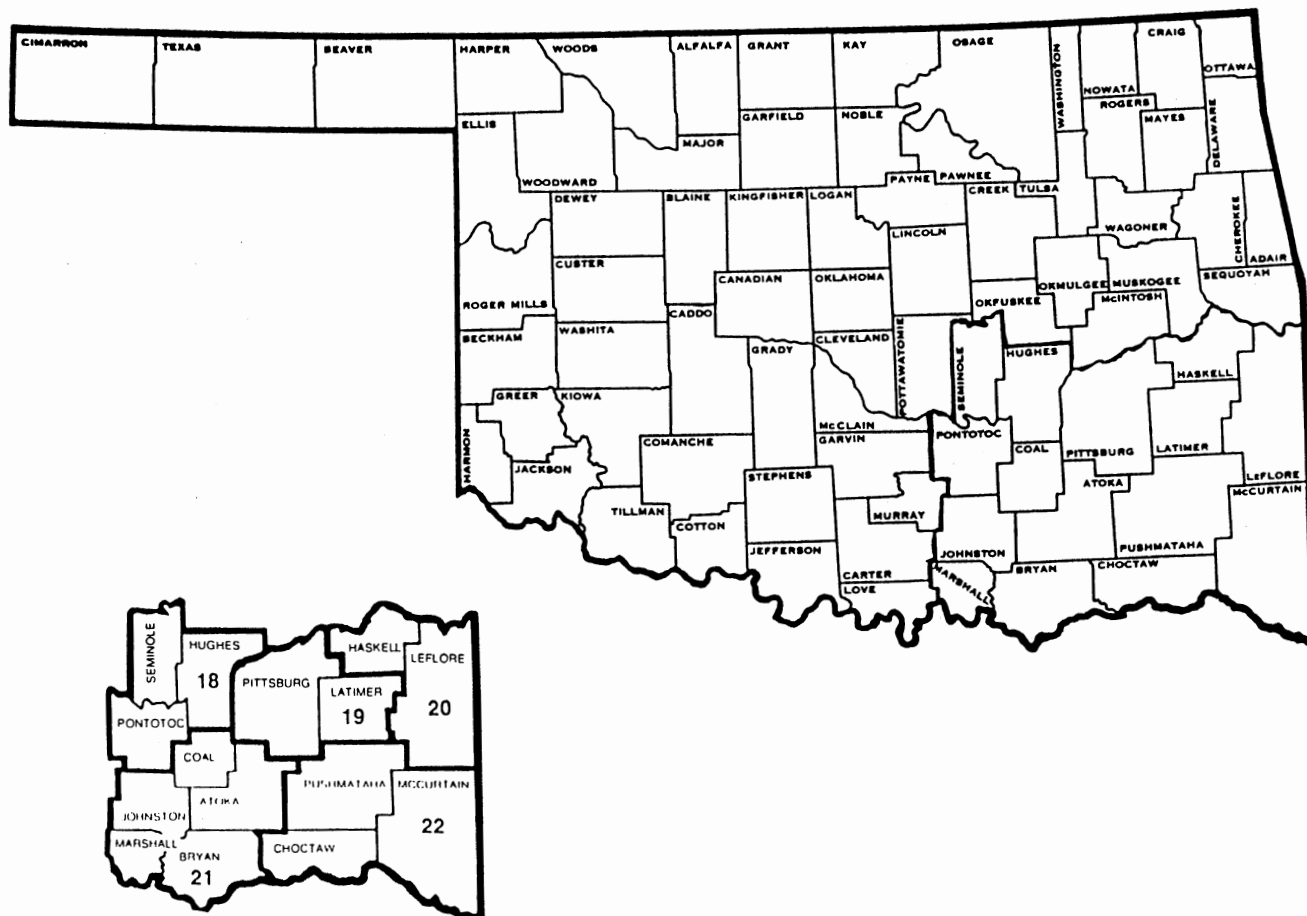
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APPENDIX B

MAP SHOWING SOUTHEAST DISTRICT





## APPENDIX C

### LIST OF NEGATIVE STATEMENTS

## QUESTIONNAIRE

\*Identification of negative statements included in teacher survey instrument.

- \*1. Details, "red tape," and required reports absorb too much of my time.
2. If I could plan my career again, I would choose teaching high school agriculture.
3. Teaching enables me to enjoy many of the material and cultural things I like.
4. The teachers in my school cooperate with each other to achieve common, personal, and professional objectives.
5. The procedures for obtaining materials and services in my school are well defined and efficient.
6. The lines and methods of communication between the principal and teachers in my school are well developed and maintained.
7. Teaching affords me the security I want in a position.
8. I feel that I am an important part of this school system.
- \*9. My principal shows favoritism in his relations with the teachers in our school.
10. I feel successful and competent in my present position.
11. My school provides me with adequate audio-visual aids and projection equipment.
- \*12. My heavy teaching load unduly restricts my personal activities.
13. I do not hesitate to discuss any school problem with my principal.

- \*14. It is difficult for teachers to gain acceptance by the people in this community.
- 15. My teaching job enables me to provide a satisfactory standard of living for my family.
- \*16. Our community expects the agriculture teacher to participate in too many extracurricular activities.
- 17. I enjoy working with student organizations, clubs and societies.
- 18. The teachers with whom I work have high professional ethics.
- 19. The students appreciate the extra effort that I put forth on their behalf.
- 20. I believe the other teachers in my school see me as a competent professional.
- 21. The salary schedule in my school adequately recognizes teacher competency.
- 22. I really enjoy working with my students.
- \*23. The "stress and strain" resulting from teaching makes teaching undesirable for me.
- \*24. Most of the actions of students irritate me.
- \*25. Our school faculty has a tendency to form cliques.
- 26. The work of individual faculty members is appreciated and commended by our principal.
- 27. My students regard me with respect and seem to have confidence in my professional ability.
- 28. This community respects its teachers and treats them like professional persons.
- 29. I feel that my work is judged fairly by my principal
- \*30. Community demands on the teacher's time are unreasonable.
- \*31. There is a great deal of griping, arguing, taking sides and feuding among our teachers.
- 32. Working with students gives me a great deal of personal satisfaction.
- \*33. If I could make as much money doing something else, I would change jobs.

## APPENDIX D

### RANKING OF QUESTIONS BY MEANS

## RANKING OF QUESTIONS BY MEANS

1. 4.49 Details, "red tape," and required reports absorb too much of my time.
2. 2.26 If I could plan my career again, I would choose teaching high school agriculture.
3. 2.10 Teaching enables me to enjoy many of the material and cultural things I like.
4. 2.55 The teachers in my school cooperate with each other to achieve common, personal, and professional objectives.
5. 2.69 The procedures for obtaining materials and services in my school are well defined and efficient.
6. 2.51 The lines and methods of communication between the principal and teachers in my school are well developed and maintained.
7. 2.97 Teaching affords me the security I want in a position.
8. 1.74 I feel that I am an important part of this school system.
9. 3.31 My principal shows favoritism in his relations with the teachers in our school.
10. 1.79 I feel successful and competent in my present position.
11. 2.50 My school provides me with adequate audio-visual aids and projection equipment.
12. 3.83 My heavy teaching load unduly restricts my personal activities.
13. 2.41 I do not hesitate to discuss any school problem with my principal.
14. 2.74 It is difficult for teachers to gain acceptance by the people in this community.
15. 3.11 My teaching job enables me to provide a satisfactory standard of living for my family.

16. 3.58 Our community expects the agriculture teacher to participate in too many extracurricular activities.
17. 1.87 I enjoy working with student organizations, clubs and societies.
18. 2.48 The teachers with whom I work have high professional ethics.
19. 2.38 The students appreciate the extra effort that I put forth on their behalf.
20. 2.06 I believe the other teachers in my school see me as a competent professional.
21. 3.82 The salary schedule in my school adequately recognizes teacher competency.
22. 1.16 I really enjoy working with my students.
23. 2.83 The "stress and strain" resulting from teaching makes teaching undesirable for me.
24. 2.36 Most of the actions of students irritate me.
25. 3.56 Our school faculty has a tendency to form cliques.
26. 2.66 The work of individual faculty members is appreciated and commended by our principal.
27. 1.88 My students regard me with respect and seem to have confidence in my professional ability.
28. 2.98 This community respects its teachers and treats them like professional persons.
29. 2.33 I feel that my work is judged fairly by my principal.
30. 3.11 Community demands on the teacher's time are unreasonable.
31. 3.04 There is a great deal of griping, arguing, taking sides, and feuding among our teachers.
32. 1.74 Working with students gives me a great deal of personal satisfaction.
33. 3.17 If I could make as much money doing something else, I would change jobs.

VITA

Carolyn A. Haberland

Candidate for the Degree of  
Master of Science

Thesis: JOB SATISFACTION OF AGRICULTURAL EDUCATION  
TEACHERS IN SOUTHEAST OKLAHOMA

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