

EDUCATOR'S JOB SATISFACTION AND ATTITUDES
TOWARD SCHOOL REFORM ANALYZED BY
POSITION LEVEL

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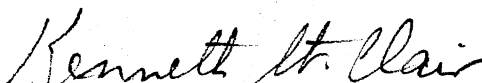
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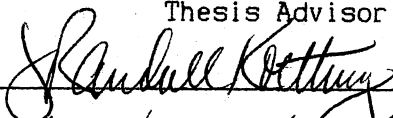
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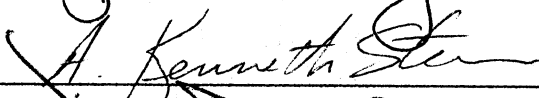
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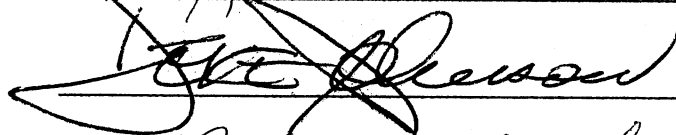
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PREFACE

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TABLE OF CONTENTS

Chapter	Page
I. THE RESEARCH PROBLEM.....	1
Introduction.....	1
Statement of the Problem.....	3
Statement of the Purpose.....	3
Definitions of Selected Terms.....	4
Assumptions.....	6
Limitations.....	6
II. REVIEW OF THE LITERATURE.....	8
Introduction.....	8
Proposals for Improvement.....	8
Salary as an Incentive.....	8
Base Pay Increases.....	10
Merit Pay.....	10
Master Teacher Plans.....	11
Teacher Competency Testing.....	12
Career Ladders.....	13
Autonomy.....	14
Summary.....	18
Research Question.....	19
III. METHOD AND PROCEDURE.....	21
Subjects.....	21
Instruments.....	22
Research Design.....	24
Procedure.....	24
IV. FINDINGS.....	26
Introduction.....	26
Overall Job Satisfaction.....	27
Security Needs.....	28
Social Needs.....	29
Esteem Needs.....	31
Autonomy Needs.....	32
Self-Actualization Needs.....	34
Leadership Needs.....	35
Agreement With Suggested Changes.....	37
All Groups of Educators.....	37
Teachers.....	41

Chapter	Page
Counselors.....	45
Coaches.....	49
Directors.....	53
Administrators.....	56
Group Comparisons Regarding Change.....	59
Merit Pay.....	59
Master Pay.....	62
Job-Career Ladders.....	65
Increased Base Pay.....	68
Competency Tests.....	71
Stricter Requirements.....	74
Career Ladders.....	77
Longer Days.....	80
V. SUMMARIES, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS.....	84
Summary of Study.....	84
Summary of Findings.....	87
Discussion and Implications.....	92
Recommendations for Further Research.....	94
Recommendations for Practice.....	96
Closing.....	99
BIBLIOGRAPHY.....	101
APPENDIXES.....	108
APPENDIX A - SCHOOLS SENDING PERSONNEL LISTS.....	109
APPENDIX B - DEMOGRAPHICS OF RESPONDENTS.....	111
APPENDIX C - CORRESPONDENCE.....	113
APPENDIX D - PORTER NEED SATISFACTION QUESTIONNAIRE.....	118
APPENDIX E - AGREEMENT WITH SUGGESTED CHANGES SURVEY....	122

LIST OF TABLES

Table	Page
I. Mean Scores and Standard Deviations for Overall Job satisfaction on the Porter Need Satisfaction survey.....	27
II. Source Table for Overall Job Satisfaction.....	28
III. Mean Scores and Standard Deviations for Security Needs.....	29
IV. Source Table for Security Needs.....	29
V. Mean Scores and Standard Deviations for Social Needs.....	30
VI. Source Table for Social Needs.....	30
VII. Mean Scores and Standard Deviations for Esteem Needs.....	31
VIII. Source Table for Esteem Needs.....	32
IX. Mean Scores and Standard Deviations for Autonomy Needs.....	33
X. Source Table for Autonomy Needs.....	33
XI. Mean Scores and Standard Deviations for Self- Actualization.....	34
XII. Source Table for Self-Actualization Needs.....	35
XIII. Mean Scores and Standard Deviations for Leadership.....	36
XIV. Source Table for Leadership Needs.....	36
XV. Mean Scores and Standard Deviations for Change According to All Groups of Educators.....	38
XVI. Source Table for Increasing Job Satisfaction.....	39
XVII. Source Table for Attracting Quality Individuals.....	40

Table	Page
XVIII. Source Table for Improving Student Education.....	41
XIX. Teachers' Means and Standard Deviations for Changes.....	42
XX. Source Table for Increasing Job Satisfaction.....	43
XXI. Source Table for Attracting Quality Individuals.....	44
XXII. Source Table for Improving Student Education.....	45
XXIII. Counselors' Means and Standard Deviations for Changes.....	46
XXIV. Source Table for Increasing Job Satisfaction.....	47
XXV. Source Table for Attracting Quality Individuals.....	48
XXVI. Source Table for Improving Student Education.....	49
XXVII. Coaches' Means and Standard Deviations for Changes.....	50
XXVIII. Source Table for Increasing Job Satisfaction.....	51
XXIX. Source Table for Attracting Quality Individuals.....	52
XXX. Source Table for Improving Student Education.....	52
XXXI. Directors' Means and Standard Deviations for Changes.....	53
XXXII. Source Table for Job Satisfaction.....	54
XXXIII. Source Table for Attracting Quality Individuals.....	55
XXXIV. Source Table for Improving Student Education.....	56
XXXV. Administrators' Means and Standard Deviations for Changes.....	57
XXXVI. Source Table for Increasing Job Satisfaction.....	58
XXXVII. Source Table for Attracting Quality Individuals.....	58
XXXVIII. Source Table for Improving Student Education.....	59
XXXIX. Educators' Means and Standard Deviations for Merit Pay.....	60
XL. Source Table for Increasing Job Satisfaction.....	61

Table	Page
XLI. Source Table for Attracting Quality Individuals.....	61
XLII. Source Table for Improving Student Education.....	62
XLIII. Educators' Means and Standard Deviations for Master Pay.....	63
XLIV. Source Table for Increasing Job Satisfaction.....	63
XLV. Source Table for Attracting Quality Individuals.....	64
XLVI. Source Table for Improving Student Education.....	65
XLVII. Educators' Means and Standard Deviations for Job-Career Ladders.....	66
XLVIII. Source Table for Increasing Job Satisfaction.....	66
XLIX. Source Table for Attracting Quality Individuals.....	67
L. Source Table for Improving Student Education.....	68
LI. Educators' Means and Standard Deviations for Increased Base Pay.....	69
LII. Source Table for Increasing Job Satisfaction.....	69
LIII. Source Table for Attracting Quality Individuals.....	70
LIV. Source Table for Improving Student Education.....	71
LV. Educators' Means and Standard Deviations for Competency Tests.....	72
LVI. Source Table for Increasing Job Satisfaction.....	73
LVII. Source Table for Attracting Quality Individuals.....	73
LVIII. Source Table for Improving Student Education.....	74
LVIX. Educators' Means and Standards Deviations for Stricter Requirements.....	75
LX. Source Table for Increasing Job Satisfaction.....	76
LXI. Source Table for Attracting Quality Individuals.....	76
LXII. Source Table for Improving Student Education.....	77
LXIII. Educators' Means and Standard Deviations for Career Ladders.....	78

Table	Page
LXIV. Source Table for Increasing Job Satisfaction.....	79
LXV. Source Table for Attracting Quality Individuals.....	79
LXVI. Source Table for Improving Student Education.....	80
LXVII. Educators' Means and Standard Deviations for Longer Days.....	81
LXVIII. Source Table for Increasing Job Satisfaction.....	82
LXIX. Source Table for Attracting Quality Individuals.....	82
LXX. Source Table for Improving Student Education.....	83

CHAPTER I

THE RESEARCH PROBLEM

Introduction

Starr (1983) reported that the quantity of teacher education applicants is diminishing as well as the quality, based on grades and achievement test scores. Weaver (1984) noted that the majority of our country's future teachers rank academically in the bottom 30% of their classes. Page and Page (1982) studied perceptions of why college students were not going into education. They found that only 11.8% of the high school seniors queried would even consider being teachers, and that only 16% of the students thought teacher salaries were encouraging. Ninety per cent of all teachers believe salaries were too low and that this was the reason teachers leave education (Gallup, 1984). Thirty-seven per cent of this nation's teachers believed their schools had trouble attracting good teachers and 48% said their schools had trouble retaining good teachers (Gallup, 1984). A word of caution here to remind the reader that many excellent teachers remain in education and that many poor teachers have left education.

Also, in the early 1980's, criticism was directed at the ability of our public school system to educate appropriately our nation's young people (Boyer, 1983; The National Commission on

Excellence in Education [NCEE], 1983). Many plans have been suggested to improve our public schooling (Boyer, 1983; NCEE, 1983; Adler, 1983;Sizer, 1984). Some studies implied there was a need to attract higher quality individuals to education and suggest methods for doing so (Boyer, 1983; Starr, 1983; NCEE, 1983; Weaver, 1984). Several plans focused on improving the public school educator (Brickell, 1984; Starr, 1983). Among these were merit pay (Daugherty & Dronberger, 1983), master teacher programs (Alexander, 1983), career ladders (Boyer, 1983), competency testing programs (Gallegos, 1984), teacher internships (Boyer, 1983), increased entry requirements (Scannell, 1984), staff development (Gage, 1984), and base pay increases (NCEE, 1983). These plans aimed at improving the efficiency and performance of educators. If there really exists a failure to attract high quality individuals to education as asserted by Starr (1980) and Weaver (1984), educator job satisfaction may be a key to the solution according to the motivational theories of Maslow (1954) and Herzberg (1959).

However, there exist writers critical of the critiquers. These writers believe teachers are doing an outstanding job and scoff at the idea of being able to measure teacher effectiveness. Eisner (1979) is a proponent of the art of teaching and the connoisseurship of the teacher. Gage (1984) says the tremendous complexity of teaching makes the profession irreducible to systematic formulas.

Statement of the Problem

Several studies report that the quality and quantity of teacher education applicants are on the decline. To improve this situation it may become necessary somehow to increase job satisfaction for educators to attract quality individuals to education careers. However, it is important to coordinate such satisfiers with the improvement of education for students.

Statement of the Purpose

The purpose of this study was to investigate the effects of holding different positions in public school education on Oklahoma public school educators' overall need satisfaction, security need satisfaction, social need satisfaction, esteem need satisfaction, autonomy need satisfaction, and self-actualization need satisfaction. Also explored were the amount of agreement Oklahoma public school educators have with the abilities of merit pay, master teacher programs, combination job and career ladders, base pay increases, competency tests, stricter college requirements, career ladders, and longer and more school days per year to improve educator job satisfaction, attract and retain quality individuals to education, and improve education for students. Satisfaction of the various needs were measured by the "Porter Need Satisfaction Questionnaire", which is a job satisfaction questionnaire adapted to education by Thomas J. Sergiovanni (Coe, 1985). The amount of agreement with the eight suggested educational changes was measured by a self-developed survey which was piloted at a high school in Oklahoma. The different

professional positions in public school education referred to those of teachers, counselors, coaches, directors, and administrators.

This investigation may help to determine if there are some satisfying elements already in existence for public school educators which may be applied to those positions lacking in satisfaction to attract and retain quality educators and, ultimately, improve education for students.

Definitions of Selected Terms

Improving Education. For the purpose of this study, improving education means to raise achievement test scores and increase the percentage of students graduating from high school.

Job Satisfaction. Also called need satisfaction. The congruence between how much of a quality exists in a job and how much of a quality the worker believes should exist (Porter, 1961).

Quality Individuals. Individuals ranking in the top 20% or at the 80th percentile or above on national achievement tests.

Security Needs. Needs for tenure, money, and benefits (Sergiovanni and Elliott, 1975). Considered the lowest order need for educators.

Social Needs. Needs for membership and participation in one's peer and social group (Sergiovanni and Elliott, 1975).

Esteem Needs. Associated with self-respect, respect from others as a person and as a professional, prestige, competence, confidence, and recognition (Sergiovanni and Elliott, 1975).

Autonomy Needs. Related to authority within the position, independent thought and action, and participation in the decision making process for goals, methods, and procedures (Sergiovanni and Elliott, 1975).

Self-Actualization Needs. Related to opportunity for personal growth and development, feelings of self-fulfillment, and worthwhile accomplishment in the school position (Sergiovanni and Elliott, 1975).

Job Position. The role of administrator, director, counselor, coach, or teacher in a public elementary, middle school, junior high school, or high school.

Stricter Requirements. More subject area courses in college, higher admission and graduation standards, and more rigorous general studies.

Administrators. Superintendent, assistant superintendents, principals, and assistant principals.

Directors. Directors of athletics, maintenance, activities, transportation, finance, curriculum, or food service. This group also included coordinators and supervisors.

Counselors. Guidance counselors, psychometrists, and psychologists.

Consulting Teachers. Experienced public school teachers who observe and advise first year teachers in the Oklahoma entry year advisory committee program.

Teachers. Certified full-time public school teachers for grades kindergarten through 12.

Coaches. Certified teachers who coach interscholastic sports for middle, junior, or high school girls or boys.

At Risk Students. Those pupils with high potential to drop out of school.

Assumptions

The following are the assumptions made for this study:

1. It was assumed that the 43 schools returning personnel lists were representative of the entire membership of the Oklahoma Public School Research Council.
2. It was assumed that educator job satisfaction could be measured by the "Porter Need Satisfaction Questionnaire".
3. It was assumed that educator attitudes toward school reforms could be measured by the "Agreement With Suggested Changes Survey".

Limitations

The following are the limitations of this study:

1. No private schools were surveyed.
2. The sample was very small due to mailing costs and time restrictions.
3. Although random sampling was used some sex bias may exist due to the fact that the administrator group was predominantly male while the teacher group consisted predominantly of females.
4. Many other factors which may influence the job satisfaction of some individuals were excluded from consideration. Among these factors were age, district size, sex of respondent,

geographical setting, social problems, family problems, how long in the job position, socio-economic status of the school district, multi-ethnic enrollment of the school, and the winning tradition of the school in the sport of the coach surveyed.

CHAPTER II

REVIEW OF LITERATURE

Introduction

Some major problems in education consistently recurrent in the literature include issues such as salaries, inadequate teacher education programs, lack of recognition or reward for excellence, and lack of advancement. In response to these problems, much has been written regarding possible solutions. The current review of literature examined proposals to counter these problems including increased base pay, tougher and more college requirements for teachers, merit pay, master teacher programs, career ladders, job-career ladders, and teacher competency testing.

Proposals for Improvement

Salary as an Incentive

A great many reports on teacher lack of satisfaction and improving teacher performance centered on salary. Matthews and Brown (1980) cited higher metropolitan teacher salaries as creating unequal access to quality teachers and an unfair advantage in recruiting teachers. Martocelli (1982) noted that beginning teachers earn 67% as much as beginning computer programmers and only 55% as much as starting engineers.

MacPhail-Wilcox (1982) reported that lifetime earnings for Texas teachers with bachelors degrees were 25% less than the amount earned by the average male with only a high school diploma and 50% less than the average white male with a bachelors degree in other areas. Even teachers with doctorates earned 40% less than other white males holding bachelors degrees and 10% less than the average white female in other professions (MacPhail-Wilcox, 1982). Weaver (1984) stated that Boston's largest law firms pay graduates \$30,000 to \$40,000, which was double the earnings of most teachers after 10 years of experience. St. Clair (1979) stated that beginning teachers could earn 20% more by starting work at Quick Trip stores.

Burrup and Brimley (1982) claimed that educators, being public employees, should not expect to earn as much money as workers in the private sector. There was, however, a large discrepancy in the salaries of public school employees. Green (1982) cited a survey of the Educational Research Service showing that large school superintendents average three times their teachers' salaries while the principals earn twice what the teachers receive, and small school superintendents earn two times and principals one and two-thirds times as much as their teachers. According to the results of the Oklahoma Public School Research Council's salary survey conducted by St. Clair (1983), the largest school districts in Oklahoma valued the transportation directors for getting the students to school about twice as much as the teachers.

Base Pay Increases

There was little wonder that a preponderance of ideas on how to get better teachers concentrate on money. Included in this array were base pay increases, merit pay, master teacher programs, and career ladders. In the late 1970's, the Oklahoma Education Association proposed a substantial raise in the base pay of approximately 50% or \$6,000 to come in the ensuing two years. Yet even this would not make teachers well paid professionals according to the figures presented by Martocelli (1982) and Green (1982).

Merit Pay

There has been much controversy on the issue of merit pay, or extra pay for being evaluated as an excellent educator according to predescribed guidelines (Barlow, 1984). Rist (1983) said two thirds of the teachers in Oklahoma favored merit pay, but Gallup (1984) found nationwide that teachers opposed merit pay by a two to one margin. Daugherty and Dronberger (1983) studied the Seiling, Oklahoma, school district and found the school board satisfied with a merit pay system based on student achievement test score improvement, and White (1983) claimed that merit pay was effective if performances to be evaluated were well defined and the evaluation was impartial. In opposition, Schrag (1983) stated that merit pay could only go to a designated 10% to 15% of all teachers. Nickerson (1984) found merit pay to be a demotivating factor causing morale problems for teachers. Burrup and Brimley (1982) agreed that merit pay created morale problems

for teachers, and Lortie (1975) mentioned that the current standard pay scale spares administrators from assigning students to unmerited teachers. Elsbree (1939) reminded us that during the 1920s and 1930s teachers were paid on a privately negotiated basis. Inequities caused by such an unfair system encouraged teachers to back a single salary scale with objective qualifications of years of education and service. McCormick (1983) reported that the American Federation of Teachers felt merit pay was not the best way to ensure teacher quality. Darling-Hammond and Wise (1983) wrote that merit pay would do more to standardize teaching by teaching standards than to improve teaching by attracting quality individuals. They also noted that teachers with greater conformity, fewer students, better students, fewer classes, fewer preparations, and fewer extra duties had a better chance to earn merit pay. On a parallel note, Bruno and Megrete (1983) found that combat pay, extra money paid by districts with excessive discipline problems, was ineffective in attracting and retaining high quality teachers.

Master Teacher Plans

Master teacher programs resemble merit pay plans except that the goal of the school district is to have all teachers eventually meet the criteria for master teacher status (McNeely, 1984). Kohut and Wright (1984) approved of a program in which the teacher moved through levels of apprentice, professional, and senior to become a master teacher, and the new plan in Texas outlined by Texas Lone Star (TSAB, 1984) offered career ladder supplements

of \$2,000 when a teacher goes beyond the probationary and first levels to levels two, three, and four or master teacher. Alas, many of the same problems of merit pay seemed to prevail with master teacher programs. Pay increases will not be great enough to make teaching a well paid profession (Martocelli, 1982; Green, 1982), morale problems can result among teachers who do not qualify (Burrup and Brimley, 1982; Nickerson, 1984), and the qualification standards and evaluation procedures will not meet with overwhelming approval (Darling-Hammond and Wise, 1983).

Teacher Competency Testing

Another suggestion for increasing teacher quality was teacher competency testing. Gallup (1984) found that two-thirds of this country's teachers favored state board exams for teachers. Gallegos (1984) urged us to oppose the test because the tests lessen pressure for needed curriculum reforms and eliminate a large number of minority teacher candidates.

Schlechty and Vance (1983) determined that teacher quality could not be raised by increasing entrance or exit standards for teacher education, but Scannell (1984) detailed the success of the five year teacher preparation program at the University of Kansas. Weaver (1984) revealed that less than half of the teacher education graduates in 1976 had Standard Achievement Test scores as high as the average high school senior four years earlier and that the best of these students who were hired soon left teaching. In 1982, he found that teacher education majors scored an average of 32 points lower on the verbal and 48 points lower on the

mathematics sections of the Standard Achievement Test compared to graduates entering other fields. However, Ishler (1984) found requirements for the number of hours generally higher for education students than for other undergraduate programs. Overall, only 14% of the teachers nationwide rated teacher education an A while 18% gave it a D or F (Gallup, 1984). Hymel (1984) recommended more inservice education and raising salaries for teaching subject areas where teacher shortages exist, and Gage (1984) recommended more staff development.

Career Ladders

The career ladder approach for improving teacher quality has closely resembled master teacher programs. A true career ladder involves differentiated staffing as opposed to a job ladder, or promotion out of teaching to administration or counseling (Pipho, 1984). Lortie (1975) called teaching "careerless" because of having less opportunity for upward mobility which is the essence of a career. He found that only 38% of the male teachers would choose to repeat their career choice as would only 51% of the single female teachers and 61% of the married women. He also stated that males are attracted to teaching in the first place by schedules allowing for further study and time to do other kinds of work, and that for teachers to have status they must be on their way to a higher rank.

Argyris (1975) hypothesized that opportunities for self-development and professional growth increase as one moves up the organizational hierarchy. Mason (1961) found that most men

expected to work into positions out of teaching and that only 29% of the male teachers and 16% of the females expect to teach to retirement. Male teachers in the 41 to 50 age bracket were the most dissatisfied teachers (Rottier, 1983). Mitchell (1972) stated that men take administrative certification courses to be promoted and increase income, and Lortie (1975) discovered that teachers link money and promotion to satisfaction but not effectiveness. Keppel (1961) and Benson (1961) recommended serious attention to careers within teaching with progressions in status which can occur without shifting to administration. Burden (1982-83) suggested that teacher career development take into account that the needs, goals, and experiences of teachers change.

Autonomy

Lortie (1975) noted that the first teachers were their own bosses with no administrative hierarchy, but Elsbree (1939), Callahan (1962), and Eisner (1979) saw teachers in the 1920s, 1930s, and even recently, as factory workers. Now the formal authority in schools is vested in non teaching board members (Lortie, 1975). In a Dade County, Florida, poll, 66% of the teachers chose greater freedom to loosen organizational ties in favor of decision making in the classroom. Lee and Pruitt (1979) advocated that teachers be allowed input of policy and to make decisions on course content and teaching techniques. Cox and Wood (1980) concurred, saying teachers are alienated from the administration, school board, and the power of the organization and, to be professionals, they need autonomy and participation in

decision making. These authors recommended restructuring education to shift to teachers some powers of administrators and school boards. Gross (1980) identified inadequate administrative support in evaluation, discipline, programs, and ideas to be a major cause of burnout. Chapman and Lowther (1982) identified lack of autonomy and isolation from colleagues as major factors affecting teacher satisfaction with teaching. They also found teacher roles of supervising and leading to be negatively related to teacher satisfaction.

Herzberg (1959) contended that satisfaction relates to the recognition, achievement, advancement, and responsibility of the job and the work itself. His motivational theory also stated that salary and work conditions could not cause satisfaction, but that these factors could cause a lack of satisfaction. Chapman (1982) related career satisfaction to professional achievement. Rogus (1982) stated that to make teaching a true profession, teachers need mechanisms for self-governance and colleague review. Fitzgerald and Muth (1984) said greater teaching responsibilities and more collegiality will increase satisfaction, and Oldham and Kulik (1983) proposed that motivation can be enhanced by redesigning work. Stern (1984) showed that consulting teachers could handle responsibility in observing and advising since first year teachers rated other teachers as more helpful supervisors than administrators or professors.

Maslow (1954) said people are motivated by satisfying needs. He saw the hierarchy of needs as beginning with the most basic physiological needs and advancing through safety, relationships,

and esteem needs to the highest order need of self-actualization or self-fulfillment. Maslow believed our actions are dominated by the lowest order need that is unsatisfied. The five basic needs are related to each other and as the lower level needs are satisfied the higher level needs become activated. The lower level needs are physiological needs, safety and security needs, and belonging, love and social activity needs. In a study of principals, secondary teachers, and elementary teachers, Coe (1985) found that the least deficient area of need satisfaction for all concerned was social need satisfaction.

The higher level needs are esteem and self-actualization. Esteem needs include needs for status, achievement, recognition and acceptance from others, and self-worth. Esteem needs are related to the feeling of self-esteem and prestige of a school position at school and away from the workplace. Esteem is associated with self-respect, respect by others as a person and as a professional, prestige, competence, confidence, and recognition (Sergiovanni and Elliott, 1975). It was in the esteem needs area where researchers such as Trusty and Sergiovanni (1966) and Coe (1985) found significant differences in educator need satisfaction. They found administrators to have higher esteem satisfaction than teachers.

Porter adapted Maslow's hierarchy to education by eliminating physiological needs and adding autonomy needs between esteem and self-actualization (Porter, 1961). Coe found principals to have greater autonomy needs satisfaction than teachers. Porter's list of needs began with security and advanced through social, esteem,

autonomy, and self-actualization. His research indicated the need for a salary index for educators. Porter's plan called for the teacher to start as an intern involved in cooperative work with other more experienced teachers. From intern the teacher would advance to the fellows level which combined individual instruction and joint teaching. Next, teachers would become associates signalling acceptance as a competent teacher. The final step would be to the scholar or colleague level after becoming outstanding teachers. The scholar would advise, research, write and develop, while the colleague would work with the administration and community.

Self-actualization is related to opportunities for professional growth and development, feelings of self-fulfillment, and worthwhile accomplishment in the school position (Sergiovanni and Elliott, 1975). Trusty and Sergiovanni found administrators to have less self-actualization than teachers. Conversely, Coe found principals to be significantly higher in self-actualization than teachers.

Catherwood (1971) used the "School Personnel Satisfaction Inventory" to study superintendents, assistant superintendents, principals, supervisors, and teachers. He found a significant difference in total need satisfaction. Catherwood determined principals to be the most satisfied, followed by superintendents, assistant superintendents, supervisors, and teachers. In Trusty and Sergiovanni's study of administrators, high school teachers, junior high teachers, and elementary teachers, administrators were found to have smaller overall need deficiencies than secondary

teachers. They also found elementary teachers to have had smaller need deficiencies than secondary teachers, and female teachers to have had smaller need deficiencies than males.

Pastor and Erlandson (1982) claimed that teacher job satisfaction is more significantly related to higher order needs such as autonomy and variety than lower order needs such as pay. They also found that some schools satisfied teachers' lower order needs while others satisfied higher order needs. Iwanicki (1983) stated that teachers have diminished ability to meet their esteem needs because of poor public image.

Summary

To summarize, some major problems in education are low salaries, inadequate teacher education programs with low admission and graduation standards, too few subject area courses, and less rigorous general studies than other professions (Scannell, 1984), lack of recognition or reward for excellence in the job, lack of career advancement, incompetent teachers eroding public respect for educators, lack of teacher input on school policies and decisions, teacher lack of autonomy, and lack of esteem. Some proposals to counter these problems have included increased base pay, merit pay, master teacher programs, career ladders, job-career ladders, stricter teacher education requirements, and teacher competency tests. With the extent of these problems varying depending on one's position in education, the satisfaction of educators may vary as well as their views concerning proposals for change.

Research Question

Report findings have stated that our public school educational system is "at risk" with too many dropouts and decreasing achievement test scores, and that better educators would improve public school education by increasing graduates and achievement test scores. Considering studies showing public school teachers as dissatisfied with the teaching profession, it was proposed that higher quality individuals with greater potential due to earning higher grades and higher achievement test rankings could be attracted to the education profession by making education a more satisfying profession. The research question explored was: will differences in pay, responsibilities, training, authority, and hours in the work day, affect job satisfaction among educators holding different positions such as administrator, director, counselor, coach, or teacher? Also, could educators be placed on different levels of Maslow's need satisfaction hierarchy?

Many changes have been suggested to improve education. It is important that these changes do more than just increase job satisfaction for educators. To be worthwhile, they must also directly assist in improving education for students or indirectly improve our educational system by attracting top notch individuals to education. Input from educators is important when considering which changes should be adopted. It is difficult to implement successfully change not meeting the needs of educators who must institute the change. Educators in different job positions will have different perspectives on the situation. The educator's job

position and need satisfaction will certainly influence his motives about which changes are preferred. Therefore, another research question was: will differences in educator needs and jobs affect perceptions among educators holding different positions as to the benefits of merit pay, master teacher programs, job-career ladders, base pay increases, educator competency testing, stricter college requirements, career-ladders, and longer and more school days on increasing job satisfaction, attracting and retaining quality individuals, and improving education for students?

CHAPTER III

METHOD AND PROCEDURE

Subjects

The purpose of this study was to investigate the need satisfaction of public school educators in Oklahoma as well as their attitudes toward school reforms. Therefore, it was important to randomly sample from a group of educators to generalize the results.

Subjects for this study were selected from Oklahoma public school educators working in grades kindergarten through 12. These subjects were selected randomly using a table of random numbers from the personnel lists of districts belonging to the Oklahoma Public School Research Council. Forty-three out of 109 Oklahoma Public School Research Council member school districts returned personnel lists. The 43 schools included two very large, four large, six medium large, four medium small, 12 small, and 15 very small districts. A complete list of schools sending personnel lists is included in Appendix A. Fifty subjects were selected from each of the following groups on the basis of their job titles: teachers, counselors, coaches, directors, and administrators. A total of 250 subjects were selected.

Instruments

The "Porter Need Satisfaction Questionnaire" for measuring educator job satisfaction and the "Agreement With Suggested Changes Survey" were the instruments used in this study. Thomas J. Sergiovanni adapted the "Porter Need Satisfaction Questionnaire" to education. He gave permission for the use of the instrument during a personal conversation at the Management Academy for School Executives conference on April 17, 1985, at Edmond, Oklahoma (he was the keynote speaker at the conference). The "Porter Need Satisfaction Questionnaire" consists of 13 items measuring overall job satisfaction in the areas of security, social needs, esteem, autonomy, and self-actualization. These needs correspond to Maslow's Hierarchy of Needs. A question regarding leadership needs was added to the instrument after conferring with Dr. Sergiovanni.

The "Porter Need Satisfaction Questionnaire" is a mail questionnaire consisting of Likert items which ask the correspondent how much of a quality exists for them in their job and how much of the quality should exist. The scales for each question range from a minimum of one to a maximum of seven. The score for each question is based on the difference between how much of the quality respondents feel exists in their jobs and how much the respondents believe should exist. If the respondent feels a maximum of a quality should exist and a minimum does exist, a one is recorded. If they feel a maximum of a quality should exist and does, a seven is recorded.

The "Porter Need Satisfaction Questionnaire" is appropriate for all public school educators including teachers, counselors, coaches, directors, and administrators of grades kindergarten through 12. No formal training is required to administer or score the "Porter Need Satisfaction Questionnaire". Also, no validity studies were done during the development of the "Porter Need Satisfaction Questionnaire". This was confirmed by Judith Coe during a telephone conference with Thomas Sergiovanni (Coe, 1985).

The "Agreement With Suggested Changes Survey" is also a mail questionnaire consisting of eight Likert items each containing three sections. The items ask the respondents whether they strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree, or strongly agree that the suggested change will increase job satisfaction, attract and retain quality individuals to education, or improve education for students. The eight suggested changes included merit pay, master teacher programs, increased base pay, teacher competency testing, tougher college requirements for education majors, longer and more school days, career ladders, and job-career ladders. A pilot study of the "Agreement With Suggested Changes Survey" was conducted in an Oklahoma high school. The staff of the high school was surveyed in mid-January and again at mid-February of 1985. Staff members recorded the same answers on 82% of the questions on a test-retest situation. Copies of both instruments are presented in Appendix B.

Research Design

The design utilized in this ex post facto study was causal-comparative. Five groups were used: Group 1 = Teachers, Group 2 = Counselors, Group 3 = Coaches, Group 4 = Directors, Group 5 = Administrators. This design was chosen to consider the effects of position on educator job satisfaction. The design also permitted comparisons with other job satisfaction studies using the "Porter Need Satisfaction Questionnaire".

Procedure

Fifty subjects were selected randomly from each of the five educator groups using a table of random numbers. Personnel lists from 43 of the 109 member schools of the Oklahoma Public School Research Council during the 1984-1985 school year were used as the source. In selecting Group 1 members, only teachers were recorded. Group 2 consisted only of counselors. Group 3 consisted of directors, supervisors, and coordinators of athletics, transportation, curriculum, etc.. Coordinators and supervisors were included in the Directors' Group since the total number of directors in the 43 schools was less than 50. In selecting Group 5, only superintendents, assistant superintendents, principals, and assistant or vice-principals were recorded.

On March 1, 1985, subjects were mailed the "Porter Need Satisfaction Questionnaire" and "Agreement With Suggested Changes Survey" along with a stamped, self-addressed envelope. The "Porter Need Satisfaction Questionnaire" consists of 13 Likert

items with specific questions relating to satisfaction in the areas of security needs, social needs, esteem, autonomy, and self-fulfillment. The "Agreement With Suggested Changes Survey" consists of eight questions, each with three sections. On March 30, 1985, a third mailing was made. A 78.8% return was achieved for the total sample. Respondents included 76% of the teachers, 82% of the counselors, 72% of the coaches, 84% of the directors, and 80% of the administrators. Appendix B lists age and school size demographics of the respondents. This information was discarded during this study of job satisfaction due to many prior studies stating that age and school size are not contributing factors of job satisfaction. The "Agreement With Suggested Changes Survey" was coded in the following manner: strongly agree = 6, moderately agree = 5, slightly agree = 4, slightly disagree = 3, moderately disagree = 2, and strongly disagree = 1.

A one-way analysis of variance was used to examine the variance between the five groups of educators regarding job satisfaction and agreement with suggested changes along with the variance between the eight suggested changes. The use of a one-way analysis of variance permitted comparisons to other studies utilizing the "Porter Need Satisfaction Questionnaire". Where significant findings occurred, comparisons were made using Scheffe's post hoc procedures. Strength of association was computed using eta squared and a power table was consulted for the power of the study.

CHAPTER IV

FINDINGS

Introduction

To examine the research question and study the relationships between educator job position and job satisfaction as well as educator job position and attitudes, a one-way analysis of variance was used to analyze the data. The fixed discrete independent variable with multiple levels was position (1 = teachers, 2 = counselors, 3 = coaches, 4 = directors, and 5 = administrators). The random continuous dependent variables included scores for overall job satisfaction, security needs, social needs, esteem needs, autonomy needs, and self-actualization needs as measured by the "Porter Need Satisfaction Questionnaire," leadership needs as suggested by Thomas Sergiovanni, and scores for the amount of agreement with proposed changes: merit pay, master teacher programs, job-career ladders, base pay increases, educator competency testing, stricter college requirements for education students, career ladders, and longer and more school days.

Overall Job Satisfaction

Examination of the means for overall job satisfaction (Table I) revealed that administrators were the most satisfied group of educators. Directors, counselors, teachers, and coaches followed.

TABLE I
MEAN SCORES AND STANDARD DEVIATIONS FOR OVERALL JOB SATISFACTION
ON THE "PORTER NEEDS SATISFACTION QUESTIONNAIRE"

Position	<u>n</u>	Score	SD
Administrator	38	77.79	10.47
Director	40	75.17	14.88
Counselor	41	73.95	14.18
Teacher	37	73.78	16.92
Coach	36	67.86	13.76

Examination of the source table (Table II) indicated no significance ($F=2.42$; $df=4, 187$; $p>.05$) regarding overall educator job satisfaction. Administrators were not significantly more satisfied than any other educator group.

TABLE II
SOURCE TABLE FOR OVERALL JOB SATISFACTION

Source	df	SS	MS	F	p<.05
Position	4	19.51	4.88	2.42	2.63
Error	187	376.60	2.01		
Total	191	396.12			

Security Needs

It may be seen in Table III that counselors scored highest in security needs satisfaction and coaches scored lowest based on their answers to question 2 of the PNSQ. No significant difference between groups was indicated in Table IV, however ($F=1.34$; $df=4, 189$; $p>.05$).

TABLE III
MEAN SCORES AND STANDARD DEVIATIONS FOR SECURITY NEEDS

Position	n	Score	SD
Administrator	41	6.146	1.085
Director	41	5.951	1.341
Counselor	37	5.892	1.696
Teacher	39	5.872	1.689
Coach	36	5.361	1.823

TABLE IV
SOURCE TABLE FOR SECURITY NEEDS

Source	df	SS	MS	F	p<.05
Position	4	12.70	3.18	1.34	2.63
Error	189	447.26	2.37		
Total	193	459.96			

Social Needs

It is shown in Table V that administrators scored highest in social needs satisfaction with coaches again scoring lowest based on answers to questions 1 and 10 of the PNSQ. It is revealed in

Table VI that there exist no significant differences between groups ($F=1.51$; $df=4, 187$; $p>.05$).

TABLE V
MEAN SCORES AND STANDARD DEVIATIONS FOR SOCIAL NEEDS

Position	n	Score	SD
Administrator	38	12.82	1.59
Director	40	12.60	1.77
Counselor	41	12.49	2.39
Teacher	37	12.46	2.73
Coach	36	11.61	2.66

TABLE VI
SOURCE TABLE FOR SOCIAL NEEDS

Source	df	SS	MS	F	$p<.05$
Position	4	31.01	7.75	1.51	2.63
Error	187	961.30	5.14		
Total	191	992.31			

Esteem Needs

It is indicated in Table VII that directors scored highest in esteem needs satisfaction while coaches scored lowest based on answers to questions 6, 7 and 12 of the PNSQ. It is also indicated in Table VIII that a significant difference exists ($F=4.62$; $df=4, 191$; $p<.05$).

TABLE VII
MEAN SCORES AND STANDARD DEVIATIONS FOR ESTEEM NEEDS

Position	<u>n</u>	Score	SD
Administrator	42	17.62	3.86
Director	40	17.52	3.10
Counselor	41	16.15	3.76
Teacher	37	15.65	4.33
Coach	36	14.50	3.87

TABLE VIII
SOURCE TABLE FOR ESTEEM NEEDS

Source	df	SS	MS	F	p<.05
Position	4	26.60	6.65	4.62	2.63
Error	191	275.04	1.44		
Total	195	301.64			

Using Scheffe's post hoc procedures, significant differences in esteem satisfaction were found between directors and coaches ($q=3.58$; $df=5, 10$; $p<.05$) and administrators and coaches ($q=3.58$; $df=5, 10$; $p<.05$). The strength of association measured by eta squared was .09. The power was .14.

Autonomy Needs

Shown in Table IX are the results of educator job satisfaction in the area of autonomy. Table IX is based on answers to questions 3, 5, 8, and 9 of the PNSQ.

TABLE IX
MEAN SCORES AND STANDARD DEVIATIONS FOR AUTONOMY NEEDS

Position	n	Score	SD
Administrator	40	24.30	3.99
Director	42	22.90	5.60
Counselor	37	22.65	5.87
Teacher	41	22.27	5.75
Coach	36	20.81	4.76

It is indicated in Table X that significant differences do not exist in autonomy needs among educators. Administrators were not significantly more satisfied than other groups.

TABLE X
SOURCE TABLE FOR AUTONOMY NEEDS

Source	df	SS	MS	F	p<.05
Position	4	23.99	6.00	2.18	2.63
Error	191	526.41	2.76		
Total	195	550.41			

Self-Actualization Needs

The results of educator job satisfaction in the area of self-actualization can be seen in Table XI. Scores are based on answers to questions 4, 11, and 13 of the PNSQ.

TABLE XI
MEAN SCORES AND STANDARD DEVIATIONS FOR SELF-ACUTALIZATION

Position	<u>n</u>	Score	SD
Administrator	40	17.75	3.08
Director	37	17.14	4.55
Counselor	41	16.90	3.77
Teacher	42	16.14	4.68
Coach	36	15.58	4.09

It can be seen in Table XII that no significant differences exist for self-actualization among educators. Coaches were not significantly less satisfied than other groups.

TABLE XII
SOURCE TABLE FOR SELF-ACTUALIZATION NEEDS

Source	df	SS	MS	F	p<.05
Position	4	11.07	2.77	1.67	2.63
Error	191	316.93	1.66		
Total	195	328.00			

Leadership Needs

The result of educator job satisfaction in the area of leadership can be seen in Table XIII. Scores are based on answers to question 14 which was added to the PNSQ after a personal discussion with Thomas Sergiovanni during his presentation on leadership at a conference in Oklahoma City, Oklahoma.

TABLE XIII
MEAN SCORES AND STANDARD DEVIATIONS FOR LEADERSHIP

Position	n	Score	SD
Administrator	40	6.075	8.944
Director	37	5.888	1.625
Counselor	41	5.769	1.370
Teacher	42	5.714	1.672
Coach	36	5.333	1.757

Table XIV is in reference to leadership needs. There were no significant differences among groups in leadership satisfaction.

TABLE XIV
SOURCE TABLE FOR LEADERSHIP NEEDS

Source	df	SS	MS	F	p<.05
Position	4	10.85	2.71	1.23	2.63
Error	191	421.40	2.21		
Total	195	432.24			

Agreement With Suggested Changes

All Groups of Educators

The results of how much agreement groups of educators have toward suggested changes in education to increase job satisfaction, attract quality individuals to education, and improve education for students can be seen in Table XV. The highest means in all areas were recorded for increased base pay.

TABLE XV
MEAN SCORES AND STANDARD DEVIATIONS FOR CHANGES ACCORDING TO ALL
GROUPS OF EDUCATORS

Change	n	Increasing Job Satisfaction		Attracting Quality Individuals		Improving Student Education	
		Score	SD	Score	SD	Score	SD
Merit Pay	197	3.665	1.814	3.830	1.777	3.625	1.726
Master Teacher	197	4.816	1.402	4.742	1.416	4.629	1.387
Job-Career Ladder	197	4.580	2.352	4.423	1.282	4.010	1.414
Increased Base Pay	197	5.416	0.947	5.474	0.942	5.077	1.189
Competency Tests	197	2.635	1.584	2.852	1.643	3.128	1.685
Requirements	197	4.077	1.464	4.107	1.500	4.592	1.338
Career Ladders	197	4.254	1.544	4.204	1.549	4.071	1.561
Longer Days	197	2.612	1.510	2.597	1.541	2.807	1.661

Educator groups significantly favored merit pay over competency tests and longer days; master pay over merit pay, competency tests, stricter requirements, career ladders, and longer days; job-career ladders over merit pay, competency tests, and longer days; increased base pay over all other suggested changes; stricter requirements over competency tests and longer days; and career ladders over merit pay, competency tests and

longer days for increasing job satisfaction according to Scheffe's post hoc procedures. Strength of association by eta squared was .29. Power was .87.

TABLE XVI
SOURCE TABLE FOR INCREASING JOB SATISFACTION

Source	df	SS	MS	F	p<.05
Change	7	1371.08	195.87	92.00	2.01
Error	1558	3316.83	2.13		
Total	1565	4687.91			

Significant differences are revealed in Table XVII. Educators significantly favored all other reforms over competency tests and longer days, increased base pay over all other changes, and master pay over merit pay and stricter requirements for attracting quality individuals to education according to Scheffe's post hoc procedures. Strength of association by eta squared was .27. Power was .82.

TABLE XVII
SOURCE TABLE FOR ATTRACTING QUALITY INDIVIDUALS

Source	df	SS	MS	F	p<.05
Change	7	1226.65	175.24	80.49	2.01
Error	1554	3383.14	2.18		
Total	1561	4609.79			

Significant differences can also be seen in Table XVIII. Educators significantly favored merit pay over longer school days; master pay over merit pay, job-career ladders, competency tests, and longer days; job-career ladders over competency tests and longer days; increased base pay over merit pay, job-career ladders, competency tests, career ladders, and longer days; stricter requirements over merit pay, job-career ladders, competency tests and longer days; and career ladders over competency tests and longer days to improve education for students according to Scheffe's post hoc procedures. Strength of association by eta squared was .19. Power was .50.

TABLE XVIII
SOURCE TABLE FOR IMPROVING STUDENT EDUCATION

Source	df	SS	MS	F	p<.05
Change	7	829.95	118.56	52.29	2.01
Error	1552	3518.91	2.27		
Total	1559	4348.87			

Teachers

Teachers' amounts of agreement with changes for increasing job satisfaction, attracting quality individuals, and improving student education are shown in Table XIX. Increased base pay was favored for all areas.

TABLE XIX
TEACHERS' MEANS AND STANDARD DEVIATIONS FOR CHANGES

Change	n	Increasing Job Satisfaction		Attracting Quality Individuals		Improving Student Education	
		Score	SD	Score	SD	Score	SD
Merit Pay	38	3.027	2.021	3.216	1.981	3.000	1.897
Master Pay	38	4.763	1.567	4.737	1.483	4.658	1.632
Job-Career Ladder	38	4.447	1.465	4.132	1.474	3.789	1.679
Increased Base Pay	38	5.658	0.701	5.684	0.662	5.211	1.069
Competency Tests	38	2.632	1.584	2.816	1.658	3.184	1.608
Requirements	38	4.263	1.427	4.447	1.501	4.737	1.155
Career Ladders	38	4.000	1.577	3.895	1.657	3.947	1.659
Longer Days	38	2.184	1.227	2.184	1.291	2.526	1.640

Significant differences can be seen in Table XX. Teachers significantly favored master pay, job-career ladders, increased base pay, stricter requirements, and career ladders over competency tests and longer days; master pay, job-career ladders, and increased base pay over merit pay; and increased base pay over stricter requirements and career ladders for increasing job satisfaction according to Scheffe's post hoc procedures. Eta squared strength of association was .36 with power at .98.

TABLE XX
SOURCE TABLE FOR INCREASING JOB SATISFACTION

Source	df	SS	MS	F	p<.05
Change	7	363.52	51.93	23.36	2.27
Error	295	655.71	2.22		
Total	302	1019.23			

Revealed in Table XXI is the fact that significant differences exist. Teachers significantly favored increased base pay and master pay over merit pay, competency tests and longer days; increased base pay over job-career ladders and career ladders; job-career ladders, stricter requirements, and career ladders over longer days; and stricter requirements over competency tests to attract quality individuals to education according to Scheffe's post hoc procedures. The strength of association was .34 with power at .96.

TABLE XXI
SOURCE TABLE FOR ATTRACTING QUALITY INDIVIDUALS

Source	df	SS	MS	F	p<.05
Change	7	334.82	47.83	21.36	2.27
Error	295	660.58	2.24		
Total	302	995.40			

Significant differences in teachers' ratings of which changes will improve student education are revealed in Table XXII.

Scheffe's post hoc procedures showed teachers rate master pay, increased base pay, and stricter requirements over merit pay, competency tests, and longer school days; and increased base pay over job-career ladders. Strength of association was .25 with power at .76.

TABLE XXII
SOURCE TABLE FOR IMPROVING STUDENT EDUCATION

Source	df	SS	MS	F	p<.05
Change	7	234.54	33.51	13.73	2.27
Error	294	717.63	2.44		
Total	301	952.17			

Counselors

Table XXIII concerns the results of counselor's agreement with changes. Again, increased base pay was favored for all areas.

TABLE XXIII
COUNSELORS' MEANS AND STANDARD DEVIATIONS FOR CHANGES

Change	n	Increasing Job Satisfaction		Attracting Quality Individuals		Improving Student Education	
		Score	SD	Score	SD	Score	SD
Merit Pay	41	3.550	1.782	3.725	1.754	3.575	1.824
Master Pay	41	4.878	1.364	4.927	1.385	4.683	1.350
Job-Career Ladder	41	4.537	1.286	4.415	1.378	4.024	1.508
Increased Base Pay	41	5.390	0.945	5.415	1.024	4.927	1.253
Competency Tests	41	2.415	1.483	2.659	1.637	2.951	1.746
Requirements	41	4.293	1.327	4.366	1.337	4.756	1.300
Career Ladders	41	4.024	1.651	4.000	1.612	3.707	1.736
Longer Days	41	2.293	1.470	2.220	1.351	2.244	1.578

Significant differences in counselors' ratings of changes are indicated in Table XXIV. Post hoc procedures indicated counselors rate master pay, job-career ladders, increased base pay, stricter requirements, and career ladders over competency tests and longer days; merit pay over longer days; and increased base pay over merit pay and career ladders for increasing job satisfaction. Strength of association and power were .35 and .97, respectively.

TABLE XXIV
SOURCE TABLE FOR INCREASING JOB SATISFACTION

Source	df	SS	MS	F	p<.05
Change	7	354.94	50.71	24.73	2.24
Error	319	654.14	2.05		
Total	326	1009.09			

Significant differences in agreement with the ability of changes affecting the attraction of quality individuals to education are indicated in Table XXV. Post hoc procedures show counselors rate all other changes except competency tests over longer days; all other changes except merit pay and longer days over competency tests; and increased base pay over merit pay and career ladders. Strength of association and power were .33 and .94, respectively.

TABLE XXV
SOURCE TABLE FOR ATTRACTING QUALITY INDIVIDUALS

Source	df	SS	MS	F	p<.05
Change	7	336.22	48.03	22.85	2.24
Error	319	670.41	2.10		
Total	326	1006.63			

Significant differences in agreement with the changes improving student education are revealed in Table XXVI. Post hoc procedures revealed counselors favored master pay, increased base pay, and stricter requirements over competency tests and longer days; merit pay over longer days; and increased base pay over merit pay and career ladders. Strength of association and power were .25 and .76, respectively.

TABLE XXVI
SOURCE TABLE FOR IMPROVING STUDENT EDUCATION

Source	df	SS	MS	F	p<.05
Change	7	253.61	36.23	15.09	2.24
Error	319	765.92	2.40		
Total	326	1019.53			

Coaches

Table XXVII concerns the results of coaches' agreement with changes. Coaches favored increased base pay for all areas.

TABLE XXVII
COACHES MEANS AND STANDARD DEVIATIONS FOR CHANGES

Change	n	Increasing Job Satisfaction		Attracting Quality Individuals		Improving Student Education	
		Score	SD	Score	SD	Score	SD
Merit Pay	36	3.222	1.709	3.583	1.933	3.278	1.717
Master Pay	36	4.600	1.397	4.600	1.333	4.543	1.358
Job-Career Ladder	36	4.571	1.170	4.429	1.170	4.114	1.345
Increased Base Pay	36	5.361	1.150	5.444	1.107	5.167	1.320
Competency Tests	36	2.278	1.667	2.250	1.500	2.694	1.751
Requirements	36	3.250	1.645	3.083	1.645	3.889	1.670
Career Ladders	36	3.611	1.793	3.556	1.731	3.444	1.698
Longer Days	36	2.083	1.381	2.028	1.341	2.361	1.496

Table XXVIII concerns coaches' significant disagreement with changes increasing job satisfaction. Post hoc procedures indicated coaches significantly favored master pay, job-career ladders and increased base pay over competency tests and longer days; career ladders over longer days; and increased base pay over merit pay, stricter requirements, and career ladders. Strength of association and power were .35 and .97, respectively.

TABLE XXVIII
SOURCE TABLE FOR INCREASING JOB SATISFACTION

Source	df	SS	MS	F	p<.05
Change	7	334.92	47.85	21.02	2.29
Error	278	632.78	2.28		
Total	285	967.69			

Table XXIX concerns coaches' significant disagreement regarding changes attracting quality individuals. Post hoc procedures indicate coaches significantly favored merit pay, master pay, job-career ladders, increased base pay, and career ladders over longer days; master pay over competency tests and stricter requirements; and increased base pay over merit pay, competency tests, career ladders, and stricter requirements. Strength of association and power were .36 and .98, respectively.

TABLE XXIX
SOURCE TABLE FOR ATTRACTING QUALITY INDIVIDUALS

Source	df	SS	MS	F	p<.05
Change	7	345.72	49.39	22.08	2.29
Error	278	621.97	2.24		
Total	285	967.69			

Table XXX concern coaches' significant disagreement regarding changes improving student education. Post hoc procedures indicated coaches significantly favored merit pay, master pay, job-career ladders, increased base pay, and career ladders over longer days, competency tests, and stricter requirements. Strength of association and power were .39 and .98, respectively.

TABLE XXX
SOURCE TABLE FOR IMPROVING STUDENT EDUCATION

Source	df	SS	MS	F	p<.05
Change	7	328.79	49.53	22.11	2.29
Error	278	619.83	2.21		
Total	285	948.62			

Directors

The results of the directors' amounts of agreement with the ability of suggested changes to improve educator job satisfaction are revealed in Table XXXI. Base pay increases were favored for increasing job satisfaction and attracting quality individuals, but increased college requirements were favored for improving student education.

TABLE XXXI
DIRECTORS' MEANS AND STANDARD DEVIATIONS FOR CHANGES

Change	n	Increasing Job Satisfaction		Attracting Quality Individuals		Improving Student Education	
		Score	SD	Score	SD	Score	SD
Merit Pay	42	4.405	1.624	4.333	1.509	4.238	1.411
Master Teacher	42	4.952	1.125	4.810	1.292	4.643	1.165
Job-Career	41	4.683	1.150	4.439	1.226	3.902	1.319
Base Pay Increase	42	5.238	0.878	5.190	1.131	4.714	1.402
Competency Tests	42	3.143	1.705	3.571	1.670	3.667	1.663
Requirements	42	4.405	1.251	4.476	1.194	4.810	1.174
Career Ladders	42	4.810	1.153	4.738	1.231	4.619	1.188
Longer Days	42	3.405	1.483	3.452	1.468	3.571	1.500

Significant differences are indicated in Table XXXII. Directors favored base pay increases over competency tests or longer school days to improve job satisfaction according to Scheffe's post hoc procedures. Strength of association was .22 and power was .63.

TABLE XXXII
SOURCE TABLE FOR JOB SATISFACTION

Source	df	SS	MS	F	p<.05
Change	7	160.48	22.93	13.10	2.23
Error	327	572.38	1.75		
Total	334	732.85			

Revealed in Table XXXIII are significant differences in directors' agreement with attracting quality individuals according to Scheffe's post hoc procedures. Differences existed between increasing the base pay and competency tests or longer school days, master teacher pay and competency tests or longer school days, and career ladders and longer school days. Strength of association was .15 and power was .32.

TABLE XXXIII
SOURCE TABLE FOR ATTRACTING QUALITY INDIVIDUALS

Source	df	SS	MS	F	p<.05
Change	7	104.94	14.99	8.20	2.23
Error	327	597.67	1.83		
Total	334	702.61			

It is revealed in Table XXXIV that significant differences exist. Directors significantly favored stricter college requirements for educators over longer and more school days to improve education for students according to Scheffe's post hoc procedures. The strength of association is .11 with a power of .19.

TABLE XXXIV
SOURCE TABLE FOR IMPROVING STUDENT EDUCATION

Source	df	SS	MS	F	p<.05
Change	7	72.84	10.41	5.60	2.23
Error	327	607.44	1.86		
Total	334	680.28			

Administrators

Administrators' agreement with suggested changes for increasing job satisfaction, attracting quality individuals, and improving student education can be seen in Table XXXV. Increased base pay was the favored change.

TABLE XXXV
ADMINISTRATORS' MEANS AND STANDARD DEVIATIONS FOR CHANGES

Change	n	Increasing Job Satisfaction		Attracting Quality Individuals		Improving Student Education	
		Score	SD	Score	SD	Score	SD
Merit Pay	40	4.000	1.654	4.205	1.609	3.921	1.566
Master Pay	40	4.850	1.578	4.605	1.620	4.605	1.480
Job-Career Ladders	40	4.658	1.214	4.692	1.127	4.237	1.195
Increased Base Pay	40	5.450	0.959	5.667	0.577	5.410	0.677
Competency Tests	40	2.650	1.406	2.872	1.525	3.077	1.579
Requirements	40	4.077	1.358	4.051	1.450	4.692	1.217
Career Ladders	40	4.725	1.219	4.744	1.163	4.564	1.165
Longer Days	40	3.000	1.556	3.000	1.747	3.250	1.721

Significant differences were also indicated in Table XXXVI. Administrators favored increased base pay over merit pay, competency tests, stricter requirements, and longer days; master pay, job-career ladders, and career ladders over competency tests and longer days; and stricter requirements over competency tests for increasing educator job satisfaction according to Scheffe's post hoc procedures. Strength of association by eta squared was .30. Power was .90.

TABLE XXXVI
SOURCE TABLE FOR INCREASING JOB SATISFACTION

Source	df	SS	MS	F	p<.05
Change	7	252.65	36.09	18.49	2.25
Error	307	599.40	1.95		
Total	314	852.04			

Significant differences can be seen in Table XXXVII. Administrators considered increasing the base pay significantly more favorable than merit pay, competency tests, stricter requirements, or longer days for attracting quality individuals to education according to Scheffe's post hoc procedures. Eta squared strength of association was .29. Power was .85.

TABLE XXXVII
SOURCE TABLE FOR ATTRACTING QUALITY INDIVIDUALS

Source	df	SS	MS	F	p<.05
Change	7	236.69	33.81	17.30	2.26
Error	303	592.10	1.95		
Total	310	828.79			

As indicated in Table XXXVIII, administrators significantly favored increased base pay, master pay, stricter requirements, and career ladders over competency tests and longer days; and increased base pay over merit pay for improving student education according to Scheffe's post hoc procedures. Strength of association was .23 with power at .67.

TABLE XXXVIII
SOURCE TABLE FOR IMPROVING STUDENT EDUCATION

Source	df	SS	MS	F	p<.05
Change	7	166.21	23.74	12.80	2.26
Error	302	560.31	1.86		
Total	309	726.52			

Group Comparisons Regarding Change

Merit Pay

Table XXXIX concerns the group's amounts of agreement with merit pay increasing job satisfaction, attracting quality individuals, and improving student education. Directors rated merit pay higher than did the other groups.

TABLE XXXIX
EDUCATORS' MEANS AND STANDARD DEVIATIONS FOR MERIT PAY

Change	n	Increasing Job Satisfaction		Attracting Quality Individuals		Improving Student Education	
		Score	SD	Score	SD	Score	SD
Teacher	37	3.027	2.021	3.216	1.931	3.000	1.897
Counselor	40	3.550	1.782	3.725	1.754	3.575	1.824
Coach	36	3.222	1.709	3.583	1.933	3.278	1.717
Director	42	4.405	1.624	4.333	1.509	4.238	1.411
Administrator	39	4.000	1.654	4.205	1.609	3.921	1.566

A significant difference in group attitudes toward merit pay increasing job satisfaction was indicated in Table XL. Post hoc procedures revealed that directors rated merit pay significantly higher than teachers. Strength of association and power were .08 and .13, respectively.

TABLE XL
SOURCE TABLE FOR INCREASING JOB SATISFACTION

Source	df	SS	MS	F	p<.05
Merit Pay	4	50.01	12.50	4.04	2.59
Error	189	585.21	3.10		
Total	193	635.22			

Significant differences were indicated in Table XLI.
However, significant contrasts were not revealed by Scheffe's post hoc procedures.

TABLE XLI
SOURCE TABLE FOR ATTRACTING QUALITY INDIVIDUALS

Source	df	SS	MS	F	p<.05
Merit Pay	4	32.70	8.17	2.68	2.59
Error	189	569.69	3.05		
Total	193	602.39			

Significant differences were also indicated in Table XLII. No significant contrasts were revealed by Scheffe's post hoc procedures.

TABLE XLII
SOURCE TABLE FOR IMPROVING STUDENT EDUCATION

Source	df	SS	MS	F	p<.05
Merit Pay	4	37.62	9.41	3.31	2.59
Error	187	531.38	2.84		
Total	191	569.00			

Master Pay

Table XLIII concerns educators' amounts of agreement with master pay increasing job satisfaction, attracting quality individuals, and improving student education. Coaches rated master pay lower than did the other groups.

TABLE XLIII
EDUCATORS' MEANS AND STANDARD DEVIATIONS FOR MASTER PAY

Change	n	Increasing Job Satisfaction		Attracting Quality Individuals		Improving Student Education	
		Score	SD	Score	SD	Score	SD
Teacher	38	4.763	1.567	4.737	1.438	4.658	1.632
Counselor	41	4.878	1.364	4.927	1.385	4.683	1.350
Coach	35	4.600	1.397	4.600	1.333	4.543	1.358
Director	42	4.952	1.125	4.810	1.292	4.643	1.165
Administrator	40	4.850	1.578	4.605	1.620	4.605	1.480

Group agreement regarding master pay was shown in Table XLIV.
No significant differences were noted.

TABLE XLIV
SOURCE TABLE FOR INCREASING JOB SATISFACTION

Source	df	SS	MS	F	p<.05
Master Pay	4	2.72	0.68	0.34	2.59
Error	191	380.66	1.99		
Total	195	383.39			

Table XLV is in reference to educators' agreement with master pay attracting quality individuals. No significant differences were indicated.

TABLE XLV
SOURCE TABLE FOR ATTRACTING QUALITY INDIVIDUALS

Source	df	SS	MS	F	p<.05
Master Pay	4	3.01	0.75	0.37	2.59
Error	189	384.10	2.03		
Total	193	387.11			

Likewise, as seen in Table XLVI, no significant differences existed regarding group agreement with master pay improving student education. All groups responded similarly as to the academic benefits of master pay.

TABLE XLVI
SOURCE TABLE FOR IMPROVING STUDENT EDUCATION

Source	df	SS	MS	F	p<.05
Master Pay	4	0.44	0.11	0.06	2.59
Error	189	370.84	1.96		
Total	193	371.28			

Job-Career Ladders

Table XLVII concerns group agreement with job-career ladders increasing job satisfaction, attracting quality individuals, and improving student education. Different groups favored job-career ladders for each of the three areas.

TABLE XLVII
EDUCATORS' MEANS AND STANDARD DEVIATIONS FOR JOB-CAREER LADDERS

Change	n	Increasing Job Satisfaction		Attracting Quality Individuals		Improving Student Education	
		Score	SD	Score	SD	Score	SD
Teacher	38	4.447	1.465	4.132	1.474	3.789	1.679
Counselor	41	4.537	1.286	4.415	1.378	4.024	1.508
Coach	35	4.571	1.170	4.429	1.170	4.114	1.345
Director	41	4.683	1.150	4.439	1.226	3.902	1.319
Administrator	39	4.658	1.214	4.692	1.127	4.237	1.195

Group agreement concerning job-career ladders is indicated in Table XLVIII. No significant differences were revealed.

TABLE XLVIII
SOURCE TABLE FOR INCREASING JOB SATISFACTION

Source	df	SS	MS	F	p<.05
Job-Career	4	1.41	0.35	0.22	2.60
Error	188	299.59	1.59		
Total	192	301.00			

It can be seen in Table XLIX that no significant differences existed between group agreement with job-career ladders attracting quality individuals. Groups appeared to agree on the benefits of this change on this area.

TABLE XLIX
SOURCE TABLE FOR ATTRACTING QUALITY INDIVIDUALS

Source	df	SS	MS	F	p<.05
Job-Career	4	6.07	1.52	0.92	2.60
Error	189	311.27	1.65		
Total	193	317.34			

It can be seen in Table L that there were no significant differences between group agreement with job-career ladders improving student education. Again, groups seem to agree on the value of job-career ladders here.

TABLE L
SOURCE TABLE FOR IMPROVING STUDENT EDUCATION

Source	df	SS	MS	F	p<.05
Job-Career	4	4.67	1.17	0.58	2.60
Error	188	379.31	2.02		
Total	192	383.98			

Increased Base Pay

Table LI concerns group agreement with increased base pay increasing job satisfaction, attracting quality individuals, and improving student education. Administrators recorded the highest mean score for base pay increases improving education.

TABLE LI
EDUCATORS' MEANS AND STANDARD DEVIATIONS FOR INCREASED BASE PAY

Change	n	Increasing Job Satisfaction		Attracting Quality Individuals		Improving Student Education	
		Score	SD	Score	SD	Score	SD
Teacher	38	5.658	0.781	5.684	0.662	5.211	1.069
Counselor	41	5.390	0.945	5.415	1.024	4.927	1.253
Coach	36	5.361	1.150	5.444	1.107	5.167	1.320
Director	42	5.238	0.878	5.190	1.131	4.714	1.402
Administrator	40	5.450	0.959	5.667	0.577	5.410	0.677

Group attitudes toward increased base pay are indicated in Table LII. No significant differences were revealed.

TABLE LII
SOURCE TABLE FOR INCREASING JOB SATISFACTION

Source	df	SS	MS	F	p<.05
Increase Base	4	37.35	09.34	1.04	2.59
Error	192	1721.33	08.97		
Total	196	1758.68			

Significant differences were not shown in Table LIII. Table LIII is in reference to group attitudes toward base pay increases attracting quality individuals.

TABLE LIII
SOURCE TABLE FOR ATTRACTING QUALITY INDIVIUDALS

Source	df	SS	MS	F	p<.05
Increase Base	4	6.679	1.670	1.92	2.59
Error	191	166.193	0.870		
Total	195	172.872			

No significant differences were shown in Table LIV. Table LIV concerns group agreement with base pay increases improving student education.

TABLE LIV
SOURCE TABLE FOR IMPROVING STUDENT EDUCATION

Source	df	SS	MS	F	p<.05
Increase Base	4	11.75	2.94	2.12	2.59
Error	191	264.10	1.38		
Total	195	275.85			

Competency Tests

Table LV concerned group amounts of agreement with teacher competency tests improving job satisfaction, attracting quality individuals, and improving student education. Directors favored competency tests more than did other groups.

TABLE LV
EDUCATORS' MEANS AND STANDARD DEVIATIONS FOR COMPETENCY TESTS

Change	n	Increasing Job Satisfaction		Attracting Quality Individuals		Improving Student Education	
		Score	SD	Score	SD	Score	SD
Teacher	38	2.632	1.584	2.816	1.658	3.184	1.608
Counselor	41	2.415	1.483	2.659	1.637	2.951	1.746
Coach	36	2.278	1.667	2.250	1.500	2.694	1.754
Director	42	3.143	1.705	3.571	1.670	3.667	1.663
Administrator	40	2.650	1.406	2.872	1.525	3.077	1.579

Table LVI is in regard to group attitudes toward competency tests increasing job satisfaction. No significant differences were indicated.

TABLE LVI
SOURCE TABLE FOR INCREASING JOB SATISFACTION

Source	df	SS	MS	F	p<.05
Competency	4	17.43	4.36	1.76	2.59
Error	192	474.26	2.47		
Total	196	491.68			

A significant difference among groups in agreement about competency tests attracting quality individuals was revealed in Table LVII. Post hoc procedures showed that directors rated competency tests significantly higher than did coaches. Strength of association and power were .07 and .11, respectively.

TABLE LVII
SOURCE TABLE FOR ATTRACTING QUALITY INDIVIDUALS

Source	df	SS	MS	F	p<.05
Competency	4	36.38	9.10	3.54	2.59
Error	191	490.32	2.57		
Total	195	526.71			

Table LVIII is in reference to group agreement with competency tests improving student education. No significant differences were shown.

TABLE LVIII
SOURCE TABLE FOR IMPROVING STUDENT EDUCATION

Source	df	SS	MS	F	p<.05
Competency	4	20.46	5.11	1.83	2.59
Error	191	533.35	2.79		
Total	195	553.81			

Stricter Requirements

Table LIX is in reference to group opinions of stricter college requirements influencing job satisfaction, attraction of quality individuals, and improvement of student education. Again, directors recorded the highest mean scores.

TABLE LIX
EDUCATORS' MEANS AND STANDARD DEVIATIONS FOR STRICTER REQUIREMENTS

Change	n	Increasing Job Satisfaction		Attracting Quality Individuals		Improving Student Education	
		Score	SD	Score	SD	Score	SD
Teacher	38	4.236	1.427	4.447	1.501	4.737	1.155
Counselor	41	4.293	1.327	4.366	1.337	4.756	1.300
Coach	36	3.250	1.645	3.083	1.645	3.889	1.670
Director	42	4.405	1.251	4.476	1.194	4.810	1.174
Administrator	39	4.077	1.458	4.051	1.450	4.692	1.217

Significant differences in group opinions of stricter college requirements influencing job satisfaction, attraction of quality individuals, and improvement of student education were revealed in Table LX. Post hoc procedures showed that directors rated stricter college requirements significantly higher than did coaches for increasing job satisfaction. Strength of association and power were .08 and .12, respectively.

TABLE LX
SOURCE TABLE FOR INCREASING JOB SATISFACTION

Source	df	SS	MS	F	p<.05
Requirements	4	32.36	8.09	4.01	2.59
Error	191	385.49	2.02		
Total	195	417.85			

Significant differences can also be seen in Table LXI. Teachers, counselors, and directors rated stricter requirements significantly higher than did coaches for attracting quality individuals to education according to the Scheffe' procedures. Strength of association and power were .13 and .22, respectively.

TABLE LXI
SOURCE TABLE FOR ATTRACTING QUALITY INDIVIDUALS

Source	df	SS	MS	F	p<.05
Requirements	4	50.72	12.68	6.24	2.59
Error	191	388.03	2.03		
Total	195	438.75			

Significant differences are indicated in Table LXII. The Scheffe's test showed no significant contrasts for improving student education.

TABLE LXII
SOURCE TABLE FOR IMPROVING STUDENT EDUCATION

Source	df	SS	MS	F	p<.05
Requirements	4	22.08	5.52	3.22	2.59
Error	191	327.27	1.71		
Total	195	349.35			

Career Ladders

Table LXIII is in reference to group opinions of career ladders. Directors and administrators recorded the highest means for this reform.

TABLE LXIII
EDUCATORS' MEANS AND STANDARD DEVIATIONS FOR CAREER LADDERS

Change	n	Increasing Job Satisfaction		Attracting Quality Individuals		Improving Student Education	
		Score	SD	Score	SD	Score	SD
Teacher	38	4.000	1.577	3.895	1.657	3.947	1.659
Counselor	41	4.024	1.651	4.000	1.612	3.707	1.736
Coach	36	3.611	1.793	3.556	1.731	3.444	1.698
Director	42	4.810	1.153	4.738	1.231	4.619	1.188
Administrator	40	4.725	1.219	4.744	1.163	4.564	1.165

Significant differences in group opinions of career ladders were revealed in Table LXIV. Post hoc procedures indicated that directors and administrators rated career ladders significantly higher than did coaches for increasing job satisfaction. Strength of association and power were .09 and .14, respectively.

TABLE LXIV
SOURCE TABLE FOR INCREASING JOB SATISFACTION

Source	df	SS	MS	F	p<.05
Career Ladder	4	41.33	10.33	4.66	2.59
Error	192	425.98	2.22		
Total	196	467.31			

Significant differences can also be seen in Table LXV. Post hoc procedures showed that directors and administrators rated career ladders significantly higher than did coaches for attracting quality individuals. Strength of association and power were .09 and .14, respectively.

TABLE LXV
SOURCE TABLE FOR ATTRACTING QUALITY INDIVIDUALS

Source	df	SS	MS	F	p<.05
Career Ladder	4	43.81	10.95	4.39	2.59
Error	191	424.02	2.22		
Total	195	467.84			

In Table LXVI significant differences can also be seen. Post hoc procedures showed directors and administrators rated career ladders significantly higher than did coaches for improving student education. Strength of association and power were .09 and .14, respectively.

TABLE LXVI
SOURCE TABLE FOR IMPROVING STUDENT EDUCATION

Source	df	SS	MS	F	p<.05
Career Ladder	4	42.23	10.56	4.66	2.59
Error	191	432.77	2.27		
Total	195	475.00			

Longer Days

Table LXVII is in reference to group opinions of longer and more school days. Directors responded more favorably to longer days than did other groups.

TABLE LXVII
EDUCATORS' MEANS AND STANDARD DEVIATIONS FOR LONGER DAYS

Change	n	Increasing Job Satisfaction		Attracting Quality Individuals		Improving Student Education	
		Score	SD	Score	SD	Score	SD
Teacher	38	2.184	1.227	2.184	1.291	2.526	1.640
Counselor	41	2.293	1.470	2.220	1.351	2.244	1.578
Coach	36	2.083	1.381	2.028	1.341	2.361	1.496
Director	42	3.405	1.438	3.452	1.468	3.571	1.500
Administrator	39	3.000	1.556	3.000	1.747	3.250	1.721

In Table LXVIII it was indicated that significant differences exist. Post hoc procedures revealed directors rated longer days significantly higher than did teachers, counselors, and coaches for increasing job satisfaction. Strength of association and power were .12 and .22, respectively.

TABLE LXVIII
SOURCE TABLE FOR INCREASING JOB SATISFACTION

Source	df	SS	MS	F	p<.05
Longer Days	4	53.46	13.37	6.53	2.59
Error	191	391.07	2.05		
Total	195	444.53			

In Table LXIX it can be seen that a significant difference exists. Post hoc procedures indicated directors rated longer days significantly higher than did teachers, counselors, and coaches for attracting quality individuals. Strength of association and power were .13 and .35, respectively.

TABLE LXIX
SOURCE TABLE FOR ATTRACTING QUALITY INDIVIDUALS

Source	df	SS	MS	F	p<.05
Longer Days	4	61.05	15.26	7.25	2.59
Error	191	402.11	2.11		
Total	195	463.16			

In Table LXX high significant differences were indicated. Post hoc procedures indicated directors rated longer school days significantly higher than did counselors and coaches for improving education. Strength of association and power were .10 and .16, respectively.

TABLE LXX
SOURCE TABLE FOR IMPROVING STUDENT EDUCATION

Source	df	SS	MS	F	p<.05
Longer Days	4	55.54	13.89	5.50	2.59
Error	192	485.12	2.53		
Total	196	540.67			

CHAPTER V

SUMMARIES, CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

Summary of Study

The objective of this study was to assess job satisfaction among educators holding different job positions. Also, it was intended to investigate differences in attitudes toward reforms of educators by job position. It was hoped that such research would lend insight into ways to improve job satisfaction, to improve education for students, and assist in attracting quality individuals to education.

The "Porter Need Satisfaction Questionnaire" was selected to assess job satisfaction. On April 17, 1985, at the Management Academy for School Executives conference, Dr. Thomas Sergiovanni, adaptor of the "Porter Need Satisfaction Questionnaire" to education, allowed the use of the instrument during a personal conversation. The instrument consists of 13 items measuring overall job satisfaction. Satisfaction with security needs, social needs, esteem, autonomy, and self-actualization are measured by various groups of items. These areas of satisfaction correspond with Maslow's Hierarchy of Needs. The instrument is a

questionnaire consisting of Likert items. Respondents are asked to quantify from a range of one to seven how much of a quality exists in their work and how much should exist.

To gauge the educators' opinions of current suggestions for change in education, a suggested changes survey was developed. The changes survey included merit pay, master teacher programs, job-career ladders, base pay increases, educator competency testing, stricter college requirements for education students, career ladders, and longer and more school days. The survey instrument was a mail questionnaire consisting of eight Likert items each with three sections. The items asked respondents whether they strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree, or strongly agree that the suggested change will increase job satisfaction, attract and retain quality individuals to education, or improve education for students. Educators marked the same answer on 82% of the items on a test-retest situation during a pilot study of high school educators in an Oklahoma high school during January and February of 1985.

Letters were sent to member schools of the Oklahoma Public Research Council, directed by Dr. Kenneth St. Clair of Oklahoma State University, requesting personnel lists. Forty-three of the 109 member schools returned personnel lists. The 43 schools included two very large, four large, six medium large, four medium small, 12 small, and 15 very small districts. Using a table of random numbers, 50 administrators, 50 coaches, 50 counselors, 50 directors, and 50 teachers were selected from the personnel lists.

Since the total number of directors available was less than 50, coordinators and supervisors were included in the director group. Administrators included superintendents, assistant superintendents, principals, and assistant and vice-principals.

Subjects were mailed surveys and stamped, self-addressed envelopes on March 1, 1985. On March 15, 1985, nonrespondents were mailed a second survey, and on March 30, 1985, a third mailing was made. A 78.8% return was achieved for the total sample. Respondents included 84% of the directors, 82% of the counselors, 80% of the administrators, 76% of the teachers, and 72% of the coaches. When coding the "Porter Need Satisfaction Questionnaire," if the respondent believed a minimum of the quality existed in their work, a one was recorded to represent the complete lack of satisfaction. If the respondent believed what existed equalled what should exist, a seven was recorded to represent complete satisfaction. If the respondent believed a maximum existed and a minimum should exist, a 13 was recorded. On the suggested change survey a one was recorded for strongly disagree responses, a two for moderately disagree, three for slightly disagree, four for slightly agree, five for moderately agree, and six for strongly agree.

A causal-comparative design was utilized in this ex post facto study. The design was chosen to consider the effects of position on educator job satisfaction and to allow comparisons to other job satisfaction studies using the "Porter Need Satisfaction Questionnaire."

A one-way analysis of variance was used to determine the variance between the five groups of educators regarding job satisfaction and agreement with suggested changes along with the variance between the eight suggested changes. Scheffe's post hoc procedures were used in making comparisons when significant findings occurred. Eta squared was used to measure strength of association and a power table was consulted for the power of the study.

Summary of the Findings

Mean scores revealed that the most satisfied group of educators were administrators, followed by directors, counselors, teachers, and coaches. However, there were no significant differences between the groups as to overall job satisfaction, although Catherwood (1971) found significant differences between principals and teachers in overall job satisfaction. Significant differences were found between groups in esteem needs satisfaction. Results indicated that directors and administrators had significantly higher esteem needs satisfaction than did coaches. However, strength of association was only .09 and the power of the study was only .14. Similarly, Trusty and Sergiovanni (1965) found administrators to have significantly higher esteem than teachers. In other specific areas of satisfaction counselors scored highest and coaches lowest in security needs, and administrators scored highest and coaches lowest in social needs, autonomy needs, self-actualization, and

leadership needs. None of these findings indicated a significant difference.

A base pay increase was the most approved method of improving job satisfaction, attracting quality educators, and improving education for students. Every group of educators favored increased base pay for improving job satisfaction and attracting quality educators. All groups except directors favored increased base pay for improving education for students. Directors rated stricter college requirements for education students ahead of increased base pay for improving education for students.

All groups of educators rated master teacher programs as the second best method of improving job satisfaction. All groups except administrators rated master teacher programs second best for attracting quality educators. Overall, the educator groups rated master teacher programs second in improving education, but administrator, counselor, director, and teacher educator groups rated stricter college requirements for education students first or second in the area of improving education. However, the coaches group rated stricter college requirements fourth. Stricter college requirements were rated fifth in improving job satisfaction and attracting quality educators, but ranked third for improving student education.

Job-career ladders were rated third by educators for improving satisfaction and attracting quality individuals, but only fifth for improving education for students. Career ladders rated fourth in all three areas. This seems to refute Lortie's research on the need for upward mobility as well as Argyris's

hypothesis. The respondents in this study did not seem as interested in pay increases based on promotion as they did in an increase in the base pay. This appears to indicate that the lower level needs of educators are not being satisfied. However, this research on the security needs satisfaction of educators suggests that these needs are being satisfied.

Merit pay ranked only sixth in all three departments. Competency testing for educators ranked seventh in all areas, and longer and more school days was the most disdained suggestion in all areas.

Following are some specific differences of opinion between educator groups regarding job satisfaction:

1) Directors rated merit pay slightly higher than all other groups and significantly higher than teachers.

2) Directors rated stricter college requirements significantly higher than did coaches.

3) Directors and administrators rated career ladders significantly higher than did coaches.

4) Directors and administrators rated career ladders higher than the other groups.

5) Directors rated longer and more school days significantly higher than did teachers, counselors, and coaches.

Regarding attracting quality individuals to education, the following differences of opinion were found:

1) Directors rated competency tests significantly higher than did coaches.

2) Teachers, counselors, and directors rated stricter requirements significantly higher than did coaches.

3) Directors and administrators rated career ladders significantly higher than did coaches.

4) Directors rated longer days significantly higher than did teachers, counselors, and coaches.

For improving education for students the following differences of opinion between groups were compiled:

1) Directors and administrators rated career ladders significantly higher than did coaches.

2) Directors rated longer days significantly higher than did counselors and coaches.

According to the findings of this study, coaches were the least satisfied educators. Not only did coaches score lowest on overall job satisfaction, but they were also least satisfied in terms of esteem needs, social needs, autonomy, self-actualization, security, and leadership. Also, coaches were the least enthusiastic about any suggested educational changes. The large standard deviations within the coach's group on the security items indicated that some coaches were secure in their positions.

Directors had high esteem in their positions. They were also the greatest proponents of merit pay, and they approved of career ladders and competency tests more than did coaches and of longer days more than did coaches and counselors.

Administrators had low security needs satisfaction as they ranked only above coaches in this area. Administrators placed more general value on career ladders than did coaches.

Teachers showed the greatest standard deviations indicating a great amount of difference in the degree of satisfaction individual teachers exhibit. Teachers rated merit pay lower than any other group for improving job satisfaction. They rated stricter college requirements for education students significantly higher than did coaches for attracting quality educators. They gave a very low rating to longer and more school days.

Counselors had the highest security needs satisfaction. They believed stricter college requirements for education students could help attract quality individuals to education. They opposed longer and more school days even though many counselors work longer contracts than teachers.

Overall, educators basically seemed to agree on how to improve job satisfaction, attract quality individuals, and improve education for students. Educators moderately to strongly agreed that increasing the base pay would improve all aspects. They also slightly to moderately agreed that longer and more school days would do the least to improve our educational system. Merit pay was held in low regard by educators, while master teacher programs were well received. Mean scores showed slight to moderate agreement that master teacher programs could increase job satisfaction, attract quality individuals, and improve education.

Educators were in slight to moderate agreement with the benefits of job-career ladders, moderate disagreement to slight agreement on the value of competency tests, slight disagreement to moderate agreement on stricter college requirements and career ladders improving our educational system.

Discussion and Implications

Coaches were the least satisfied educators in all areas. This lack of satisfaction may explain, to some extent, why so many coaches move to administration. Perhaps coaches have felt the most discomfort from recent criticisms of public school education. The low security needs satisfaction may relate to the fact that coaches have no tenure in coaching and that supplemental pay for coaching is not adequate. The observations of this viewer suggest that with afternoon, weekend, and vacation practices, night games, scouting trips, and summer conditioning programs, many coaches put in as much or more time coaching than teaching, and at low pay. Many coaches feel that to be reimbursed adequately for the time they put in on the job they must move to administration. However, a large standard deviation on the security items indicated that some coaches feel secure. These secure coaches may be the more highly paid, successful, and perennial winners.

The low social needs satisfaction of coaches may relate to their isolation from other teachers. Faculty meetings are often scheduled in conflict with sports' practices. When coaches are unable to attend faculty meetings, their input on decision making is limited. This limited input on their behalf assures that none of the major changes considered is really appropriate for increasing coaching satisfaction and may account for why coaches rated each of the suggested changes low. The isolation tends to contribute to unsatisfactory co-worker attitudes. The experience of this observer suggests that other faculty may feel that coaches' budgets come at the expense of academic areas, that

coaches have not had the academic training to warrant being a professional educator, that sports get too much attention, that the coach takes up too much of a student's time and energy, or that the coach gets too much newspaper and television coverage. On the other hand, the coach may feel the faculty is not supporting his sport by not attending contests, that teachers are making it difficult for athletes to stay eligible, that athletes are being treated unfairly by teachers because scheduling conflicts often keep athletes from participating in academic contests or field trips, or that teachers expect the coach to handle their discipline problems with athletes. Therefore, conflicts do exist between coaches and other teachers which may make it difficult to feel satisfaction in their coaching jobs.

Autonomy seems to be an area in which coaches should score high, but outside pressure from administrators, other teachers and parents, along with school and district policies and state rules may confine them. These same factors may also have negative effects on the esteem, self-actualization, and leadership needs of coaches.

Directors had high esteem. This observer's experiences suggest that they are often the most successful teachers or coaches and sometimes even administrators who are hand picked to direct a specific area. Their expertise in that area makes them, in essence, their own boss.

Counselors were the most secure educators. They often have longer contracts than teachers, enabling them to earn perhaps an extra 10%. They are also isolated from having classroom

discipline problems. Counselors are in a position to discuss school problems with parents and students without being the target of blame.

Administrators were the most satisfied educators. Security needs satisfaction was the only area in which administrators ranked low. Only coaches had lower security needs satisfaction. The main reason for this is, of course, the fact that administrators are not granted tenure. The fact that administrators are the highest paid educators may also adversely affect satisfaction since they have the most to lose by not having tenure.

All educators for the most part felt that changes to increase job satisfaction would also improve education for students and attract and retain quality individuals to education. Educators agreed that the base pay must increase in order to improve our educational system. They also believed that master teacher programs are worthwhile. Increasing the length of the school year and school day were not considered helpful. Competency tests for educators were also not highly regarded. Coaches especially disdained competency testing. They may either feel threatened by competency testing or that the tests are not applicable for determining their qualifications for their jobs.

Recommendations for Further Research

Assuming the results remained consistent, significant differences would be found between educator groups in several areas of satisfaction by using larger groups. Instead of only 50

subjects per group, a researcher should survey at least 100 subjects per group, and more, probably 250 per group, to garner significant findings. This is due to the subject size factor in the statistical equation.

It would also be revealing to conduct a nationwide sampling and then use the results to compare to selected individual states. States with higher educator salaries, such as Alaska, Massachusetts, and California could be compared to lower paying states such as Mississippi. Granted, the cost of living in some states and living conditions in other states are main reasons for higher teacher salaries. The results could be analyzed to detect any significant differences between states. If any states have significantly more satisfied educators, a study could be done to determine what the satisfied states are doing that could be utilized to improve satisfaction in other states. With the always-present fear of teacher shortages, many states should desire to improve their attractiveness. Satisfaction studies should be conducted every few years to detect any significant changes. The findings of this study might be affected adversely by recent criticisms of our public education system. By updating satisfaction research every few years, we can detect how the happenings of the times affect educator satisfaction.

More specific job groupings could be surveyed to pinpoint more specific areas of satisfaction and reasons for that satisfaction. For example, assistant superintendents for personnel could be compared to assistant superintendents for finance, athletic directors could be compared to directors of

special education, and various supervisor and coordinator positions could be compared. Other categorizations of groups already surveyed could be investigated. Teachers earning high evaluations could be compared with teachers receiving low evaluations and coaches with winning records could be compared to those with losing records.

The sexual bias concern could be examined further. This study of predominantly male administrators compared to predominantly female teachers might have been influenced by the sex of the subjects. Groupings comparing male administrators to female administrators, male teachers to female teachers, female administrators to female teachers, and male administrators to male teachers could shed insight on this matter.

Recommendations for Practice

In view of the findings of this study it appears that base pay for educators is not low enough to affect security satisfaction, but may be affecting esteem needs. Educator pay may provide for the essentials of life but the call for an increase in base pay may reflect a feeling by educators that they are not being paid commensurate with other equally educated professionals. School boards may be wise to concentrate on increasing their salary bases even at the expense of lower increments and smaller raises for experienced teachers. Money being spent to institute expensive merit pay plans might be more efficient if channeled into base salaries. The federal and state governments must realize that if they want a superior educational system, they must

make funds available for the types of base salaries which will attract and retain quality individuals in education. Increasing the fringe benefits is another way of increasing the base pay. Having the school district pick up the cost of health and dental insurance, tax sheltered annuities, and reimbursement for unused sick leave is very helpful to educators. A teacher averaging 20 students per class at \$3,000 per student is doing \$60,000 worth of educating. A tax system should be devised to allow the teacher a more professional salary. Teachers should be able to deduct professional costs of transporting students, administration, equipment, supplies, and building as other professions are allowed to do. After this, administrators must ensure that the educators are worthy of more professional salaries. Professional growth through advanced college courses and higher degrees could be considered a requirement in lieu of a paid extra benefit.

Master teacher programs had educator approval and would be a worthwhile venture after base salaries have been made respectable. Stricter college requirements for education students earned more approval from educators than was expected. This may be an indication that extensive staff development programs such as the School Improvement Model (Manatt and Stow, 1984) of Iowa State University may be well accepted by many educators. This would alleviate the desire of colleges to institute five year teacher programs. Many methods courses might be eliminated and students could be allowed to take more courses in their subject area. Some teachers desire more to draw from in the subject area because they feel inadequate in handling student questions or in dealing with

advanced students. Perhaps the unexpected high ratings for stricter college requirements stem from a feeling that some people enter education because they believe it is easy to get a degree. Educators may feel that the profession is looked down upon because, even though they spend as many years schooling as other professionals, education methods courses are viewed as substandard.

The observations of this viewer suggest that many people feel there are too many coaches in administration. Although coaches have many qualities necessary to be successful administrators, such as coaching people to attain their best efforts, high energy levels, a willingness to put in the extra time necessary, and efficient organizational skills, some of the best coaches might be retained by increasing their job satisfaction. If the extracurricular activities are considered an important part of education, then the coaches and sponsors must be paid a decent supplemental salary. If coaches are to feel a part of the school faculty, then they must be involved in faculty meetings and faculty gatherings by requiring their presence and scheduling socials at times when they can attend. If differences between the satisfaction of directors and that of coaches are considered any indication, career advancement for our best coaches may help retain their services. Positions such as athletic or assistant athletic director, activity or assistant activity director, or even conditioning program director may increase job satisfaction while enabling coaches to remain in the classroom and on the field.

Another practical idea is that of administrators taking the lead in stress reduction among staff. Health programs, exercise programs, and programs to improve self-concept and self-esteem may improve job satisfaction. The team training program in the state of Kansas, developed to fight drug problems in schools, emphasizes ideas to improve student and teacher self esteem. Among the recommendations of the program are to do special things for teachers to help them feel important and to utilize action planning sessions to solve school problems while allowing teachers input on decision making.

Closing

Job satisfaction appears to be very difficult to pinpoint in general, and may be dependent on the values of each individual. Some individuals may be satisfied by career advancement, others by professional growth, others by the job's non-interference with their family life, others by recognition, and others by their friendships at work. Some recent studies even indicate that a person's boss may be the most influential aspect of job satisfaction.

From the results obtained in this study from the "Porter Need Satisfaction Questionnaire" and the suggested changes questionnaire, we must say there exist very minute differences among educator groups regarding job satisfaction and opinions about the current ideas for change. It also appears that all groups of educators are in strong agreement as to what changes should be implemented and which should be avoided.

Although there have been over 7,000 documented job satisfaction studies, it is an on-going process and must be occasionally updated. Although there is an almost infinite number of items which can affect job satisfaction, there may be a few items which we can adjust to do the greatest good for the greatest number of educators. Job satisfaction is a worthwhile area of study even though the intangibles make it difficult to assess. While making education a more satisfying profession is no guarantee of a better education for our students, it should help attract and retain quality individuals and ultimately contribute to an improved educational system.

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APPENDIXES

APPENDIX A

SCHOOLS SENDING PERSONNEL LISTS

Schools with over 1,000 personnel: Lawton
Tulsa

Schools with 500 to 999 personnel: Bartlesville
Broken Arrow
Enid
Sand Springs

Schools with 250 to 499 personnel: Chickasha
Choctaw/Nicoma
Guthrie
Jenks
Sapulpa
Stillwater

Schools with 100 to 249 personnel: Cushing
Glenpool
Perry
Pryor

Schools with 050 to 099 personnel: Bethany
Deer Creek
Dewey
Drumright
Eufala
Fort Gibson
Henryetta
Konawa
Pawhuska
Perkins-Tryon
Sayre
Seminole

Schools with 001 to 049 personnel: Barnsdall
Burlington
Carmen-Dacoma
Cashion
Copan
Covington-Douglas
Custer
Erick
Medford
New Lima
Okarche
Picher-Cardin
Ringwood
Temple
Wetumka

APPENDIX B

DEMOGRAPHICS OF RESPONDENTS

	<u>Male</u>	<u>Female</u>	<u>Total</u>
Administrators	33	7	40
Coaches	32	4	36
Counselors	13	28	41
Directors	26	16	42
Teachers	7	31	38
Total	111	86	197

	<u>VLS</u>	<u>LS</u>	<u>MLS</u>	<u>MSS</u>	<u>SS</u>	<u>VSS</u>
Administrators	7	12	7	4	4	6
Coaches	11	7	4	2	5	7
Counselors	6	10	8	5	6	6
Directors	8	16	6	5	5	2
Teachers	7	8	8	4	4	7
Total	39	53	33	20	24	28

VLS = very large schools with over 1,000 personnel

LS = large schools with 500 to 999 personnel

MLS = medium large schools with 250 to 499 personnel

MSS = medium small schools with 100 to 249 personnel

SS = small schools with 50 to 99 personnel

VSS = very small schools with under 50 personnel

APPENDIX C

CORRESPONDENCE

Dear

Our educational system has recently been the concern of many studies which criticize our ability to effectively educate our nation's young people. We believe this is an excellent opportunity to again raise the issue of educator job satisfaction by studying specific aspects of job satisfaction which might enable us to keep our best educators from moving to other professions, to attract top students to the education profession, and to motivate our current educators to continue to grow and improve their abilities.

Please be a part of our research effort by completing the enclosed questionnaire and returning it in the stamped, self-addressed envelope. To complete the questionnaire will require approximately fifteen minutes of your time. We believe after completing the questionnaire you will feel that you have made a worthwhile contribution to research on educator job satisfaction.

All responses made to the questionnaire will remain confidential. Neither you nor your school will be identified during this study or in the written results. If you have any questions about the study please contact me at phone number 405-624-7244 or Oklahoma State University, 309 Gundersen, Stillwater, OK 74078. If you would like a copy of the results of this study we will be happy to supply you with one.

Thank you very much for giving your time to this study. Enclosed please find two stamps in appreciation of your responses. You have helped to further our understanding of how to improve educator job satisfaction and education.

Sincerely,

Wally Autem

Enclosure

We are hoping that between income taxes and final examinations you will allow us to "steal" fifteen minutes of time from your busy schedule. We are conducting research on the relationship between educator job satisfaction and attitudes toward certain changes in public schools. Hopefully, this research will contribute to making education a better and more satisfying career choice.

Please be a part of this research. The study is endorsed by the Oklahoma Public School Research Council of which your school district is a member.

You will notice that your questionnaire is coded with a number. This marking will allow the researchers the option of a second mailing, thus increasing the probability of a valid study. Complete confidentiality and anonymity are assured; the coded list will be destroyed as soon as the follow-up procedure is completed.

For your convenience a self-addressed, stamped envelope is enclosed. Please contribute to our knowledge about how to improve educator job satisfaction by returning your completed questionnaire on or before May 8.

In advance we thank you for your professional assistance in this research effort.

Sincerely,

Dr. Kenneth St. Clair
Executive Secretary
OPSRC

Dr. Diana Newman
Professor

Wally Autem
Research Assistant

Hope you had an enjoyable Memorial Day weekend. We understand that the end of a hectic school year is a poor time to ask educators to respond to questionnaires. Enclosed is a very small bribe (two stamps) in hopes you will be able to respond before you get too involved in summer jobs, vacations, or other summer activities. Have an exciting and/or relaxing summer.

Sincerely,

Wally Autem
Graduate Research Associate

Recently, because of the position you hold in your school district, you were specifically selected to be surveyed in a study of educator job satisfaction. Because we have not yet received your completed questionnaire, we are concerned that the correspondence may have been lost in the mail or inadvertently misplaced. We are sending you another questionnaire because your contributions to this study are too valuable to forfeit.

A code number on the envelope is used to allow the researchers the option of further mailings, if necessary, to increase the probability of a valid study. Complete confidentiality and anonymity are assured; the coded list will be destroyed as soon as the follow-up procedure is completed.

Please complete the questionnaire and return it to us by May 20. Your participation in and contributions to this study are greatly appreciated. It is through your cooperation that we all advance our understanding of the phenomenon of job satisfaction and how it can be improved.

Sincerely,

Wally Autem
Graduate Research Associate
Oklahoma Public School Research Council

APPENDIX D

PORTER NEED SATISFACTION QUESTIONNAIRE

PLEASE NOTE:

Copyrighted materials in this document have not been filmed at the request of the author. They are available for consultation, however, in the author's university library.

These consist of pages:

119-121

U·M·I

Security Needs Category:

1. The feeling of security in my school position

Social Needs Category:

1. The opportunity, in my school position, to give help to other people
2. The opportunity to develop close friendships in my school position

Esteem Needs Category:

1. The feeling of self-esteem a person gets from being in my school position
2. The prestige of my school position inside the school (that is, the regard received from others in the school)
3. The prestige of my school position outside of the school (that is, the regard received from others not in the school)

Autonomy Needs Category:

1. The authority connected with my school position
2. The opportunity for independent thought and action in my school position
3. The opportunity, in my school position, for participation in the setting of goals
4. The opportunity, in my school position, for participation in the determination of methods and procedures

Self-Actualization Needs Category:

1. The opportunity for personal growth and development in my school position
2. The feeling of self-fulfillment a person gets from being in my school position (that is, the feeling of being able to use one's own unique capabilities, realizing one's potentialities)
3. The feeling of worthwhile accomplishment in my school position

QUESTIONNAIRE

Below will be listed several characteristics or qualities connected with your school position. For each such characteristic, you will be asked to answer the following questions:

(a) How much of the characteristic is there now connected with your school position?

(b) How much of the characteristic do you think should be connected with your school position?

Each rating will be on a seven-point scale, which will look like this:

(minimum) 1 2 3 4 5 6 7 (maximum)

You are to circle the number on the scale that represents the amount of the characteristic being rated. Low numbers represent low or minimum amounts, and high numbers represent high or maximum amounts. If you think there is "very little" or "none" of the characteristic presently associated with the position, you would circle number 1. If you think there is a "great deal but not a maximum amount," you would circle number 6. For each scale, circle only one number. Please do not omit any scales.

1. The opportunity to develop close friendships in my school position:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? (min) 1 2 3 4 5 6 7 (max)
2. The feeling of security in my school position:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? (min) 1 2 3 4 5 6 7 (max)
3. The authority connected with my school position:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? (min) 1 2 3 4 5 6 7 (max)
4. The feeling of worthwhile accomplishment in my school position:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? (min) 1 2 3 4 5 6 7 (max)
5. The opportunity, in my school position, for participation in the setting of goals:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? (min) 1 2 3 4 5 6 7 (max)
6. The feeling of self-esteem a person gets from being in my school position:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? (min) 1 2 3 4 5 6 7 (max)
7. The prestige of my school position outside of the school (that is, the regard from others not in the school):
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? (min) 1 2 3 4 5 6 7 (max)

8. The opportunity, in my school position, for participation in the determination of methods and procedures:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? (min) 1 2 3 4 5 6 7 (max)
9. The opportunity for independent thought and action in my school position:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? (min) 1 2 3 4 5 6 7 (max)
10. The opportunity, in my school position, to give help to other people:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? (min) 1 2 3 4 5 6 7 (max)
11. The opportunity for personal growth and development in my school position:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? (min) 1 2 3 4 5 6 7 (max)
12. The prestige of my school position inside the school (that is, the regard received from others in the school):
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? (min) 1 2 3 4 5 6 7 (max)
13. The feeling of self-fulfillment a person gets from being in my school position (that is, the feeling of being able to use one's own unique capabilities, realizing one's potentialities):
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? (min) 1 2 3 4 5 6 7 (max)
14. The opportunity for leadership in my school position:
 - a) How much is there now? (min) 1 2 3 4 5 6 7 (max)
 - b) How much should there be? (min) 1 2 3 4 5 6 7 (max)

APPENDIX E

AGREEMENT WITH SUGGESTED CHANGES SURVEY

AGREEMENT WITH SUGGESTED CHANGES SURVEY

Please circle the response which indicates the amount of agreement you have with the following statements.

SA = strongly agree SD = strongly disagree
 MA = moderately agree MD = moderately disagree
 A = slightly agree D = slightly disagree

1. Merit Pay, determining the salary of the educator based on the educator's contribution to education, can...

SA MA A D MD SD ... improve educator job satisfaction

SA MA A D MD SD ... attract and retain quality individuals to education

SA MA A D MD SD ... improve education for students

2. Providing extra pay for educators who meet master level requirements for their jobs can...

SA MA A D MD SD ... improve educator job satisfaction

SA MA A D MD SD ... attract and retain quality individuals to education

SA MA A D MD SD ... improve education for students

3. Combination job-career ladders allowing educators the opportunity to assume extra noninstructional responsibilities, such as administrative, directoral, supervisory, or advisory duties, at a more professional salary while continuing to teach a reduced load can...

SA MA A D MD SD ... improve educator job satisfaction

SA MA A D MD SD ... attract and retain quality individuals to education

SA MA A D MD SD ... improve education for students

4. Substantially increasing the base pay can...

SA MA A D MD SD ... improve educator job satisfaction

SA MA A D MD SD ... attract and retain quality individuals to education

SA MA A D MD SD ... improve education for students

5. Competency tests for educators can...

SA MA A D MD SD ... improve educator job satisfaction

SA MA A D MD SD ... attract and retain quality individuals to education

SA MA A D MD SD ... improve education for students

6. Stricter college requirements for education students can...

SA MA A D MD SD ... improve educator job satisfaction

SA MA A D MD SD ... attract and retain quality individuals to education

SA MA A D MD SD ... improve education for students

7. Career ladders allowing teachers the opportunity for promotion to higher levels as teachers, such as teacher intern, assistant teacher, associate teacher, and master teacher, can...
- SA MA A D MD SD ... improve educator job satisfaction
SA MA A D MD SD ... attract and retain quality individuals to education
SA MA A D MD SD ... improve education for students
8. Longer school days and more school days per year while paying educators a salary increase proportionate to the extra workload can...
- SA MA A D MD SD ... improve educator job satisfaction
SA MA A D MD SD ... attract and retain quality individuals to education
SA MA A D MD SD ... improve education for students

Thank you for your participation in this research.

VITA

Walter Damas Autem, Jr.

Candidate for the Degree of
Doctor of Education

Thesis: EDUCATOR'S JOB SATISFACTION AND ATTITUDES TOWARD SCHOOL
REFORM ANALYZED BY POSITION LEVEL

Major Field: Educational Administration

Biographical:

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