

THE IDENTIFICATION OF SELECTED FACTORS WHICH
INFLUENCE THE JOB SATISFACTION OF SECONDARY
INTERDISCIPLINARY COOPERATIVE EDUCATION
(ICE) INSTRUCTOR COORDINATORS IN
OKLAHOMA

By

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CHAPTER I

INTRODUCTION

As our American economy gears up for the new world of high technology, increased service needs and restricted money supplies, our education system has had to become more involved in preparing our youth for the world of work. In a cooperative venture, business and industry have agreed to train high school students on the job while they are still in school and educators have agreed to teach students the basic job skills needed by all employees through a program called Cooperative Education which is coordinated by trained instructor coordinators.

According to Terrel H. Bell (1983), Secretary of Education in Washington D.C.:

It is our highest priority within the Department of Education to promote excellence in education, in order to prepare for the future. Workplace education can be a key element in this preparation.

Workplace education can provide benefits to our society which will enable us to compete in world markets and train employees, who will be employable throughout their working lives (p. 4).

Education systems in many states have already implemented cooperative programs into their state's education systems. In 1980-1981 there was a total of over 600,000 students placed in on-the-job training according to Bell (1983).

In Oklahoma the State Department of Vocational and Technical Education has the responsibility of implementing and supervising the

cooperative education programs through the Area Vocational Technical Schools and the Comprehensive High Schools. The first Cooperative Education programs offered in Oklahoma were the Cooperative Vocational Education program and the Industrial Cooperative Training program.

The Interdisciplinary Cooperative Education (ICE) program was established in Oklahoma, in 1979 when the Cooperative Vocational Education programs merged with the Industrial Cooperative Training programs, according to Sharon Petersen (1983). This Cooperative venture provides a flow of knowledge and open communications among business, industry, and the educational systems through an instructor coordinator who provides the link in this joint effort. Much of the success of the ICE program in a given community hinges on the skills of the instructor coordinator. He or she must possess skills in administration, supervision, counseling, teaching, public relations, curriculum development, community affairs, coordinating youth organizations, and communications. He or she must possess qualities which include patience, versatility, understanding, and adaptability, and must have the ability to improvise, innovate, and communicate with students, parents, administrators, and representatives from business and industry, as well as labor unions, state and federal authorities, and members of professional organizations. He or she must be able to manage his time, cope with a multitude of problems, remain calm during stressful situations, be available after school hours and week-ends, and be involved in community affairs, in addition to upgrading professional skills and maintaining a personal family life. Because of the diverse roles of an instructor coordinator, there seems to be a significant turnover rate of secondary ICE instructor coordinators in Oklahoma.

According to Oklahoma State Department of Vocational Technical Education records, between the 1979-1980 school year and 1980-1981 school year there were 70 programs and 12 ICE instructor coordinators who left their positions for various reasons, which totaled a 17% turnover rate. Between the 1980-1981 school year and the 1981-1982 school year there were 67 ICE programs and 17 teachers who left their positions, which amounted to a 25% turnover rate. Between the 1981-1982 school year and the 1982-1983 school year there were 65 programs and 14 teachers who left their positions for varying reasons, which amounted to a 21.5% turnover rate.

Because of the role Interdisciplinary Cooperative Education plays in the cooperative venture among school, business, and industry in Oklahoma and the important link that is provided by the instructor coordinator, there appears to be a need to identify selected factors which influence job satisfaction of secondary ICE instructor coordinators to aid administrators, supervisors, and prospective instructor coordinators with information pertaining to those who are currently teaching in this position.

Statement of the Problem

There is a need to identify selected factors which influence job satisfaction of secondary Interdisciplinary Cooperative Education instructor coordinators in Oklahoma because of an average turnover rate of 21.2% in the past three years and because there is a lack of data concerning this topic.

Objectives

The objectives of this study are:

1. To answer the question, "What factors influence job satisfaction levels of secondary Interdisciplinary Cooperative Education instructor coordinators in Oklahoma?"
2. To make information available for prospective ICE coordinators which factors have influenced job satisfaction in currently employed ICE instructor coordinators in Oklahoma.
3. To identify for supervisors and administrators the factors which influence job satisfaction in ICE instructor coordinators for administrative and support purposes.

Rationale for the Study

Because of a turnover rate of 21.2% over the past 3 years for Interdisciplinary Cooperative Education instructor coordinators, there is a need to identify those factors that lead to job satisfaction, as well as those which may contribute to job dissatisfaction so that supervisors and administrators can plan in-service workshops and state conference workshops designed to update and expand instructor coordinators' skills in areas of dissatisfaction. Any person desiring to become an instructor coordinator needs to be aware of the diversity of tasks and duties that are inherent in this position. The purpose of this study is to identify those factors which influence the job satisfaction of ICE instructor coordinators so that this information can be useful in answering questions about ICE instructor coordinator retention.

Assumptions of the Study

The following assumptions were made with reference to the data used in this study:

1. The instructor coordinators responding to the questionnaire provided truthful and accurate information.
2. The questionnaire used to gather the data was of such design that it did not sway the responses of those answering the questionnaire.
3. The factors included in the questionnaire used are a cross section of those factors that would most likely influence the satisfaction or dissatisfaction of Interdisciplinary Cooperative Education (ICE) instructor coordinators.

Definition of Terms

The following definitions of terms are given to provide a better understanding of the content of the study:

1. Cooperative Education: A program in which the community and school enter into a partnership to allow the students to train on the job, and at the same time receive high school credit.
2. Interdisciplinary Cooperative Education (ICE): Cooperative education programs in Oklahoma which are supervised by a qualified instructor coordinator, and which allow students to train on the job without any occupational restriction except those defined by state and federal law.
3. Training Plan: A form with a list of tasks that are mutually agreed upon by employer and instructor coordinator that specifies what a student will learn on a particular job.

4. Memorandum of Training: A form that lists the rules, regulations and responsibilities of the student, the parents or guardians, the training sponsor and the instructor coordinator, that must be signed by all before a student is considered for on-the-job training.

5. Training Sponsor: The employer or supervisor who trains and teaches the student on the job, works out the training plan with the instructor coordinator, and evaluates the student's performance on the job.

6. Training Station: The establishment where the student-trainees are employed and supervised by the training sponsor.

7. Instructor Coordinator: The person who is responsible for teaching group instruction, individualized instruction, coordinating on-the-job training for students, locating training stations in industry and business, organizing youth organization activities, communicating with parents, administrators, and employers, and teaching basic job skills to all students. He or she is responsible for the total management of the Cooperative Education program.

8. Coordination: The act of integrating all activities of the cooperative education program in a well organized, smoothly running program.

Scope of the Study

The population of this study consists of all Interdisciplinary Cooperative Education (ICE) instructor coordinators employed for the 1983-1984 school year who were employed during the 1982-1983 school year as ICE instructor coordinators in the state of Oklahoma.

CHAPTER II

REVIEW OF LITERATURE

A review of selected literature that is related to this study is presented in this chapter. The major areas included in this review are: (1) the role of the ICE instructor coordinator; (2) research on behavioral science relating to job satisfaction; (3) review of research about job satisfaction of teachers and similar studies.

The Role of the ICE Instructor Coordinator

In order to insure that Interdisciplinary Cooperative Education programs provide a valuable education experience for the student, the instructor coordinator must possess many skills and abilities to be able to perform the 211 tasks that were identified by M. Mitchell (1978). In Mitchell's study conducted with Texas Cooperative Education instructor coordinators, all tasks but one rated at least 2.5 on a 4-point scale of importance. In this study he also states:

An analysis of the complexity and diversity of the tasks contained in the list implies that the job of a vocational cooperative coordinator is complex and demanding. The coordinator must not only have the skills of a personnel manager, but those of a guidance counselor, a master teacher, a public relations person, a manager, a youth club leader, and a professional enthusiast. The coordinator's commitment to the total school program requires a willingness to participate in administrative duty assignments, especially in smaller schools (p. 111).

Since the ICE program is a multi-faceted program including group instruction, individualized instruction, and on-the-job training, the

instructor coordinator must be able to mesh these facets into a viable, understandable format that will prepare the students for the world of work by teaching basic skills, according to T. Worley (1980) and E. Mitchell (1977). He or she must be able to manage the coordination of skills learned on the job, and with individualized study in the classroom for individual students. The whole class takes part in the related group study which covers basic job skills needed by everyone. In addition to these tasks, John A. Wanat (1978) aptly described other duties in the C.I.E. Administrative Handbook which states:

The teacher-coordinator plays many roles, including teacher, vocational counselor, employment agent, public relations counselor, training expert, and supervisor-liason officer. The coordinator must have a genuine interest in people and know how to work with them. The following list of duties performed by a teacher-coordinator provides an idea of the importance of a qualified coordinator:

1. Determines vocational interests and needs of students.
2. Studies and evaluates school curricula.
3. Prepares a plan for student recruitment and selection.
4. Maintains a system of records for student evaluation and reports.
5. Plans classroom facilities.
6. Collects and organizes materials for related instruction.
7. Organizes and assists in conducting community resources surveys.
8. Surveys industry for participation in the program.
9. Evaluates prospective training establishments.
10. Interviews employers and training personnel.
11. Develops training outlines cooperatively with employers.
12. Develops trainees and evaluates training given on the job.
13. Develops criteria for appropriate kinds of training.
14. Collects and evaluates employers' reports of trainee progress.
15. Provides vocational counseling for all students, including dropouts and graduates.
16. Assists in organizing advisory committees.
17. Prepares agendas and presides at meetings of advisory committees.

18. Establishes a continuing program of community relations and program recognition.
19. Maintains rapport with the school administration and faculty.
20. Prepares periodic reports (p. 9).

Because of the complexity of Cooperative Education programs, it is important for the instructor coordinator to possess other characteristics, according to Wolf (1978), who says it is just as important for the instructor coordinator to be aware and sensitive to the needs of the individual students as it is to be creative in presenting the curriculum to the students so that it will be "relevant and capable of challenging the unchallenged and motivating to the unmotivated" (p. 66). According to a study done by M. Mitchell (1978), instructor coordinators must have a high degree of communication skills so they can relate effectively with the students, employers, other teachers, the school administrative staff, the business community and the general public. According to Wanat (1978):

...it must be recognized that the teacher-coordinator should have outstanding qualifications. The coordinator must have skills in administration, supervision and counseling, as well as in teaching. The coordinator must have the ability to maintain effective relationships with employers in various employment fields, labor leaders, politicians, school administrators, faculty, parents of students and trainees. Above all, the coordinator must be a versatile, talented, understanding, and sincere educator with the ability to adapt to many changing roles and situations (p.9).

In Oklahoma the job description and specifications for ICE instructor coordinators are outlined in the Cooperative Education Coordinator's Handbook by Tom Worley (1980). This handbook states:

Functions of the job will be to plan, organize, initiate, operate, coordinate, maintain, evaluate, and modify local cooperative education program so that skills for employment are developed in student trainees having serious occupational career objectives.

Their responsibility shall be to provide appropriate training for world of work which will produce competent individuals who can succeed in society. This will be accomplished through (1) proper resource management, (2) occupational related group and individualized instructional program, (3) coordinated on-the-job training and counseling, (4) active vocational student organization, and (5) positive public relations program.

The teacher coordinator's duties relate specifically to the local school administration's directives and involve cooperating with and assisting other faculty members in usual public secondary school operational tasks; informing and using various public groups; teaching and supervising students in the classroom and on the job; maintaining parental cooperation; and coordinating the student's development according to a training plan jointly prepared by the training sponsor and the teacher coordinator; and serving as the advisor for the appropriate vocational student organization.

The teacher coordinator will report directly to the high school principal. The cooperative education program will be supervised by the state supervisory staff for the program area (pp. 7-III).

In Oklahoma there are basic certification requirements for ICE instructor coordinators that must be met before an instructor coordinator can receive a standard certificate in ICE. It is recommended that all ICE instructor coordinator applicants have at least one Cooperative Education course before receiving temporary certification because of the complex and diverse tasks that an instructor coordinator must perform on his or her job, according to M. Mitchell (1978). In Oklahoma, ICE instructor coordinators are required to have 16 credit hours pertaining to Interdisciplinary Cooperative Education before they can be issued a five-year standard vocational certificate. All vocational instructors are required to attend a conference in August to update their skills and learn more about recent legislation that may affect their programs.

A study conducted by M. Mitchell (1978) of Texas Vocational instructor coordinators revealed that, ideally, coordinator's tasks should be learned before being hired for the position because of the diversity and complexity of the job. The findings of the study, though, discovered that many vocational instructor coordinators learned many of the tasks while on the job. It is therefore important that prospective ICE instructor coordinators receive some type of training that will prepare them for the tasks of an instructor coordinator.

In summary, all the tasks that have been identified in previous articles, studies and handbooks by Campbell (1982), E. Mitchell (1977), Lloyd (1982), M. Mitchell & Christianson (1978), Peterson (1983), Wanat (1978), Wolf (1978) and T. Worley (1980) have identified the tasks, duties and roles that an instructor coordinator must perform on the job. These identified tasks and duties have formed the basis of the questionnaire used in this study to identify the factors that influence the job satisfaction of ICE instructor coordinators in Oklahoma. Since the tasks alone do not reflect satisfaction, it is necessary to explore behavioral psychology to be aware of how work environment and the individual characteristics of instructor coordinators can influence job satisfaction.

Behavioral Science Relating to Job Satisfaction

Behavioral psychologists disagree on the exact definition of personality, but they do agree that a person's perception reflects his attitudes and behavior, and ultimately his degree of satisfaction or dissatisfaction in specific situations. According to Dessler (1980), Chruden & Sherman (1980), and Neff (1968), the Hawthorne study in 1927

revealed that people were affected more by their perceived acceptance or social situations as an individual to increase job satisfaction than they were by the immediate physical work environment. This study was originally designed to experiment with the effect environmental or physical changes had on employees' production rates, but it ultimately led to further research in the effect of human relations on workers, and started interest in the human relations movement. This movement was motivated by the findings from the Hawthorne Study, and by Douglas McGregor and Chris Agyris, behavioral psychologists, who conducted further studies and sought to prove through further research that people were affected more by their interrelationships with co-workers and supervisors and the extent to which they were treated as individuals, than they were by their physical work environment. In comparison, the prevailing management style of the 1920's was the classicist style that believed that efficiency in production and the work environment were more important than the people who carried out these tasks. According to Rush, as cited by Chruden and Sherman (1980), there are ten basic characteristics of a contemporary behavioral science: (1) it is an applied science; (2) it is normative and value centered, (3) it is humanistic and optimistic; (4) it is oriented toward economic objectives; (5) it is concerned with the total climate or milieu; (6) it stresses the use of groups; (7) it is aimed at participation; (8) it is concerned with development of interpersonal competence; (9) it views the organization as a total system; and (10) it is an on-going process to manage change (p. 9).

Dessler (1980) states that McGregor and Agyris took the behavioral approach which made the worker and his needs the focal point for

improving production, as opposed to the classical view that believed any worker could and would perform in any situation as long as he or she was paid an hourly wage. Behaviorists believed that motivating employees was an important function in the organization, and the classicists felt that it was more important to design the tasks for top efficiency and require the employees to perform those tasks for which they were being paid. The classicists promoted highly specialized jobs, and the behaviorists favored jobs that had many tasks that would require the employees to use more of their abilities. The classicists believed that close supervision is essential, while the behaviorists felt that the employees should be given some latitude to do their assigned tasks. The classicists believed that a strict chain of command should be adhered to but the behaviorist believe that the employee should be free to talk to anyone in the organization who could help him get the task completed. These two opposing types of views presented many contrasts concerning managerial styles. Additional studies were made comparing these two styles.

According to Dessler (1980), Burns and Stalker did a study in England comparing classical and behavioral approaches, and they discovered that in work situations which required the operation of machinery, or in a business where the tasks were routine, the classical approach was the most effective, but in situations where employees were creating new devices or working with changing factors, that the behavioral approach worked the best. Here creativity was emphasized and the employees managed themselves and their time, rather than being guided by a strict set routine to accomplish a specific goal.

All of the foregoing studies have dealt mainly with the history of behavioral science and how it has influenced changes in the way administrators and managers have viewed employees. This has an important effect upon job satisfaction and dissatisfaction, but in order to broaden the base on which psychological studies are founded, Maslow's and Herzberg's theories need to be explored, because they are directly related to human needs and motivation. According to Dessler (1980) Abraham Maslow theorized in his Needs Hierarchy that man has five basic categories of needs: (1) physiological, (2) safety, (3) social, (4) ego, and (5) self-actualization. He stated that the needs in step one must first be satisfied before a person could advance from step one to step two. Therefore, before a person can reach step five, or self-actualization, he or she must first have all the first four needs satisfied. In a condensation of Maslow's Theory, Frederick Herzberg theorized in his Motivator-Hygiene Theory, that man has only "two different sets of needs" (p. 59) as cited by Dessler. The lower level is based on a person's trying to avoid pain and meet his basic physiological needs. The higher level set of needs seeks to satisfy the psychological ego and self-esteem needs, and the desire to succeed at difficult tasks. Maslow's and Herzberg's theories are similar.

Herzberg's findings stated that motivators such as achievement, recognition, responsibility, advancement, and growth are intrinsic and come from inside the individual, leading to job satisfaction. Hygiene factors such as policies and administration, supervision, work conditions, relationship with supervisor, salary, relationship with subordinates, status and security are extrinsic, or come from outside

the person, and could lead to job dissatisfaction if they are not adequate.

According to Dessler (1980), John Atkinson proposed that a person's need to achieve is a personality trait, and his research suggested that people have different achievement motivation degrees, that a person's achievement motivation can be increased through training, and that performance at work is directly related to achievement motivation (p. 63).

Chruden and Sherman (1980) suggest that there are several types of work environments that must be understood in order to evaluate their influence on employees. These external areas are (1) physical subenvironment or the physical surroundings and climate where an organization or firm is located, and where the employees must live and work, (2) technological subenvironment, or how new technology directly or indirectly affects the employees, (3) social subenvironments that include attitudes, values, conflicts of interests, changing lifestyles, (4) political subenvironment, or the effects of local, state and federal government on employees, and (5) economic subenvironment, or the changes in the business cycle that are reflected in jobs available, lay-offs, money available for new equipment and supplies (pp.17-20).

As identified by Chruden and Sherman (1980) the internal environments are (1) physical subenvironment, which includes the immediate work surroundings such as the lighting, temperature, humidity, noise and other health and safety features, (2) technological subenvironment or the way in which a work area is planned for ease of movement, equipment, tools and machinery used for performing work, otherwise work organization, (3) social subenvironment, or the people

who work together in a firm with all their diverse interests, skills, abilities, attitudes, training and experiences that form interpersonal relationships, (4) political subenvironment which is the interaction of people and their influence on the formulation of new goals, policies and directions and the manner in which these are carried out, (5) economic subenvironment which reflects the financial condition of a firm which influences wages, benefits, etc. for employees (pp. 20-22). The internal and external environments of a work situation must be taken into consideration when studying job satisfaction.

According to Neff (1968) (p. 21), "work after all is performed by human beings, who bring into the workplace not only their intellectual skills but also their individualities." Chruden and Sherman (1980) state that human personality is comprised of aptitudes, abilities, motivation, interests, perception, attitudes, values, emotions, feelings and that all of these characteristics are factors that can influence job satisfaction, and they need to be understood by supervisors and administrators.

The research studies and theories presented give an overview of some of the traditionally held beliefs about the complex field of behavioral science as it relates to work and the work place. There are no clearcut guidelines to follow in evaluating human behavior because each individual is a composite of many different physical, mental, intellectual and environmental influences. The ICE instructor coordinator's role changes daily as new problems must be creatively dealt with, because there is no set solution to individual human problems that are encountered on a daily basis. Since this study is dealing with the complex attitudes, feelings, perceptions and influences that

comprise the satisfaction or dissatisfaction of ICE instructor coordinators, a behavioral approach to human relations with a classicist view towards the routine tasks an instructor coordinator must perform have been combined with the external and internal environments to make up the questions on the questionnaire used in this study to identify factors that influence the satisfaction of secondary ICE instructor coordinators in the state of Oklahoma.

Review of Research and Similar Studies About Job Satisfaction of Teachers

The subject of teacher job satisfaction is an extremely complicated one because of all the variables that enter into teachers' satisfaction on the job. According to Miskell and Gerhardt (1974), satisfaction is defined "as a willingness to continue as a teacher because the personal needs and expectations are being fulfilled on the job" (p. 86). There is a need to identify those factors that affect teacher job satisfaction because there has been a high turnover rate of teachers in the nation.

According to Collins (1982), a condition exists that points up that need to identify some of these factors. He states that:

In a survey of teacher attitudes and practices by the National Education Association (1980), it was reported that 35 percent of the teachers indicated they were dissatisfied with their current jobs. The study further stated that 41 percent of the respondents would not become teachers if they could go back to their college days and start again." (p.17)

This problem is not unique to the teaching profession. In a study conducted by George Gallup, as cited by Haldane (1981):

"In March 1973 pollster George Gallup reported that the level of job satisfaction is dropping sharply. It slid 10 points to 70 percent in 1974, during the prior 18 months.

A 1980 report indicates that half would not stay in their jobs, given a chance" (pp. 151-152).

Some of the factors that Collins (1982) identified in his study as contributing to job satisfaction were "salary, relations with administrators, organizational structure, age, recognition, working with students, and educational level of teachers" (p. 29).

A contingency model designed by William Reif and Robert Monczka and cited by Chruden and Sherman (1980) lists ten variables that are considered to have an effect upon the job satisfaction to be derived from a job. These dimensions are: (1) variety (tools, equipment, activities and workplace), (2) autonomy (independence and control in performing job), (3) interaction (number and types of interrelationships) (4) knowledge and skill (time required for proficiency), (5) responsibility (closeness of supervision and cost of mistakes), (6) task identity (how one's contributions add to the total effort), (7) feedback (being kept informed), (8) pay (wages and fringes) (9) working conditions (physical work environment) (10) cycle time (time required to perform a unit of work), (p. 33). All of these variables must be taken into consideration along with the individual differences and needs of human beings as employees.

In a study done by Scott (1973), he makes the statement:

Differences in abilities, backgrounds, and social conditioning affect the specific psychological need patterns of employees and the specific returns that each may seek from work. As a result of these differences, work that is boring repetitious and unchallenging to one individual may be satisfying to another (p. 314).

Chruden and Sherman (1980) stated that: (1) employees must be able to utilize their abilities on the job to promote satisfaction; (2) employees that are emotionally well-adjusted and have a good attitude

derive greater satisfaction from their jobs; (3) employees must also feel that they are getting paid an amount equal to others in the same position to be satisfied; (4) employees may also derive satisfaction from working for and making a contribution to a firm that has a good reputation and prestige in the community.

Schmidt (1980) described an organizational model that attempts to provide a framework to develop a greater degree of job satisfaction in education. This model is based on Frederick Herzberg's Motivator-Hygiene Theory of job satisfaction which uses the intrinsic factors of achievement, recognition, work itself, responsibility and advancement, and the extrinsic factors of policy and administration, interpersonal relations, supervision, salary, working conditions, status, security, possibility of growth and personal life as the basis of the model. He states:

Studies on job dissatisfaction have supported the hypothesis that poor interpersonal relations lead to job dissatisfaction and a tendency to leave a job. Thus the level of interpersonal tension among peers, superiors, and subordinates is an important variable when considering employee satisfaction. The greater the degree of openness, honesty and fairness in interpersonal relationships, the smaller the possibility of job dissatisfaction occurring. (p. 85).

In a study conducted by Miskell and Gerhardt (1974), conflict and job satisfaction were measured using the Conflict Assessment Questionnaire. The most important finding as defined by the author was that as the administrators became more hierarchical, the teacher conflict increased and job satisfaction decreased. Teachers felt that the proper administrator role should be one of coordination rather than one of direction.

In a study conducted by Koopman-Boyden and Adams (1974) in New Zealand, job satisfaction and role-consensus was compared using the Adams theory, which maintains that as the discrepancy becomes greater between members of a social system from what they expect to get or give in the form of utility, affect, and status, and what they actually get or have expected of them, the greater the chance the system will break down. In the study they discovered that there was a high degree of teacher satisfaction and a high degree of correlation between the head teacher's perception of degree of satisfaction within the school system and the teacher's perception of degree of satisfaction within the school system. A situational questionnaire was used for this survey.

A study conducted by Holdaway (1978) in Alberta, Canada, examined the relationship between overall and facet satisfaction based on Herzberg's Theory. Holdaway cited Locke's definition of overall job satisfaction as:

... the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values...It is a function of the perceived relationship between what one wants from one's job and what one perceives it as offering (p. 31).

In this study Holdaway designed a questionnaire that included 58 factors relating to teaching situations using a Likert type scale. Results of the study showed that the highest degree of satisfaction was derived from interaction with students, and the area of greatest dissatisfaction came from attitudes of parents and society to education and administration and policies.

A study conducted by Kaufman and Buffer (1978) assessed the job satisfaction of Industrial Arts teacher educators in Colleges and Universities. Their findings revealed that:

The measurement and assessment of a teacher educator's job satisfaction is a complex task since many variables influence an individual's job satisfaction. Despite the complexity of measuring educator's attitudes, the study of job satisfaction has become a legitimate and necessary area of inquiry (pp. 54-55).

A study conducted by Collins (1982) identified factors which influenced the job satisfaction of Vocational Agriculture Teachers in Area VIII in Texas. That study is similar to this study that is being conducted to identify factors influencing the job satisfaction of secondary ICE instructor coordinators in Oklahoma. The findings of this study revealed that (1) many factors influenced job satisfaction for this group, (2) some of the factors of highest degree of satisfaction came from sources outside the job, (3) highest dissatisfaction came from factors that teachers encountered daily in their regular teaching duties, (4) high dissatisfaction came from school's emphasis on athletics, (5) a high degree of satisfaction came from working with state supervisor, (6) years of teaching reflected a positive relationship between surveyed factors and satisfaction with the more experienced teachers, (7) higher satisfaction seemed to be expressed by teachers who have Master of Science degrees, (8) the more experienced teachers indicated a higher degree of satisfaction because of their spouse's attitude toward their position, (9) community factors had a greater influence on satisfaction when compared to increased years of teaching experience as compared to a lower satisfaction level with teachers with less experience.

There have been research studies done in the past to measure the job satisfaction of teachers on a limited basis, but there has never been a study done on identifying the factors that influence job

satisfaction of secondary Interdisciplinary Cooperative Education (ICE) instructor coordinators in Oklahoma.

Summary

This review of literature has provided background information on three areas related to this study: (1) the tasks, duties, and responsibilities of ICE instructor coordinators, (2) studies related to the psychology of behavior and attitudes as it pertains to work and job satisfaction, and (3) studies on teacher job satisfaction and related studies.

Several handbooks, articles and a personal interview with Ms. Sharon Peterson (1983), State ICE Supervisor for the Oklahoma State Department of Vocational Technical Education Department, gave the researcher a broad background in the tasks, duties, and responsibilities of an ICE instructor coordinator. Based on this information, the conclusion was reached that there appear to be many diverse tasks or duties that an instructor coordinator is responsible for besides routine classroom preparation and presentation. Because the ICE instructor coordinator is such a key link in the success of a Cooperative Education program, and since there are more diverse tasks, it seems necessary to identify the factors that influence the job satisfaction of secondary ICE instructor coordinators to increase teacher retention in this field.

In order to more fully understand the psychology of work as it affects employees, several theories and research studies have been reviewed and cited, to acquire a broad background in human psychology as it applies to workers in general and their attitudes, feelings and perceptions of their jobs. Individual psychology was discussed, as well

as managerial types, environmental factors, human relations factors, and studies that have been done in these fields.

In order to narrow down the field to just teachers, several research studies pertaining strictly to teachers were reviewed and cited when they seemed to support the need to identify factors that influence the job satisfaction of teachers. In view of all the facts that were brought out in these studies concerning job satisfaction, it became apparent that many factors were involved in determining job satisfaction and that each one would need to be listed in a questionnaire. Several general categories emerged from these studies. They were: (1) teaching situation, (2) administration, (3) community, (4) youth organization, (5) professional, (6) personal, and (7) monetary consideration, with several factors in each category that affect job satisfaction.

Based on the information obtained from the review of literature, it was discovered that there have been studies done to determine the job satisfaction of teachers in various fields, but there have been none in identifying the factors that influence the job satisfaction of secondary ICE instructor coordinators in Oklahoma. Because of the turnover rate, there is a need for this study to provide some information to supervisors, administrators and prospective ICE instructor coordinators, and to increase ICE instructor coordinators retention in Oklahoma.

CHAPTER III

METHODOLOGY

The purpose of this chapter is to describe the methods and procedures used to conduct this study. In order to accomplish the purpose and objectives of this study, it was necessary to determine the population, and to design an instrument which would reflect the degrees of satisfaction of secondary ICE instructor coordinators in Oklahoma. The Oklahoma ICE State Supervisor, Ms. Sharon Petersen, gave the researcher permission to allow a questionnaire to be administered to all ICE teachers who taught ICE during the 1982-1983 school year and are teaching ICE during the 1983-1984 school year. This questionnaire was hand administered by the researcher on August 4, 1983, at the Oklahoma Vocational Association Conference at Oklahoma State University in Stillwater, Oklahoma.

Population

It was determined that the population of this study would be all 56 ICE instructor coordinators who taught during the 1982-1983 school year, and who are teaching ICE during the 1983-1984 school year in comprehensive high schools, area vocational technical schools, or other types of school in Oklahoma. There were 54 questionnaires hand administered to Interdisciplinary Cooperative Education instructor coordinators who attended Oklahoma Vocational Association Conference. In

order to include the responses of the two other instructor coordinators who could not attend the conference 2 questionnaires were mailed and only 1 (50 percent) was received in time to include in the data analysis for a total response rate of 55 (98.2 percent).

The Instrument

In order to gather data identifying the factors that influence the job satisfaction of secondary ICE instructor coordinators in Oklahoma, a closed instrument was developed with one open question at the end for additional comments. The questionnaire was developed using the tasks identified by T. Worley (1980), Wanat (1978), Campbell (1982), E. Mitchell (1977), M. Mitchell and Christianson (1978), Petersen (1983) and Vincent (1983). The design of the instrument was developed using ideas from studies that have been conducted by researchers who measured job satisfaction of teachers in varying fields, M. Mitchell and Christianson (1978), Collins (1982), Koopman-Boyden and Adams (1974), Schmidt (1980), Holdaway (1978), Buffer (1978).

In order to identify factors which influence job satisfaction for secondary ICE instructor coordinators, it was first necessary to identify the tasks, duties, and responsibilities required for this position. Identification of these duties provided the basis for the questionnaire used in this study. The identification of positive and negative influences are based upon behavioral psychology because satisfaction and dissatisfaction are based upon attitudes, feelings and perceptions of situations. An identification of both positive and negative factors can result in a better understanding of ICE instructor coordinators and increase teacher retention.

Factors that were identified by the researcher's advisory committee and experts in the field were used to design questions for the unique role of Interdisciplinary Cooperative Education (ICE) instructor coordinators. The questionnaire was then validated by twenty students in an Educational Research Class at Oklahoma State University, four ICE instructor coordinators, Sharon Petersen, State ICE Supervisor State Department of Vocational and Technical Education and Dr. Linda Vincent, Cooperative Education Teacher-Educator at Oklahoma State University.

The survey instrument reliability was measured using the generalized formula known as coefficient alpha which resulted in a 93.87 percent degree of reliability.

The questionnaire (Appendix A) contains general categories that apply to ICE instructor coordinators with several variables listed under each general heading. The instructor coordinators rated their degree of satisfaction on a Likert-type scale. The general categories were: (1) teaching situation, (2) administration, (3) community, (4) youth organization, (5) professional, (6) personal, and (7) monetary consideration. Other specific questions that provided data for comparison were (1) age, (2) sex, (3) total number of years teaching, (4) years you have taught ICE (CVE or ICT), (5) type of school, (6) field of instruction before becoming an ICE instructor coordinator.

The questionnaire includes a Likert-type scale that the instructor coordinators checked to designate the appropriate response that describes their situation. This scale was patterned after a similar seven-point Likert-type scale that was used by Holdaway (1978). The questions and scale were designed so that the instructor coordinators could rate their satisfaction by checking a 1 = very dissatisfied

through 5 = very satisfied, with each of the 64 variables listed on the questionnaire.

Analysis of Data

The information obtained from the questionnaire identified factors that influence the job satisfaction of secondary Interdisciplinary Cooperative Education instructor coordinators in Oklahoma. The questionnaire contained a five-point scale that measured the teachers responses from very dissatisfied to very satisfied, over seven general categories which included variables in each area of influence: teaching situation, administration, community, youth organization, professional, personal and monetary considerations. Other demographic data was obtained concerning the age, sex, total number of years teaching, years teaching Interdisciplinary Cooperative Education, type of school and field of instruction before becoming an Interdisciplinary Cooperative Education instructor coordinator.

A five point Likert-type scale was used to allow teachers to rate their satisfaction according to how they felt about each of the selected variables in the questionnaire. The following numerical scale was assigned to the response categories: very dissatisfied = 1, moderately dissatisfied = 2, no influence = 3, moderately satisfied = 4, very satisfied = 5.

It was necessary to include a no response column to indicate the percentage of questions that were not answered. In computing the percentages and number of responses for each variable, the no responses were included. In order to compute the mean of the responses for each

variable, the no responses were excluded to prevent the weighting of the means for those variables that had no responses.

In interpreting the data, it is important to remember that an averaging out effect occurs when there are a large number of responses in both the very dissatisfied and very satisfied ends of the scale. Some of the factors may average out to the no influence category because of this averaging characteristic. Therefore, care should be used in interpreting factors which fall in the no influence columns.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

INTRODUCTION

The purpose of this study was to identify selected factors which influence job satisfaction of secondary Interdisciplinary Cooperative Education (ICE) instructor coordinators in Oklahoma. It was also the purpose of this study to supply information for prospective Interdisciplinary Cooperative Education instructor coordinators and to identify factors which have influenced job satisfaction in currently employed instructor coordinators and to identify for supervisors and administrators the factors which influence job satisfaction in ICE instructor coordinators for administrative and support purposes.

The data collected for this study represented the responses of 55 Interdisciplinary Cooperative Education instructor coordinators who were employed during the 1982-1983 school year and the 1983-1984 school year. The purpose of this chapter is to present the data compiled from these responses and to report those facts revealed through analysis of this data.

Background of the Respondents

The respondents in this study consisted of 55 Interdisciplinary Cooperative Education instructor coordinators, in Oklahoma who were employed to teach Interdisciplinary Cooperative Education during the

1982-1983 school year and were reemployed to teach Interdisciplinary Cooperative Education during the 1983-1984 school year. The major source of data for this study was the 64-item questionnaire completed by the 55 teachers which represented a response rate of 98.2 percent.

Table I summarizes the background information of the teachers who responded on the questionnaire designed for this study. The information included age, sex, total number of years teaching, years teaching Interdisciplinary Cooperative Education, Cooperative Vocational Education or Industrial Cooperative Training and type of school. The age category of Interdisciplinary Cooperative Education instructor coordinators shows that 60 percent are over 40 years of age and 38.1 percent are 39 years of age or under. One instructor coordinator did not respond to this question.

There are 34 male Interdisciplinary Cooperative Education instructor coordinators representing 61.8 percent and 20 female instructor coordinators representing 36.4 percent.

According to the information, the greatest number 32 (58.1 percent) of instructor coordinators have taught for 15 years or less, while 23 (41.9 percent) have taught for 16 years or more. The years having taught Interdisciplinary Cooperative Education, Cooperative Vocational Education or Industrial Cooperative Training indicate that 50 (90.9 percent) have been ICE instructor coordinators for 15 years or less, while only 4 (7.3 percent) have been teaching ICE, CVE or ICT for 16 years or more.

The type of school where ICE programs are offered the most is comprehensive high school with 47 (85.5 percent). The other 8 (14.5

TABLE I
BACKGROUND OF RESPONDENTS

	N	%
1. Age:		
20-29	2	3.6
30-39	19	34.5
40-49	16	29.1
50-59	12	21.8
60 & over	5	9.1
No Response	<u>1</u>	<u>1.8</u>
Total	55	100%
2. Sex:		
Male	34	61.8
Female	20	36.4
No Response	<u>1</u>	<u>1.8</u>
Total	55	100%
3. Total Number of Years Teaching:		
1-5 yrs.	5	9.1
6-10 yrs.	8	14.5
11-15 yrs.	19	34.5
16-20 yrs.	10	18.2
21-25 yrs.	6	10.9
26 & over	<u>7</u>	<u>12.7</u>
Total	55	100%
4. Years You Have Taught ICE (CVE or ICT):		
1-5 yrs.	23	41.8
6-10 yrs.	15	27.3
11-15 yrs.	12	21.8
16-20 yrs.	4	7.3
21-26 yrs.	0	0
26 & over	0	0
No Response	<u>1</u>	<u>1.8</u>
Total	55	100%

TABLE I (Continued)

	N	%
5. Type of School:		
Comprehensive High School	47	85.5
Area Vo-Tech School	7	12.7
Other	<u>1</u>	<u>1.8</u>
Total	55	100%
6. Field of Instruction Before Becoming ICE Instructor Coordinator		
Business & Office	7	12.7
Distributive Education	3	5.5
Vocational Agriculture	4	7.3
Trade & Industrial	12	21.8
Counselor	1	1.8
Home Economics	6	10.9
Cooperative Office Education	0	0
Other	<u>22</u>	<u>40.0</u>
Total	55	100%

percent) programs are offered in area vocational-technical schools or other State schools.

The field of instruction before becoming an ICE instructor coordinator shows 22 (40 percent) of the teachers coming from fields other than vocational education. Instructor coordinators from vocational education fields represent 32 (58.2 percent) of the respondents and 1 (1.8 percent) indicated the field of counselor.

Findings Related to Selected Factors Which Influence Job Satisfaction

Teaching Situation

The data presented in Table II indicates that of the 20 factors listed under this major category, there were 5 factors with a mean response of 4 or higher indicating "very satisfied". There were 13 factors that had a mean response of 3.1-3.999 indicating "slightly satisfied" and 0 at 3-3.099 indicating "no influence" and 2 factors that had a mean response of less than 3 indicating "slightly dissatisfied".

Examination of the data revealed that "working relationship with other teachers" had the largest mean response of 4.145. Other factors rated in the "very satisfied" group were "classroom size" with a mean response of 4.109, "class size" with a mean response of 4.091, "counseling students on job problems" with a mean response of 4.0 and "coordination responsibilities" with a mean response of 4.00.

The factors falling under the category of "slightly dissatisfied" were "organizing individual study" with a mean response of 2.963. The factor with the lowest mean response in the Teaching Situation category

TABLE II

SUMMARY OF RESPONSES UNDER THE MAJOR
 CATAGORY OF TEACHING SITUATION
 Ranked by Mean

TEACHING SITUATION	Very Dissatisfied				Very Satisfied				No Response		Mean		
	1 N	%	2 N	%	3 N	%	4 N	%	5 N	%		N	%
19. Working relationship with other teachers	0		2	3.6	12	21.8	17	30.9	24	43.6	0		4.145
7. Classroom size	2	3.6	2	3.6	9	16.4	17	30.9	25	45.5	0		4.109
8. Class size	0		4	7.3	10	18.2	18	32.7	23	41.8	0		4.091
24. Counseling students on job problems	0		1	1.8	14	25.5	23	41.8	16	29.1	1	1.8	4.000
26. Coordination responsibilities	0		1	1.8	13	23.6	26	47.3	15	27.3	0		4.000
18. Opportunity to get outside (field trips, etc.)	2	3.6	3	5.5	12	21.8	18	32.7	19	34.5	1	1.8	3.907
23. Counseling students on careers	0		3	5.5	21	38.2	15	27.3	15	27.3	1	1.8	3.778
25. Counseling students on personal problems	1	1.8	1	1.8	20	36.4	19	34.5	13	23.6	1	1.8	3.778
17. Being responsible for students on-the-job	1	1.8	5	9.1	14	25.5	23	41.8	11	20	1	1.8	3.704
14. Working with training station sponsors	0		3	5.5	15	27.3	30	54.5	4	7.3	3	5.5	3.673
11. Feelings of accomplishment and success	0		6	10.9	14	25.5	22	40	9	16.4	4	7.3	3.667
20. Amount of preparation time	2	3.6	4	7.3	18	32.7	19	34.5	11	20	1	1.8	3.611
12. Physical stress of job	0		4	7.3	23	41.8	20	36.4	6	10.9	2	3.6	3.528
16. Extra duties (Hall duty, floats)	4	7.3	4	7.3	18	32.7	16	29.1	10	18.2	3	5.5	3.462
9. Student attitude and interest	0		10	18.2	22	40	17	30.9	6	10.9	0		3.345
10. Parental cooperation	1	1.8	11	20	16	29.1	22	40	4	7.3	1	1.8	3.315
21. Using core curriculum	1	1.8	9	16.4	25	45.5	10	18.2	9	16.4	1	1.8	3.315
13. Mental stress of job	0		13	23.6	20	36.4	14	25.5	4	7.3	4	7.3	3.176
22. Organizing individual study	6	10.9	11	20	20	36.4	13	23.6	4	7.3	1	1.8	2.963
15. Reports and other paper work	4	7.3	13	26.6	27	49.1	8	14.5	1	1.8	2	3.6	2.792

N Frequency of response
 % Percent of total

was "reports and other paper work" which had a mean response of 2.792. The means are based on actual responses.

Administration

According to the data in Table III, of the 9 factors listed under the major category of Administration, 4 factors had a mean response of 4 or higher indicating "very satisfied". There were 4 factors with a 3.1 to 3.999 mean response indicating "slightly satisfied" and 0 at 3-3.099 indicating "no influence" and 1 factor that had a mean response of less than 3 indicating "slightly dissatisfied".

Examination of the data revealed that "freedom to plan ICE program" had the largest mean response of 4.436. Other factors that rated in the "very satisfied" group were "working relationship with state supervisor," 4.426; "working relationship with principal," 4.218; "working relationship with superintendent, 4.130.

The factor falling under the category of "slightly dissatisfied" was "school emphasis on athletics" with a mean response of 2.880

Community

According to the data in Table IV all of the 4 factors listed under community had mean responses indicating "slightly satisfied". Those factors were: "public relations," 3.855; "community support for ICE," 3.778; "community appreciation for public service," 3.685; and "community emphasis on school athletics" 3.151. "Community emphasis on school athletics rated the lowest mean response in this category.

Youth Organizations

According to the data in Table V of the 5 factors listed under this major category, 0 factors had a mean response of 4 or higher indicating "very satisfied." There were 3 factors with a mean response

TABLE III

SUMMARY OF RESPONSES UNDER THE MAJOR
CATEGORY OF ADMINISTRATION
Ranked by Mean

ADMINISTRATION	Very Dissatisfied				Very Satisfied				No Response	Mean			
	1	2	3	4	5	5	5						
	N	%	N	%	N	%	N	%	N	%			
31. Freedom to plan ICE program	0		2	3.6	5	9.1	15	27.3	33	60	0	4.436	
29. Working relationship with State Supervisor	1	1.8	1	1.8	7	12.7	10	18.2	35	63.6	1	1.8	4.426
28. Working relationship with principal(s)	2	3.6	0		12	21.8	11	20	30	54.5	0		4.218
27. Working relationship with superintendent	0		3	5.5	12	21.8	14	25.5	25	45.5	1	1.8	4.130
30. Support and interest of local school board	2	3.6	6	10.9	12	21.8	13	23.6	22	40	0		3.855
32. Student selection for program	2	3.6	12	21.8	9	16.4	18	32.7	13	23.6	1	1.8	3.519
35. Understand wage laws pertaining to ICE	1	1.8	10	18.2	14	25.5	19	34.5	10	18.2	1	1.8	3.500
34. Understand labor laws pertaining to ICE	1	1.8	10	18.2	17	30.9	17	30.9	10	18.2	0		3.455
33. School emphasis on athletics	8	14.5	10	18.2	20	36.4	4	7.3	8	14.5	5	9.1	2.880

N Frequency of response

% Percent of total

TABLE IV

SUMMARY OF RESPONSES UNDER THE MAJOR
CATEGORY OF COMMUNITY
Ranked by Mean

COMMUNITY	Very Dissatisfied		3	4	Very Satisfied		No Response	Mean					
	1	2			5								
	N	%	N	%	N	%	N	%					
39. Public relations	1	1.8	4	7.3	14	25.5	19	34.5	17	30.9	0		3.855
36. Community support for ICE	2	3.6	4	7.3	14	25.5	18	32.7	16	29.1	1	1.8	3.778
37. Community appreciation for public service	1	1.8	7	12.7	15	27.3	16	24.1	15	27.3	1	1.8	3.685
38. Community emphasis on school athletics	7	12.7	12	21.8	11	20	12	21.8	11	20	2	3.6	3.151

N Frequency of response
% Percent of total

of 3.10-3.999 indicating "slightly satisfied" and 1 factor 3-3.099 indicating "no influence." One factor had a mean response of less than 3 indicating "slightly dissatisfied."

Examination of the data revealed that, "students recognize teacher's ability" had the largest mean response of 3.731 in this category, which indicated that the teacher coordinators were only "slightly satisfied." The other factors that showed a mean response in the "slightly satisfied" range was "working with youth organization," 3.566, "working with State VICA organization" 3.196. The factor that fell in the "no influence" category was "preparing students for contests," which had a mean response of 3.038. The factor that fell in the "slightly dissatisfied" range was "students attitude toward youth organization," with a mean response of 2.887. The means are based only on actual responses.

Professional

According to the data in Table VI of the 8 factors listed in the professional category 3 factors had a mean response of 4 or higher indicating "very satisfied." There were 5 factors that had a mean response of 3.1 to 3.999 which indicated they were "slightly satisfied." There were 0 factors with a mean of 3.1 or below.

Examination of the data revealed that "working with other ICE teachers" had the largest mean response of 4.241 in the Professional category which ranked "very satisfied." The other two factors ranking "very satisfied" were "recognition and respect from other teachers", 4.074 and "job security", 4.055. The 5 factors that ranked "slightly satisfied" were "trust and respect shown by students", 3.963; "input into professional organizations", 3.555; "participation in in-service

TABLE V

SUMMARY OF RESPONSES UNDER THE MAJOR
CATEGORY OF YOUTH ORGANIZATIONS
Ranked by Mean

YOUTH ORGANIZATION	Very Dissatisfied		3		4		Very Satisfied		No Response	Mean	
	1	2	N	%	N	%	5	%			
42. Students recognize teacher's ability	3	5.5	3	5.5	13	23.6	19	34.5	3	5.5	3.731
40. Working with youth organization	7	12.7	1	1.8	16	29.1	13	23.6	2	3.6	3.566
44. Working with State VICA organization	8	14.5	5	9.1	16	29.1	13	23.6	4	7.3	3.196
43. Preparing students for contests	9	16.4	8	14.5	17	30.9	10	18.2	2	3.6	3.038
41. Students attitude toward youth organization	10	18.2	10	18.2	16	29.1	10	18.2	2	3.6	2.887

N Frequency of response
% Percent of total

TABLE VI

SUMMARY OF RESPONSES UNDER THE MAJOR
CATEGORY OF PROFESSIONAL
Ranked by Mean

PROFESSIONAL	Very Dissatisfied		3	4	Very Satisfied		No Response	Mean					
	1	2			5								
	N	%	N	%	N	%	N	%					
49. Working with other ICE teachers	0		4	7.3	6	10.9	17	30.9	27	49.1	1	1.8	4.241
46. Recognition and respect from other teachers	1	1.8	1	1.8	10	18.2	23	41.8	19	34.5	1	1.8	4.074
47. Job security	2	3.6	4	7.3	5	9.1	22	40	22	40	0		4.055
45. Trust and respect shown by students	0		5	9.1	13	23.6	15	27.3	21	38.2	1	1.8	3.963
50. Input into professional organizations	0		7	12.7	12	21.8	18	32.7	18	32.7	0		3.855
48. Participation in in-service meetings	1	1.8	3	5.5	17	30.9	17	30.9	17	30.9	0		3.836
52. Potential for advancement in ICE education	1	1.8	6	10.9	22	40	17	30.9	9	16.4	0		3.491
51. Potential for advancement in local school	4	7.3	12	21.8	16	29.1	11	20	12	21.8	0		3.273

N Frequency of response
% Percent of total

meetings", 3.836; "potential advancement in ICE education", 3.491; and "potential for advancement in local school", 3.273. There were 0 factors that had a mean response of below 3.1. The means were computed using only the actual responses for each factor.

Personal

According to the data in Table VII of the 7 factors listed in the Personal category 4 factors had a mean response of 4 or higher indicating "very satisfied". There were 3 factors that had a mean response of 3.1 to 3.999 which indicated they were "slightly satisfied". There were 0 factors with a mean of 3.1 or below.

Examination of the data revealed that "family feels part of the community" had the largest mean response of 4.182 in the personal category which ranked "very satisfied". The other 3 factors ranking "very satisfied" were "children satisfied with local school," 4.114; "involvement with local church," 4.039; and "spouse's attitude toward ICE," 4.00. The factors that ranked "slightly satisfied" were "housing available in community", 3.824; "Enough time for home activities", 3.491, and "enough personal leisure time", 3.309. The means were computed only using the actual responses. In this category there were three question, #55, #56, & #57, that had a high rate of no response because these questions did not apply to individuals who were not married or did not have children.

Monetary Consideration

According to the data in Table VIII, of the 4 factors listed 0 had a mean response of 4 or higher, 2 had a mean response of 3.1 to 3.999 which indicated they were "slightly satisfied". There were 2 factors that ranked in the "no influence" rank from 3-3.1.

TABLE VII

SUMMARY OF RESPONSES UNDER THE MAJOR
CATEGORY OF PERSONAL
Ranked by Mean

PERSONAL	Very Dissatisfied		3		4		Very Satisfied		No Response		Mean
	1	2	N	%	N	%	N	%	N	%	
56. Family feels a part of community (if appl.)	0	0	11	20	14	25.5	19	34.5	11	20	4.182
57. Children satisfied with local school (if applies)	0	2 3.6	6	10.9	13	23.6	14	25.5	20	36.4	4.114
58. Involvement with local church	1 1.8	2 3.6	13	23.6	13	23.6	22	40	4	7.3	4.039
55. Spouse's attitude toward ICE (if applies)	0	3 5.5	12	21.8	14	25.5	18	32.7	8	14.5	4.000
59. Housing available in community	2 3.6	7 12.7	11	20	9	16.4	22	40	4	7.3	3.824
53. Enough time for home activities	1 1.8	12 21.8	11	20	21	38.2	10	18.2	0		3.491
54. Enough personal leisure time	4 7.3	11 20	13	23.6	18	32.7	9	16.4	0		3.309

N Frequency of response
% Percent of total

Examination of the data revealed that "state reimbursement for conference" had the largest mean of 3.218 for the major category of monetary consideration, which fell in the "slightly satisfied" rank. The other factor that fell in this rank was "salary" 3.145. The two factors that fell in the "no influence" rank were "fringe benefits provided by school," 3.055, and "reimbursement for coordination travel," 3.036. All of these questions were answered by all of the respondents.

Overall Satisfaction

The last question the respondents were asked to respond to was "considering all the above questions, how satisfied are you in your present position?" One individual responded "very dissatisfied"; 13 (23.6 percent) individuals responded "no influence" one way or the other; 23 (41.8 percent) responded "slightly satisfied" and 17 (30.9 percent) responded "very satisfied". There was 1 (1.8 percent) respondent that did not answer the question. Based on the actual responses there was a mean response of 4.019 which indicated an overall ranking of "very satisfied."

In response to question number 65 there were 4 written responses making positive responses toward their working conditions, administration, school facilities and pride in school. There was only 1 negative comment, and that stated that their salary was not high enough for the time required to fulfill all the responsibilities.

Summary of Factors Considered a Source

of "Very Satisfied" Feelings

The data in Table IX reveals that of the 63 factors included on the questionnaire, 16 were considered to be ranked, "very satisfied" with the factor with the largest mean response being "freedom to plan

TABLE VIII

SUMMARY OF RESPONSES UNDER THE MAJOR
 CATEGORY OF MONETARY CONSIDERATION
 AND OVERALL SATISFACTION
 Ranked by Mean

MONETARY CONSIDERATION	Very Dissatisfied		3	4		Very Satisfied		No Response	Mean				
	1	2		5	5	5							
	N	%	N	%	N	%	N	%					
63. State reimbursement for conference	6	10.9	9	16.4	18	32.7	11	20	0	3.218			
60. Salary	6	10.9	9	16.4	16	29.1	19	34.5	5	9.1	0	3.145	
61. Fringe benefits provided by school	8	14.5	11	20	13	23.6	16	29.1	7	12.7	0	3.055	
62. Reimbursement for coordination travel	11	20	12	21.8	11	20	6	10.9	15	27.3	0	3.036	
<u>OVER ALL SATISFACTION</u>													
64. Considering all the above questions, how satisfied are you in your present position	1	1.8	0		13	23.6	23	41.8	17	30.9	1	1.8	4.019

N Frequency of response
 % Percent of total

TABLE IX

SUMMARY OF FACTORS WHICH WERE A SOURCE OF
 "VERY SATISFIED" FEELINGS
 BASED ON MEAN RESPONSE
 OF TOTAL RESPONSES

FACTOR	NUMBER RESPONSES	MEAN
31. Freedom to plan ICE program	55	4.436
29. Working relationship with state supervisor	54	4.426
49. Working with other ICE teachers	54	4.241
28. Working relationship with principal(s)	55	4.218
56. Family feels a part of community (if applies)	44	4.182
27. Working relationship with superintendent	54	4.180
19. Working relationship with other teachers	55	4.145
57. Children satisfied with local school (if appl.)	35	4.114
7. Classroom size	55	4.109
8. Class size	55	4.091
46. Recognition and respect from other teachers	54	4.074
47. Job security	55	4.055
58. Involvement with local church	51	4.039
24. Counseling students on job problems	54	4.000
26. Coordination responsibilities	55	4.000
55. Spouse's attitude toward ICE (if applies)	47	4.000

ICE program", which had a mean response of 4.436. The "very satisfied" responses ranged between 4.436 and 4.000 for "counseling students on job problems", "coordination responsibilities", and "spouse's attitude toward ICE," on the lower end of this table.

It is interesting to note that two major categories: Communities and Youth Organizations are not represented in the "very satisfied" rankings.

Summary of Factors Ranking in the "Slightly Satisfied" Scale

The data in Table X reveals that of the 63 factors included in the questionnaire, 30 factors ranked in the "slightly satisfied" scale. At the top of the "slightly satisfied" scale with a mean response of 3.963 was "trust and respect shown by students". The scale ranged downward to the factor "State reimbursement for conference", which had a mean response of 3.218. All of the major categories had factors ranking in the "slightly satisfied" rank.

Summary of Factors Which Were Considered a Source of Least Satisfaction

The data in Table XI presents a summary of the 11 factors that instructor coordinators considered a source of least satisfaction based on the mean response of actual responses. The factor that had the lowest mean of all 63 factors on the questionnaire was "reports and other paper work," with a mean response of 2.792. The next lowest factor was "school emphasis on athletics," 2.880; "students attitude toward youth organization," 2.887; and "organizing individual study," 2.963. There is at least one factor or more from every major category except Personal and Professional.

TABLE X
 SUMMARY OF FACTORS WHICH WERE A SOURCE OF
 "SLIGHTLY SATISFIED" FEELINGS
 BASED ON MEAN RESPONSE OF
 TOTAL RESPONSES

FACTOR	NUMBER RESPONSES	MEAN
45. Trust and respect shown by students	54	3.963
18. Opportunity to get outside (field trips, etc.)	54	3.907
30. Support and interest of local school board	55	3.855
39. Public relations	55	3.855
50. Input into professional organizations	55	3.855
48. Participation in in-service meetings	55	3.836
59. Housing available in community	51	3.824
23. Counseling students on careers	54	3.778
25. Counseling students on personal problems	54	3.778
36. Community support for ICE	54	3.778
42. Students recognize teacher's ability	52	3.731
17. Being responsible for students on the job	54	3.704
37. Community appreciation for public service	54	3.685
14. Working with training station sponsors	52	3.673
11. Feelings of accomplishment and success	51	3.667
20. Amount of preparation time	54	3.611
40. Working with youth organizations	53	3.566
12. Physical stress of job	53	3.526
32. Student selection for program	54	3.519
35. Understand wage & hour laws pertaining to ICE	54	3.500
52. Potential advancement in ICE education	55	3.491
53. Enough time for home activities	55	3.491
16. Extra duties (hall duty, floats)	52	3.462
34. Understanding labor laws pertaining to ICE	55	3.455
9. Students attitude and interest	55	3.345
10. Parental cooperation	54	3.315
21. Using core curriculum	54	3.315
54. Enough personal leisure time	55	3.309
51. Potential for advancement in local school	55	3.273
63. State reimbursement for conference	55	3.218

TABLE XI
 SUMMARY OF FACTORS WHICH WERE A SOURCE OF
 LEAST SATISFACTION BASED
 ON MEAN RESPONSE OF
 TOTAL RESPONSES

FACTOR	NUMBER RESPONSES	MEAN
15. Reports and other paper work	53	2.792
33. School emphasis on athletics	50	2.880
41. Students attitude toward youth organization	53	2.887
22. Organizing individual study	54	2.963
62. Reimbursement for coordination travel	55	3.036
43. Preparing students for contests	53	3.038
61. Fringe benefits provided by school	55	3.055
60. Salary	55	3.145
38. Community emphasis on school athletics	53	3.151
13. Mental stress of job	51	3.176
44. Working with state VICA organization	51	3.196

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter is to present a summary of the major findings of this study, along with conclusions and recommendations based on these findings. The summary is presented under the following topics: purpose of the study, specific objectives, rationale for the study, design of the study and major findings of the research. The conclusions and recommendations represent the opinions and conclusions of the author based upon an analysis of the data contained in this study.

Summary of the Study

Purpose of the Study

The purpose of this study was to identify selected factors which influence job satisfaction of secondary Interdisciplinary Cooperative Education instructor coordinators in Oklahoma.

Objectives of the Study

To accomplish the objectives of this study, the following objectives were set forth:

1. To answer the question, "What factors influence job satisfaction levels of secondary Interdisciplinary Cooperative Education instructor coordinators in Oklahoma?"
2. To make information available for prospective Interdisciplinary Cooperative Education instructor

coordinators which factors have influenced job satisfaction in currently employed instructor coordinators in Oklahoma.

3. To identify for supervisors and administrators the factors which influence job satisfaction in Interdisciplinary Cooperative Education instructor coordinators for administrative and support purposes.

Rationale for the Study

Over the past three years, Interdisciplinary Cooperative Education instructor coordinators in Oklahoma have witnessed an average turnover rate of over 20 percent for various reasons. Because of this turnover rate, there is a need to identify those factors that lead to job satisfaction as well as those that may lead to job dissatisfaction of Interdisciplinary Cooperative Education instructor coordinators so that supervisors and administrators can select qualified applicants who possess the characteristics, abilities, and skills needed to fulfill the responsibilities and carry out the diverse tasks required for this position. An identification of the factors that influence job satisfaction or dissatisfaction can also aid supervisors and administrators in planning in-service workshops and conference workshops that will update and expand instructor coordinators skills in areas of dissatisfaction.

An identification of these factors will also help cooperative education instructor coordinators to become more aware of the multitude of tasks and responsibilities that are inherent in this position, so they can determine whether or not they will be satisfied or dissatisfied with performing the diverse tasks required of the position.

Identification of factors which influence the job satisfaction of Interdisciplinary Cooperative Education instructor coordinators could be very useful in answering questions about teacher retention. Individual factors may not be completely responsible for instructor coordinators remaining in or leaving the profession, but the effects of these individual factors working together may influence teacher retention.

There are many factors, both intrinsic and extrinsic that enter into job satisfaction according to Herzberg's Motivator - Hygiene theory as cited by Dessler (p.59), and it seemed necessary to investigate a variety of factors based on both intrinsic and extrinsic factors relating to the instructor coordinators job in identifying factors which influence job satisfaction.

Therefore, identification of selected factors that influence the job satisfaction of Interdisciplinary Cooperative Education instructor coordinators could be useful to supervisors and administrators in increasing teacher retention by correcting those factors with a negative influence on job satisfaction. Identification of those factors could also be useful to teacher education programs for preparing prospective instructor coordinators to cope with factors that have a negative influence, thereby, possibly decreasing the turnover rate in Oklahoma.

Design of the Study

After a review of selected literature, procedures were established in order to carry out the purposes and objectives of this study.

The population for this study was selected by using an up-to-date list from the Oklahoma State Department of Vocational and Technical Education of Interdisciplinary Cooperative Education instructor coordinators in Oklahoma who taught ICE during the 1982-1983 school year

and were employed to teach Interdisciplinary Cooperative Education for the 1983-1984 school year in a comprehensive high school, area vocational-technical school or other type of school.

A 65 item questionnaire was administered to the 56 Interdisciplinary Cooperative Education instructor coordinators from Oklahoma with 55 (98.2 percent) of the instructor coordinators responding. The questionnaire provided a five point Likert-type scale which allowed the respondents to rate their satisfaction or dissatisfaction with each of the selected variables on the questionnaire. The information obtained from the questionnaire provided a means of identifying those factors considered to be sources of satisfaction or dissatisfaction.

Information obtained from the questionnaire was compiled and formulated into tables which show the number of total responses and percentages for each factor with the mean figured only on actual responses. The no responses were not used in figuring the mean. The factors that brought the most satisfaction were identified as well as those factors that brought the least satisfaction to Interdisciplinary Cooperative Education instructor coordinators.

Major Findings of the Research

In addressing the major findings of this study major categories have been referred to in the presentation of this data, which include:

1. Background of Respondents
2. Teaching Situation
3. Administration
4. Community
5. Youth Organizations

6. Professional
7. Personal
8. Monetary Considerations

The above categories were addressed with reference to satisfaction levels for each of the factors included ranging from "very dissatisfied" to "very satisfied."

Background of Respondents. A total of 55 Interdisciplinary Cooperative Education instructor coordinators participated in this study. Over 60 percent of those responding were over 40 years of age. There were 61.8 percent of the respondents that were male and 36.4 percent that were female. A total of 32 (58.1 percent) have taught for less than 15 years while 23 (41.9 percent) have taught for 16 years or more.

With regards to the number of years having taught Interdisciplinary Cooperative Education, Cooperative Vocational Education or Industrial Cooperative Training, 50 (90.9 percent) indicated they have been ICE instructor coordinators for 15 years or less while only 4 (7.3 percent) have been teaching ICE , CVE or ICT for 16 years or more.

The type of school where ICE programs are offered the most are comprehensive high schools with 47 (85.5 percent), area vocational-technical schools 7 (12.5 percent) and 1 (1.8 percent) other type school.

An examination of the field of instruction before becoming an ICE instructor coordinator revealed that the highest number 22 (40 percent) came from other fields besides those listed on the questionnaire that included, English, Art, Math, Social Studies, Cooperative Vocational

Education Training, Administration, Grade School, Industrial Arts and Activity Director. There were 12 (21.8 percent) that came from Trade and Industrial backgrounds, 7 (12.7 percent) that came from Business backgrounds, 6 (10.9 percent) that came from Home Economics backgrounds, 4 (7.3 percent) that came from Vocational Agriculture backgrounds, 3 (5.5 percent) from Distributive Education backgrounds and 1 (1.8 percent) whose background was in Counseling.

Teaching Situation. In regard to the major category of Teaching Situation, "working relationship with other teachers" was found to have the highest mean response which showed the highest degree of satisfaction followed by "classroom size." The factor that rated the lowest, representing a source of dissatisfaction was "reports and other paper work," followed by "organizing individual study." This category had the factor with the lowest mean response for the entire questionnaire which was "reports and other paper work," which seems to provide the greatest dissatisfaction of any of the other identified factors.

Administration. The factor "freedom to plan ICE program," was considered to have the highest source of satisfaction in this major category, followed closely by "working relationship with State Supervisor". These two factors were the highest ranking factors influencing job satisfaction in this study, which indicated that instructor coordinators value the opportunity to use their creativity and organizational ability to develop their programs but they also value the good working relationship they have with their administrators. The lowest ranking factor in this category was "school emphasis on athletics," which was followed by "understanding labor laws pertaining

to ICE." "School emphasis on athletics," was the second lowest mean response in the questionnaire which was a source of dissatisfaction to instructor coordinators.

Community. Instructor coordinators felt that the highest source of satisfaction in this category was "public relations" followed by "community support for ICE", which seemed to show that instructor coordinators enjoy working with individuals in the community. The factor that rated the lowest in this category was "community emphasis on the school athletics," followed by "community appreciation for public service." The factor "community emphasis on the school athletics" seems to parallel the findings in the administration category.

Youth Organization. "Students recognize teacher's ability" was regarded by the respondents as being the greatest source of satisfaction among the factors listed in this major category. The second highest ranking factor was "working with youth organization." These factors show that the instructor coordinators value the respect the students have for their ability as teachers. The factor that instructor coordinators felt brought dissatisfaction was "students attitude toward youth organization," which ranked third lowest factor on the entire questionnaire.

Professional. In regard to the selected factors in the major category of Professional, the highest ranking factor that instructors responded to as bringing the most satisfaction was "working with other ICE teachers," followed by "recognition and respect from other teachers." These two factors indicate that instructor coordinators value their association with other professionals in their field and that they derive satisfaction from the interaction. The two factors in this major

category that rank the lowest are "potential for advancement in local school," and "potential for advancement in ICE education." It appears that these two factors show that instructor coordinators do not feel there is much chance for improving their professional advancement in Interdisciplinary Cooperative Education where they are presently teaching and still remain in their programs.

Personal. "Family feels part of a community," was the factor that respondents said brought the most satisfaction in this major category of Personal, followed by "children satisfied with local school." These factors showed that it was important to the instructor coordinators who had families, how well their families adjusted to the community. Some of the instructor coordinators did not have families and their "no responses" were not figured into the mean responses. It did appear that family satisfaction had a direct relationship to instructor coordinator's level of satisfaction in this category. The factor that ranked the lowest was "enough time for home activities," which indicates that many instructor coordinators spend after school hours with youth organization, civic club, coordination duties and other activities that takes time away from their families.

Monetary Consideration. The highest ranking factor in the major category of Monetary Consideration was "state reimbursement for conference," which ranked last of the factors which were a source of "slight satisfaction." The lowest ranking factor in this major category was "reimbursement for coordination travel," followed closely by "fringe benefits provided by school," and "salary." These last three factors provided the least satisfaction for instructor coordinators because they ranked in the last ten items according to the mean response. This

indicates that teachers derive the least satisfaction from the Monetary Consideration category.

Conclusions

After a thorough examination of the data presented in this study the following conclusions were reached:

1. A variety of individual factors have an influence on the job satisfaction of Interdisciplinary Cooperative Education instructor coordinators which are not limited to the factors that have been included in this study.

2. Many of the factors which rated as the highest sources of satisfaction come from factors relating to interpersonal and working relationships with other people, and the opportunity to use their own creativity and ideas in teaching the subject matter (freedom to plan ICE program, working relationship with State Supervisor, Superintendent, Principal and other ICE teachers).

3. A large number of the factors rated as least satisfying were factors encountered in a daily basis by the instructor coordinators in the course of their regular duties (reports and other paperwork, school emphasis on athletics, students attitude toward youth organizations, and organizing individualized study).

4. It was concluded that the largest overall source of dissatisfaction for the secondary Interdisciplinary Cooperative Education instructor coordinators in Oklahoma was the "reports and paper work". This extrinsic factor must be dealt with on a daily basis and is very repetitious in nature.

5. Based on the data from the questionnaires the instructor coordinators highest overall source of satisfaction came from "freedom

to plan ICE program". This intrinsic factor allows the instructor coordinators to use their creativity to design their program around state guidelines to fit their respective community situations.

6. According to the information, the major categories that had the least amount of satisfaction for instructor coordinators were Youth Organizations and Monetary Considerations. Youth Organizations are designed to supplement the vocational programs but in many cases the students are not interested in participating and the instructor coordinators become discouraged trying to motivate the students to take part in youth organization activities. Monetary considerations are extrinsic factors that come from outside the individuals and the response indicates that instructor coordinators are slightly dissatisfied with this factor.

7. Based on the data, the major categories that had the highest source of satisfaction was Professional and Personal, which indicates a desire to strive for self-actualization and a desire to upgrade skills and cultivate human relationships.

8. In the Background of Respondents it is very noticeable that 40 percent of the teachers came from disciplines other than those vocational education fields listed on the questionnaire.

9. Item number 64 showed an overall mean response that indicated on the whole the secondary Interdisciplinary Cooperative Education Coordinators of Oklahoma are very satisfied with their positions considering all the variable factors listed under the major categories.

Recommendations

As a result of the conclusions drawn from the analysis of the data and major findings of this study, the following recommendations are made:

1. Local school administrators, state supervisory personnel and state vocational teachers associations should take appropriate measures to safeguard those factors that were determined to be sources of job satisfaction.

2. State supervisory personnel, local school administrators and state vocational teachers associations should determine why selected factors in this study are sources of dissatisfaction for secondary Interdisciplinary Cooperative Education instructor coordinators in order to seek corrective measures that will increase job satisfaction in those identified factors.

3. Prospective instructor coordinators should be taught the importance of community, business and school relations and how the success of each Interdisciplinary Cooperative Education program hinges on the development of those relations.

4. Oklahoma colleges and universities, where cooperative vocational education instructor coordinators are trained should utilize this study in preparing prospective Interdisciplinary Cooperative Education instructor coordinators to cope with those factors identified as sources of dissatisfaction.

Recommendations for Additional Research

The following recommendations are made by the author based on the findings of this study:

1. Similar studies should be conducted in other vocational education disciplines to determine whether or not those identified factors lead to dissatisfaction in other vocational disciplines.
2. Research to be conducted to determine which identified factors contributed to the turnover rate in the past by surveying instructor coordinators who are no longer instructor coordinators.
3. Similar research to be conducted to identify factors that were not in this study which influence the job satisfaction of Interdisciplinary Cooperative Education instructor Coordinators.
4. Follow-up studies to determine the correlation of responses from year to year using the same survey instrument to more closely monitor the job satisfaction of secondary Interdisciplinary Cooperative Education instructor coordinators in Oklahoma.

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APPENDIX A

INTERDISCIPLINARY COOPERATIVE EDUCATION
(ICE) QUESTIONNAIRE FOR INSTRUCTOR
COORDINATORS

No. _____

INTERDISCIPLINARY COOPERATIVE EDUCATION (ICE) QUESTIONNAIRE
FOR
INSTRUCTOR COORDINATORS

Please mark the appropriate blank that accurately describes you and your teaching situation:

- 1. AGE
 20-29 30-39 40-49 50-59 60 & over
- 2. SEX
 male female
- 3. TOTAL NUMBER OF YEARS TEACHING
 1-5 6-10 11-15 16-20 21-25 26 & over
- 4. YEARS YOU HAVE TAUGHT ICE (CUE OR ICT)
 1-5 6-10 11-15 16-20 21-25 26 & over
- 5. TYPE OF SCHOOL: Comprehensive High School
 Area Vo-Tech School
 Other
- 6. FIELD OF INSTRUCTION BEFORE BECOMING AN ICE INSTRUCTOR COORDINATOR:
 - Business and Office
 - Distributive Ed.
 - Vo-Ag
 - T & I (trade areas)
 - Counselor
 - Home Ec.
 - COE
 - Other (specify) _____

Please check the blank that best describes your teaching situation and your feelings of satisfaction or dissatisfaction for each of the following situations or relationships:

I. TEACHING SITUATION	Very Dissatisfied			Very Satisfied	
	1	2	3	4	5
7. Classroom size	_____	_____	_____	_____	_____
8. Class size	_____	_____	_____	_____	_____
9. Students attitude and interest	_____	_____	_____	_____	_____
10. Parental cooperation	_____	_____	_____	_____	_____
11. Feelings of accomplishment and success	_____	_____	_____	_____	_____
12. Physical stress of job	_____	_____	_____	_____	_____
13. Mental stress of job	_____	_____	_____	_____	_____
14. Working with training station sponsbrs	_____	_____	_____	_____	_____
15. Reports and other paper work	_____	_____	_____	_____	_____
16. Extra duties (hall duty, floats)	_____	_____	_____	_____	_____
17. Being responsible for students on-the-job	_____	_____	_____	_____	_____
18. Opportunity to get outside (field trips, etc.)	_____	_____	_____	_____	_____
19. Working relationship with other teachers	_____	_____	_____	_____	_____
20. Amount of preparation time	_____	_____	_____	_____	_____
21. Using core curriculum	_____	_____	_____	_____	_____
22. Organizing individual study	_____	_____	_____	_____	_____
23. Counseling students on careers	_____	_____	_____	_____	_____
24. Counseling students on job problems	_____	_____	_____	_____	_____
25. Counseling students on personal problems	_____	_____	_____	_____	_____
26. Coordination responsibilities	_____	_____	_____	_____	_____

	Very Dissatisfied			Very Satisfied	
	1	2	3	4	5
II. ADMINISTRATION					
27. Working relationship with superintendent -	_____	_____	_____	_____	_____
28. Working relationship with principal(s) -	_____	_____	_____	_____	_____
29. Working relationship with State Supervisor	_____	_____	_____	_____	_____
30. Support and interest of local school board	_____	_____	_____	_____	_____
31. Freedom to plan ICE program - - - - -	_____	_____	_____	_____	_____
32. Student selection for program - - - - -	_____	_____	_____	_____	_____
33. School emphasis on athletics - - - - -	_____	_____	_____	_____	_____
34. Understand labor laws pertaining to ICE -	_____	_____	_____	_____	_____
35. Understand wage laws pertaining to ICE -	_____	_____	_____	_____	_____
III. COMMUNITY					
36. Community support for ICE - - - - -	_____	_____	_____	_____	_____
37. Community appreciation for public service -	_____	_____	_____	_____	_____
38. Community emphasis on the school athletics	_____	_____	_____	_____	_____
39. Public relations - - - - -	_____	_____	_____	_____	_____
IV. YOUTH ORGANIZATION					
40. Working with youth organization - - - - -	_____	_____	_____	_____	_____
41. Students attitude toward youth organiz. -	_____	_____	_____	_____	_____
42. Students recognize teacher's ability - -	_____	_____	_____	_____	_____
43. Preparing students for contests - - - -	_____	_____	_____	_____	_____
44. Working with State VICA organization - - -	_____	_____	_____	_____	_____
V. PROFESSIONAL					
45. Trust and respect shown by students - - -	_____	_____	_____	_____	_____
46. Recognition and respect from other teachers	_____	_____	_____	_____	_____
47. Job security - - - - -	_____	_____	_____	_____	_____
48. Participation in in-service meetings - - -	_____	_____	_____	_____	_____
49. Working with other ICE teachers - - - -	_____	_____	_____	_____	_____
50. Input into professional organizations - -	_____	_____	_____	_____	_____
51. Potential for advancement in local school -	_____	_____	_____	_____	_____
52. Potential for advancement in ICE education	_____	_____	_____	_____	_____
VI. PERSONAL					
53. Enough time for home activities - - - - -	_____	_____	_____	_____	_____
54. Enough personal leisure time - - - - -	_____	_____	_____	_____	_____
55. Spouse's attitude toward ICE (if applies) -	_____	_____	_____	_____	_____
56. Family feels a part of community (if appl)	_____	_____	_____	_____	_____
57. Children satisfied with local school (if ap)	_____	_____	_____	_____	_____
58. Involvement with local church - - - - -	_____	_____	_____	_____	_____
59. Housing available in community - - - - -	_____	_____	_____	_____	_____
VII. MONETARY CONSIDERATION					
60. Salary - - - - -	_____	_____	_____	_____	_____
61. Fringe benefits provided by school - - -	_____	_____	_____	_____	_____
62. Reimbursement for coordination travel - - -	_____	_____	_____	_____	_____
63. State reimbursement for conference - - -	_____	_____	_____	_____	_____
64. Considering all the above questions, how satisfied are you in your present position	_____	_____	_____	_____	_____
65. Other areas of satisfaction or dissatisfaction not mentioned in the questions:	_____				

VITA

BONNIE KAY WORLEY

Candidate for the Degree of
Master of Science

Thesis: THE IDENTIFICATION OF SELECTED FACTORS WHICH INFLUENCE JOB
SATISFACTION OF SECONDARY INTERDISCIPLINARY COOPERATIVE
(ICE) INSTRUCTOR COORDINATORS IN OKLAHOMA

Major Field: Trade and Industrial Education

Biographical:

Personal Data: Born in Berkeley, California, July 19, 1946, the
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