JOB SATISFACTION OF TEACHERS AND ADMINISTRATORS IN THE CATHOLIC SCHOOLS OF THE DIOCESE OF WICHITA

By

JANYCE M. ROONEY

Bachelor of Arts
Mount Saint Mary's College
Los Angeles, California
1959

Master of Science
The Creighton University
Omaha, Nebraska
1969

Specialist in Education
Fort Hays State University
Hays, Kansas
1985

Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
DOCTOR OF EDUCATION
May, 1989

Oklahoma State Univ. Library

JOB SATISFACTION OF TEACHERS AND
ADMINISTRATORS IN THE CATHOLIC
SCHOOLS OF THE DIOCESE OF
WICHITA

Thesis Approved:

Kenneth St. Clair
Thesis Adviser

Gerald R. Bass

Thomas Isaman

Randall Koetting

Norman N. Durham
Dean of the Graduate College

ACKNOWLEDGEMENTS

I wish to express sincere appreciation to Dr. St. Clair for his encouragement and advice throughout my graduate work at Oklahoma State University. I am also grateful for the support given to me by other members of my committee: Dr. Thomas Karman, Dr. Gerald Bass, and Dr. Randall Koetting. Each of them has been very helpful. To all my teachers at Oklahoma State University, I say thank you for your contributions to my education.

A special debt of gratitude is owed to Dr. William Daley at Fort Hays State University, who patiently and with great interest helped me with the statistical analysis of the data. And many thanks go to Fort Hays State University for the computer time provided for the analysis of the data.

Lastly, I appreciate the love and support of my husband, Michael, and our two daughters, Kristin and Michele. They have generously helped me reach my educational goal. I know they are ready to have a full-time wife and mother again.

TABLE OF CONTENTS

Chapter Page

LIST OF TABLES

Table Page

LIST OF FIGURES

CHAPTER I

THE RESEARCH PROBLEM

Introduction

One of the salient goals of human institutions is the motivation of their members. A corporation focuses its employees' energies toward the production of goods and the delivery of services in order to secure profits. Governments are established in order to channel the energies of their citizens toward survival and well-being. Educational institutions are designed to motivate students to accept and perpetuate their cultural heritage.

A school is a complex social system. If it is to be a place where students, teachers, and administrators went to spend a substantial amount of time, it must provide productive and satisfying amounts of time, it must provide productive and satisfying experiences for them. Organizations have exhibited a growing interest in undertaking systematic efforts to improve the quality of the working life of their employees. The research of Greenberg and Glaser (1980) indicated that the result of improving the environmental conditions of the worker is an increase in job satisfaction.

Greenberg and Glaser (1980) also concluded that the changing attitudes toward work, based on both the revolution in social values and the changing composition of the work force, point to:

-- declining confidence in institutions (church, school, business, etc.);
-- greater tendency to question authority;
-- less loyalty to organizations;
-- less willingness for workers to subordinate their personal lives to their jobs;
-- less dedication to work;
-- more inclination to look for alternatives to the large, traditional, hierarchical organizations;
-- less willingness to accept routine jobs; and
-- increased expectations by employees for a greater voice in decisions affecting their work lives.

Thus, it should be noted that motivation such as challenge, responsibility, achievement, recognition for achievement, meaningfulness of the work itself, growth, opportunity to advance, participation, diversity, and freedom may be replacing the archaic incentive system that relied too heavily on economic incentives to provide job satisfaction.

The old adage, "a happy worker is a productive worker" has long been held by theorists and managers (Porter, Lawler III, & Hackman, 1975). In the 1930's, the Hawthorne experiment initiated the formal study of job satisfaction. The result of this study was a redirection of focus from a concentration on organizational structure to an emphasis on employee motivation and satisfaction (Vroom, 1964). It was the dawn of the human relations approach to management (Hoy & Miskel, 1978).

Chester Barnard's (1938) work on cooperative behavior in organizations was extended by Simon (1945) to produce a formal theory of

work motivation. Simon postulated that employees remain in the organization as long as they perceive their benefits to be greater than their work contributions.

The University of Michigan Survey Research Center (cited in Hoy and Miskel, 1982) conducted a series of studies in the 1960's which concentrated on leadership behavior. The findings of this study indicated that leadership style impacted on employee job satisfaction. The employee-centered leader involved employees in the decision-making process and assisted employees in satisfying their needs by creating a supportive work environment. The employee-oriented leaders' concern for the employee's personal growth, advancement, and achievement served to increase the employee's self-esteem and consequently, heightened the employee's job satisfaction.

In the past decade, a concern for the quality of working life has increased the interest in the concept of job satisfaction. Strikes and professional negotiations have indicated that educators are experiencing some dissatisfaction with their jobs. Consequently, it is important to study further those aspects of the school environment which can be improved and thus provide job satisfaction (Greenberg & Glaser, 1980).

Silver (1983) maintained that there are certain aspects of teaching and administrative jobs which contribute to feelings of satisfaction. She noted that after experiencing feelings of satisfaction, teachers are more motivated and, therefore, invest more time and energy in their work. Accordingly, if greater job satisfaction produces higher motivation, which in turn increases job performance, then it behooves researchers to study the factors which impact on job satisfaction.

For a period of time immediately following the report, A Nation At Risk: The Imperative for Educational Reform (1983), the general public was bombarded by the media with information regarding reforms and changes that should be undertaken to improve America's schools. Public and parochial educational systems have endeavored to respond to the call for improvement. There has been increased attention given to creating effective schools by insuring a productive teaching-learning environment. That is, a school environment in which:

> learning is so challenging and exciting that it is its own reward,
>
> students and teachers find an opportunity for personal growth and fulfillment,
>
> students and teachers develop a sense of personal value,
>
> positive reinforcement is provided so that each student and teacher can think of himself as a winner,
>
> some failure is tolerated, and
>
> there is a celebration of the successes achieved by both students and teachers (Silberman, 1970, p. 23).

Educators who find working with students an intellectually exciting and stimulating activity are always searching for new methods and new techniques to make instruction more interesting and challenging for students (Silver, 1983). Good teachers strive constantly to lead the way to further learning with an aggressive curiosity, seeking new ways for themselves and their students to test, utilize, and recombine ideas. Therefore, the job satisfaction of the educator is one of the most important aspects of a productive teaching-learning environment.

Hackman and Oldham (1980) maintained that an individual's good performance is prompted by positive feelings about what he

accomplished. These authors held that good performance is a reward in itself and that it usually served to motivate the individual to continue high performance. If the work of educating others is a rewarding and satisfying experience, then it could be expected that the educator would be motivated to perform well.

Many studies have been conducted to explore the facets of the workplace which lead to an individual's job satisfaction. The focus of this study was to examine the level of job satisfaction of the educators in the Catholic schools of the Wichita Diocesan system.

The Catholic school is unique because it is a faith community within an academic community (National Conference of Catholic Bishops, 1973). Teachers and students gather in the educational workplace for the two-fold purpose of learning and believing (McDermott, 1983). According to Coleman (1987), the Catholic school is an effective educational endeavor because it is an integrator of faith, life, and culture. He stated that Catholic school educators make a major contribution to maintaining a superior educational program. However, in order to attract and retain competent and dedicated personnel, it is essential that there is an awareness of the aspects of the educator's job which can be manipulated so as to increase job satisfaction.

Statement of the Problem

Research indicated that there was a great amount of interest in the job satisfaction of school personnel in the nation's public schools. However, a review of the literature did not reveal studies of the job satisfaction of educators in the Catholic schools.

For many years Catholic schools were staffed by religious communities of sisters, brothers, and priests whose dedication to the education of youth was taken for granted. Their individual commitment to Catholic education stemmed from the commitment of the Catholic Church and their respective religious communities to education. The question of whether these religious experienced satisfaction in the school place was not considered an important issue.

In the last two decades, the number of people entering religious communities has steadily declined, and thus there has been a reduction in the number of religious staffing Catholic schools (Greeley, 1976). Gradually, lay teachers have filled the teaching and administrative positions once occupied by members of religious communities (See Table I). The new problem which has arisen in the Catholic school system is how to attract and retain competent lay teachers and administrators (Rafferty, 1985). Thus, job satisfaction becomes an important issue.

The level of job satisfaction of teachers and administrators in the Catholic schools of the Wichita Diocese is not known. Systematic planning to improve the educational environment and to meet the personal and professional needs of the diocesan educators cannot be easily accomplished unless the level of their job satisfaction is determined.

The research questions addressed in this study were:

1. Do female and male educators differ in the level of job satisfaction they experience?

2. Does group membership (religious or lay) make a difference in the level of job satisfaction experienced by educators in the Wichita Diocesan schools?

TABLE I

DEMOGRAPHICS OF THE DIOCESE OF WICHITA
FROM 1950-1988

Year	# of Schools		# of Educators	
	Elementary	Secondary	Religious	Law
1950*	80	11	383	16
1960	52	10	339	114
1963	55	10	364	158
1965	54	10	295	137
1966	52	10	336	144
1969	42	7	316	196
1970	40	6	280	208
1973	30	4	193	192
1975	27	4	165	253
1976	27	4	149	298
1979	27	4	122	298
1980	28	4	126	313
1983	30	4	115	387
1985	31	4	93	362
1986	31	4	89	301
1988	31	4	84	379

*The diocese was separated into two dioceses - the Diocese of Wichita and the Diocese of Dodge City.

Source: The Official Catholic Directory: Diocese of Wichita. New York: P.J. Kennedy & Sons, 1950-1988.

3. Does hierarchical position in the Diocesan School System make a difference in the level of job satisfaction experienced by educators in that system?

4. Is the level of job satisfaction of educators in the Diocesan School System affected by the years of experience?

5. Does size of school make a difference in the level of job satisfaction of educators in the Diocesan School System?

The work of Borquist (1986), Coe (1985), Rosman and Burke (1980) suggested that answers to these questions may be helpful in addressing the problem of job satisfaction of educators in the schools of the Catholic Diocese of Wichita.

Definition of Selected Terms

This study was concerned with the job satisfaction of teachers and administrators in the Catholic Schools of the Wichita Diocese. Definitions of a limited number of terms used in the discussion which follows may be necessary at this point.

Status - Religious or lay personnel.

Religious Teachers - Teachers who are priests, nuns, or brothers.

Lay Teachers - Teachers who are not in the religious teacher category.

Hierarchical Position - School personnel ranking, such as teacher or administrator.

Teachers - School personnel who are employed as certified teachers in the elementary or secondary schools in the Diocese.

Administrators - School personnel who are employed as certified administrators. This would include principals in the elementary and

secondary schools, as well as, central office administrators, i.e., the superintendent and assistant superintendent.

Limitations

The following were considered to be limitations.

1. The same was drawn from only one diocese in Kansas.

2. It was not possible to represent proportionally all hierarchical levels and status positions within the organizational structure.

3. The sample included only certified school personnel, i.e., teachers and administrators. Other school personnel, such as para-professionals, nurses, classroom aides, etc., were not included in the sample.

4. The data were collected using a self-reporting instrument.

Significance of the Study

Answers to the research questions will provide direction for structuring the school environment so that educators in the Catholic school system can experience satisfaction in the educational organization. These answers also may provide administrators in the school system with insight into the perceptions and feelings of teachers who are the key agents in providing quality education.

Coleman (1980) applauded the performance of Catholic schools. He stated that Catholic schools are characterized by higher academic quality and greater equality of educational opportunity than public schools at a considerably lower cost. He attributed the high performance of Catholic schools to the operating ideals of Christian

community, shared religious faith, and generous service to the members of the community.

According to Benson and Guerra (1985), the purpose of the Catholic school is to provide a total faith environment where teachers, students, and parents can work together to build a Christian community which is in harmony with the priorities of the larger parish community of which it is a part. Catholic schools are to make a clear and compelling public statement that they teach doctrine fully, foster community, prepare their students for Christian service in the future, and that they strive to maintain this identity in an environment dedicated to academic excellence (Diocesan Handbook of Policies, 1984).

By studying the factors related to job satisfaction, greater insight into the personal attitudes and feelings of educators in Catholic schools might be obtained and then used to further educational excellence in the diocesan system as well as to improve the Catholic identity which should be characteristics of Catholic schools. These discoveries also may lead the diocese and each parish in the diocese to address common employee concerns such as improving salary schedules, providing job security, upgrading inservice programs for improved professional growth, and securing better medical benefits.

This study may provide valuable data for identifying the primary sources of job satisfaction for educators in the diocesan system. If Catholic schools are to continue to perform well, it is important to examine, evaluate, and modify, if necessary, the quality of worklife of those individuals--teachers and administrators--who have dedicated their lives to Catholic education.

Organization of the Study

Chapter II of the present study reviews the literature concerning job satisfaction. The specific research methods and procedures of the study are discussed in Chapter III. Analysis of the data are presented in Chapter IV, and Chapter V includes the summary and conclusions of the study.

CHAPTER II

RESEARCH OF THE LITERATURE

Introduction

Job satisfaction is related to a variety of individual and organizational characteristics. To provide a better understanding of the job satisfaction of the educators in the Catholic Diocese of Wichita, this chapter will review a few of the theories of motivation. In addition, it will present some of the research findings of the Job Satisfaction studies which deal with: (1) the core job satisfiers, (2) the critical psychological states associated with the core job satisfiers, and (3) personal and work outcomes, namely, satisfaction with work, work motivation, and quality performance.

Job satisfaction has been the theme of several studies. The objective of these studies, according to Friesen, Holdaway, and Rice (1983), has been to determine or identify the facets of the job which seem to be related to satisfaction. The assumption being, if those satisfaction-related characteristics of the job can be modified, employee satisfaction can be increased. Early organizational theorists attempted to explain the differences in job satisfaction experienced by individuals by focusing on the nature of the job which the individual performed. A good salary, considerate and participative supervision, a high degree of control over one's work, and opportunities for peer

interaction were considered to be some of the essential elements for a satisfying work role (Vroom, 1964).

Recently, the focus has changed from the nature of the job to the nature of the individual's perception of the job and the ways in which the job fulfilled the individual's expectations. It was determined that fulfillment of individual needs (Maslow, 1953), recognition for achievement and a chance for advancement (Herzberg, 1964), and the expectation of positive valued outcomes (Vroom, 1964), were the essential job elements for an individual to experience satisfaction.

If one is to understand the components of a job which make it personally rewarding and which produce effective work performance, the basic conditions which provide job satisfaction and also promote high performance motivation must be examined (Porter, Lawler II, & Hackman, 1975).

When individuals are asked how they feel after they have worked particularly hard and productively, some will answer: "I feel a nice sense of accomplishment," or "I feel good about myself and my job." This state of feeling good about one's self and one's job is called internal job motivation (Hackman & Suttle, 1977). Hackman and Oldham (1980) maintained that when an individual has high internal work motivation, job performance is closely tied to the individual's feelings about his job.

Good performance is self-rewarding and serves as an incentive for continued good work. Poor performance often produces unpleasant feelings. Because these unpleasant feelings provide no self-reward, individuals generally are prompted to work harder in the future so as to avoid the unpleasantness. For optimum performance, it would appear that

the individual must be powered by internal rewards rather than external rewards (Silver, 1983; Vroom, 1964).

To experience internal motivation, the job must provide the individual with a knowledge of results regarding personal performance, a sense of responsibility or accountability for work outcomes, and a meaningful task which challenges the individual's skills and abilities (Hackman & Oldham, 1980). Knowledge of the actual results of the work activities, experienced responsibility for outcomes of the work, and experienced meaningfulness of the work are psychological states which are internal to the individual and cannot be measured or manipulated.

Hackman and Oldham (1980) listed five properties of the job itself which foster the psychological states and enhance internal work motivation. Skill variety, task identity, task significance, autonomy, and feedback from the job itself are five characteristics of the job itself which can be identified, measured, and studied. Skill variety, task identity, and task significance were found to have an especially powerful influence on the meaningfulness of the work performed. A feeling of personal responsibility for the work to be done was found to be fostered by the job characteristic, autonomy. And lastly, knowledge of the actual results of an individual's work was found to be directly related to job feedback (See Figure 1 as adapted from Work Redesign by Hackman & Oldham, p. 83, 1980).

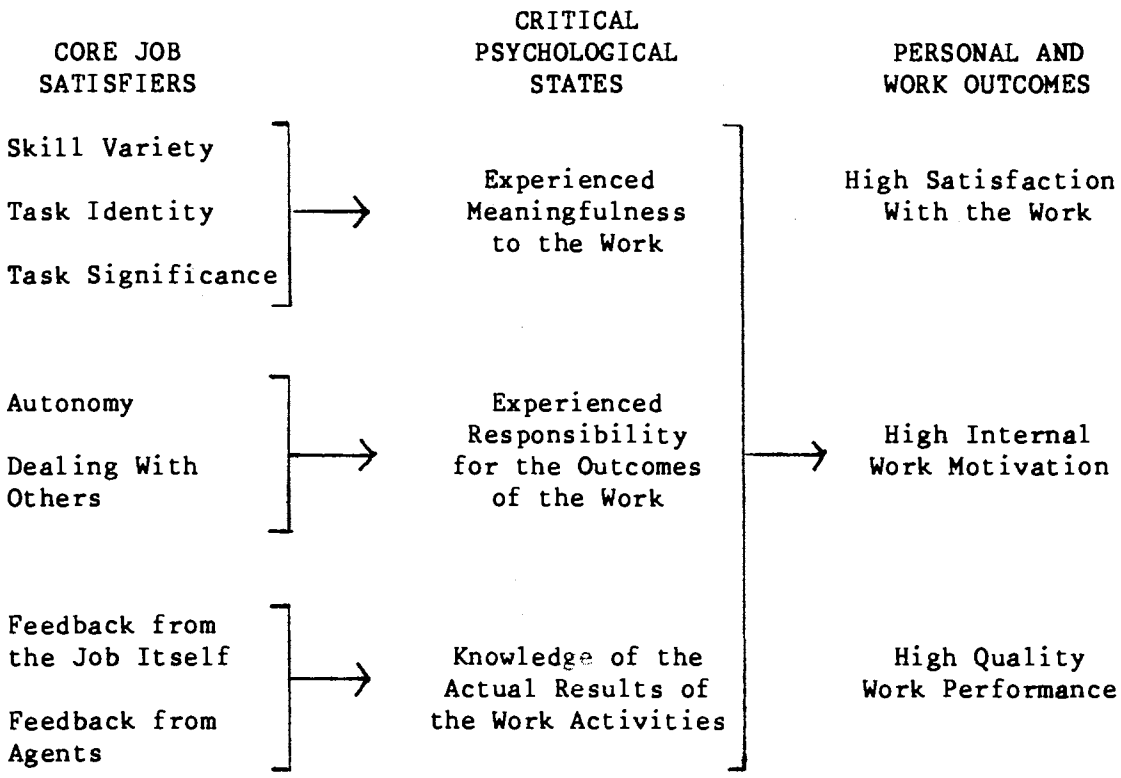


Figure 1. Relationships Among the Core Job Dimensions, the Critical Psychological States, and the On-the-Job Outcomes*

*Source: Hackman and Oldham, 1980, p. 83.

Theories of Motivation

Why individuals behave the way they do is both fascinating and perplexing. Why do some persons willingly work overtime? Why do others never finish their tasks? Why do some individuals initiate effort on a task while others need to be coaxed to begin the task? These questions are important because they are directly related to the subject of job motivation and hence, to job satisfaction.

Motivation can be defined as the act or process of furnishing someone (or self) with an incentive or inducement to action (Thorndike & Barnhart, 1979). The term, motivation, also includes other concepts such as: drive, need, incentive, reward, expectancy, reinforcement, and goal. Motivation is a psychological factor responsible for converting knowledge into action and for directing behavior toward the accomplishment of a goal. However, to sustain the behavior, the individual's environment must reinforce the desired behavior.

Present-day theories of job satisfaction can be divided into two categories--content theories and process theories (Gruneberg, 1979; Hoy & Miskel, 1982). The content theories include Maslow's Needs Hierarchy Theory (1943) and Herzberg's Motivator-Hygiene Theory (1968). These theories identify the factors which relate to job satisfaction. The process theories include Vroom's Expectancy Theory (1968). Process theories hypothesize that job satisfaction is determined not only by the nature and context of the job itself, but by the needs, values, and expectations that individuals have in relation to their jobs.

According to Maslow's theory, as each lower need level of the individual was satisfied, a higher need level became activated and the

behavior of the individual would be motivated by needs at the higher level. The five need-levels are: physiological, safety and security; belonging, love, and social activity; esteem; and actualization or self-fulfillment. Maslow maintained that the gratification of an individual's needs released the individual from the domination of the lower level need and allowed a higher level need to emerge (Gruneberg, 1979).

In educational organizations, the physiological needs of the members are reasonably well met. However, uncertainty with respect to continued employment can cause anxiety and stress. Individuals who have high safety needs will seek job security, increased benefit plans, and improved retirement programs to satisfy their needs. Educators join professional associations, form work-groups, and develop friendships among their peers in order to satisfy their needs for belonging, love, and social activity. The desire for control, autonomy, professional competence, and respect from students, parents, and other teachers serves to satisfy the individual's need for esteem. The need for self-actualization and fulfillment is satisfied by individuals as they strive to become the best persons they can become (Gruneberg, 1979).

Pellicer (1984) suggested that one can judge an organization by the kinds of things their members are grumbling about. Members of good organizations grumble about unfulfilled needs for self-actualization while those in poor organizations complain about working conditions. Maslow's Hierarchy of Needs Theory (1954) would support this observation.

Herzberg's Motivator-Hygiene Theory (1964) attempted to delineate between those factors which contribute to job satisfaction. According

to this theory, the simple absence of dissatisfaction would not necessarily mean that individuals were satisfied with their jobs. Motivation factors which appeared to gratify the employees' psychological growth needs and contributed to job satisfaction included: achievement, recognition, the work itself, responsibility, and the possibility for professional growth. Herzberg (1964) cited variables such as unfair organizational practices, ineffective supervision, low salary, poor peer group relationships, and generally unsatisfactory or unfavorable working conditions as major job dissatisfiers.

In a word, this two-factor theory postulates that one set of factors (motivators) produced satisfaction and the other set of factors (hygienes) produced dissatisfaction. The motivators encourage individuals to satisfy their self-actualization needs, whereas the hygienes meet the physiological, safety, and social needs of the individual (Hoy & Miskel, 1982).

Vroom's Expectancy Theory (1964) served as a framework which emphasizes the processes of motivation. It proposed that motivation is a force or drive within a person which has two dimensions: expectancy and instrumentality. The perceived relationship between action and its direct outcomes is called expectancy. The perceived relationship between the direct and the indirect outcomes of action is called instrumentality. Expectancy and instrumentality are affected by the attractiveness or repulsiveness of the outcomes (Silver, 1983). Silver stated that people want to do what they think they can best do that will yield the greatest gains and the smallest losses. Therefore, the motivation to behave in a certain way increases when individuals believe that (1) their behavior will produce high rewards, (2) the outcomes of a

given action possess high personal relevance and value, and (3) they are capable of achieving their goal and being successful. Process theorists, such as Vroom, have tried to explain job satisfaction in terms of matching individual needs with the rewards offered by a given job (Gruneberg, 1979) According to Vroom's theory, satisfaction increased with success and success is a potent motivator.

These theories propose the interrelationship between the individual and the environment. Clearly, the motivation-hygiene theory linked job satisfaction and job dissatisfaction to the presence of certain aspects of the work environment. The presence or absence of these factors affect the behavior or effort of the individual. The expectancy theory suggested that forces in the individual and the environment combine to determine behavior. The needs hierarchy theory proposed that an environment may or may not satisfy the needs of an individual. However, until each level of needs is satisfied, an individual is not motivated to seek satisfaction at a higher level.

In organizations in which individuals still are endeavoring to satisfy their basic needs, complaints would be focused on those aspects of the job which Herzberg (1964) called hygiene factors or dissatisfiers. If professional educators are to find their work satisfying, then ways to remove the job dissatisfiers which drive the joy out of their work must be discovered.

Job Satisfaction Studies

Although education has been the center of much attention and often severe criticism, it seems odd that educators are rarely asked how they feel about their jobs. However, when educators are asked about their

perceptions of the teaching profession, several themes emerge. These themes are autonomy, prestige, stress, professional growth and advancement, evaluation and feedback, administrator approval, participative decision-making, financial incentives, and working conditions. This section of the review of the literature will focus on these characteristics because they appear to be closely related to the job satisfaction experienced by professional educators.

According to the Metropolitan Life Survey of American teachers (1985), the majority of teachers in America are experiencing overall job satisfaction. In fact, 96 percent of all the teachers surveyed indicated that they love to teach. In spite of this impressive statistic, teachers report less satisfaction with their jobs than do working people in general (81 percent to 87 percent).

More than 70 percent of the 1,215 principals and assistant principals surveyed by The National Association of Secondary School Principals (NASSP) in 1988 reported satisfaction with their jobs. They also indicated that they were confident that they had made the right career choice. Only three percent reported that they definitely would pursue another career if they had an opportunity to do it all over again. The NASSP survey found that the high rate of administrator job satisfaction existed in spite of the fact that administrative salaries had scarcely increased since the last survey was taken in 1977 (Education Week, 1988).

Rural, Urban, Suburban Differences

The above mentioned survey noted some minor differences in teachers' job satisfaction according to type of school. Teachers in

city schools were found to be less satisfied than their counterparts in the rural and suburban schools. They were also less likely to feel respected and appreciated. Urban teachers felt that their training did not prepare them for the challenges of teaching in the city schools. Consequently, it was not surprising that teachers in the urban areas were less likely than the rural and suburban teachers to recommend teaching to a young person.

Buhler and Roebuck (1987) found that urban teachers experienced more dissatisfaction than suburban or rural teachers. They suggested that the dissatisfaction may have been related to the levels of emotional support available in the various locales or to the fact that the teaching profession has more prestige in some areas than in other areas.

Salary was a major concern for many of the teachers surveyed in the Metropolitan Life Survey of 1985. They felt that their jobs did not allow them the opportunity to earn a good salary. Results from the New York State Teachers' Survey (1985) indicated that the urban and suburban teachers were more inclined than the rural teachers to feel that their jobs allowed them the opportunity to earn a decent salary. Kanungo (1982) stated that higher income from a job brought higher job satisfaction and increased job involvement. He also pointed out that the attitude of involvement at work had consequences for the worker and the organization in terms of productive behavior, namely, time spent on the job and level of performance.

Status and Prestige

According to both the Metropolitan Life Survey (1985) and the New York State Teachers' Survey (1985), most teachers agreed that they had to spend too much time on administrative tasks. Teachers with more experience reported less satisfaction with their administrative burdens than did beginning teachers. Henderson and Henderson (1987) also cited the large amount of paper work associated with teaching as a source of dissatisfaction for most teachers. In addition to the paper work, the nonprofessional roles often thrust on teachers, such as monitoring halls and bathrooms, watching children board buses, and taking tickets at extracurricular activities, were considered by most teachers to diminish their self-esteem and their perception of the status of their profession (Buhler & Roebuck, 1987).

George and Schaer (1987) found that individuals leaving the teaching profession assigned great importance to job autonomy, to the chance to contribute to decision-making, and to salary and benefits. On the other hand, those teachers who remained in teaching assigned more importance to the recognition given them by their supervisors, families, and friends.

Weaver's (1977) studies suggested that job satisfaction for teachers may arise more from the prestige of the job than from such job characteristics as work autonomy, authority, or income. According to the findings of his study, the removal of occupational prestige decreased the level of satisfaction for individuals in administrative-managerial, sales, clerical, professional-technical, and craftsmen occupations but increased the level of satisfaction for ordinary

laborers and/or service personnel. Thus, job satisfaction was found to be affected in either a positive or negative direction, by the amount of prestige associated with the job. Curiously, when the effects of prestige were removed from a job, the common laborer indicated that his job was more intrinsically satisfying to him than the work of the professional was to the professional.

In his study of work alienation, Kanungo (1982) cited low teacher self-esteem as a major problem leading to stress, lack of job satisfaction, and the intention to leave teaching. He proposed that including teachers in decision-making, problem-solving, and policy-setting would increase the teachers' sense of control, feelings of pride and self-efficacy, and self-perception of the status of their profession. He also suggested that higher self-esteem would lead to greater job involvement. This author provided a description of the job-involved individual. Kanungo stated that the job-involved individual is:

> . . . a believer in the Protestant Ethic, is older, has internal (vs. external) locus of control, has strong growth needs, has a stimulating job (high autonomy, variety, task identity, and feedback), participates in decisions affecting her or him, is satisfied with the job, has a history of success, and is less likely to leave the organization (p. 42).

It should be noted that this description of individuals, who are involved in their work, contains many of the factors which Hackman and Olham (1980) called job satisfiers and Vroom (1964) named motivators.

Jones (1986) discovered that educators were experiencing significant job dissatisfaction arising from their perception that they had a low public image and low status rating. According to Buhler and Roebuck (1987), educators experienced less job dissatisfaction when they

possessed a good self image and perceived of themselves as having a positive public image.

The low quality of teacher relationships with administrators was cited by Buhler and Roebuck (1987) as a major source of teacher dissatisfaction. From their study the following concerns emerged:

(a) conflicting demands from the "front office,"

(b) confusion regarding teachers' responsibilities,

(c) lack of positive reinforcement by administrators,

(d) lack of consideration of teachers' opinions in the decision-making process,

(e) lack of administrative concern for teachers' problems,

(f) lack of administrative interest in teachers' professional growth, and

(g) lack of opportunities for advancement.

In a study conducted by Rosman and Burke (1980), job satisfaction was found to be related to the degree to which one has implemented one's self-concept in the job. Their findings supported the contention that a good fit between perceptions of self and job according to valued job competencies was related to a particular satisfaction with the work itself and a general satisfaction with one's job. They reported that one of the most powerful predictors of job dissatisfaction was found to be under-utilization of an individual's competencies. The predicted dissatisfaction resulted from boredom with the work itself.

Work Environment

The relationship between satisfaction with the work itself and job scope (the extent to which a job has autonomy, task identity, task

variety, and feedback) was studied by Stone in 1975. Results of this study indicated that there is a positive relationship between job scope and job satisfaction. It was suggested by Stone that job enrichment is an appropriate strategy for decreasing boredom and dissatisfaction, as well as increasing attendance and productivity.

That job satisfaction is related to person-environment congruence was confirmed by Smart, Elton, and McLaughlin (1986). They found that, for both males and females, intrinsic job satisfaction was significantly and positively related to matching the individual personality and the job environment. This relationship was found to be somewhat higher for females than for males. It should be noted that the person-environment congruence was more closely associated with extrinsic satisfaction for males and with overall satisfaction for females. These authors held that further research was necessary regarding the gender-specific findings that emerged from their study.

In the business world, labor unions are quick to describe the negative dehumanizing work environment after technological innovation occurs. The unions claimed that jobs were often reorganized to eliminate responsibility, initiative, and human contact--everything that tends to make a job rewarding and worthwhile (Naisbitt, 1984). Naisbitt suggested that this dehumanizing environment was responsible for a lowering of morale.

According to Olson (1988), teachers reported the following concerns over their working conditions:

(a) Most stated there was too little time in the school day to prepare their lessons.

(b) More than half stated that respect for teachers in their communities was lower than they expected when they entered the profession.

(c) Over one-third expressed disappointment with their opportunities for professional advancement.

(d) Disappointment with financial compensation was reported by 49 percent of the teachers polled.

(e) Fifty-six percent of the teachers stated that the space available in schools was only poor to fair.

However, despite the concerns voiced by these teachers, Olson (1988) found that they have a relatively positive view of their ability to assist students in the learning process.

Participatory Management and Teacher Morale

In the world of education, teachers are seeking greater involvement in the decision-making process because they feel they have a personal stake in the decisions to be made. Schneider (1984) found that teachers felt that their involvement in the decision-making process when they had a genuine interest in the issues being decided or when the decision directly impacted their work. In fact, the level of job satisfaction was raised when teachers involved in the decision-making process perceived their involvement as valuable and influential. Schneider (1984) suggested that administrators should be aware of the teachers' desire to be involved in the decision-making process and should make every attempt to involve teachers who express a sincere interest in specific issues and who have expertise in specific areas. In addition,

he maintained that effort should be made to insure that the teachers' participation was both meaningful and respected.

According to Brodinski and Neill (1983), if teachers were higher on the hierarchical scale, ownership, participative administration, and shared governance would be effective modes for increasing morale. However, these same authors contended that such practices for increasing morale levels were practically unavailable to schools because of the contractual arrangements between Boards of Education and teachers.

Olson (1988) cited that more than half of the 13,500 teachers polled by the Carnegie Foundation for the Advancement of Teaching said that teacher morale had declined substantially in the last five years. Teacher "powerlessness" and their inability to participate in making the important decisions which affect them and their students were reported as major contributors to the morale problem. Although a majority of the teachers said they were able to participate in the process of textbook selection and curricular decision-making in their schools, this same majority stated they had no voice in such matters as selection of teachers and administrators, teacher evaluation, staff development, school budgets, and student promotion and retention.

The research of Buchholz (1977) showed that, although management policy had become more humanistic in style, management was reluctant to involve workers in the decision-making process to any great extent. This negative approach to worker involvement in the decision-making process consistently has been demonstrated to be related to reduced job satisfaction (Brodinski & Neill, 1983).

According to Brodinski and Neill (1983), participatory management, shared governance, good inservice programs, and open communication are

the important underpinnings of teacher morale and are positive factors which cause job satisfaction. Their research found that low public regard for teachers and teaching was a main contributor to dissatisfaction and low teacher morale. In addition, many school administrators still viewed teacher morale and teacher effectiveness as issues apart from the flow of normal organizational operations. Because morale was not considered to be an important part of the total health of the organization, administrators seldom did anything to enhance morale.

Susman (1976) supported a plan whereby individuals in the work place would gather together in small groups and in an unthreatening environment to set goals and share ideas and values. According to this author, such an arrangement permitted members of the organization to establish a common ground upon which future plans could be developed, future strategies and tactics devised, and future innovations nurtured. It was further suggested that increasing the input of the members of the organization would increase the adaptive capacity of the organization as well as the adaptive capacity of the individual.

Brodinski and Neill (1983) proposed additional teacher morale-builders such as relevant inservice education and collaborative staff evaluation. These researchers discovered a notable increase in morale when teachers were given the opportunity to learn new ideas and share their ideas with other educators. A good staff evaluation plan which helped teachers improve their professional skills was found to increase morale and improve administrator-teacher relations. Lack of solid relationships with administrators and other teachers was claimed to be another cause of teacher drop-out.

Jones (1986) discovered that teachers who experienced more job satisfaction were less frequently and less intensely exhausted or depersonalized. Teachers who were satisfied with their teaching jobs also experienced feelings of accomplishment more frequently. Five clusters of job characteristics which were related to stressful teaching situations were identified by this researcher. These clusters are as follows:

1. threats to personal safety;
2. interpersonal relations;
3. the physical facilities and administrative procedures;
4. time management; and
5. planning, management, and evaluation.

The stressful teaching situations mentioned by Jones (1986) were reportedly responsible for the negative effects on the physical and mental health of teachers each year. Educational organizations have experienced the results of stress on their educators in increased instances of absenteeism, hospitalization, and drop-out (Sutton & Huberty, 1984). According to Sutton and Huberty, there was an inverse relationship between the levels of stress and job satisfaction. Job satisfaction was found to be at its highest level when the level of stress was low. Excessive absenteeism and high employee turnover were cited by Pellicer (1984) to be highly correlated with the absence of job satisfaction.

According to Saleh and Kashmeeri (1987), job-related stress was a source of job dissatisfaction for administrators. These authors concluded that the role of the school administrator possessed inherent distressors related to the job role. It was interesting to note that

these researchers cited many of the same distressors for administrators as have been cited for teachers. The distressors included: (1) the amount of work involved, (2) the feeling of having too little authority, (3) student discipline, (4) the long hours required for work, (5) conflicts with parents, (6) the amount of paperwork, (7) excessive job demands, (8) school policies and philosophy, and (9) the lack of energy and time to complete the work.

The literature is replete with information regarding emotional, psychosomatic, and physical effects resulting from occupational stress (Jones, 1986; Pellicer, 1984; Saleh & Kashmeeri, 1987). The study of Moracco, D'Arienzo, and Danford (1983) also presented some interesting data regarding stress and the educator. The teachers surveyed in their study indicated that the stress of teaching was related to their absenteeism, general anxiety, depression, and low job productivity. Nearly 52 percent of the teachers surveyed responded that they would not choose teaching if they could make their choice again. Dissatisfaction with their choice appeared to have adverse effects on their teaching performance and the stress of teaching, in turn, appeared to contribute to their dissatisfaction with teaching. From this study, Moracco et al. (1983) concluded that:

1. Females perceived more overall job stress than males.

2. Females perceived more stress from task overload than males.

3. Elementary teachers perceived more stress than middle school and special education teachers.

4. All regular education teachers perceived more stress than special education teachers.

5. Smaller schools were perceived to be less stressful places than larger schools.

Reynolds and Shister (1977) suggested that any element of a job, if it is disagreeable enough, is capable of assuming exclusive importance in the mind of the worker. Borthwick, Thornwell, and Wilkinson (1982) found that teacher burnout was related to job satisfaction. According to these authors, younger teachers expressed higher burnout tendencies than older teachers; female teachers expressed higher burnout tendencies than male teachers; and white teachers expressed higher burnout tendencies than minority teachers. The significant sources of job dissatisfaction which were identified by Borthwick et al. (1982) included lack of opportunity to advance, loss of status, negative public image, lack of parental support, and too much stress. These authors also mentioned that teachers more frequently experienced a sense of accomplishment in teaching and were less frequently and less intensely exhausted and depersonalized when they were satisfied with their jobs.

Although the love of children and a dedication and commitment to teaching are strong inducements to America's educators, many facets of the work itself must be studied and evaluated so that educators can experience additional inducements (Chissom, Buttery, Chukacarah, & Henson, 1987). Treating individuals as natural resources, celebrating their accomplishments, generating opportunities for entrepreneurship, providing meaningful feedback, and getting people to believe in what they are doing are some of the more effective ways to improve the workplace and increase job satisfaction (Peters & Waterman, 1982).

The Status of the Catholic School

As stated in Chapter I, the Catholic Church has always had a commitment to Catholic education. Deedy (1988) reminded his reader that The Provincial Council of Baltimore of 1829 demanded the establishment of Catholic schools in the U. S. and the Plenary Council of Baltimore of 1884 required a parochial school established in every parish. By 1965 the American Catholic school system boasted of 6,095,845 students in its 14,296 academic institutions. In 1965, there were 123,653 sisters teaching in the Catholic schools. Today, 81 percent of the teaching force in the Catholic schools are lay teachers.

The effect of this change in school personnel on the Catholic school budget was dramatic (Deedy, 1988; Greeley, 1987). The cost of Catholic education increased dramatically when the religious (nuns, priests, and brothers) began to change careers within the Church or left religious life altogether. Social justice would demand that teachers in the Catholic schools be paid salaries comparable to their public school counterparts but few dioceses have been able to cope with the present astronomical costs of Catholic education. Most Catholic school teachers receive salaries 20 to 50 percent below those of public school teachers. There is fear of diluting the educational excellence of the Catholic schools by attracting only those teachers who are willing to teach for lower salaries because they are unable to get a teaching position in the public school system.

However, Coleman (1981, 1987) maintained that Catholic schools do a superior job of educating children when compared to public schools or other nonreligious private schools. Given the fact that salary

satisfaction is an important factor in overall job satisfaction, one might be interested in determining the causes of job satisfaction for teachers who are performing so well in today's Catholic schools.

Conclusion

The literature reviewed in Chapter II substantiated the relevance of the research questions presented in Chapter I. Smart, Elton, and McLaughlin (1986); Borthwick et al. (1982) found that there are some gender-specific differences in job satisfaction which suggested further study. Moracco et al. (1983) and the findings of The Metropolitan Life Survey (1985) indicated some differences in the job satisfaction of educators based on the type of school. Brodinski and Neill (1983) suggested that teachers and administrators may differ in their perceptions of the factors which contribute to job satisfaction. Saleh and Kashmeeri (1987) proposed that many of the factors perceived by both teachers and administrators to contribute to job satisfaction were the same. Differences in the degree of job satisfaction experienced by educators, due to hierarchical position, were also suggested by Brodinski and Neill (1983). In their research, Buhler and Roebuck (1987) found that years of experience impacted on the job satisfaction of educators.

Only the research question regarding group membership (religious or lay), could not be supported by the findings in the literature. This was not surprising, however, because the job satisfaction of teachers

(primarily religious men and women) in Catholic schools had not been previously studied.

CHAPTER III

METHOD AND PROCEDURE

Chapter III describes the research methods and procedures utilized in this study. Included are descriptions of the data collection procedures and of the analyses used.

Sample and Population

The population of this study included all the teachers and administrators in the Catholic schools of the Wichita Diocese. These educators staff the 31 "K-8" elementary schools and four high schools in the diocesan system. Table II contains an analysis of the personnel who staff the 35 schools.

The sample was selected using the following procedure:

1. All the diocesan school administrators were included in the study.

2. All teachers in the elementary and secondary schools of the diocese were included in the survey.

3. The Superintendent of Schools for the Diocese of Wichita expressed his interest in and support of this study. He arranged for contact with the diocesan principals to be made at a Principals' Meeting on May 11, 1988. At that time, the study was explained and the method of collecting the data was outlined.

TABLE II

ANALYSIS OF THE PERSONNEL WHO STAFF THE SCHOOLS OF THE WICHITA DIOCES

Personnel	Elementary	Secondary	Central Office
Teachers			
Religious	58	26	
Lay	288	91	
Administrators			
Religious	13		
Lay	18	7	2
Total	377	124	2

Principals were encouraged to assist in the distribution and collection of all materials. Respondents were asked to return the surveys by June 3, 1988.

4. A cover letter, the Job Diagnostic Surveys, and a self-addressed envelope for each participant in the survey was placed in a packet. The packets were given to the principals of each school. Each principal distributed the materials to the participating teachers in his/her building. Each participant completed the survey and placed it in the envelope provided for return. The principal placed all sealed envelopes in the packet and returned them to the Catholic Education Office in Wichita or to this researcher. By June 3, 1988, 328 (66.2%) of the surveys had been returned.

5. Administrators who did not return their surveys were contacted personally by telephone. Schools which did not return a packet containing the surveys were contacted by phone. By June 17, 1988, 346 (68.7%) of the surveys had been returned. Of the number of surveys returned, five were not completed properly and were unusable. The composition of the group returning usable surveys is reported in Table III.

Design of the Instrument

The Job Diagnostic Survey (JDS) developed by Hackman and Oldham (1974) was used in this study. This Survey is a data collection instrument useful in measuring several job characteristics, employees' experienced psychological states, employees' satisfaction with their jobs and work context, and the growth need strength of the respondents.

TABLE III

COMPOSITION OF THE GROUP RETURNING USABLE SURVEYS

Group	# Sent	# Returned	Return Rate
Elementary Schools	31	30	96.7%
High Schools	4	3	75.0%
Total	35	33	94.3%
Elementary Teachers	346	254	73.4%
High School Teachers	117	58	49.6%
Administrators	40	29	72.5%
Total	503	*341	67.8%

*Five surveys were unusable because they were not completed correctly.

The Job Diagnostic Survey has been extensively used in research and job-change projects. Data from many of these projects were compiled by Oldham, Hackman, and Stepina in 1979 (Hackman & Oldham, 1980). Average JDS scores across 876 different jobs in 56 organizations were computed for specific job families and the means and standard deviations were calculated. These means and standard deviations can be used by practitioners to determine if a job's characteristics are out of line with the appropriate norms (See Appendix E). The norms provide a relatively stable set of standards for use in interpreting the JDS results.

One of the major intended uses of the JDS is that of diagnosing existing jobs prior to work redesign. Although it is not the intent of this researcher to redesign the job of teaching, the information gained from this study can be used as one input factor in an effort to improve the teaching environment of the Catholic schools in the Dioces of Wichita. The following concepts are measured by the Job Diagnostic Survey (JDS):

Job Characteristics
-- skill variety
-- task identity
-- task significance
-- autonomy
-- feedback from job
-- feedback from agents
-- dealing with others

Critical Psychological States
-- experienced meaningfulness of the work
-- experienced responsibility for work outcomes
-- knowledge of results

Affective Outcomes
-- general satisfaction
-- growth satisfaction
-- internal work motivation

Context Satisfaction
-- job security
-- salary
-- co-workers
-- supervision

Two job characteristics which are not contained in the motivational theory are measured by the JDS. These are: feedback from agents and dealing with others. Two concepts which are not assessed by the Job Diagnostic Survey are the level of employee knowledge and skill and employee work effectiveness. Because these factors are peculiar to a particular work setting, it is not possible to attain meaningful measurements across organizations (Hackman & Oldham, 1974).

It should be noted that the following classes of variables can be measured by the JDS:

1. The objective characteristics of jobs, particularly the degree to which jobs are designed so that they enhance work motivation and job satisfaction.

2. The satisfaction individuals obtain from their jobs and work settings.

3. The readiness of individuals to respond positively to "enriched" jobs, i.e., jobs with high potential for generating internal work motivation.

The Job Diagnostic Survey has been used by many organizations and subjected to a variety of empirical tests. However, there are limitations of the instrument, primarily concerned with the lack of independence among the measures of the job characteristics, the possibility of deliberate distortion of answers by respondents, restricted reliabilities of some scales, and an absence of firm evidence about the validity of some of the JDS measures, especially growth need strength. Hackman and Oldham (1980) encouraged careful and appropriate

applications of the JDS, but they believe it to be a good instrument, particularly when accompanied by other diagnostic data such as interviews, observations, and/or free response questionnaires. Table IV indicates the relationships of research based job satisfiers with JDS core job satisfiers and reliabilities of the JDS scales.

One source of data is not usually sufficient in completely assessing an individual's job satisfaction. Consequently, the information acquired by using this survey was supplemented by a free-response questionnaire and a limited number of individual interviews of both teachers and administrators. The results of the Free-Response questionnaire may be found in Appendix C.

The interviews were conducted approximately six months after the surveys had been returned. Nine individuals, including both teachers and administrators, were interviewed. Three individuals were chosen from each of the following student enrollment categories: less than 200 students, 200-400 students, and more than 400 students. Each individual was asked the same questions that were used in the free-response questionnaire. The interviews were taped so that the responses could be reviewed after the interview session. Results of these interviews may be found in Appendix D of this study.

Demographic Information

The demographic information requested included gender, status (religious or lay), age, years of teaching and/or administrative experience, size of school, classification of school (rural, urban, suburban), hierarchical position (teacher or administrator), and highest academic degree.

TABLE IV

RELATIONSHIPS OF RESEARCH BASED JOB SATISFIERS
WITH JDS CORE JOB SATISFIERS AND
RELIABILITIES OF THE JDS SCALES*

Research Based Job Satisfiers	Related JDS Core Job Satisfiers	Internal Consistency Reliability	**Median Off-diagonal Correlation
Autonomy Responsibility	Autonomy	.66	.19
The Work Itself Growth	Skill Variety	.71	.19
	Skill Identity	.59	.12
	Task Significance	.66	.14
Recognition Feedback Achievement	Feedback from the Job Itself	.71	.19
	Feedback from Agents	.78	.15
Interpersonal Relationships	Dealing with Others	.59	.15

*Source: Hackman and Oldham, 1974, p. 18 as found in the unpublished dissertation of Borquist, 1985.

**"The median off-diagonal correlation is the median correlation of the items scored on a given scale with all of the items scored on different scales of the same type. Thus, the median off-diagonal correlation for skill variety (.19) is the median correlation of all items measuring skill variety with all the items measuring the other six job dimensions" (same source as above).

Of these eight demographic characteristics, only five were selected as independent variables for use in this study. (See Appendix E for a summary of the demographic information used.)

Description of the Variables

The independent variables chosen for this study were gender, hierarchical position, status, years of teaching or administrative experience, and size of school. The information relative to these variables was taken as reported in the demographic section of the survey.

The dependent variables were Motivating Potential Score, overall Job Satisfaction, Salary Satisfaction, Autonomy, Feedback from the Job Itself, Job Security, and Growth Satisfaction. These variables were chosen for this study of the job satisfaction of educators in the Catholic Dioces of Wichita because of their recurring use by other researchers and because they were among those concepts which could be measured by the Job Diagnostic Survey of Hackman and Oldham, 1980.

Definitions of the Dependent Variables

Motivating Potential Score (MPS) - A combination of the five characteristics which contribute to experienced meaningfulness of the work, experienced responsibility, and knowledge of results of the work itself, into a single index reflecting the potential of a job to foster internal work motivation.

$$MPS = \left[\frac{\text{Skill Variety} + \text{Task Identity} + \text{Task Significance}}{3} \right] \times \text{Autonomy} \times \text{Job Feedback}$$

Skill Variety - The extent to which a job requires a number of different activities in carrying out the work and involves a number of skills and talents of the person on the job.

Task Identity - The extent to which a job requires the completion of an entire piece of work, i.e., doing a job from beginning to end and realizing an outcome.

Task Significance - The extent to which a job substantially impacts on the lives of other people, whether those persons are in the organization or in the world at large.

Autonomy - The degree to which a job provides an individual with freedom, independent decision-making, and discretion in scheduling work and determining procedures to be used in carrying out work assignments.

Job Feedback - The degree to which performing the activities required by the job provides the individual with direct and clear information regarding performance. Knowledge of the effectiveness of an individual's work performance.

Overall Job Satisfaction - An overall measure of the degree to which the employee is satisfied and happy with the job.

Salary Satisfaction - The degree to which an employee's expectations of wage and compensation features of the job are adequately fulfilled.

Job Security - The presence or absence of objective signs which indicate company stability, continued employment, and/or tenure in one's position.

Growth Satisfaction - The fulfillment of an individual's needs for personal accomplishments, for learning, and for developing themselves beyond their present status.

The relationship between these variables (core job satisfiers) and the Job Diagnostic Survey (JDS) questions can be found in Table V.

TABLE V

RELATIONSHIP BETWEEN THE DEPENDENT VARIABLES AND JDS QUESTIONS

Dependent Variables	JDS Questions Related to the Dependent Variables
General Satisfaction	#24, #30, #34, #52, #58
Growth Satisfaction	#39, #42, #46, #49
Job Security	#37, #47
Salary Satisfaction	#38, #45
Autonomy	#2, #20, #16
Feedback from the Job Itself	#7, #11, #19
MPS	
Skill Variety	#4, #8, #12
Task Identity	#3, #18, #10
Task Significance	#5, #15, #21

The other JDS questions are related to such characteristics of satisfaction as: Internal Work Motivation, Experienced Meaningfulness of the Work, Experienced Responsibility for the Work, Knowledge of Results, Satisfaction with Co-workers, Satisfaction with Supervision, and Individual Growth Strength. There was a wealth of data collected by means of the survey which far exceeds the scope of this study. Certainly, another study, or an expansion of this study, could explore the data for further insights into the job satisfaction of educators in the Catholic Diocese of Wichita.

Composite Null Hypotheses

1. The differences among mean Job Diagnostic Survey scores according to gender, hierarchical position, and status will not be statistically significant.

2. The differences among the mean Job Diagnostic Survey scores according to gender, hierarchical position, and years of experience will not be statistically significant.

3. The differences among the mean Job Diagnostic Survey scores according to gender, hierarchical position, and size of school will not be statistically significant.

4. The differences among the mean Job Diagnostic Survey scores according to hierarchical position, status, and years of experience will not be statistically significant.

5. The differences among the mean Job Diagnostic Survey scores according to hierarchical position, status, and size of school will not be statistically significant.

6. The differences among the mean Job Diagnostic Survey scores according to status, years of experience, and size of school will not be statistically significant.

7. The differences among the mean Job Diagnostic Survey scores according to gender, years of experience, and size of school will not be statistically significant.

Data Analyses

In order to detect interaction effects, the analysis was conducted using a three-way analysis of variance.

-- gender X hierarchical position X status

-- gender X hierarchical position X years of experience

-- gender X hierarchical position X size of school

-- hierarchical position X status X years of experience

-- hierarchical position X status X size of school

-- status X years of experience X size of school

-- gender X years of experience X size of school

In order to examine the data for statistical significance, the Bonferroni (Dunn) T Test and the Duncan Multiple Range Test were used.

Research Procedure

1. An ERIC search was completed.

2. Through a survey of the documents, a study was located which contained an appropriate instrument for acquiring information concerning job satisfaction.

3. A proposal was written.

4. The Job Diagnostic Survey developed in 1974 by Hackman and Oldham and located in Work Redesign (1980) was used.

5. The Job Diagnostic Survey and a cover letter were sent to teachers and administrators in the Catholic schools of the Wichita Diocesan system.

6. The results of the survey were processed by computer at Fort Hays State University.

Design of the Study

A status survey design was employed.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to investigate the job satisfaction of the educators in the Catholic schools of the Diocese of Wichita. The presentation of the results was organized around seven composite null hypotheses. Each hypothesis was discussed in the following manner:

1. the statement of the hypothesis,
2. the presentation of the results of the data analysis, and .
3. the decision statement after each table of results. Each composite null hypothesis was tested using a three-way analysis of variance.

Findings

Composite Null Hypothesis 1

It was hypothesized in null hypothesis 1 that the differences among the mean Job Diagnostic Survey scores according to gender, hierarchical position, and status would not be statistically significant. Table VI contains variables, sample sizes, means, F-values, and probability (p) values.

TABLE VI

A COMPARISON OF JOB SATISFACTION ACCORDING TO GENDER, HIERARCHICAL POSITION, AND STATUS EMPLOYING A THREE-WAY ANALYSIS OF VARIANCE

Variable	n	M	F-values	p-values
		Motivating Potential Score		
Gender				
Female	250	178.9		
			0.02	.8879
Male	67	169.9		
Role				
Teacher	288	175.9[a]		
			4.49	.0349
Administrator	29	188.3[b]		
Status				
Religious	77	166.7		
			0.03	.8618
Lay	240	180.3		
Interactions				
Gender X Role			0.52	.4702
Gender X Status			2.56	.1103
Role X Status			0.53	.4665
Gender X Role X Status			0.80	.3731
		Overall Job Satisfaction		
Gender				
Female	262	25.9		
			0.85	.3569
Male	68	25.9		
Role				
Teacher	301	25.7		
			2.65	.1046
Administrator	29	27.2		
Status				
Religious	84	26.5		
			0.62	.4307
Lay	246	25.6		

TABLE VI (Continued)

Variable	n	M	F-values	p-values
Interactions				
Gender X Role			3.45	.0642*
Gender X Status			0.23	.6354
Role X Status			0.34	.5608
Gender X Role X Status			0.08	.7726
		Salary Satisfaction		
Gender				
Female	261	7.8		
			0.04	.8505
Male	68	6.7		
Role				
Teacher	301	7.5[a]		
			5.76	.0170
Administrator	28	8.6[b]		
Status				
Religious	83	8.6[a]		
			4.04	.0453
Lay	246	7.3[b]		
Interactions				
Gender X Role			6.61	.0106*
Gender X Status			0.00	.9577
Role X Status			1.97	.1612
Gender X Role X Status			2.48	.1165
		Autonomy		
Gender				
Female	262	17.4		
			0.02	.9003
Male	68	17.4		
Role				
Teacher	301	17.3[a]		
			5.44	.0203
Administrator	29	18.5[a]		
Status				
Religious	84	17.3		
			0.15	.6985
Lay	246	17.4		

TABLE VI (Continued)

Variable	n	M	F-values	p-values
Interaction				
Gender X Role			0.12	.7273
Gender X Status			1.08	.2993
Role X Status			0.13	.7148
Gender X Role X Status			0.07	.7858
		Feedback From the Job Itself		
Gender				
Female	261	15.7		
			0.02	.6551
Male	68	15.3		
Role				
Teacher	300	15.6		
			0.42	.5192
Administrator	29	15.3		
Status				
Religious	83	15.1		
			0.10	.7504
Lay	246	15.8		
Interactions				
Gender X Role			1.14	.2862
Gender X Status			1.52	.2207
Role X Status			1.83	.1769
Gender X Role X Status			1.01	.3147
		Job Security		
Gender				
Female	262	9.2		
			0.29	.5877
Male	68	9.0		
Role				
Teacher	301	9.2		
			0.41	.5236
Administrator	29	9.5		
Status				
Religious	84	10.0		
			3.54	.0607
Lay	246	8.9		

TABLE VI (Continued)

Variable	n	M	F-values	p-values
Interactions				
Gender X Role			2.65	.1047
Gender X Status			0.10	.7564
Role X Status			1.86	.1741
Gender X Role X Status			0.87	.3512
		Growth Satisfaction		
Gender				
Female	262	23.5		
			0.02	.8773
Male	68	23.0		
Role				
Teacher	301	23.4		
			1.22	.2697
Administrator	29	23.7		
Status				
Religious	84	23.4		
			0.00	.9921
Lay	246	23.4		
Interactions				
Gender X Role			1.90	.1695
Gender X Status			0.09	.7685
Role X Status			0.05	.8223
Gender X Role X Status			0.35	.5543

[ab] The difference was statistically significant at the .05 level according to the Bonferroni (Dunn) T test.

*$p < .05$

Decision statement for composite null hypothesis 1. Five of the 49 F-values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The results cited in Table VI indicated that the F-values for the following main effects were statistically significant at the .05 level:

1. Administrators reported a higher mean for Motivating Potential Score than teachers.

2. Administrators reported a higher mean score for salary satisfaction than teachers.

3. Religious educators reported higher mean score for salary satisfaction than lay educators.

4. Administrators reported a higher mean score for autonomy than teachers.

The interaction between gender and role for salary satisfaction was statistically significant at the .05 level; therefore, the null hypothesis for this interaction was rejected. The interaction between gender and role was graphically depicted in Figure 2. The following were cited in Figure 2: mean scores for Salary Satisfaction and curves for female and male educators.

The results cited in Figure 2 indicated that male administrators reported a higher mean score for salary satisfaction than male teachers. The results for females indicated a similar trend but not to as marked a degree as males. Female teachers reported a higher mean score for salary satisfaction than male teachers. Male administrators reported a higher mean score for salary satisfaction than female administrators.

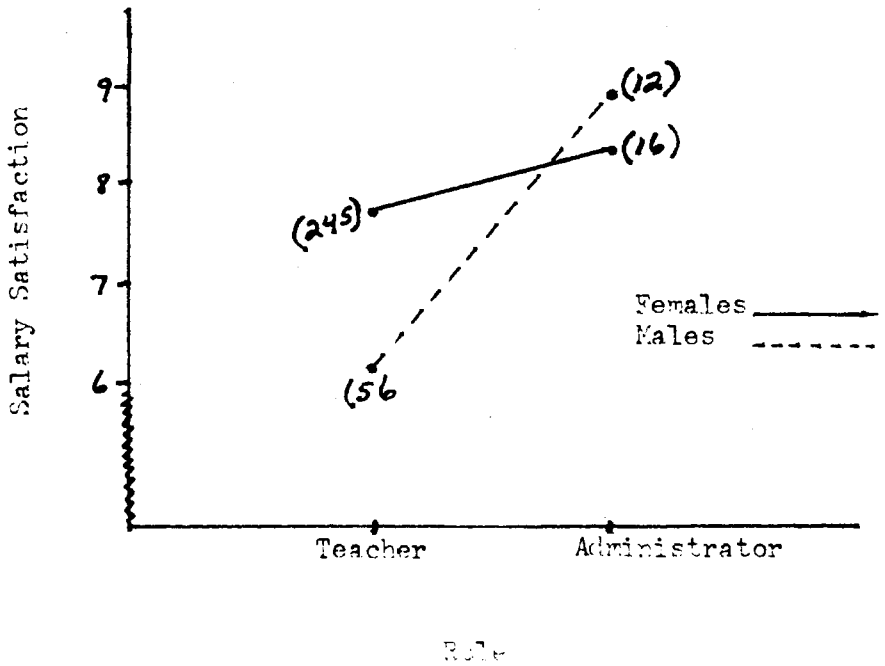


Figure 2. Interaction Between Gender and Role for Salary Satisfaction

In the Free-Response questionnaire, a majority of educators listed poor salary and poor fringe benefits as the primary factors which contributed to overall job dissatisfaction. They also indicated that increasing salaries might increase personal job satisfaction. During the interview process, both teachers and administrators stated that they would like to see a "common salary schedule" for everyone serving in the schools in the Diocese (Appendices C and D).

Composite Null Hypothesis 2

It was hypothesized in null hypothesis 2 that the differences among the mean Job Diagnostic Survey scores according to gender, hierarchical position, and years experience would not be statistically significant. Table VII contains variables, sample sizes, means, *F*-values, and probability (*p*) values.

Decision statement for composite null hypothesis 2. Four of the 49 *F*-values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The results cited in Table VII indicated that the *F*-values for the main effects (recurring), autonomy and salary satisfaction were statistically significant at the .05 level.

TABLE VII

A COMPARISON OF JOB SATISFACTION ACCORDING TO GENDER, HIERARCHICAL POSITION, AND YEARS EXPERIENCE EMPLOYING A THREE-WAY ANALYSIS OF VARIANCE

Variable		n	M	F-values	p-values
			Motivating Potential Score		
Gender					
	Female	251	179.2		
				0.45	.5046
	Male	67	169.9		
Role					
	Teacher	290	176.1		
				0.83	.3618
	Administrator	28	188.7		
Years Experience					
1	1-5	120	179.1		
2	6-10	76	164.1		
3	11-15	46	184.5	0.90	.4810
4	16-20	29	200.1		
5	21-25	10	189.6		
6	> 25	37	167.9		
	Interactions				
Gender X Role				0.83	.5804
Gender X Years Experience				2.25	.0496*
Role X Years Experience				0.57	.7244
Gender X Role X Years Experience				0.79	.5351
			Overall Job Satisfaction		
Gender					
	Female	263	25.9		
				0.34	.5603
	Male	68	25.9		
Role					
	Teacher	303	25.7		
				1.06	.3035
	Administrator	28	27.6		

TABLE VII (Continued)

Variable		n	M	F-values	p-values
Years Experience					
1	1-5	124	25.2		
2	6-10	80	25.9		
3	11-15	46	25.0	0.74	.5912
4	16-20	29	27.8		
5	21-25	11	27.6		
6	> 25	41	26.9		
	Interactions				
Gender X Role				0.06	.8114
Gender X Years Experience				0.94	.4525
Role X Years Experience				1.71	.1311
Gender X Role X Years Experience				0.48	.7481
			Salary Satisfaction		
Gender					
	Female	262	7.9		
				0.82	.3654
	Male	68	6.7		
Role					
	Teacher	303	7.5[a]		
				4.81	.0291
	Administrator	27	8.9[b]		
Years Experience					
1	1-5	124	7.1		
2	6-10	80	6.8		
3	11-15	46	7.6	1.46	.2026
4	16-20	29	8.8		
5	21-25	11	7.2		
6	> 25	40	10.1		
	Interactions				
Gender X Role				0.51	.4775
Gender X Years Experience				0.33	.8972
Role X Years Experience				1.25	.2865
Gender X Role X Years Experience				0.78	.5406

TABLE VII (Continued)

Variable		n	M	F-values	p-values
			Autonomy		
Gender					
	Female	263	17.4		
				1.32	.2519
	Male	68	17.4		
Role					
	Teacher	303	17.3[a]		
				3.90	.0491
	Administrator	28	18.5[b]		
Years Experience					
1	1-5	124	17.6		
2	6-10	80	17.3		
3	11-15	46	17.3	0.87	.5026
4	16-20	29	17.9		
5	21-25	11	17.6		
6	> 25	41	17.8		
	Interactions				
Gender X Role				1.03	.3109
Gender X Years Experience				2.15	.0595
Role X Years Experience				1.11	.3539
Gender X Role X Years Experience				0.81	.5210
			Feedback From the Job Itself		
Gender					
	Female	262	15.7		
				0.02	.8808
	Male	68	15.3		
Role					
	Teacher	302	15.7		
				0.16	.6923
	Administrator	28	15.3		
Years Experience					
1	1-5	124	15.7		
2	6-10	80	14.7		
3	11-15	46	16.3	1.84	.1052
4	16-20	29	16.8		
5	21-25	11	16.5		
6	> 25	40	15.4		

TABLE VII (Continued)

Variable	n	M	F-values	p-values
Interactions				
Gender X Role			0.01	.9384
Gender X Years Experience			1.23	.2930
Role X Years Experience			0.57	.7197
Gender X Role X Years Experience			1.28	.2787
		Job Security		
Gender				
Female	263	9.2		
			0.12	.7289
Male	68	9.0		
Role				
Teacher	303	9.1		
			0.16	.6940
Administrator	28	9.4		
Years Experience				
1 1-5	124	8.8		
2 6-10	80	8.8		
3 11-15	46	9.2	0.32	.9007
4 16-20	29	10.0		
5 21-25	11	9.1		
6 > 25	41	10.4		
Interactions				
Gender X Role			0.00	.9849
Gender X Years Experience			1.34	.2471
Role X Years Experience			1.13	.3443
Gender X Role X Years Experience			1.43	.2251
		Growth Satisfaction		
Gender				
Female	263	23.6		
			0.01	.9180
Male	68	23.0		
Role				
Teacher	303	23.4		
			0.00	.9480
Administrator	28	24.0		

TABLE VII (Continued)

Variable		n	M	F-values	p-values
Years Experience					
1	1-5	124	23.5		
2	6-10	80	23.0		
3	11-15	46	23.3	1.90	.0942
4	16-20	29	25.2		
5	21-25	11	23.2		
6	> 25	41	23.2		
Interactions					
Gender X Role				0.43	.5127
Gender X Years Experience				0.66	.6549
Role X Years Experience				2.99	.0120*
Gender X Role X Years Experience				0.45	.7726

[ab] The difference was statistically significant at the .05 level according to the Bonferroni (Dunn) T test.

[cd] The difference was statistically significant at the .05 level according to Duncan's Multiple Range Test.

*$p < .05$

The interaction between gender and years experience for Motivating Potential Score (MPS) was statistically significant at the .05 level: therefore, the null hypothesis for this interaction was rejected. The interaction between gender and years experience was graphically depicted in Figure 3. The following were cited in Figure 3: mean scores for MPS and curves for male and female educators.

The results cited in Figure 3 indicated that female educators who had 20 years or less experience reported a higher mean Motivating Potential Score than male educators. The results indicated a substantial drop in the mean for Motivating Potential Score for male educators with 6-10 years experience. A similar trend was indicated for female educators but not to as marked a degree as for male educators. The mean for Motivating Potential Score for female educators with 20 or more years experience declined markedly. The mean for Motivating Potential Score for male educators with similar years experiences substantially increased.

The interaction between role and years experience for Growth Satisfaction was statistically significant at the .05 level; therefore, the null hypothesis for this interaction was rejected. The interaction between role and years experience was graphically depicted in Figure 4. The following were cited in Figure 4: mean scores for Growth Satisfaction and curves for teachers and administrators.

The results cited in Figure 4 indicated that administrators with 25 years experience or less reported a higher mean score for Growth Satisfaction than teachers with the same number of years experience.

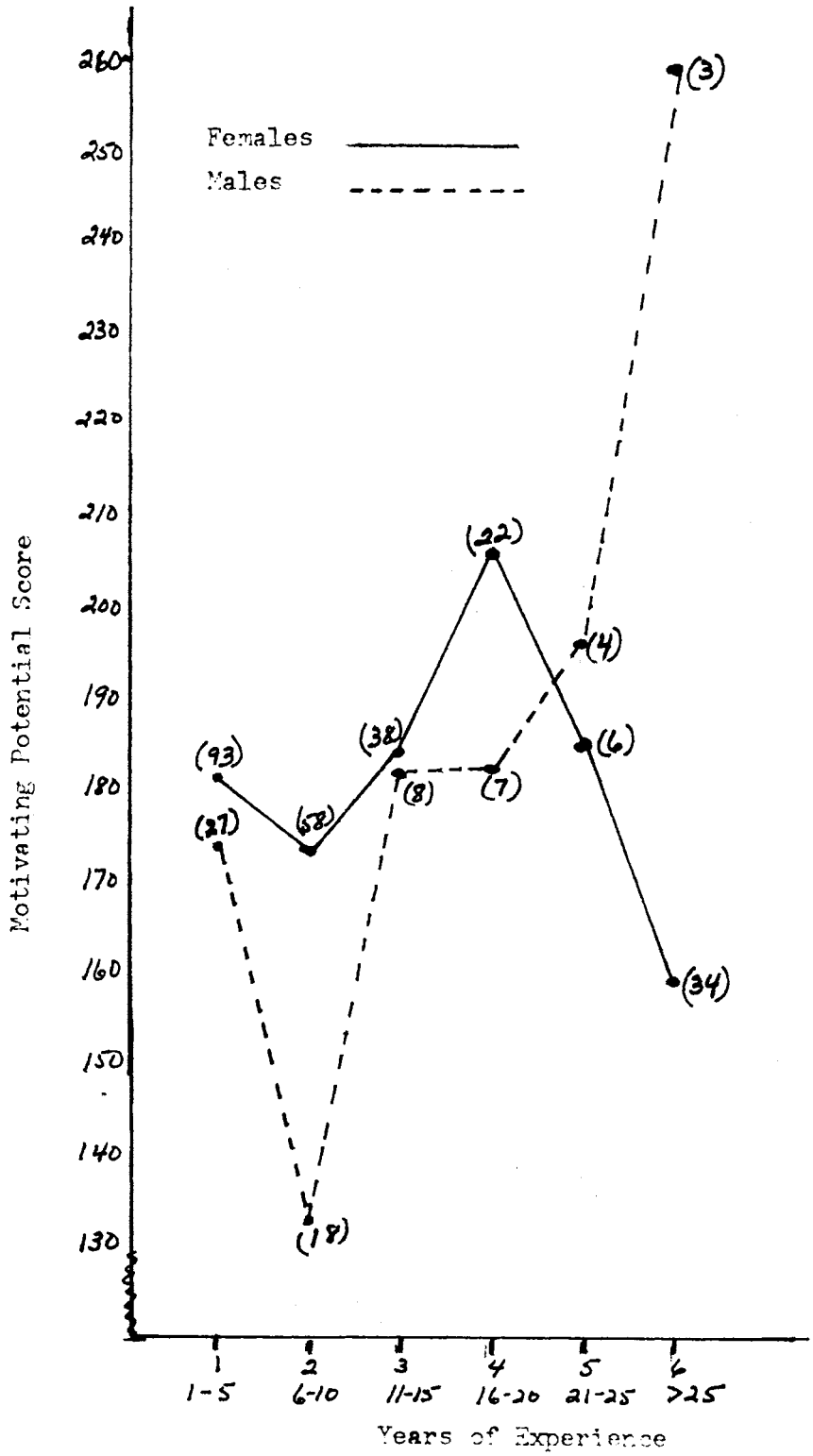


Figure 3. Interaction Between Gender and Years Experience for Motivating Potential Score

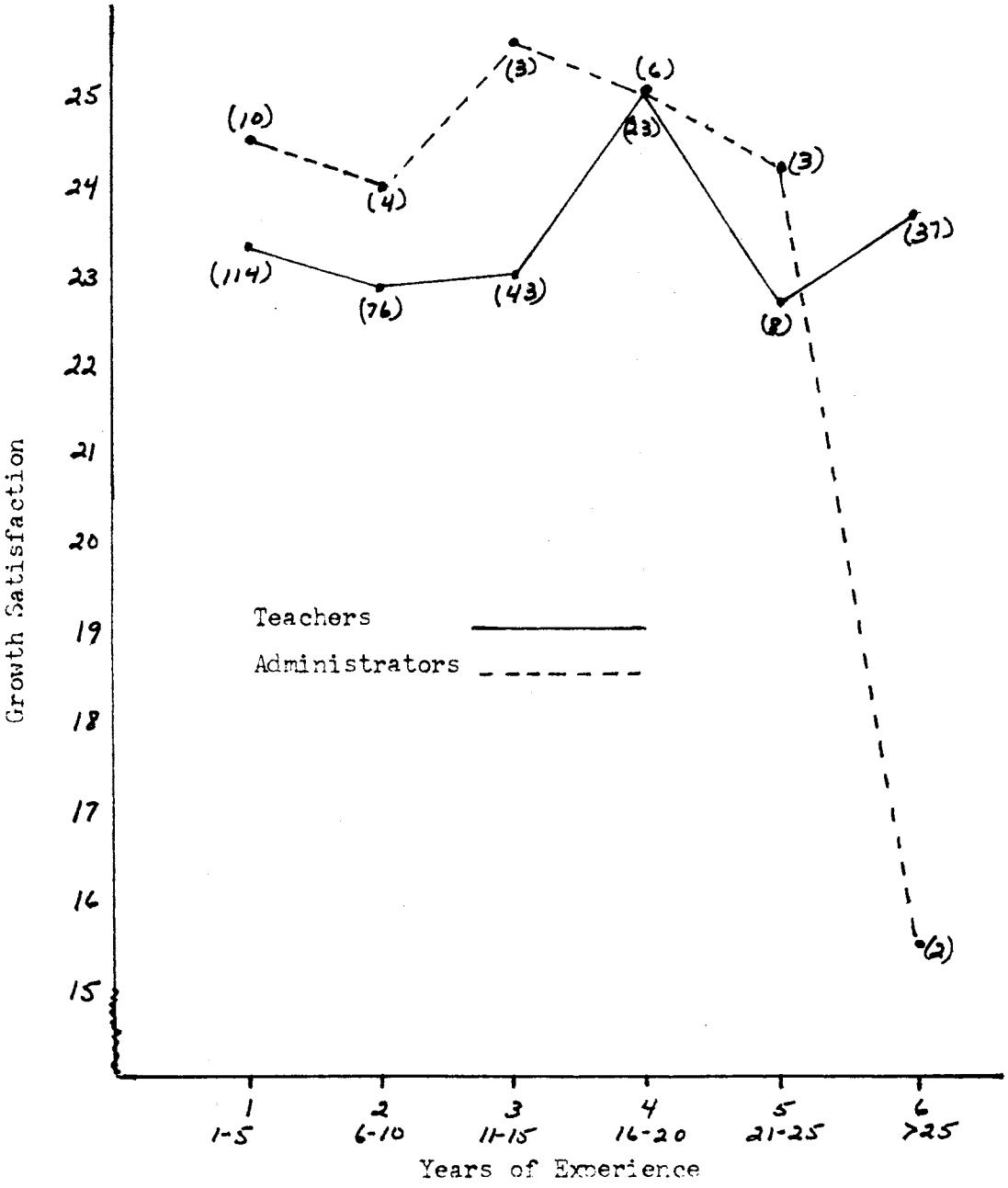


Figure 4. Interaction Between Hierarchical Position (Role) and Years Experience for Growth Satisfaction

Administrators with 25 years experience or more reported the lowest degree of Growth Satisfaction for both groups, teachers and administrators. Teachers with more than 25 years experience reported greater Growth Satisfaction than teachers in all other groups, except those in the group with 16-20 years experience. The highest mean score for Growth Satisfaction, for both teachers and administrators, was reported by administrators with 11-15 years experience. Teachers with 16-20 years experience reported the highest mean score for Growth Satisfaction for teachers at all levels of experience. The results for both teachers and administrators indicated that there was a decline in Growth Satisfaction for those educators with 5-10 years experience.

According to the responses collected on the Free-Response questionnaire, educators in the Catholic schools suggested that by improving professional growth opportunities and providing better inservice programs, the personal job satisfaction of educators in the Diocesan schools could be increased. Interviews with the educators also revealed the same concern for improved inservice programs (Appendices C and D).

Composite Null Hypothesis 3

It was hypothesized in null hypothesis 3 that the differences among the mean Job Diagnostic Survey scores according to gender, hierarchical position, and size of school would not be statistically significant. Table VIII contains variables, sample sizes, means, *F*-values, and probability (*p*) values.

TABLE VIII

A COMPARISON OF JOB SATISFACTION ACCORDING TO GENDER, HIERARCHICAL POSITION, AND SIZE OF SCHOOL EMPLOYING A THREE-WAY ANALYSIS OF VARIANCE

Variable	n	M	F-values	p-values
		Motivating Potential Score		
Gender				
Female	249	178.2		
			0.01	.9029
Male	65	171.1		
Role				
Teacher	287	175.9		
			0.27	.6052
Administrator	27	185.3		
Size of School				
1 < 100	24	174.5		
2 100-200	83	174.5		
3 200-300	63	175.9	0.81	.5420
4 300-400	40	176.2		
5 400-500	36	180.7		
6 > 500	68	179.1		
Interactions				
Gender X Role			0.00	.9687
Gender X Size of School			0.87	.5041
Role X Size of School			0.76	.5775
Gender X Role X Size of School			1.65	.1621
		Overall Job Satisfaction		
Gender				
Female	260	25.7		
			1.29	.2570
Male	66	26.1		
Role				
Teacher	299	25.7		
			0.21	.6506
Administrator	27	27.1		

TABLE VIII (Continued)

Variable		n	M	F-values	p-values
Size of School					
1	< 100	25	27.4		
2	100-200	87	25.5		
3	200-300	64	25.1	0.85	.5185
4	300-400	42	27.4		
5	400-500	39	25.8		
6	> 500	69	25.2		
Interactions					
Gender X Role				1.60	.2066
Gender X Size of School				0.20	.9624
Role X Size of School				0.64	.6727
Gender X Role X Size of School				0.57	.6823
			Salary Satisfaction		
Gender					
	Female	259	7.8		
				0.35	.5549
	Male	66	6.7		
Role					
	Teacher	299	7.5		
				0.61	.4353
	Administrator	26	8.6		
Size of School					
1	< 100	25	9.1		
2	100-200	86	7.7		
3	200-300	64	7.2	1.55	.1744
4	300-400	42	7.7		
5	400-500	39	9.1		
6	> 500	69	6.3		
Interactions					
Gender X Role				0.11	.7378
Gender X Size of School				0.66	.6525
Role X Size of School				1.24	.2889
Gender X Role X Size of School				0.61	.6579

TABLE VIII (Continued)

Variable		n	M	F-values	p-values
			Autonomy		
Gender					
	Female	260	17.4		
				0.35	.5570
	Male	66	17.5		
Role					
	Teacher	299	17.3		
				1.76	.1859
	Administrator	27	18.4		
Size of School					
1	< 100	25	16.0		
2	100-200	87	17.3		
3	200-300	64	17.2	0.71	.6189
4	300-400	42	17.8		
5	400-500	39	17.7		
6	> 500	69	17.7		
	Interactions				
Gender X Role				0.10	.7477
Gender X Size of School				0.27	.9219
Role X Size of School				0.74	.5910
Gender X Role X Size of School				0.77	.5481
			Feedback From the Job Itself		
Gender					
	Female	259	15.7		
				0.06	.8030
	Male	66	15.3		
Role					
	Teacher	298	15.6		
				0.08	.7835
	Administrator	27	15.2		
Size of School					
1	< 100	24	16.3		
2	100-200	87	15.5		
3	200-300	64	15.8	0.97	.4390
4	300-400	42	15.3		
5	400-500	39	15.6		
6	> 500	69	15.4		

TABLE VIII (Continued)

Variable	n	M	F-values	p-values
Interactions				
Gender X Role			0.26	.6102
Gender X Size of School			1.20	.3114
Role X Size of School			0.41	.8440
Gender X Role X Size of School			2.50	.0430*
		Job Security		
Gender				
Female	260	9.2		
			0.60	.4362
Male	66	9.1		
Role				
Teacher	299	9.1		
			0.01	.9108
Administrator	27	9.5		
Size of School				
1 < 100	25	9.5		
2 100-200	87	9.2		
3 200-300	64	8.1	1.96	.0851
4 300-400	42	10.1		
5 400-500	39	9.6		
6 > 500	69	9.0		
Interactions				
Gender X Role			0.03	.8599
Gender X Size of School			1.27	.2751
Role X Size of School			1.55	.1740
Gender X Role X Size of School			0.18	.9499
		Growth Satisfaction		
Gender				
Female	260	23.5		
			0.21	.6482
Male	66	23.0		
Role				
Teacher	299	23.4		
			0.92	.3377
Administrator	27	23.4		

TABLE VIII (Continued)

Variable		n	M	F-values	p-values
Size of School					
1	< 100	25	23.9		
2	100-200	87	23.0		
3	200-300	64	23.0	1.98	.0814
4	300-400	42	24.4		
5	400-500	39	24.6		
6	> 500	69	22.7		
Interactions					
Gender X Role				0.65	.4197
Gender X Size of School				1.23	.2972
Role X Size of School				0.31	.9088
Gender X Role X Size of School				0.75	.5579

*$p < .05$

Decision statement for composite null hypothesis 3. One of the 49 F-values was statistically significant at the .05 level; therefore, the null hypothesis for this comparison was rejected. The results cited in Table VIII indicated no statistically significant main effects.

The interaction among gender, role, and size of school for Feedback from the Job Itself was statistically significant at the .05 level, therefore, the null hypothesis for this interaction was rejected. The interaction among gender, role, and size of school was graphically depicted in Figure 5. The following were cited in Figure 5: mean scores for Feedback from the Job Itself and curves for female and male educators, both teachers and administrators.

The results cited in Figure 5 indicated that male teachers reported a higher mean score for feedback from the job itself than reported by female teachers. The results for female teachers indicated a higher mean score for feedback from the job itself in schools with fewer than 100 students or in schools with 200-300 students. The results for male teachers indicated a similar trend in schools with fewer than 100 students as did female teachers, however, male teachers reported a higher mean score for feedback from the job itself in schools with 300-400 students rather than in schools of 200-300 students as reported by female teachers.

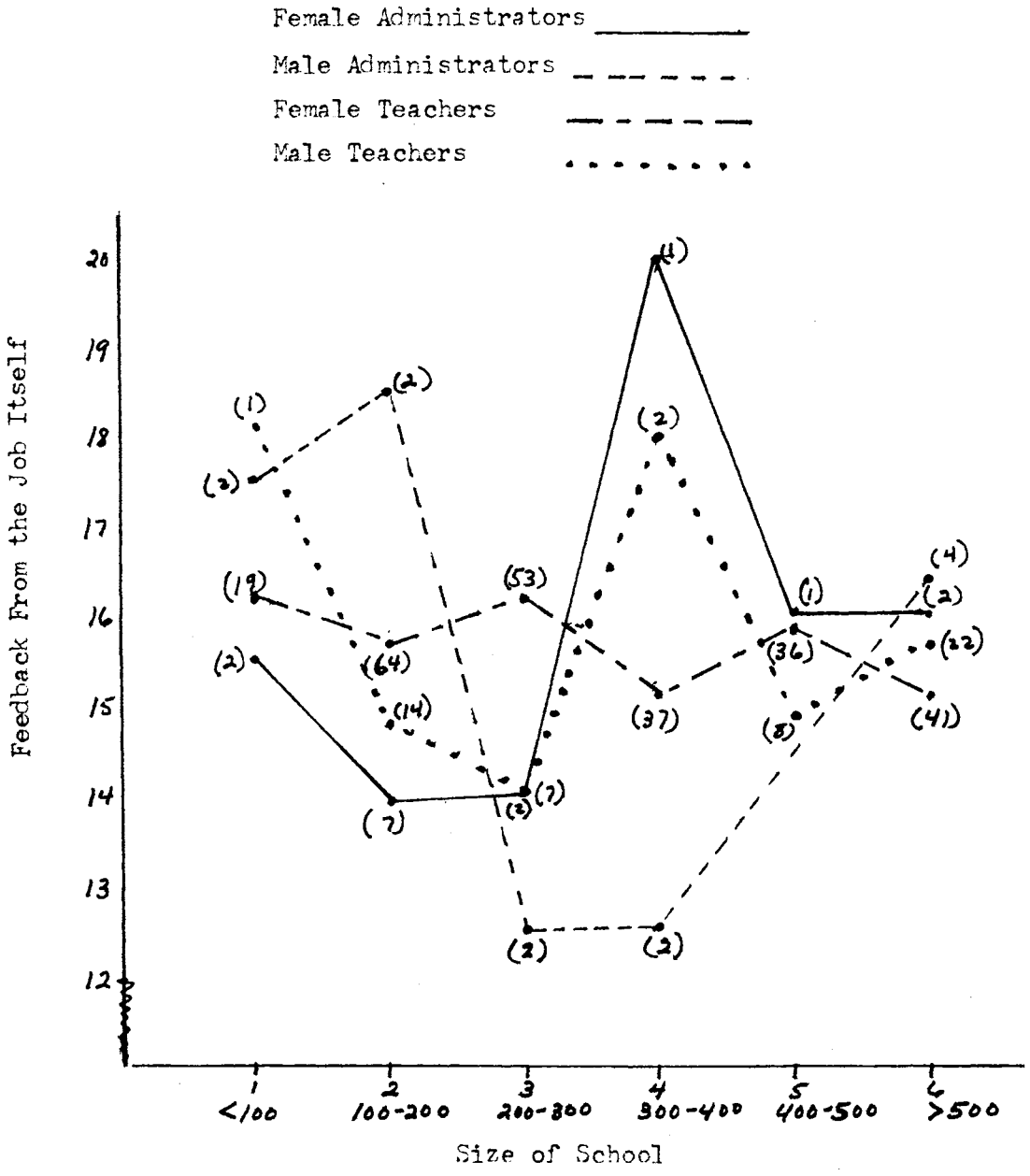


Figure 5. Interaction Among Gender, Hierarchical Position (Role), and Size of School for Feedback from the Job Itself

The female administrators reported a higher mean score for feedback from the job itself than did male administrators. Female administrators of schools with more than 300 students reported a higher mean score for feedback from the job itself than did female administrators of schools with less than 300 students. Male administrators of schools with less than 200 or more than 500 students reported a higher mean score for feedback from the job itself than did male administrators of schools with 200-500 students.

In the Free-Response questionnaire, improved feedback from principals and Central Office administrators was suggested as a change which would increase personal job satisfaction. "I would like to have more administrative assistance. I want to know if I am functioning well. Am I doing a good job?" It was recommended by some administrators that their schools be evaluated more frequently so that they would know that they were doing a good job. These concerns for increased feedback were expressed by teachers and administrators (Appendices C and D).

Composite Null Hypothesis 4

It was hypothesized in null hypothesis 4 that the differences among the mean Job Diagnostic Survey scores according to role, status, and years experience would not be statistically significant. Table IX contains variables, sample sizes, mean, F-values, and probability (p) values.

TABLE IX

A COMPARISON OF JOB SATISFACTION ACCORDING TO HIERARCHICAL POSITION, STATUS, AND YEARS EXPERIENCE EMPLOYING A THREE-WAY ANALYSIS OF VARIANCE

Variable		n	M	F-values	p-values
			Motivating Potential Score		
Role					
	Teacher	288	176.3		
				1.09	.2969
	Administrator	28	188.7		
Status					
	Religious	77	166.6		
				1.30	.2549
	Lay	239	180.8		
Years Experience					
1	1-5	120	179.1		
2	6-10	76	164.1		
3	11-15	46	183.8	0.42	.8326
4	16-20	29	200.5		
5	21-25	10	189.6		
6	> 25	35	169.3		
	Interactions				
Role X Status				0.44	.5059
Role X Years Experience				0.72	.6102
Status X Years Experience				0.61	.6934
Role X Status X Years Experience				0.38	.7666
			Overall Job Satisfaction		
Role					
	Teacher	301	25.8		
				0.28	.5979
	Administrator	28	27.6		
Status					
	Religious	84	26.5		
				0.03	.8579
	Lay	245	25.7		

TABLE IX (Continued)

Variable		n	M	F-values	p-values
Years of Experience					
1	1-5	124	25.2		
2	6-10	80	25.9		
3	11-15	46	25.2	1.83	.1073
4	16-20	29	27.8		
5	21-25	11	27.6		
6	> 25	39	27.0		
	Interactions				
Role X Years Experience				0.06	.8072
Role X Years Experience				1.10	.3604
Status X Years Experience				0.15	.9785
Role X Status X Years Experience				0.10	.9582
			Salary Satisfaction		
Role					
	Teacher	301	7.5		
				1.16	.2832
	Administrator	27	8.9		
Status					
	Religious	83	8.6		
				0.85	.3578
	Lay	245	7.3		
Years Experience					
1	1-5	124	7.1		
2	6-10	80	6.8		
3	11-15	46	7.6	1.34	.2487
4	16-20	29	8.8		
5	21-25	11	7.2		
6	> 25	38	10.3		
	Interactions				
Role X Status				0.41	.5216
Role X Years Experience				1.00	.4157
Status X Years Experience				0.25	.9414
Role X Status X Years Experience				0.18	.9070

TABLE IX (Continued)

Variable		n	M	F-values	p-values
			Autonomy		
Role					
	Teacher	301	17.3		
				3.31	.0699
	Administrator	28	18.5		
Status					
	Religious	84	17.3		
				1.51	.2205
	Lay	245	17.5		
Years Experience					
1	1-5	124	17.6		
2	6-10	80	17.3		
3	11-15	46	17.3	0.48	.7907
4	16-20	29	17.9		
5	21-25	11	17.5		
6	> 25	39	17.8		
	Interactions				
Role X Status				0.44	.5097
Role X Years Experience				1.02	.4078
Status X Years Experience				0.67	.6497
Role X Status X Years Experience				0.83	.4805
			Feedback From the Job Itself		
Role					
	Teacher	300	15.7		
				0.10	.7533
	Administrator	28	15.3		
Status					
	Religious	83	15.1		
				0.14	.7050
	Lay	245	15.8		
Years Experience					
1	1-5	124	15.7		
2	6-10	80	14.7		
3	11-15	46	16.3	1.58	.1660
4	16-20	29	16.8		
5	21-25	11	16.5		
6	> 25	38	15.4		

TABLE IX (Continued)

Variable	n	M	F-values	p-values
Interactions				
Role X Status			1.44	.2308
Role X Years Experience			0.71	.6127
Status X Years Experience			0.82	.5354
Role X Status X Years Experience			0.60	.6183
		Job Security		
Role				
Teacher	301	9.1	0.13	.7201
Administrator	28	9.4		
Status				
Religious	84	10.0	3.15	.0770
Lay	245	8.9		
Years Experience				
1 1-5	124	8.8		
2 6-10	80	8.8		
3 11-15	46	9.3	0.82	.5338
4 16-20	29	10.0		
5 21-25	11	9.1		
6 > 25	39	10.5		
Interactions				
Role X Status			2.23	.1362
Role X Years Experience			1.55	.1735
Status X Years Experience			0.18	.9710
Role X Status X Years Experience			0.09	.9661
		Growth Satisfaction		
Role				
Teacher	310	23.5	0.40	.5299
Administrator	28	24.0		
Status				
Religious	84	23.4	0.23	.6329
Lay	245	23.4		

TABLE IX (Continued)

Variable		n	M	F-values	p-values
Years Experience					
1	1-5	124	23.5[a]		
2	6-10	80	23.0[a]		
3	11-15	46	23.2[a]	2.52	.0297
4	16-20	29	23.2[b]		
5	21-25	11	25.2[a]		
6	> 25	39	23.4[a]		
	Interactions				
Role X Status				0.00	.9944
Role X Years Experience				2.97	.0124*
Status X Years Experience				0.73	.6038
Role X Status X Years Experience				0.27	.8437

[ab] The difference was statistically significant at the .05 level according to the Duncan's Multiple Range Test.

*$p < .05$

Decision statement for null hypothesis 4. Two of the 49 F-values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The results cited in Table IX indicated that the following F-value was statistically significant: educators with 16 to 20 years experience reported a higher mean score for growth satisfaction than educators with less than 15 years experience or more than 20 years experience.

The interaction between role and years experience for Growth Satisfaction was statistically significant at the .05 level; therefore, the null hypothesis for this interaction was rejected. The interaction between role and years experience was recurring and was graphically depicted previously in Figure 4.

Composite Null H othesis 5

It was hypothesized in null hypothesis 5 that the difference among the mean Job Diagnostic Survey scores according to role, status, and size of school would not be statistically significant. Table X contains variables, sample sizes, means, F-values, and (p) probability values.

Decision statement for null hypothesis 5. Three of the 49 F-values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The results cited in Table X indicated that the F-values for the following main effects were statistically significant at the .05 level:

TABLE X

A COMPARISON OF JOB SATISFACTION ACCORDING TO ROLE, STATUS, AND SIZE OF SCHOOL EMPLOYING A THREE-WAY ANALYSIS OF VARIANCE

Variable		n	M	F-values	p-values
			Motivating Potential Score		
Role					
	Teacher	285	176.0		
				0.09	.7606
	Administrator	27	185.3		
Status					
	Religious	76	166.3		
				0.14	.7133
	Lay	236	180.2		
Size of School					
1	< 100	23	176.6		
2	100-200	83	174.5		
3	200-300	61	175.5	0.31	.9085
4	300-400	41	176.5		
5	400-500	36	180.7		
6	> 500	68	179.1		
	Interactions				
Role X Status				1.15	.2848
Role X Size of School				0.41	.8435
Status X Size of School				0.93	.4637
Role X Status X Size of School				0.38	.8218
			Overall Job Satisfaction		
Role					
	Teacher	297	25.7		
				0.10	.7499
	Administrator	27	27.1		
Status					
	Religious	82	26.4		
				0.03	.8688
	Lay	242	25.7		

TABLE X (Continued)

Variable		n	M	F-values	p-values
Size of School					
1	< 100	24	27.2		
2	100-200	87	25.5		
3	200-300	62	25.4	1.46	.2029
4	300-400	43	27.3		
5	400-500	39	25.8		
6	> 500	69	25.2		
	Interactions				
Role X Status				1.45	.2296
Role X Size of School				1.19	.3119
Status X Size of School				0.59	.7095
Role X Status X Size of School				0.26	.9062
			Salary Satisfaction		
Role					
	Teacher	297	7.5		
				0.21	.6477
	Administrator	26	8.6		
Status					
	Religious	81	8.6[a]		
				4.38	.0373
	Lay	242	7.3[b]		
Size of School					
1	< 100	24	9.1		
2	100-200	86	7.7		
3	200-300	62	7.2	0.65	.3710
4	300-400	43	7.7		
5	400-500	39	9.1		
6	> 500	69	6.4		
	Interactions				
Role X Status				0.50	.4821
Role X Size of School				1.08	.3710
Status X Size of School				0.85	.5159
Role X Status X Size of School				0.97	.4234

TABLE X (Continued)

Variable		n	M	F-values	p-values
			Autonomy		
Role					
	Teacher	297	17.3		
				1.93	.1662
	Administrator	27	18.4		
Status					
	Religious	82	17.2		
				1.26	.2627
	Lay	242	17.5		
Size of School					
1	< 100	24	16.0		
2	100-200	87	17.3		
3	200-300	62	17.2	1.22	.2987
4	300-400	43	17.8		
5	400-500	39	17.7		
6	> 500	69	17.7		
	Interactions				
Role X Status				0.02	.8817
Role X Size of School				0.49	.7845
Status X Size of School				0.25	.9409
Role X Status X Size of School				0.91	.4597
			Feedback From the Job Itself		
Role					
	Teacher	296	15.6		
				0.20	.6553
	Administrator	27	15.2		
Status					
	Religious	81	15.0		
				0.32	.5748
	Lay	242	15.8		
Size of School					
1	< 100	23	16.4		
2	100-200	87	15.5		
3	200-300	62	15.7	0.73	.6022
4	300-400	43	15.3		
5	400-500	39	15.6		
6	> 500	69	15.4		

TABLE IX (Continued)

Variable	n	M	F-values	p-values
Interactions				
Role X Status			4.83	.0287*
Role X Size of School			0.73	.6047
Status X Size of School			1.98	.0818
Role X Status X Size of School			1.30	.2719
		Job Security		
Role				
Teacher	297	9.1		
			0.43	.5140
Administrator	27	9.5		
Status				
Religious	82	10.0[a]		
			3.86	.0505
Lay	242	8.9[b]		
Size of School				
1 < 100	24	9.5		
2 100-200	87	9.2		
3 200-300	62	8.2	1.50	.1909
4 300-400	43	10.1		
5 400-500	39	9.6		
6 > 500	69	9.0		
Interactions				
Role X Status			0.56	.4541
Role X Size of School			1.43	.2144
Status X Size of School			0.16	.9769
Role X Status X Size of School			0.27	.8993
		Growth Satisfaction		
Role				
Teacher	297	23.4		
			1.08	.2994
Administrator	27	23.4		
Status				
Religious	82	23.4		
			0.00	.9600
Lay	242	23.3		

TABLE X (Continued)

Variable		n	M	F-values	p-values
Size of School					
1	< 100	24	23.9		
2	100-200	87	23.0		
3	200-300	62	23.0	1.16	.3272
4	300-400	43	24.3		
5	400-500	39	24.6		
6	> 500	69	22.7		
	Interactions				
Role X Status				0.03	.8611
Role X Size of School				0.37	.8721
Status X Size of School				0.50	.7766
Role X Status X Size of School				0.38	.8253

[ab] The difference was statistically significant at the .05 level according to the Bonfferoni (Dunn) T tests.

*$p < .05$

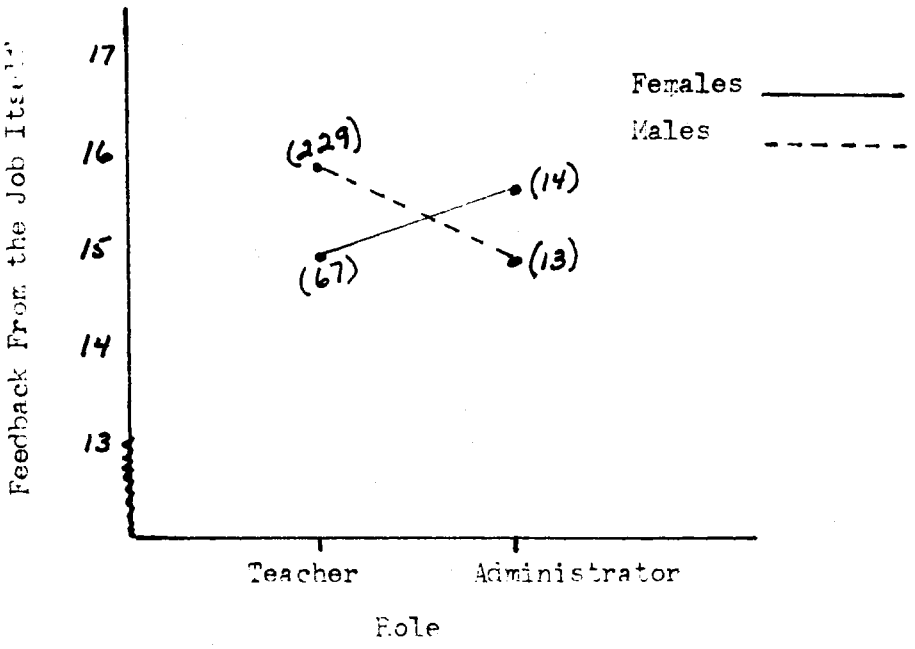


Figure 6. Interaction Between Hierarchical Position (Role) and Status for Feedback From the Job Itself

1. Religious leaders reported a higher mean score for salary satisfaction than lay educators.

2. Religious educators reported a higher mean score for job security than lay educators.

The interaction between role and status for Feedback from the Job Itself was statistically significant at the .05 level; therefore, the null hypothesis for this interaction was rejected. The interaction between role and status was graphically depicted in Figure 6. The following were cited in Figure 6: mean scores for Feedback from the Job Itself and curves for religious and lay educators.

The results cited in Figure 6 indicated that religious administrators reported a higher mean score for Feedback from the Job Itself than lay administrators. Lay teachers reported a higher mean score for Feedback from the Job Itself than religious teachers. Religious administrators reported a higher mean score for Feedback from the Job Itself than religious teachers. However, lay teachers reported a higher mean score for Feedback from the Job Itself than lay administrators.

Composite Null Hypothesis 6

It was hypothesized in null hypothesis 6 that the differences in the mean Job Diagnostic Survey scores according to status, years experience, and size of school would not be statistically significant. Table XI contains variables, sample sizes, F-values, and probability (p) values.

TABLE XI

A COMPARISON OF JOB SATISFACTION ACCORDING TO STATUS, YEARS EXPERIENCE, AND SIZE OF SCHOOL EMPLOYING A THREE-WAY ANALYSIS OF VARIANCE

Variable		n	M	F-values	p-values
			Motivating Potential Score		
Status					
	Religious	76	166.3[a]		
				5.74	.0173
	Lay	234	180.7[b]		
Years Experience					
1	1-5	117	177.5		
2	6-10	75	164.7		
3	11-15	46	183.8	1.86	.1018
4	16-20	29	200.5		
5	21-25	9	189.9		
6	> 25	34	171.2		
Size of School					
1	< 100	23	176.6		
2	100-200	83	174.5		
3	200-300	61	175.5	1.01	.4117
4	300-400	41	176.5		
5	400-500	36	180.7		
6	> 500	66	180.7		
Interactions					
Status X Years Experience				1.27	.2764
Status X Size of School				1.59	.1631
Years Experience X Size of School				0.91	.5828
Status X Years Experience X Size of School				1.74	.0645
			Overall Job Satisfaction		
Status					
	Religious	82	26.4		
				0.02	.9004
	Lay	240	25.7		

TABLE XI (Continued)

Variable		n	M	F-values	p-values
Years Experience					
1	1-5	120	25.2		
2	6-10	79	26.0		
3	11-15	46	25.2	1.94	.0888
4	16-20	29	27.8		
5	21-25	10	27.1		
6	> 25	38	27.0		
Size of School					
1	< 100	24	27.2		
2	100-200	87	25.5		
3	200-300	62	25.4	0.74	.5906
4	300-400	43	27.3		
5	400-500	39	25.8		
6	> 500	67	25.5		
Interactions					
Status X Years Experience				0.52	.7590
Status X Size of School				0.26	.9367
Years Experience X Size of School				0.82	.7159
Status X Years Experience X Size of School				0.62	.8397
			Salary Satisfaction		
Status					
	Religious	81	8.6		
				2.65	.1047
	Lay	240	7.3		
Years Experience					
1	1-5	120	7.1[a]		
2	6-10	79	6.9[a]		
3	11-15	46	7.6	3.48	.0046
4	16-20	29	8.8		
5	21-25	10	7.1[a]		
6	> 25	37	10.2[b]		

TABLE XI (Continued)

Variable		n	M	F-values	p-values
Size of School					
1	< 100	24	9.1		
2	100-200	86	7.7		
3	200-300	62	7.2	1.59	.1633
4	300-400	43	7.7		
5	400-500	39	9.1		
6	> 500	67	6.4		
Interactions					
Status X Years Experience				0.98	.4311
Status X Size of School				0.49	.7866
Years Experience X Size of School				0.78	.7718
Status X Years Experience X Size of School				0.58	.8671
			Autonomy		
Status					
	Religious	82	17.2	0.70	.4033
	Lay	240	17.5		
Years Experience					
1	1-5	120	17.5		
2	6-11	79	17.3		
3	11-15	46	17.3	1.35	.2449
4	16-20	29	17.9		
5	21-25	10	17.5		
6	> 25	38	16.9		
Size of School					
1	< 100	24	16.0[a]		
2	100-200	87	17.3		
3	200-300	62	17.2	3.03	.0112
4	300-400	43	17.8[b]		
5	400-500	39	17.7[b]		
6	> 500	67	17.8[b]		
Interactions					
Status X Years Experience				1.09	.3651
Status X Size of School				0.66	.6539
Years Experience X Size of School				1.26	.1874
Status X Years Experience X Size of School				0.83	.6320

TABLE XI (Continued)

Variable	n	M	F-values	p-values
		Feedback From the Job Itself		
Status				
Religious	81	15.0[a]		
			6.57	.0109
Lay	240	15.8[b]		
Years Experience				
1 1-5	120	15.6		
2 6-11	79	14.7[a]		
3 11-15	46	16.3	3.04	.0110
4 16-20	29	16.8[b]		
5 21-25	10	16.7[b]		
6 > 25	37	15.5		
Size of School				
1 < 100	23	16.4		
2 100-200	87	15.5		
3 200-300	62	15.7	0.40	.8466
4 300-400	43	15.3		
5 400-500	39	15.6		
6 > 500	67	15.5		
Interactions				
Status X Years Experience			0.83	.5267
Status X Size of School			0.45	.8101
Years Experience X Size of School			1.12	.3225
Status X Years Experience X Size of School			2.02	.0193*
		Job Security		
Status				
Religious	82	10.0		
			1.35	.2442
Lay	240	8.9		
Years Experience				
1 1-5	120	8.7		
2 6-11	79	8.8		
3 11-15	46	9.3	0.27	.9296
4 16-20	29	10.0		
5 21-25	10	9.2		
6 > 25	38	10.4		

TABLE XI (Continued)

Variable		n	M	F-values	p-values
Size of School					
1	< 100	24	9.5		
2	100-200	87	9.2		
3	200-300	62	8.2	0.91	.4749
4	300-400	43	10.1		
5	400-500	39	9.6		
6	> 500	67	8.9		
Interactions					
Status X Years Experience				0.54	.7458
Status X Size of School				0.53	.7566
Years Experience X Size of School				1.05	.4058
Status X Years Experience X Size of School				1.01	.4423
			Growth Satisfaction		
Status					
	Religious	82	23.3		
				0.07	.7942
	Lay	240	23.5		
Years Experience					
1	1-5	120	23.4		
2	6-11	79	23.0		
3	11-15	46	23.2	1.64	.1502
4	16-20	29	25.2		
5	21-25	10	22.7		
6	> 25	38	23.3		
Size of School					
1	< 100	24	23.9		
2	100-200	87	23.0		
3	200-300	62	23.0	0.70	.6212
4	300-400	43	24.3		
5	400-500	39	24.6		
6	> 500	67	22.8		

TABLE XI (Continued)

Variable	n	M	F-values	p-values
Interactions				
Status X Years Experience			0.58	.7179
Status X Size of School			0.41	.8399
Years Experience X Size of School			0.55	.9629
Status X Years Experience X Size of School			0.79	.6755

[ab] The difference was statistically significant at the .05 level according to the Duncan's Multiple Range Test.

*$p < .05$

Decision statement for composite null hypothesis 6. Six of the 49 F-values were statistically significant at the .05 level, therefore the null hypotheses for these comparisons were rejected. The results cited in Table VI indicated that the F-values for the following main effects were statistically significant at the .05 level:

1. Lay educators reported a greater mean Motivating Potential Score (MPS) than religious educators.

2. Educators with more than 25 years experience reported a higher mean score for salary satisfaction than educators with less than 10 years experience and those with between 21-25 years experience.

3. Educators in schools of more than 300 students reported a higher mean score than educators in schools of less than 100 students.

4. Lay educators reported a higher mean score for feedback from the job itself than religious educators.

5. Educators with 10-25 years experience reported a higher mean score for feedback from the job itself than educators with less than 10 years experience or more than 25 years experience.

The interactions among status, years experience, and size of school were statistically significant at the .05 level; therefore, the null hypothesis for this interaction was rejected. The interactions among status, years experience, and size of school were graphically depicted in Figure 7. The following were cited in Figure 7: mean scores for Feedback from the Job Itself and curves for religious and lay teachers.

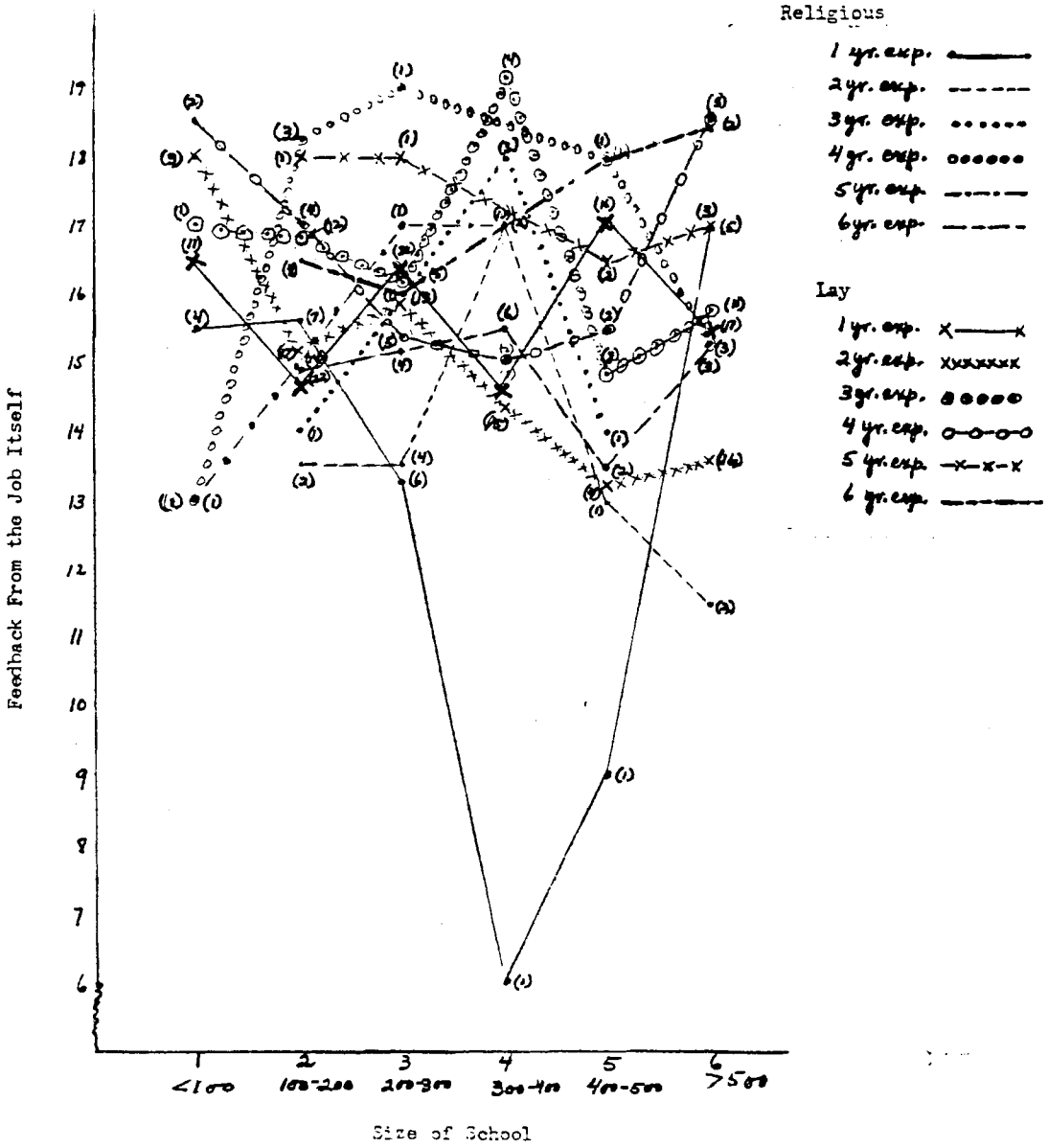


Figure 7. Interaction Among Status, Years Experience, and Size of School for Feedback from the Job Itself

The results cited in Figure 7 indicated that educators with 11-15 years experience in schools of 300-400 students reported a higher mean score for feedback from the job itself than did religious or lay educators in any other group. Religious educators with 1-5 years experience in schools of 300-400 students reported a lower mean score for feedback from the job itself than did religious or lay educators in any other group. Lay educators with 16-20 years experience in schools of less than 100 students or more than 500 students reported approximately the same mean score for feedback from the job itself as did lay educators with more than 25 years experience in schools with more than 500 students.

Composite Null Hypothesis 7

It was hypothesized in null hypothesis 7 that the differences among the mean Job Diagnostic Survey scores according to gender, years experience, and size of school would not be statistically significant. Table XII contains variables, sample sizes, means, F-values, and probability (p) values.

Decision statement for composite null hypothesis 7. Six of 49 F-values were statistically significant at the .05 level; therefore, the null hypotheses for these comparisons were rejected. The results cited in Table XII indicated that the F-values for the following main effects were statistically significant:

1. Male educators reported a higher mean score for overall job satisfaction than female educators.

2. Educators with 16-20 years experience reported higher mean scores for overall job satisfaction than educators with 11-15 years experience.

TABLE XII

A COMPARISON OF JOB SATISFACTION ACCORDING TO GENDER, YEARS EXPERIENCE, AND SIZE OF SCHOOL EMPLOYING A THREE-WAY ANALYSIS OF VARIANCE

Variable		n	M	F-values	p-values
			Motivating Potential Score		
Gender					
	Female	247	178.5		
				0.01	.9213
	Male	65	171.1		
Years Experience					
1	1-5	117	177.5		
2	6-10	75	164.7		
3	11-15	46	184.5	1.90	.0943
4	16-20	29	200.5		
5	21-25	9	190.0		
6	> 25	36	169.6		
Size of School					
1	< 100	24	174.5		
2	100-200	83	174.5		
3	200-300	63	175.9	0.56	.7331
4	300-400	40	176.2		
5	400-500	36	180.7		
6	> 500	66	180.7		
	Interactions				
Status X Years Experience				3.56	.0075*
Status X Size of School				0.73	.6037
Years Experience X Size of School				0.81	.7279
Gender X Years Experience X Size of School				0.59	.8205
			Overall Job Satisfaction		
Gender					
	Female	258	25.8		
				4.50	.0347
	Male	66	26.1		

TABLE XII (Continued)

Variable		n	M	F-values	p-values
Years Experience					
1	1-5	120	25.2		
2	6-10	79	26.0		
3	11-15	46	25.0[a]	2.99	.0122
4	16-20	29	27.8[b]		
5	21-25	10	27.1		
6	> 25	40	26.9		
Size of School					
1	< 100	25	27.4		
2	100-200	87	25.5		
3	200-300	64	25.2	0.81	.5448
4	300-400	42	27.4		
5	400-500	39	25.8		
6	> 500	67	25.5		
Interactions					
Status X Years Experience				1.23	.2958
Status X Size of School				0.30	.9150
Years Experience X Size of School				1.00	.4682
Gender X Years Experience X Size of School				0.51	.8852
			Salary Satisfaction		
Gender					
	Female	257	7.8		
				0.42	.5184
	Male	66	6.8		
Years Experience					
1	1-5	120	7.1[c]		
2	6-10	79	6.9[c]		
3	11-15	46	7.6	3.64	.0033
4	16-20	29	8.8		
5	21-25	10	7.1[c]		
6	> 25	39	10.1[d]		
Size of School					
1	< 100	25	9.1		
2	100-200	86	7.7		
3	200-300	64	7.2	1.72	.1293
4	300-400	42	7.7		
5	400-500	39	9.1		
6	> 500	67	6.4		

TABLE XII (Continued)

Variable	n	M	F-values	p-values
Interactions				
Status X Years Experience			2.30	.0451*
Status X Size of School			0.15	.9801
Years Experience X Size of School			0.91	.5957
Gender X Years Experience X Size of School			1.07	.3877
		Autonomy		
Gender				
Female	258	17.4		
			0.12	.7328
Male	66	17.5		
Years Experience				
1 1-5	120	17.5		
2 6-10	79	17.3		
3 11-15	46	17.3	0.24	.9425
4 16-20	29	17.9		
5 21-25	10	17.5		
6 > 25	40	16.9		
Size of School				
1 < 100	25	16.0		
2 100-200	87	17.3		
3 200-300	64	17.3	1.03	.3996
4 300-400	42	17.8		
5 400-500	39	17.7		
6 > 500	67	17.8		
Interactions				
Status X Years Experience			0.98	.4280
Status X Size of School			0.29	.9177
Years Experience X Size of School			0.92	.5806
Gender X Years Experience X Size of School			0.46	.9161
		Feedback From the Job Itself		
Gender				
Female	257	15.7		
			0.03	.8585
Male	66	15.3		

TABLE XII (Continued)

Variable		n	M	F-values	p-values
Years Experience					
1	1-5	120	15.6		
2	6-10	79	15.4		
3	11-15	46	16.3	1.87	.0991
4	16-20	29	16.8		
5	21-25	10	16.7		
6	> 25	39	15.4		
Size of School					
1	< 100	24	16.3		
2	100-200	87	15.5		
3	200-300	64	15.8	0.37	.8662
4	300-400	42	15.3		
5	400-500	10	15.6		
6	> 500	39	15.5		
Interactions					
Status X Years Experience				1.59	.1639
Status X Size of School				0.77	.5704
Years Experience X Size of School				0.98	.4962
Gender X Years Experience X Size of School				0.83	.5960
			Job Security		
Gender					
	Female	258	9.1		
				0.37	.5439
	Male	66	9.1		
Years Experience					
1	1-5	120	8.7		
2	6-10	79	8.8		
3	11-15	46	9.2	1.14	.3371
4	16-20	29	10.0		
5	21-25	10	9.6		
6	> 25	39	10.4		
Size of School					
1	< 100	25	9.5		
2	100-200	87	9.2		
3	200-300	64	8.1[a]	2.28	.0468
4	300-400	42	10.1[b]		
5	400-500	39	9.6		
6	> 500	67	8.9		

TABLE XII (Continued)

Variable	n	M	F-values	p-values
Interactions				
Status X Years Experience			1.51	.1870
Status X Size of School			2.04	.0740
Years Experience X Size of School			1.01	.4491
Gender X Years Experience X Size of School			0.82	.6092
		Growth Satisfaction		
Gender				
Female	258	23.5		
			0.90	.3434
Male	66	23.0		
Years Experience				
1 1-5	120	23.4		
2 6-10	79	23.0		
3 11-15	46	23.3	1.36	.2392
4 16-20	29	25.2		
5 21-25	10	22.7		
6 > 25	40	23.2		
Size of School				
1 < 100	25	23.9		
2 100-200	87	23.0		
3 200-300	64	23.0	0.85	.5150
4 300-400	42	24.4		
5 400-500	39	24.6		
6 > 500	67	22.8		
Interactions				
Status X Years Experience			0.83	.5291
Status X Size of School			0.78	.5617
Years Experience X Size of School			0.72	.8325
Gender X Years Experience X Size of School			0.86	.5756

ab The difference was statistically significant at the .05 level according to the Duncan Multiple Range Test.

*$p < .05$

3. Educators with more than 21 years experience reported a higher mean score for salary satisfaction than educators with 10 or less years experience.

4. Educators in schools with 300-400 students reported a higher mean score for job security than educators in schools with 200-300 students.

The interaction between gender and years experience for Motivation Potential Score (MPS) was statistically significant at the .05 level; therefore, the null hypothesis for this interaction was rejected. This interaction was recurring and was graphically depicted in Figure 3.

The interaction between gender and years of experience for Salary Satisfaction was statistically significant at the .05 level; therefore, the null hypothesis for this interaction was rejected. The interaction between gender and years of experience was graphically depicted in Figure 8. The following were cited in Figure 8: mean scores for Salary Satisfaction and curves for female and male educators.

The results cited in Figure 8 indicated that female educators reported a higher mean score for salary satisfaction than male educators over all the groupings of years experience. Female educators with more years experience reported a higher mean score for salary satisfaction than female educators with less experience. Male educators with 6-10 years experience and 21-25 years experience reported substantially lower mean scores for salary satisfaction than male educators in the other groupings of years experience.

In Chapter 3, it was stated that one source of data was not usually sufficient in completely assessing an individual's job satisfaction.

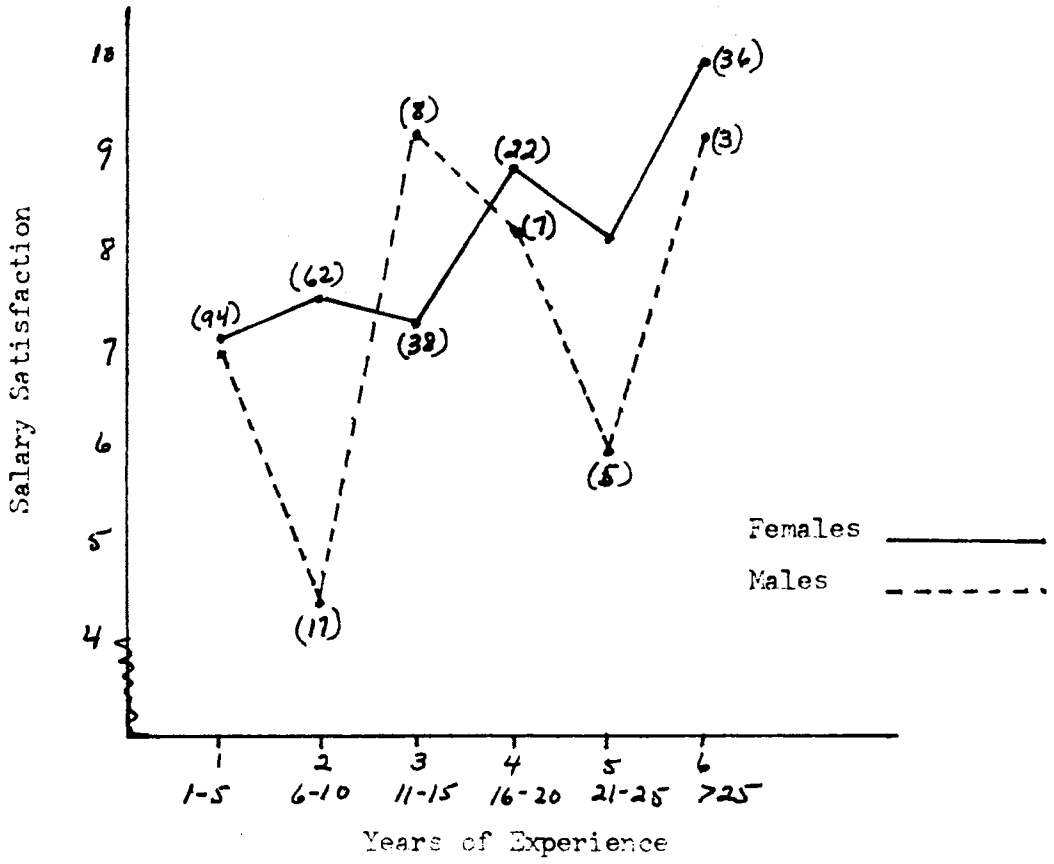


Figure 8. Interaction Between Gender and Years Experience for Salary Satisfaction

Therefore, the survey used by this researcher was supplemented by a Free-Response questionnaire and a limited number of individual interviews of teachers and administrators.

The responses from the Free-Response section of the questionnaire, which can be found in Appendix C, and the responses from the personal interviews, which can be found in Appendix D, corroborated many of the research findings revealed by the Job Diagnostic Survey.

Summary of the Research Findings

There were seven dependent variables used in this study of job satisfaction of the educators in the schools of the Catholic Diocese of Wichita. They included:

1. Motivating Potential Score
2. Overall Job Satisfaction
3. Salary Satisfaction
4. Autonomy
5. Feedback from the Job Itself
6. Job Security
7. Growth Satisfaction

The five independent variables used were:

1. Gender
2. Hierarchical Position (Role)
3. Status
4. Years of Experience
5. Size of School

A three-way analysis of variance, using the independent variables, was calculated for each of the seven dependent variables. Three-hundred

forty-three (49 X 7) null hypotheses resulted from the comparisons. Twenty-seven F-values, including the main effects and the interactions, were found to be statistically significant at the .05 level; therefore, the 27 null hypotheses were rejected.

Null hypotheses pertaining to the following dependent and independent variables were rejected:

Composite null hypothesis 1.

1. Differences in Motivating Potential Score according to hierarchical position (role).

2. Differences in Salary Satisfaction according to hierarchical position (role).

3. Differences in Salary Satisfaction according to status.

4. Differences in Salary Satisfaction for the interactions between gender and hierarchical position (role).

5. Differences in satisfaction with job Autonomy according to hierarchical position (role).

Composite null hypothesis 2.

1. Differences in Motivating Potential Score for the interaction between gender and years of experience.

2. Differences in Salary Satisfaction according to hierarchical position (recurring effect).

3. Differences in satisfaction with job Autonomy according to hierarchical position (recurring effect).

4. Differences in Growth Satisfaction for the interactions between hierarchical position (role) and years of experience.

Composite null hypothesis 3. Differences in satisfaction from Feedback from the Job Itself for the interactions among gender, hierarchical position (role), and size of school.

Composite null hypothesis 4.

1. Differences in Growth Satisfaction according to years of experience.

2. Differences in Growth Satisfaction for the interactions between hierarchical position (role) and years of experience (recurring interaction).

Composite null hypothesis 5.

1. Differences in Salary Satisfaction according to status (recurring effect).

2. Differences in satisfaction from Feedback from the Job Itself for the interactions between hierarchical position (role) and status.

3. Differences in Job Security according to status.

Composite null hypothesis 6.

1. Differences in Motivating Potential Score according to status.

2. Differences in Salary Satisfaction according to years of experience.

3. Differences in satisfaction with job Autonomy according to size of school.

4. Differences in satisfaction from the Feedback from the Job Itself according to status.

5. Differences in satisfaction from Feedback from the Job Itself according to years of experience.

6. Differences in satisfaction from Feedback from the Job Itself for the interactions among status, years of experience, and size of school.

Composite null hypothesis 7.

1. Differences in Motivating Potential Score for the interactions between gender and years of experience (recurring interaction).

2. Differences in Overall Job Satisfaction according to gender.

3. Differences in Overall Job Satisfaction according to years of experience (recurring effect).

4. Differences in Salary Satisfaction according to years of experience.

5. Differences in Salary Satisfaction for the interactions between gender and years of experience.

6. Differences in Job Security according to years of experience.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS

Summary of the Study

The purpose of this study was to investigate the job satisfaction of educators in the schools of the Catholic Diocese of Wichita. The study included an examination of the differences in overall job satisfaction, salary satisfaction, motivating potential score, growth satisfaction, job autonomy, job security, and feedback from the job itself effected by gender, status, hierarchical position, years of experience, and size of school. Five research questions were established and seven composite hypotheses, stated in the null form, were proposed.

The population included all certified school personnel, i.e., teachers, principals, and central office administrators in the Wichita Diocese. The Job Diagnostic Survey (Hackman & Oldham, 1974) was distributed to all participants along with directives for completing the instrument. The data from the instrument were analyzed by computer.

Of the 503 surveys distributed, 341 were usable. Sixty-seven percent of the total number of educators surveyed returned the survey after the follow-up telephone contacts were made. Since those responding to the survey appeared to be representative of the total population of educators in the Wichita Diocese, no further attempts were made to collect additional information.

The independent variables were gender, hierarchical position, status, years of experience, and size of school. The dependent variables were motivating potential score, overall job satisfaction, salary satisfaction, autonomy, feedback from the job itself, job security, and growth satisfaction. These variables were chosen for this study because they were used frequently by other researchers and because they could be measured by the Job Diagnostic Survey of Hackman and Oldham (1974).

The data were presented in tables which contained the pertinent variables, sample sizes, means, F-values, and probability (p) values. Appropriate statistical procedures were employed to analyze the data. These include: ANOVA's, and the Bonferroni (Dunn) T test and Duncan Multiple Range Test to examine the data for statistical significance. The .05 level of significance was used throughout the study.

Summary of the Findings

The findings are summarized as follows:

Main Effects

1. Administrators reported greater salary satisfaction than teachers. Administrators also indicated that their job provided greater autonomy and thus more satisfaction than that experienced by teachers. The Motivating Potential Score, which reflects the potential of a job to foster internal work motivation, was higher for administrators than for teachers.

2. Educators with 15 to 25 years of experience reported greater growth satisfaction than educators with less than 15 years or more than 25 years of experience. Educators with more than 20 years of experience

reported greater salary satisfaction than educators with less experience. Educators with 10 to 25 years of experience indicated greater satisfaction with feedback from the job itself than those educators with less than 10 years of experience. Overall job satisfaction was reported to be greater for educators with 16 to 20 years of experience than for educators with 11 to 15 years of experience.

3. Religious educators reported greater salary satisfaction than lay educators. Religious educators reported greater job security than lay educators. The Motivating Potential Score was higher for lay educators than for religious educators. Lay educators also reported greater satisfaction with feedback from the job itself than did religious educators.

4. Educators in schools with more than 300 students indicated that they experienced greater autonomy than did educators in schools with fewer than 100 students. Job security was greater for educators in schools with 300 to 400 students than for educators in schools of 200 to 300 students.

5. Male educators reported greater overall job satisfaction than did female educators.

Interactions

1. Male administrators reported greater salary satisfaction than female administrators, female teachers, and male teachers. Female administrators reported greater salary satisfaction than female and male teachers. Female teachers reported greater salary satisfaction than did male teachers.

2. Female educators who had 20 years or less experience reported a higher Motivating Potential Score than reported by male educators. Female

and male educators with 6 to 10 years of experience indicated a substantial drop in Motivating Potential Score. The Motivating Potential Score for female educators with 20 or more years of experience declined markedly, whereas the Motivating Potential Score for male educators substantially increased with an increase in years of experience.

3. Both teachers and administrators with 5 to 10 years of experience indicated a decline in growth satisfaction. Administrators with 11 to 15 years of experience reported the greatest level of growth satisfaction for all groups, both teachers and administrators. Administrators with 25 or more years of experience reported the lowest level of growth satisfaction for all groups, both teachers and administrators.

4. Female teachers indicated greater satisfaction from feedback from the job itself in schools with fewer than 100 students or in schools with 200 to 300 students than in schools in the other size categories. The results for male teachers indicated a similar trend in schools with less than 100 students, however, male teachers reported greater satisfaction from feedback from the job itself in schools with 300 to 400 students rather than in schools with 200 to 300 students as reported by female teachers. Female administrators reported greater satisfaction from feedback from the job itself than did male administrators of schools with more than 200 students. Female administrators of school with more than 200 students indicated greater satisfaction from feedback from the job itself than did female administrators of schools with less than 200 students. Male administrators of schools with fewer than 200 or more than 500 students reported greater satisfaction from feedback from the job itself than did male administrators of schools with 200 to 500 students.

5. Religious administrators reported greater satisfaction from feedback from the job itself than did lay administrators. Lay teachers reported greater satisfaction from feedback from the job itself than religious teachers. Religious administrators indicated that they experienced greater satisfaction from feedback from the job itself than religious teachers. Among lay educators, teachers indicated greater satisfaction from feedback from the job itself than did administrators.

6. Lay educators with 11 to 15 years of experience in schools of 300 to 400 students reported greater satisfaction from feedback from the job itself than did religious or lay educators in any group of participants. Religious educators with 1 to 5 years of experience in schools of 300 to 400 students indicated lower satisfaction from feedback from the job itself than did religious or lay educators in any other group of participants.

7. Female educators indicated greater salary satisfaction than did male educators over all groupings according to years of experience. Female educators with more years of experience reported greater salary satisfaction than female educators with fewer years of experience. Male educators with 6 to 10 or 21 to 25 years of experience indicated substantially lower salary satisfaction than male educators over other groupings of years of experience.

Conclusions

In Chapter I, it was stated that answers to the research questions might provide direction for structuring the school work environment so that educators in the Wichita Diocesan school system could experience job satisfaction. It was also suggested that an analysis of the data

collected might provide administrators with insight into the feelings of teachers toward their work. The results of this study identified some of the primary sources of job satisfaction and suggested some answers to the research questions.

1. Do female and male educators differ in the level of job satisfaction they experience?

According to the data collected in this study, male educators experienced greater overall job satisfaction than female educators. In terms of salary satisfaction, female educators were more satisfied with their salaries than were male educators, irrespective of number of years of experience. The information gleaned from the Free-Response section of the survey suggested that the salary satisfaction of educators in the Diocesan schools was low. In fact, it was mentioned by a majority of the respondents as one of the major causes of dissatisfaction. The problem that exists stems from the fact that the Diocese does not have a Diocesan salary schedule and few parish schools have developed a schedule which is competitive with the local public school system. Because each parish sets its own salary schedule according to its financial capabilities, teachers in some parish schools receive substantially higher salaries than those in other parish schools. Inequities in the salary structure appeared to be a primary source of dissatisfaction. This conclusion was corroborated in the Free-Response section of the survey, as well as by interviews with individual educators (Appendices C & D).

2. Does group membership (religious or lay) make a difference in the level of job satisfaction experienced by educators in the Wichita Diocesan schools?

Religious educators were more satisfied with their salaries than were lay educators. Religious educators also felt they had greater job security than lay educators. This was not surprising, however, because religious educators are supported by their religious communities and do not have to be concerned about their individual income or tenure in their position. The religious communities and the Diocese will always find ways to support and employ members of the religious orders.

As a group, lay educators were more satisfied with the feedback provided from the job itself than were religious educators. The Motivating Potential Score for lay educators was higher than for religious educators. The MPS suggested that working in schools provided a greater source of internal job motivation for lay educators than for religious educators. This might be attributed to the fact that lay persons have more independence in job selection than do religious.

3. Does hierarchical position (role) in the Diocesan School System make a difference in the level of job satisfaction experienced by educators in that system?

Administrators were more satisfied with their salaries than were teachers. Administrators also felt that their job provided greater autonomy and thus more satisfaction than that experienced by teachers. The results reflected a higher Motivating Potential Score for administrators than for teachers. Thus, hierarchical position (role) made a difference in the level of job satisfaction experienced by educators in the Wichita Diocesan system in the areas of salary, autonomy, and the

extent to which the job itself provided motivation (MPS). These results suggested that administrators should find ways to create situations whereby teachers can take responsibility for their individual work assignments and decide their own involvement in the decision-making process. These findings concurred with those of Brodinski and Neill (1983), who also found that teacher morale would be increased if these practices were adopted by administrators.

4. Is the level of job satisfaction of educators in the Diocesan School System affected by the years of experience?

Educators with several years of experience reported greater growth satisfaction than that reported by educators with less experience. Educators with greater experience were more satisfied with their salaries than those educators just beginning their careers. That educators with more experience were more satisfied with their salaries than educators with less experience might be attributed to the fact that the experienced educators were receiving substantially higher salaries. Satisfaction with feedback from the job itself was higher for educators with more experience than for educators with less experience. Overall job satisfaction was higher for educators with more experience than for those with less experience.

According to these results, the level of job satisfaction educators in the Catholic schools of the Wichita Diocese increased with the number of years of experience, at least in the areas of overall satisfaction, salary, professional growth, and feedback from the job itself. The New York State Teachers Survey (1985) found that 95 percent of all teachers with 10 or more years of experience "love to teach." However, that same survey cited results which indicated that teachers with less experience

were more satisfied than those with more experience. The difference in the results between this study and the New York State Teachers Survey (1985) may be attributed to the fact that those educators who have remained in the Diocesan system for more than 15 years have experienced satisfaction in those aspects of the job related to elements of their religious beliefs, concern with giving Christian witness, freedom to pray in the classroom, and the strong support of a Christian community life in the Catholic school (See Appendix D).

5. Does size of school make a difference in the level of job satisfaction of educators in the Diocesan School System?

Educators in large schools felt they had more autonomy than did educators in small schools. The fact that principals in large schools have a very heavy supervisory workload, and therefore, might delegate more responsibility to teachers, could account for this perception by teachers in large schools that they have more autonomy. Greater job security was indicated by teachers in large schools. Neither the Free-Response section of the survey nor the interviews revealed a cause-effect relationship between the two variables - job security and size of school.

A summary table of the comparisons of the means and standard deviations of the independent variables and the JDS means and standard deviations for two job families, namely, professional and managerial, can be found in Appendix E. According to Hackman and Oldham (1980), if the means obtained from averaging the JDS scores of the respondents were less than one standard deviation away from the normative mean, an insignificant difference between the two scores was suggested. However, if the JDS scores for the respondents were (plus or minus) two standard deviations

away from the normative mean, a significant difference in the scores was indicated.

A study of the comparisons cited in Appendix F and Appendix G indicated that the means for salary satisfaction and job security for educators in the Catholic schools of the Wichita Diocese were nearly two standard deviations away from the normative means for managerial and professional types of jobs. Thus, appropriate action should be taken to address the concerns of these educators related to salary and job security.

Recommendations to the Diocese

The information obtained from this research lead this researcher to make the following suggestions for Diocesan consideration:

1. Immediate attention should be given to the establishment of a Diocesan Salary Schedule so that financial inequities will not continue to be a source of job dissatisfaction. The differences in salaries earned by female and male educators should be eliminated. Compensation should be based strictly on academic preparation and years of experience rather than on gender. The argument that males deserve a higher salary than females because of their "head of the household" status is no longer valid. Many women today are the sole wage-earners in the family and they should receive compensation equal to men if they are performing the same duties.

2. A Diocesan Inservice Program for teachers and administrators should be developed so that monies can be more efficiently used and, more importantly, all educators in the Diocese can experience a higher level of professional growth satisfaction.

3. Administrators should find ways to increase the teachers' autonomy in task accomplishment. The degree to which teachers have the freedom (autonomy) to carry out their teaching tasks and the extent to which teachers are involved in the decision-making process are highly correlated to the personal satisfaction they experience in their work and to internal work motivation.

4. Methods of providing feedback to Diocesan educators must be improved. Building administrators must ensure good evaluation and feedback procedures for teachers. The Catholic School Office must establish ways to provide more continuous feedback to principals regarding their performance and the performance of the schools.

General Recommendations

The results of this study suggested additional investigations in the following areas:

1. A replication of this study in the other three dioceses in Kansas and, if feasible, a national study of the job satisfaction of educators in Catholic schools.

2. A study of the job satisfaction of educators in the public schools in Kansas as compared with the job satisfaction of educators in the Catholic schools in Kansas.

3. An examination of the relationship between the job satisfaction of teachers and the leadership style of the building administrator.

4. A study of the job satisfaction of classified personnel in the Catholic School System of Wichita.

5. A study of the job satisfaction of educators in private schools as compared with the job satisfaction of educators in Catholic schools.

6. A study of the relationship between the job satisfaction of educators in Catholic schools and school effectiveness.

The present study has shown that educators in the Catholic schools of the Diocese of Wichita are highly motivated. When compared to other professional or managerial types of individuals the data also indicated that educators in the Diocesan schools experienced greater, or at least equal, satisfaction in all the characteristics (i.e., Motivating Potential Score, overall job satisfaction, salary satisfaction, job security, autonomy, feedback from the job itself, and growth satisfaction) studied.

The effectiveness of Catholic education had been measured in surveys administered by the National Opinion Research Center (NORC) to students who had attended Catholic schools (Greeley, 1989). The results indicated that those adults who had attended a Catholic school for eight or more years were happier, more feminist, smarter, more tolerant of other people, more benign in their images of God, and more accepting of moral complexities than those Catholic adults who had not attended a Catholic school. Either the classroom instruction or the ambience and atmosphere of the schools themselves must have been responsible for those results. According to Greeley (1989), the preservation of the Catholic school is critical to the growth and Christian maturation of the members of the Christian community. If Catholic schools are to perdure, bishops and pastors must continue to search for ways to improve the quality of the work environment and to increase the job satisfaction of the educators in the Catholic school system.

BIBLIOGRAPHY

Barnhart, Clarence L. and Barnhart, Robert K. (editors). The World Book Encyclopedia. Chicago: World Book-Childcraft International, Inc., 1979.

Barnard, Chester I. The Functions of the Executive. Cambridge: Harvard University Press, 1938.

Benson, Peter L. and Guerra, Michael J. Sharing the Faith: the Beliefs and Values of Catholic High School Teachers. (Report published by the National Catholic Educational Association in collaboration with Search Institute in Washington, D.C., April, 1985).

Borquist, Linda Cartier. "Job Satisfaction of Administrators in a Public Suburban School District." (Unpublished doctoral dissertation, Portland State University, 1986.)

Brodinski, Ben and Neill, Shirley Boes. "Motivating Staff: Problems and Solutions." AASA Critical Issues Report, August, 1983.

Buchholz, Rogene A. "The Belief Structure of Managers Relative to Work concepts Measured by a Factor Analytic Model." Personnel Psychology, 30, 1977, 567-87.

Buhler, June H. and Roebuck, Flora N. "Effects of Legislated Educational Reforms on In-service Teachers' Perceptions of Self, Students, and Career." (Paper presented at the annual meeting of the Association of Teacher Educators, Houston, Texas, February, 1987).

Chisson, Brad, Buttery, Thomas J., Chukabarah, Prince C.O., and Henson, Kenneth T. "A Qualitative Analysis of Variables Associated With Professional Satisfaction Among Middle School Teachers." Education, 108:1, 1987, 75-80.

Coleman, James S. "Quality and Equality in American Education: Public and Catholic Schools." Phi Delta Kappan, November, 1981, 159-164.

Coe, J. A. "The Hierarchical Position and Perceived Need Satisfaction of Educators in Oklahoma." (Unpublished doctoral dissertation, Oklahoma State University, 1985.)

Deedy, John. "Are Catholic-School Days Numbered?" U.S. Catholic, September, 1987, 6-13.

Friesen, David, Holdaway, Edward A., and Rice, Alan W. "Satisfaction of School Principals With Their Work." Educational Administration Quarterly, 19:4, Fall, 1983, 35-38.

George, Yvetta and Schaer, Barbara. "The Classroom Teacher: An Endangered Species." (Paper presented at the Mid-South Educational Research Association, Memphis, Tennessee, November, 1986).

Greeley, Andrew M. "Community As Social Capital: James S. Coleman on Catholic Schools." America, September 5, 1987, 110-112.

Greeley, Andrew M. "Catholic Schools: A Golden Twilight?" America, February 11, 1989, 106-117.

Greeley, Andrew M., McCreedy, William C., and McCourt, Kathleen. Catholic Schools In a Declining Church. Kansas City: Sheed & Ward, Inc., 1976.

Greenberg, Paul D. and Glaser, Edward M. Some Issues in Joint Union Management: Quality of Worklife Improvement Efforts. Kalamazoo, MI: W. E. Upjohn Institute for Employment Research, 1980.

Gruneberg, Michael M. Understanding Job Satisfaction. New York: John Wiley & Sons, 1979.

Hackman, J. Richard and Oldham, Greg R. Work Redesign. Massachusetts: Addison-Wesley, 1980.

Hackman, J. Richard and Suttle, J. Lloyd. Improving Life at Work: Behavioral Science Approaches to Organizational Chang. Santa Monica: Goodyear Publishing Co., Inc., 1977.

Hackman, J. Richard and Suttle, J. Lloyd. Handbook of Policies for Elementary and Secondary Schools of the Diocese of Wichita. Wichita, KS: 1988.

Howarth, Christine. The Way People Work: Job Satisfaction and the Challenge of Change. New York: Oxford University Press, 1984.

Hoy W. K. and Miskel, C. G. Educational Administration: Theory, Research and Practice. 2nd ed. New York: Random House, 1982.

Jones, J. Reid. "Differential Stress Levels in Primary Versus Secondary Classrooms." (A study reproduced on microfilm, June, 1986).

Kanungo, Rabindra N. Work Alienation. New York: Praeger, 1982.

Lortie, Dan C. "Teacher Status in Dade County: A Case of Structural Strain." Phi Delta Kappan, 67, April, 1986, 568-575.

Maslow, A. H. Motivation and Personality. New York: Harper and Brothers, 1954.

McDermott, Edwin J. Distinctive Qualities of the Catholic School. NCEA Keynote Series No. 1, NCEA, 1985.

Moracco, John C., D'Arienzo, Raymond V., and Danford, Deborah. "Comparison of Perceived Occupational Stress Between Teachers Who Are Contented and Discontented in Their Career Choices." The Vocational Guidance Quarterly, September, 1983, 44-51.

Naisbitt, John. Megatrends: Ten New Directions Transforming Our Lives. New York: A Warner Communications Company, 1984.

National Conference of Catholic Bishops. To Teach as Jesus Did. Washington, D.C.: Publications Office, United States Catholic Conference, 1973.

Olson, Lynn. "Poll: Teacher Job Satisfaction Coexists With Depp Concerns" Education Week, December 14, 1988.

Pellicer, L. O. "Job Satisfaction: Its Impact Upon Teacher Attendance." NASSP Bulletin, 68:44-47, November 1984.

Porter, Lyman W., Lawler II, Edward E., and Hackman, J. Richard. Behavior in Organizations. New York: McGraw-Hill Book Co., 1975.

Rafferty, Sr. Francis, S. C. The Teacher in the Catholic School. NCEA Keynote Series No. 8, NCEA, 1985.

Reynolds, Lloyd G. and Shister, Joseph. Job Horizons: A Study of Job Satisfaction and Labor Mobility. New York: Arno Press, 1977.

Rosman, Patricia and Burke, Ronald, J. "Job Satisfaction, Self-Esteem, and the Fit Between Perceived Self and Job On Valued Competencies." Journal of Psychology, 105, July, 1980, 259-269.

Saleh, Mahmoud Abdulla and Kashmerri, Mohammed Othman. "School Administration: Factors Associated with Distress and Dissatisfaction." Education, 108, 1987, 93-101.

Schneider, Gail Thierbach. "Teacher Involvement in Decision-making: Zones of Acceptance, Decision Conditions, and Job Satisfaction." Journal of Research and Development in Education, 18:1, 1984, 25-31.

Silberman, Charles E. Crisis in the Classroom: The Remaking of American Education. New York: Random House, 1970.

Silver, Paula. Educational Administration: Theoretical Perspectives on Practice and Research. New York: Praeger, 1983.

Simon, Herbert A. Administrative Behavior: A Study of Decision-making Processes in Administrative Organization. New York: The Free Press, 1945.

Smart, John C., Elton, Charles F., and McLaughlin, Gerald W. "Person-Environment Congruence and Job Satisfaction." Journal of Vocational Behavior, 29, October, 1986, 216-225.

Stone, Eugene F. "Job Scope, Job Satisfaction, and the Protestant Ethic: A Study of Enlisted Men in the U. S. Navy." Journal of Vocational Behavior, 7, October, 1975, 215-223.

Susman, Gerald I. Autonomy at Work: A Sociotechnical Analysis of Participative Management. New York: Praeger Publishers, 1976.

Sutton, Geoffrey W. and Huberty, Thomas J. "An Evaluation of Teacher Stress and Job Satisfaction." Education, 105, 2, 1984, 189-192.

The Metropolitan Life Insurance Company. The Metropolitan Life Survey of the American Teacher 1985: Strengthening the Profession. August, 1986.

The National Commission on Excellence in Education. A National at Risk: The Imperative for Educational Reform. 1983.

The New York State Teachers. The New York State Teacher: The Metropolitan Life Survey. August, 1985.

The New York State Teachers. The Official Catholic Directory: Diocese of Wichita. New York: P. J. Kennedy and Sons, 1950-1988.

The New York State Teachers. "Principals Cite Job Satisfaction." Education Week, November 2, 1988.

Vroom, Victor H. Work and Motivation. New York: John Wiley and sons, Inc., 1964.

Weaver, Charles, L. O. "Job Satisfaction: Its Impact Upon Teacher Attendance." NASSP Bulletin, 68:44-7, November, 1984.

APPENDIXES

APPENDIX A

CORRESPONDENCE

MAY 12, 1988

Dear :

Enclosed are the copies of the survey which asks for information concerning the job satisfaction of teachers and administrators in the Catholic Schools of the Wichita Diocese. Please give a copy of the survey to each teacher to complete and please complete one yourself.

I realize you and your teachers are very busy at this time of the year but I hope each of you will take the time to answer and return the survey. The information gleaned from this survey will be useful to me and to the Diocesan School Office. Of course all information will remain completely confidential. No names of persons or schools will be used in the final report.

For your convenience I have enclosed an envelope in which each respondent may place his/her completed survey. Please collect all surveys and return them to me in the large envelope in which you received the materials. The return-address sticker should be used when returning the surveys.

Please forward all surveys to me by June 3, 1988.

Thank you very much for participating in this research project.

Sincerely,

Janyce M. Rooney
Doctoral Candidate
Oklahoma State University

APPENDIX B

JOB DIAGNOSTIC SURVEY

On the following pages you will find several different questions about your job. Specific instructions are given at the start of each section. Please read them carefully.

It should take no more than 25 minutes to complete the entire questionnaire. Please move through it quickly.

The questions are designed to obtain your perceptions of your job and your reactions to it. There are no "trick" questions. Your individual answers will be kept completely confidential. Please answer each item as honestly and frankly as possible.

QUESTIONS ARE PRINTED ON BOTH SIDES OF THE PAPER. Please place your answer on the space provided at the left of each question.

Thank you for your cooperation.

SECTION ONE

This part of the questionnaire asks you to describe your job as objectively as you can. Please do not use this part of the questionnaire to show how much you like or dislike your job. Questions about that will come later. Instead, try to make your descriptions as accurate and as objective as you possibly can.

** Please place your answer on the space provided at the left of each question.

_____ 1. To what extent does your job require you to work closely with other people (either "clients" or people in related jobs in your organization)?

1-------2-------3-------4-------5-------6-------7

Very little; dealing with other people is not at all necessary in doing the job	Moderately; some dealing with others is necessary	Very much; dealing with other people is an absolutely essential part of doing the job

_____ 2. How much autonomy is there in your job? That is, to what extent does your job permit you to decide on your own how to go about doing your work?

1-------2-------3--------4-------5-------6-------7

Very little; the job gives me almost no personal "say" about how and when the work is done	Moderate autonomy; many things are standardized and not under my control, but I can make some decisions about the work	Very much; the job gives me almost complete responsibility for deciding how and when the work is done

_____ 3. To what extent does your job involve doing a "whole" and identifiable piece of work? That is, is the job a complete piece of work that has an obvious beginning and end? Or is it only a small part of the overall piece of work, which is finished by other people or by automatic machines?

1-------2------3-------4-------5-------6-------7

My job is only a tiny part of the overall piece of work; the results of my activities cannot be seen in the final product	My job is a moderate-sized "chunk" of the overall piece of work; my own contribution is seen in the final product	My job involves doing the whole piece of work, the results of my activities are easily seen in the final product

_____ 4. How much variety is there in your job? That is, to what extent does your job require you to do many different things at work, using a variety of your skills and talents?

1-------2-------3-------4-------5-------6-------7

Very little; the job requires me to do the same routine things over and over	Moderate variety	Very much; the job requires me to do many different things

_____ 5. In general, how significant or important is your job? That is are the results of your work likely to significantly affect the lives or well-being of other people?

1-------2-------3-------4-------5-------6-------7

Not very significant; the outcomes of my work are not likely to have important effects on other people	Moderately significant	Highly significant; the outcomes of my work can affect other people in very important ways

_____ 6. To what extent do managers or co-workers let you know how well you are doing your job?

1-------2-------3-------4-------5-------6--------7

Very little; people almost never let me know how well I am doing	Moderately, sometimes people may give me "feedback;" other times they may not	Very much; managers or co-workers provide me with almost constant "feedback" about how well I am doing

_____ 7. To what extent does doing the job itself provide you with information about your work performance? That is, does the actual work itself provide clues about how well you are doing--aside from any "feedback" co-workers or supervisors may provide?

1-------2-------3-------4--------5--------6--------7

Very little; the job itself is set up so I could work forever without finding out how well I am doing	Moderately; sometimes doing the job provides "feedback" to me, sometimes it does not	Very much; I get almost constant "feedback" about how well I am doing

SECTION TWO

Listed below are a number of statements which could be used to describe a job.

You are to indicate whether each statement is an accurate or an inaccurate description of your job.

Once again, please try to be as objective as you can deciding how accurately each statement describes your job--regardless of whether you like or dislike your job.

How accurate is the statement in describing your job?

1	2	3	4	5	6	7
Very	Mostly	Slightly	Uncertain	Slightly	Mostly	Very
-------Inaccurate---------				----------Accurate------		

_____ 8. The job requires me to use a number of complex or high-level skills.

_____ 9. The job requires a lot of cooperative work with other people.

_____ 10. The job is arranged so that I do not have a chance to do an entire piece of work from beginning to end.

_____ 11. Just doing that work required by the job provides many chances for me to figure out how well I am doing.

_____ 12. The job is quite simple and repetitive.

_____ 13. The job can be done adequately by a person working alone--without talking or checking with other people.

_____ 14. The supervisors and co-workers on this job almost never give me any "feedback" about how well I am doing in my work.

_____ 15. This job is one where a lot of other people can be affected by how well the work gets done.

_____ 16. The job denies me any chance to use my personal initiative or judgment in carrying out the work.

_____ 17. Supervisors often let me know how well they think I am performing the job.

_____ 18. The job provides me the chance to completely finish the pieces of work I begin.

_____ 19. The job itself provides very few clues about whether or not I am performing well.

_____ 20. The job gives me considerable opportunity for independence and freedom in how I do the work.

_____ 21. The job itself is not very significant or important in the broader scheme of things.

SECTION THREE

Now please indicate how you personally feel about your job. Each of the statements below is something that a person might say about his or her job. You are to indicate your own personal feelings about your job by marking how much you agree with each of the statements.

How much do you agree with the statement?

1	2	3	4	5	6	7
------Disagree--------			Neutral	----------Agree--------		
Strongly		Slightly		Slightly		Strongly

_____ 22. It's hard, on this job, for me to care very much about whether or not the work gets done right.

_____ 23. My opinion of myself goes up when I do this job well

_____ 24. Generally speaking, I am very satisfied with this job.

_____ 25. Most of the things I have to do on this job seem useless and trivial.

_____ 26. I usually know whether or not my work is satisfactory on this job.

_____ 27. I feel a great sense of personal satisfaction when I do this job well.

_____ 28. The work I do on this job is very meaningful to me.

_____ 29. I feel a very high degree of personal responsibility for the work I do on this job.

_____ 30. I frequently think of quitting this job.

_____ 31. I feel bad and unhappy when I discover that I have performed poorly on this job.

_____ 32. I often have trouble figuring out whether I'm doing well or poorly on this job.

_____ 33. I feel I should personally take credit or blame for the results of my work on this job.

_____ 34. I am generally satisfied with the kind of work I do in this job.

_____ 35. My own feelings generally are not affected much one way or the other by how well I do on this job.

_____ 36. Whether or not this job gets done right is clearly my responsibility.

SECTION FOUR

Now please indicate how satisfied you are with each aspect of your job listed below. Once again, record the appropriate number in the space provided at the left of each statement.

How satisfied are you with this aspect of your job?

1	2	3	4	5	6	7
------Dissatisfied-------			Neutral	--------Satisfied-------		
Extremely		Slightly		Slightly		Extremely

_____ 37. The amount of job security I have.

_____ 38. The amount of pay and fringe benefits I receive.

_____ 39. The amount of personal growth and development I get in doing my job.

_____ 40. The people talk to and work with on my job.

_____ 41. The degree of respect and fair treatment I receive from my boss.

_____ 42. The feeling of worthwhile accomplishment I get from doing my job.

_____ 43. The chance to get to know other people while on the job.

_____ 44. The amount of support and guidance I receive from my supervisor.

_____ 45. The degree to which I am fairly paid for what I contribute to this organization.

_____ 46. The amount of independent thought and action I can exercise in this job.

_____ 47. How secure things look for me in the future in this organization.

_____ 48. The chance to help other people while at work.

_____ 49. The amount of challenge in my job.

_____ 50. The overall quality of the supervision I receive in my work.

SECTION FIVE

Now please think of the other people in your organization who hold the same job you do. If no one has exactly the same job as you, think of the job which is most similar to yours.

Please think about how accurately each of the statements describes the feelings of those people about the job. It is quite all right if your answers here are different from when you described your own reactions to the job.

1	2	3	4	5	6	7
	Disagree		Neutral		Agree	
Strongly		Slightly		Slightly		Strongly

_____ 51. Most people on this job feel a great sense of personal satisfaction when they do the job well.

_____ 52. Most people on this job are very satisfied with the job.

_____ 53. Most people on this job feel that the work is useless or trivial.

_____ 54. Most people on this job feel a great deal of personal responsibility for the work they do.

_____ 55. Most people on this job have a pretty good idea of how well they are performing their work.

_____ 56. Most people on this job find the work very meaningful.

_____ 57. Most people on this job feel that whether or not the job gets done right is clearly their own responsibility.

_____ 58. People on this job often think of quitting.

_____ 59. Most people on this job feel bad or unhappy when they find that they have performed the work poorly.

_____ 60. Most people on this job have trouble figuring out whether they are doing a good or a bad job.

SECTION SIX

Listed below are a number of characteristics which could be present on any job. I am interested in learning how much you personally would like to have each one present in your job.

Using the scale below, please indicate the degree to which you would like to have each characteristic present in your job.

NOTE: THE NUMBER ON THIS SCALE ARE DIFFERENT FROM THOSE USED IN PREVIOUS SCALES.

4-------5--------6---------7----------8----------9---------10

Would like having this only a moderate amount (or less)	Would like having this very much	Would like having this a lot

_____ 61. High respect and fair treatment from my supervisor.

_____ 62. Stimulating and challenging work.

_____ 63. Chances to exercise independent thought and action in my job.

_____ 64. Great job security.

_____ 65. Very friendly co-workers.

_____ 66. Opportunities to learn new things from my work.

_____ 67. High salary and good fringe benefits.

_____ 68. Quick promotions.

_____ 70. Opportunities for personal growth and development in my job.

_____ 71. A sense of worthwhile accomplishment in my work.

SECTION SEVEN

People differ in the kinds of jobs they would most like to hold. The questions in this section give you a chance to say just what it is about a job that is most important to you.

FOR EACH QUESTION, TWO DIFFERENT KINDS OF JOBS ARE BRIEFLY DESCRIBED. YOU ARE TO INDICATE WHICH OF THE JOBS YOU PERSONALLY WOULD PREFER--IF YOU HAD TO MAKE A CHOICE BETWEEN THEM.

In answering each question, assume that everything else about the jobs is the same. Pay attention only to the characteristics actually listed.

Use the following scale for all of the questions in this section.

1	2	3	4	5
Strongly Prefer A	Slightly Prefer A	Neutral	Slightly Prefer B	Strongly Prefer B

	JOB A	JOB B
_____ 72.	A job where the pay is very good.	A job where there is considerable opportunity to be creative and innovative.
_____ 73.	A job where you are often required to make important decisions.	A job with many pleasant people to work with.
_____ 74.	A job in which greater responsibility is given to those who do the best work.	A job in which greater responsibility is given to loyal employees who have the most seniority.
_____ 75.	A job in an organization which is in financial trouble--and might have to close down within the year.	A job in which you are not allowed to have any say in how your work is scheduled or in the procedures to be used.
_____ 76.	A very routine job.	A job where your co-workers are not very friendly.
_____ 77.	A job with a supervisor who is often very critical of you and your work in front of other people.	A job which prevents you from using a number of skills that you worked hard to develop.
_____ 78.	A job with a supervisor who respects you and treats you fairly.	A job which provides constant opportunities for you to learn new and interesting things.
_____ 79.	A job where there is a real chance you could be laid off.	A job with little chance to do challenging work.

_____	80.	A job in which there is a real chance for you to develop new skills and advance in the organization.	A job which provides lots of vacation time and an excellent fringe benefit package.
_____	81.	A job with little freedom and independence to do your work in the way you think best.	A job where the working conditions are poor.
_____	82.	A job with very satisfying team-work.	A job which allows you to use your skills and abilities to the fullest extent.
_____	83.	A job which offers little or no challenge.	A job which requires you to be completely isolated from your co-workers.

BACKGROUND INFORMATION

_____ 84. Sex
1. Female
2. Male

_____ 85. Status
1. Religious
2. Lay

_____ 86. Age

1. 21-30 4. 51-60
2. 31-40 5. over 60
3. 41-50

_____ 87. Present Assignment
1. Elementary teacher
2. Secondary teacher
3. Elementary principal
4. Secondary principal
5. Central office

_____ 88. Highest earned degree
1. Bachelor's
2. Master's
3. Doctoral

_____ 89. Total years teaching
1. 1-5 4. 16-20
2. 6-10 5. 21-25
3. 11-15 6. over 25

_____ 90. Total years in administration
1. 1-5 4. 16-20
2. 6-10 5. 21-25
3. 11-15 6. over 25

_____ 91. Total years of teaching in the Wichita Diocese
1. 1-5 4. 16-20
2. 6-10 5. 21-25
3. 11-15 6. over 25

_____ 92. Total years of administration in the Wichita Diocese
1. 1-5 4. 16-20
2. 6-10 5. 21-25
3. 11-15 6. over 25

_____ 93. Number of students in your school
1. fewer than 100
2. 100-200
3. 200-300
4. 300-400
5. 400-500
6. over 500

_____ 94. Are you the primary wage earner?
1. Yes
2. No

_____ 95. Does your spouse also receive a salary?
1. Yes 3. N/A
2. No

_____ 96. Classification of school
1. Urban
2. Suburban
3. Rural

Free-Response Questionnaire

Please answer the following questions in the blank space provided. Use short responses.

1. Which two factors contribute most to your overall job satisfaction as a(n) teacher/administrator in a Catholic school?

2. Which two factors contribute most to your overall job dissatisfaction as a(n) teacher/administrator in a Catholic school?

3. Cite one significant change that you think might increase your job satisfaction as a(n) teacher/administrator in a Catholic school.

APPENDIX C

COMPILATION OF RESPONSES FROM THE FREE-RESPONSE SECTION OF THE SURVEY

The responses of the educators to the Free Response section of the survey were compiled so that the answers most often given were prioritized and listed. There were three questions on the survey. They were:

1. Which two factors contribute most to your overall job satisfaction as a(n) teacher/administrator in a Catholic school?

2. Which two factors contribute most to your overall job dissatisfaction as a(n) teacher/administrator in a Catholic school?

3. Cite one significant change that you think might increase your job satisfaction as a(n) teacher/administrator in a Catholic school.

The following lists report the prioritized responses of the educators in the Catholic schools of the Wichita Diocese according to the three questions on the survey.

Factors which contribute most to overall job satisfaction:

Freedom to teach religion, values, and morality

Working with friendly and helpful co-workers

Watching students achieve success

Support of the administrator and pastor

High degree of autonomy

High parental involvement and support

Knowledge of one's own area of teaching

Sense of Christian community

Good discipline in the Catholic school

High degree of recognition for work

Success as an educator

Factors which contribute most to overall job dissatisfaction

Poor salary (no consistent salary schedule for all Diocesan schools

Poor fringe benefits program, especially the present medical plan and no accumulation of sick leave days

Lack of parental support

Lack of Christian spirit in the school community

Limited constructive feedback

Too many students in the classroom

No programs for student with special needs

Too much paper work

Lack of teaching supplies

Lack of administrator and pastor support

Lack of job security

Suggested changes which might increase personal job satisfaction

Increase salaries

Provide greater job security

Provide special programs for students, i.e., counselors, school psychologists, speech teachers, and reading specialists.

More curriculum resources

Unity among diocesan schools regarding calendar, curriculum, and salary schedules

Better inservice programs

Improved professional growth opportunities

Better fringe benefits

Improved religious education preparation of teachers

Tenure opportunity

Improved feedback from administrators and/or supervisors

APPENDIX D

COMPILATION OF RESPONSES FROM THE PERSONAL INTERVIEWS OF EDUCATORS IN THE SCHOOLS OF THE CATHOLIC DIOCESE OF WICHITA

Teachers and administrators, both lay and religious, were interviewed. Individuals were selected from schools of (1) less than 200 students, (2) 300-400 students, and (3) more than 500 students. The interview focused on the elements of the job which contribute to job satisfaction, the elements of the job which cause dissatisfaction, and suggestions of changes in the work environment which would increase job satisfaction.

Most of the educators who were interviewed said that participation in a Christian faith community was a major source of satisfaction.

"Being able to express my faith, speak freely about my faith, and model my beliefs is very satisfying . . ."

"Helping students to learn . . . and to grow spiritually."

"Teaching in a Catholic school gives me a great sense of community support. The feeling of community is a great motivator."

"Working for the Catholic schools is one of the best jobs you can get because of the people, the sense of community . . . "

"I feel I am doing what God wants me to do. I gave my life to God."

"I like being able to start class with a prayer and to celebrate liturgies with the school community."

Other characteristics of the job which educators considered important job satisfiers were parental support, feedback from the job itself, a supportive staff, and a supportive administrator and pastor.

"We have a great staff and that's important."

"We are very fortunate because we have the support of our parents, teachers, and the pastor."

"Feedback from my job tells me I'm a good teacher and also tells me I'm really helping students learn. My principal also teaches and does not have a lot of time to spend evaluating and supervising teachers. . . . But our faculty pulls together very well. We have a lot of parents who help us out, too."

"Teaching is intrinsically satisfying. It (teaching) usually gives me sufficient feedback."

Some of the elements of the job which caused educators dissatisfaction were salary, job security, lack of parental support, student discipline problems, lack of teaching materials, lack of planning time during the school day, lack of clear and consistent administrative communication, and paperwork.

". . . there is no free time during the day to correct papers and plan lessons. I will have to job-share when I have a family. That will be hard, too, because I will lose part of my salary. We have no planning period during the day. We teach from 8 to 3:30, take our own recesses and lunch duty. There are not enough hours in the day to become a better teacher. . . . I am taking a cut in pay to teach in a Catholic school."

". . . We lost a large number of sisters in elementary education. As a religious community, we have a minimal support system. I have no planning period and so I have to take everything home with me."

". . . We don't have good communication from the administrator. I don't know if there is nothing to know or if it's just not getting done because we are never told anything."

"We have to purchase most of our art and science materials, stickers, bulletin board materials, etc. The P.T.O. has tried to help us with supplies."

". . . Being a teacher and an administrator is difficult. I don't have enough time to do both jobs well. Salaries are lower. I would like to see a common salary schedule for everyone."

"The paperwork is astounding. I look at my job as that of a mini-superintendent. There is so much to do and not enough time to do everything. The nature of the administrator's job separates him/her from the teachers. The financial need I experience is not as great as other people experience because my spouse works. I come from a dual-income family."

"Many principals feel very insecure about their job. Pastors can be changed and you can get a pastor who is not very supportive. I feel very insecure about my job."

"Money is not the thing. I don't have to support a family. My religious community supports us and it is financially sound. I gave my life to God and I know that He will take care of me."

The individuals interviewed were asked what they would change if they had the opportunity to change something. The changes were to increase job satisfaction. Among those things listed were: salary and benefits, feedback, the evaluation process, inservice, and provision for planning time during the school day.

"The Catholic School Office should provide more and improved inservice time for teachers. We also need better benefits such as medical insurance. It would be great if we could accumulate our sick leave days, too."

"The Catholic School Office should support good speakers or presenters to improve our school inservice."

"We need to have a planning period every day."

"I would like to see the paperwork decreased. Let's get rid of forms that we never use again."

"I would appreciate more feedback from the Catholic School Office as to whether I was doing a good job. Our school needs to be evaluated more often."

"I would like to have more administrative assistance. I need someone who could handle the budget and finance or the curriculum supervision. I would like to spend my time in the classroom supervising teachers. I want to know if I am functioning well. Am I doing a good job?"

APPENDIX E

DEMOGRAPHIC INFORMATION REGARDING PERSONNEL IN THE CATHOLIC SCHOOLS OF THE DIOCESE OF WICHITA

TABLE XIII

DEMOGRAPHIC INFORMATION REGARDING PERSONNEL
IN THE CATHOLIC SCHOOLS OF THE DIOCESE
OF WICHITA

Gender		Role Position		Status	
Females	263	Teachers	307	Religious	83
Males	73	Administrators	29	Lay	253
Total	336				

Years of Experience In Education		Size of School (# of Students)	
1 - 5	124	< 100	25
6 - 10	80	100 - 200	87
11 - 15	46	200 - 300	64
16 - 20	29	300 - 400	42
21 - 25	11	400 - 500	40
> 25	41	> 500	69

APPENDIX F

COMPARISON OF THE MEANS AND STANDARD DEVIATIONS FOR EACH OF THE INDEPENDENT VARIABLES AND THE JDS MEANS AND STANDARD DEVIATIONS FOR TWO JOB FAMILIES

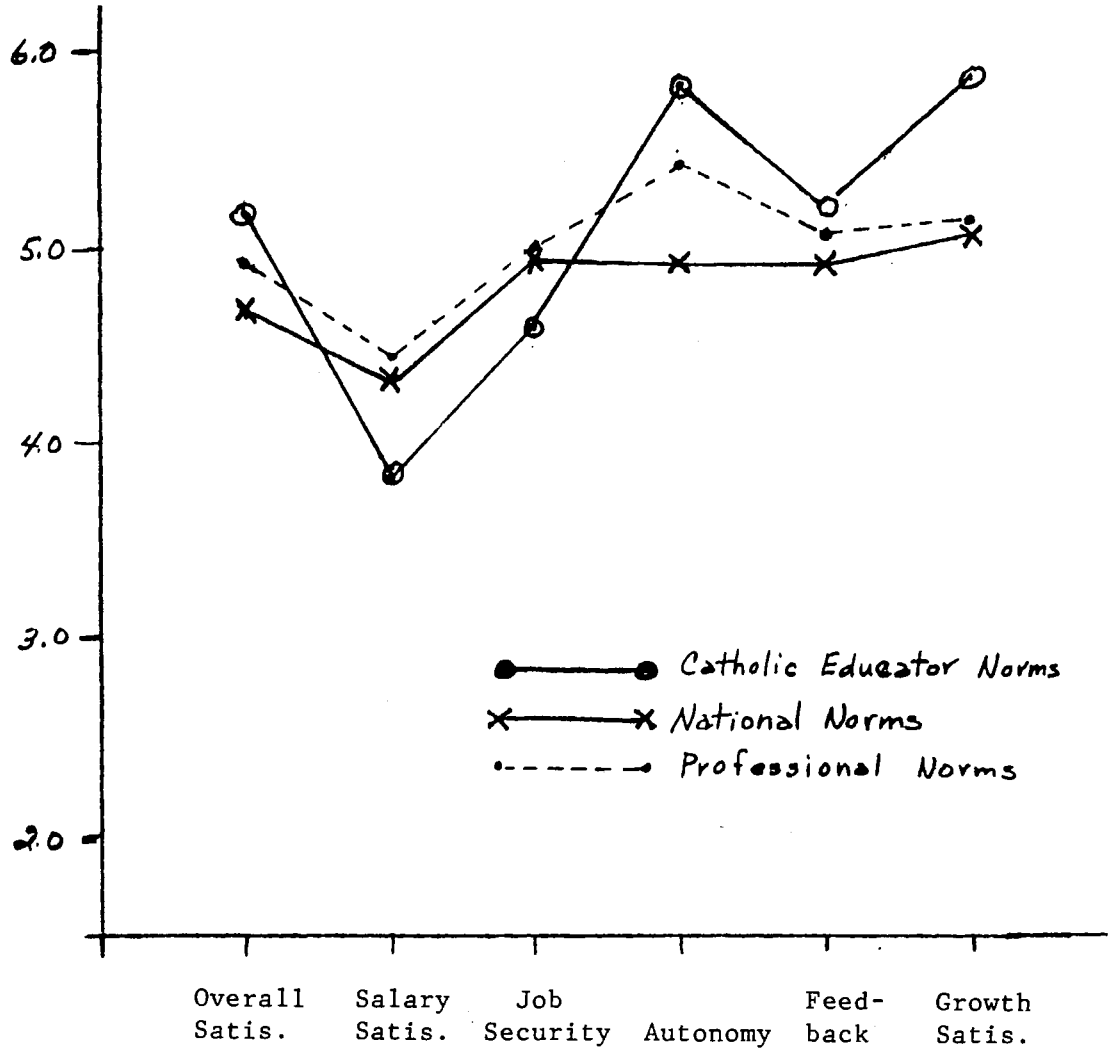
TABLE XIV

COMPARISON OF THE MEANS AND STANDARD DEVIATIONS FOR EACH OF THE INDEPENDENT VARIABLES AND THE JDS MEANS AND STANDARD DEVIATIONS FOR TWO JOB FAMILIES

Variables	MPS		Overall Satis.		Salary		Autonomy		Feedback		Job Security		Growth Satis.	
	X	S.D.	X	S.D.	X	S.D.	X	S.D.	X	S.D.	X	S.D.	X	S.D.
Females	179	57	5.2	1.0	3.9	1.7	5.8	.87	5.2	1.0	4.6	1.7	5.9	.83
Males	170	64	5.2	.90	3.4	1.9	5.8	.80	5.1	1.0	4.5	1.6	5.7	1.0
Religious	167	62	5.3	1.0	4.2	1.9	5.7	.97	5.0	1.1	5.0	1.5	5.8	1.0
Lay	180	57	5.1	.96	3.6	1.7	5.8	.83	5.3	1.0	4.5	1.8	5.9	.78
Teachers	176	59	5.1	.98	3.8	1.8	5.7	.87	5.2	1.0	4.6	1.7	5.9	.83
Administrators	188	54	5.4	.90	4.3	1.6	6.2	.60	5.1	1.0	4.7	1.7	5.9	1.1
Years Experience														
1 1-5	179	56	5.0	1.0	3.5	1.7	5.9	.80	5.2	.99	4.4	1.8	5.9	.88
2 6-10	164	58	5.2	.94	3.4	1.7	5.8	.80	4.9	1.1	4.4	1.8	5.7	.85
3 11-15	185	58	5.0	.84	3.8	1.8	5.8	.86	5.5	.97	4.6	1.9	5.8	.68
4 16-20	200	58	5.6	.64	4.4	1.8	5.9	.65	5.6	.83	5.0	1.5	6.3	.50
5 21-25	189	55	5.5	.86	3.6	1.6	5.8	.53	5.5	.65	4.5	1.2	5.8	.66
6 > 25	167	61	5.4	1.1	5.0	1.8	5.6	1.2	5.1	.90	5.2	1.4	5.8	1.1
School Size														
1 < 100	174	47	5.5	.97	4.6	1.7	5.3	1.1	5.4	.86	4.2	1.5	5.9	.62
2 100-200	174	59	5.1	1.0	3.9	1.8	5.8	.97	5.2	1.1	4.7	1.8	5.7	.88
3 200-300	175	55	5.0	.96	3.8	1.7	5.7	.83	5.2	.87	4.1	1.9	5.8	.88
4 300-400	175	54	5.5	.85	3.8	1.7	5.9	.70	5.1	1.2	5.1	1.4	6.1	.55
5 400-500	180	59	5.2	.89	4.6	1.7	5.9	.65	5.2	.97	4.8	1.5	6.2	.65
6 > 500	179	64	5.0	1.0	3.2	1.9	5.9	.73	5.1	1.1	4.5	1.8	5.7	1.1
All Catholic School Educators	176	58	5.2	.98	3.8	1.8	5.8	.87	5.2	1.0	4.6	1.7	5.9	.85
Managerial	156	55	4.9	1.0	4.6	1.2	5.4	.92	5.2	1.0	5.2	1.0	5.3	.97
Professional	154	55	4.9	.99	4.4	1.5	5.4	1.0	5.1	1.1	5.0	1.2	5.1	1.1

APPENDIX G

PROFILE OF CATHOLIC SCHOOL EDUCATOR NORMS COMPARED WITH PROFESSIONAL AND NATIONAL NORMS



National Norms: based on the responses of 6,930 employees who work on 876 different jobs in 56 organizations.

Figure 9. Profile of Catholic School Educator Norms Compared with Professional and National Norms

VITA

Janyce M. Rooney

Candidate for the Degree of

Doctor of Education

Thesis: JOB SATISFACTION OF TEACHERS AND ADMINISTRATORS IN THE CATHOLIC SCHOOLS OF THE DIOCESE OF WICHITA

Major Field: Educational Administration

Biographical:

Personal Data: Born in Aberdeen, South Dakota, August 8, 1935, the daughter of Cecil G. and Caroline C. Wilber.

Education: Graduated from St. Mary's Academy, Los Angles, California in June, 1954; received a Bachelor of Arts degree from Mount Saint Mary's College in August, 1959, with a major in Chemistry; received a Master of Science degree from The Creighton University in August, 1969, with a major in Chemistry; received a Specialist in Education degree from Fort Hays State University in August, 1985, with a major in Educational Administration; completed the requirements for the Doctor of Education degree with a major in Educational Administration from Oklahoma State University in May, 1989.

Professional: Secondary Teacher, Montgomery High School, Los Angeles, California, 1959-64; Secondary Teacher, Villa Carondelet High School, Tucson, Arizona, 1964-67; Secondary Teacher, Carondelet High School, Concord, California, 1967-69; Secondary Teacher, San Pedro High School, San Pedro, California, 1970-72; Pre-school Teacher, Evergreen, Colorado, 1977-78; Secondary Teacher, Branson High School, Branson, Colorado, 1978-80; Secondary Teacher and Administrative Assistant, Copeland High School, Copeland, Kansas, 1980-85; Secondary Teacher, Derby High School, Derby, Kansas, 1985-86; Elementary Principals, St. Thomas Aquinas School, Wichita, Kansas, 1986-present.