THE CONGRUENCE OF PUPIL CONTROL IDEOLOGY

BETWEEN PRINCIPALS AND TEACHERS AS

RELATED TO TEACHER JOB

SATISFACTION

By

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CHAPTER I

THE PROBLEM

Introduction: Background for the Study

Many organizations are faced with problems of control whether they
are organizations that produce material goods or service organizations
that work with people. The public school system is the type of service
organization that must work with people. Appleberry and Hoy (1969)
argue that public schools are social units with a specific purpose;
the socialization of the young.

Because of this service, public schools have little, if any,
authority concerning selection of clientele. Carlson (1964) classifies
schools as a special type of organization because they have no control
in the selection of clients, nor do clients have control over partici-
pation in the organization. The categorization by Carlson is explained
in greater detail in Chapter II. This condition could, at times, place
undue pressure on the classroom teacher and cause dissatisfaction in
his work.

The principal, whose role is the chief administrator of his build-
ing, is also placed under continued pressure. While his pressure may
be more external, from the parents, than internal, from the students,
his goal should still be the same as that of the teachers. That goal
might be the socialization of the young as mentioned by Appleberry and

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Hoy (1969), or the development of self-discipline within the student as indicated by Webster (1968).

Need for the Study

Because of the growing pressures from the public and continued pressure placed upon the teachers regarding discipline, teachers as well as principals are certain to develop some type of pupil control philosophy. Webster (1968) argues that control problems are not at just one level of the school system. They are present at all levels. Ban and Ciminillo (1977) state that the lack of student control has been a continual concern in opinion polls and has ranked number one in seven out of the last eight years in the Gallup Poll regarding education. This study investigates pupil control philosophies of principals and teachers to determine if there is a relationship to teacher job satisfaction.

Part of the responsibility of administrators is to attempt to satisfy the needs of their teachers in order to maintain a high degree of job satisfaction. Research by various educators such as Diemert and Holdaway (1970), Ellenberg (1972), Arikado (1976), and others has investigated various factors relating to job satisfaction with teachers. However, insufficient research has been completed relating principal's and teacher's pupil control philosophy with job satisfaction.

With that in mind the following question is raised. Because of the growing concern from parents, publicity from the media, and other external pressures, "Is agreement in pupil control philosophy between principals and teachers one of the factors affecting teacher job satisfaction?"

Definition of Terms

Many of the concepts that are used in this study are relatively common in their usage. Some, however, are given more precise meanings for a better understanding within the framework of this investigation.

Job Satisfaction: The Satisfaction with Teaching sub-factor from the Purdue Teacher Opinionaire was used to measure job satisfaction. According to that sub-factor the highly satisfied teacher ". . . loves to teach, feels competent in his job, enjoys his students, and believes in the future of teaching as an occupation" (Bentley and Rempel, 1970, p. 4).

Purdue Teacher Opinionaire (PTO): The PTO is designed to provide a measure of teacher morale. It also divides the total morale score into ten dimensions. The dimension used in this study is Satisfaction with Teaching (Bently and Rempel, 1967). A more detailed description will be given in Chapter III.

Pupil Control Ideology (PCI): The PCI is a general orientation toward the control of pupils. Pupil control ideology has been conceptualized along a continuum ranging from "Humanism" at one extreme to "Custodialism" at the other. These are contrasting types of individual ideology (Willower, et al., 1973).

Humanism: In the humanistic school, learning is through interaction and experience. Learning results from worthwhile activities. There is a democratic atmosphere with flexibility which greatly aids in the opening of a two-way channel of communication between the teacher and student (Willower, et al., 1973).

Custodialism: The custodialistic school has a rigidly controlled

learning environment. The setting is primarily concerned

with the maintenance of order. Student misbehavior is con-

sidered an insult and defiance to the teacher. Students are

told what, when, and how to do things and activities and

orders are expected to be carried out to the letter (Willower,

et al., 1973).

Congruence: For this study, congruence is represented by the

similarity of orientation toward pupil control. To obtain

the congruence scores for this study the principal's PCI

Form score was subtracted from each teacher's PCI Form score

in his/her building. Whether the results were positive or

negative was not important in this study. All congruence

scores will reflect a positive number (e.g., The principal's

PCI Form score is 50. Teacher "A" has a PCI Form score of

52 while teacher "B" has a PCI Form score of 48. The congru-

ence score to be recorded in the raw data section for both

teachers "A" and "B" will be 2).

Principals: The principals are individuals employed by the school

system as chief administrators of a school site.

Teachers: The teachers are the individuals employed by the school

system who are involved in full-time or part-time classroom

teaching situations. Individuals who are teacher/principals

or full-time counselors are not included in this study.

Statement of the Problem

One of the major factors for effective operation of a school system is the job satisfaction of its teachers. In order to obtain and maintain high job satisfaction certain needs of teachers must be satisfied by the school administration.

A particular need that has surfaced in the last few years is teacher control of the classroom. An extreme amount of publicity concerning violence in schools, the lack of pupil control, and so on have placed more external pressure on principals and teachers than in the past.

This study examines pupil control philosophies of principals and teachers to determine if the philosophies are related in some manner to teacher job satisfaction. The basic question to be answered is: "Is agreement in pupil control philosophy between principals and teachers a factor with teacher job satisfaction?"

Limitations of the Study

This study is limited to the principals and classroom teachers in one school district in Central Oklahoma. Although the school system was first thought to be a fairly representative sample, it was later determined that male classroom teachers only made up approximately 20 percent of the personnel. There is also an absence of a significant racial minority in both personnel and students.

Generalizations drawn from this study should be applied with extreme caution other than to the district used in this study.

Chapter I has presented the background and needs for the study. Definition of terms, a general statement concerning the problem, and the limitations of the study were also presented.

CHAPTER II

REVIEW OF LITERATURE

Introduction

In this chapter the concepts of job satisfaction and client control are reviewed. These concepts are presented followed by an introduction and discussion of the rationale for the hypotheses.

Job Satisfaction

Theoretical Perspective

From the review of literature it became apparent that, at times, conflicting use of terminology was argued by many researchers. Studies were located under such titles as "morale," "job satisfaction," and "employee attitudes." Often these terms are used interchangeably but the underlying concepts are not the same. Blum (1956) implied that an "attitude" is not "job satisfaction" even though it may contribute to job satisfaction. The latter is composed of a number of attitudes. Similarly, job satisfaction is not synonymous with morale although it contributes to morale.

Because of this confusion, a portion of the literature reviewed does use job satisfaction, morale, employee attitudes, and so on as interchangeable terminology. Generally the literature does relate to the following definition which will guide this investigation. "Job

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satisfaction is the result of various attitudes the employee holds toward his job, toward related factors and toward life in general" (Blum, 1956, p. 125).

Misinterpretation of job satisfaction research could result in organizations not functioning to their fullest capabilities. Effectiveness and efficiency in organizational life could depend to some degree on the organization's ability to read the signs of employee satisfaction and dissatisfaction. For that reason, the subject of job satisfaction has been a major concern of social and industrial scientists. This in turn has resulted in the development of several conceptual perspectives.

An early framework with which the reader will be familiar is the hierarchy of needs theory, developed by Maslow (1954), which certainly has implications for the psychological analysis of work satisfaction. Maslow's internal needs hierarchy contains five need levels. Arranged from the lower to higher levels they are: Physiological Needs, such as hunger, thirst, and sex; Safety Needs, such as security, stability, and order; Belongingness and Love Needs, such as needs for affection, affiliation, and identification; Esteem Needs, such as needs for prestige, success and self-respect; and Need for Self-Actualization, the ultimate need level. The order in which the needs are listed is significant in two ways. First, it is the order in which needs tend to appear in normal development of an individual. Second, it is the order in which they should be satisfied.

Lower socio-economic level individuals tend to be concerned with the first and second level needs because, for them, the gratification of these needs is problematic. In the middle and upper socio-economic levels of society, people are preoccupied with the higher level needs

because the lower level needs have been satisfied.

A major breakthrough in motivation theory is associated with Frederick Herzberg. Herzberg, Mausner, and Snyderman (1959) developed a theory that contradicted the traditional theory of job satisfaction. The traditional theory implies that job satisfaction and dissatisfaction are polar, that is, they are the extremes of a single continuum. Herzberg's motivation-hygiene theory establishes two distinct sets of job factors. One set, called motivators, includes achievement, recognition, the work itself, responsibility, and advancement. These motivators relate to the intrinsic aspects of the job, that is, the actual doing of the job or the job content. The other set of job factors, called the hygienes, include policy and administration, interpersonal relations, supervision, salary, working conditions, status, security, possibility of growth, and personal life. These are related to the environmental setting or extrinsic factors of the job.

According to the Herzberg theory, an individual tends to be satisfied when the motivation factors are present but not necessarily dissatisfied when they are absent. Likewise, an individual tends to be dissatisfied when hygiene factors are absent, but not necessarily satisfied when they are present.

In 1964, Victor Vroom introduced what has since become known as Expectancy Theory. This theory contains three major concepts: expectancy, valence, and instrumentality. Vroom (1964, p. 17) defined expectancy as ". . . a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome." If a basketball coach feels that by increasing his own efforts, his team's success will increase, then he has a high expectancy level. Valence

is the attractiveness that a particular reward assumes for an individual. If the coach enjoys the results that accompany the team's success then his valence would be described as prestige, fame, popularity, and so on. Basically when a person determines what he wants from a particular job then valence is described. Instrumentality is a particular performance that is necessary for the attainment of a given reward or satisfying a valance. If the coach's pay is based on the winning record he produces, then his coaching methodology would continually improve. Vroom implies that the level of performance is a constantly increasing function of the motivation level and defines job satisfaction as ". . . the affective orientations of individuals toward work roles which they are presently occupying" (p. 99). Basically, if the individual desires particular comforts relating to his job, then by his actions or reactions, he may produce the desirable outcomes and increase job satisfaction.

J. Stacy Adams (1963) introduced the inequity theory of job satisfaction. This theory argued that levels of satisfaction are directly related to what is expected by the individual and what is actually incurred on the job. Hoy and Miskel (1978) give an excellent pictorial presentation of the inequity hypothesis, which is presented in Figure 1. Basically if the work motivation factors of the individual are met exactly by the organization's incentives, then job satisfaction is present because inequity is nonexistent. If the rewards of the organization exceed the needs of the individual, the inequity formula will yield higher satisfaction. However, if the rewards an individual receives from an organization do not meet his motivational needs, inequity exists, which leads to dissatisfaction. The amount of

Individual Work Motivation Factors
(Desired Working Conditions)

Minus

Organizational Incentives
(Actual Working Conditions)

Yields

Job Satisfaction

If the subtraction yields a positive value--motiva-
tional desires are larger than incentives received--
dissatisfaction results. Contrarily, if the sub-
traction produces a negative value--rewards exceed
desires--satisfaction results.

Figure 1. Inequity Hypothesis for Job Satisfaction

dissatisfaction is determined by the size of the discrepancy.

A social-psychological perspective, which is similar to Adams'
inequity theory, is offered by Guba and Getzels (1959, p. 209), who
indicate that "Satisfaction is a function of the degree of congruence
between institutional expectations and individual need-expectations."
They note that when the expectations of the institution and the indi-
vidual's needs are congruent, the behavior elicited from the individual
is easy and natural. There is a minimum of effort or strain. However,
when the expectations of the institution and individual are not congru-
ent, excessive psychic energy is required by the subject to produce
behavior which is effective from the organizational point of view. The
expenditure of excessive psychic energy is dissatisfying to the subject.
Consider an example in which a teacher and principal have divergent
approaches to student control. Using the Getzels-Guba model, the prin-
cipal represents the institution and its expectations of student control.
The teacher, of course, has his own need expectations with regard to
student control. There is a discrepancy between the institution and
the individual concerning student control. As a result excessive psy-
chic energy is likely to be expended by the teacher because of the
possible pressures placed on him by the principal. Because of this
excessive release of psychic energy job dissatisfaction will occur.
If the discrepancy is minimal there is the posssibility, according to
Getzels and Guba's theory, that the psychic energy released would not
be as great and job satisfaction would be higher.

The Empirical Study of Job Satisfaction

This section discusses empirical studies done by the main

researchers mentioned in the theoretical perspectives portion of this chapter.

Since Maslow developed his hierarchy of needs theory, it has received a great deal of attention, not all supportive. Because of the global nature of the need levels described, operationalizing and developing reliable empirical studies using the model have been lacking. Davis (1967) believes that the five way classification of needs is somewhat artificial because all the need levels interact with each other continually within individuals. Hoy and Miskel (1977) state that the concepts comprising the model are vague and summative or global and that it would be somewhat impractical to apply this theory to the general population because the studies were made with atypical individuals.

Herzberg's motivation-hygiene theory, as mentioned previously, has been widely accepted even though it does contradict earlier research relating to the traditional theory of job satisfaction. Herzberg's motivation-hygiene theory and Maslow's needs hierarchy are comparable in that Herzberg's motivation components parallel levels four (esteem-status) and five (self-actualization) of Maslow's needs hierarchy. Also Herzberg's hygiene components correlate with the lower three levels, physiological, safety-security, and belonging-social, of the needs hierarchy.

Studies during the latter part of the 1960's and the 1970's have supported Herzberg's motivation-hygiene theory. Schmidt (1976) tested job satisfaction among secondary school administrators in an attempt to replicate Herzberg's results. His findings support the motivation-hygiene theory of job satisfaction. Prior research regarding the

Herzberg motivation-hygiene theory had been conducted mainly with such personnel as accountants, engineers, and teachers. The conclusions in the Schmidt study indicate that this theory might also apply to the management level of public education. Sergiovanni (1967) also completed an investigation concerning factors that affect the satisfaction and dissatisfaction of teachers. The conclusion of his study supports the validity of Herzberg's theory.

However, not all research has been supportive of the Herzberg motivation-hygiene theory. Graen and Hulins (1968) found that the intrinsic variables are related more strongly to overall satisfaction-dissatisfaction than are the extrinsic variables. Another study done by Graen (1968) concerned male and female office workers. Graen argues that:

> Unless the two-factor theory can be modified so as to account for disconfirming results obtained when different methods have been employed, it should be regarded as of limited usefulness in the attempt to understand work motivation (p. 370).

In addition Ewen (1966) points out several deficiencies in the Herzberg methodology: (1) a narrow range of jobs investigated, (2) the use of only one measure of job attitudes, (3) the absence of any validity and reliability data, and (4) the absence of any measure of overall job satisfaction. Thus Ewen maintains that the generalization of the results established by Herzberg beyond the situation in which they were obtained is not warranted. House and Wigdor (1967) along with Ondrack (1974) claim that Herzberg's theory is method bound, based on faulty research, and inconsistent with past evidence concerning satisfaction and motivation.

A separate perspective theory of job satisfaction introduced in 1964 was Vroom's expectancy theory. Described earlier, the expectancy theory has gained much support in the field of psychology. Mitchell (1974), in reviewing the work of more than 30 investigators, argued that Vroom's model is predictive of job satisfaction and the more accurately the investigations reflected Vroom's model, the better the results. However, research using the expectancy theory in education has been minimal. Even though the validity of the model has great support, further research in education is needed.

Also in 1963 Adams introduced the inequity theory. As mentioned previously, inequity is the perceived difference between what an individual expects from an organization and what he actually receives. Miskel, Glasnapp, and Hatley (1975) tested the inequity theory for job satisfaction. Their findings revealed logical support of the inequity hypothesis. However, they implied that this hypothesis is a relatively unexplored area for educational organization and, as a result, is only a tentative model. The similarity of the Getzels-Guba model of congruence might imply identical generalization as Adam's inequity theory.

<div align="center">Client Control</div>

Theoretical Perspective

Control in schools is a growing problem for teachers and administrators. The teacher is faced with two basic tasks which at times contradict or interfere with each other. One task is motivation and the other is control of the classroom. The development and maintenance of student control can be a difficult experience for some teachers.

Madsen and Madsen (1974) believe a large majority of teachers leaving the teaching profession each year do so because of inability to gain student control. The search for effective control techniques begins with the new teacher's first day of school and is a continual learning experience for experienced teachers also. Ban and Ciminillo (1977) state student control has been listed as a primary problem in school seven times during the last eight years of the Gallup Poll regarding education. They cite the 1975 Poll in which both adults and high school students considered the lack of discipline as the major obstacle to learning in schools. When discipline becomes a major problem with teachers, even though they may be learner oriented, they are often compelled to resign or to become authoritarian and tyrannical in an attempt to survive. Dinkmeyer and Dinkmeyer (1976) believe when this happens the teacher will become preoccupied with power and control instead of learning and development. Often times this power elicited by the teacher does not necessarily induce student cooperation but rather stimulates more resistance.

Webster (1968) implies control problems are present at all grade levels and most new teachers do have problems with students. While the ultimate goal is to develop self-discipline within the student, it is necessary, at times, to draw the line or set limits on student behavior and maintain them. Webster notes when teachers fail to set limits on behavior and control they invite a multitude of problems among students. Also if the teacher moves to the opposite end of the continuum and establishes extremely harsh or an excessive number of rules and regulations then that teacher may also produce behavior problems in class. The results might be counter-aggressive behavior by the students.

When student control is discussed among teachers, the topic is generally referred to as strict control of the classroom. Popham and Baker (1973) argue that student control does not necessarily mean strict control of the classroom; however, it does mean the authority obtained by each teacher in which the teacher feels he can function comfortably. Because of flexibility, satisfaction with instructional responsibilities and so on, individual differences among teachers as well as students, relating to the level of student control will always be present. A happy medium for everyone is probably non-existent. Each teacher should adjust his techniques to determine those most suitable for him.

Dreikus and Cassel (1972) believe that in order to have the most suitable control and best effectiveness the teacher should be a democratic leader. The democratic leader is one who is kind but firm, who motivates pupils to learn, encourages pupils when mistakes are made and who maintains order and routine by enabling each child to participate in appropriate decision making.

The teacher who is a democratic leader teaches group and individual responsibility by giving responsibility, thus providing a healthy atmosphere for emotional and social growth along with academic achievement. Dreikus and Cassel (1972) comment that the basic difference between autocratic and democratic leaders is that the autocratic leader indicates external pressure to the individual, while the democratic leader stimulates internal motivation.

Democracy in itself requires disciplined behavior. Addicott (1958) believes that in order to achieve that purpose, many opportunities should be provided by the teacher for students to choose, under

guidance. The end result is pupil self-control in terms of the common good.

To achieve the art of student control takes time because the process does not develop by a particular set of rules. Every teacher should develop the method most effective for him. Webster (1968) maintains that student control cannot be maintained without some type of discipline. Discipline can have different meanings for different people. First, discipline could mean the degree of order which one observes in the behavior of a group or class. The second use of the term might relate to the techniques teachers use to secure the kinds or degrees of order which they desire from their students. Another meaning of discipline is "a form of punishment." A fourth meaning is the development within individuals necessary personal controls, and involves allowing them to be effective and contributing members of today's society. The many definitions of discipline causes numerous misunderstandings among educators in their attempt to establish control. The different meanings of discipline could sometimes cause problems within a school building or a school system. The methodology used by teachers is almost as varied as the individual differences which exist among members of a staff. The differences in methodology used by teachers might result from differences in training in college or stem from variances in experience and personality.

The methodology used by some teachers could be called an indirect method of teaching. Indirect teaching is the acceptance of students' feelings and ideas and the use of praise and questions. Other teachers may use a direct method of teaching. Direct teaching includes lectures, directions, and individual criticism. Herman (1966) argues that direct

teaching contributes to lower achievement and encourages undesirable attitudes. Indirect teaching could offer benefits to learning and the possible development of more desirable attitudes. It might also be wise to not confuse the indirect approach to the laissez-faire or non-directive teaching. There could also be an advantage to the recognition of the benefits that different but acceptable teaching styles can offer education.

Leadership Styles

The principal is primarily the leader of a school building because of the responsibility assumed in that role. His leadership styles and traits could set the tone for the climate within the school building. Amos and Orem (1967) believe if the principal's leadership is lacking, the students will fill the void by establishing their own "climate" within the school.

The principal is often placed in an uneasy situation when student control is involved. There are times when the principal may be pressured to "get tough" and at times when he does, things become worse because "understanding" was called for rather than "toughness." Being sent to the office usually generates uneasy feelings within students. Sometimes the anxiety level of teachers rises when they are called to the office.

A principal may non-verbally inform his teachers of his control philosophy by the style of leadership he emits. Work done by Lewin, Lippit and White (1939) has revealed what they believe are three distinctive leadership styles. These leadership styles are: (1) autocratic (authoritarion), (2) democratic, and (3) laissez-faire. If a

principal emits an autocratic leadership style then policy is deter-
mined by the leader, future steps are uncertain in a large degree
because techniques and activity steps are dictated by the authority
one at a time. Work companions for each member and the particular
work tasks to be accomplished are usually dictated by the leader, who
will tend to be personal in his praise or criticism of the work of
each member. Also, except when demonstrating, the leader tends to
remain separate from any group activity.

The democratic leader feels that all policies are a matter of
group decision, which is assisted and encouraged by him. He will
suggest alternative procedures and offers technical advice where a
choice can be made. Members are free to work with whomever they
choose. The leader is a regular group member and does not do the
majority of the work. The leader is objective in his praise and
criticism.

The laissez-faire leader uses the absolute minimum of leader
participation giving complete freedom for group or individual decis-
ion making. The leader will make it clear to the individuals that
he will supply information when asked but takes no other part in work
discussion. In the determination of tasks and companions, the leader
is a non-participating member. There is no regulation or appraisal
of the course of events.

Since these descriptions were made public, educators have continu-
ally argued as to which style is better. Novotney and Tye (1974) argue
that the authoritarian style of leadership is less desirable and that
the laissez-faire style of leadership is irresponsible.

Getzels, Lipham, and Campbell (1961) argue Novotney's statement
concerning styles of leadership in the Getzels-Guba conceptual scheme
of Leadership- Followership Styles. They retitled their styles of
leadership as <u>Normative</u>, <u>Personal</u>, and <u>Transactional</u>. As shown in
Figure 2, the Getzels-Guba conception provides three alternatives to
reach the same goal. They are not different images of the goal.

Role Expectations

normative

Leadership
Followership

Transactional

Social
Behavior

personal

Need-Dispositions
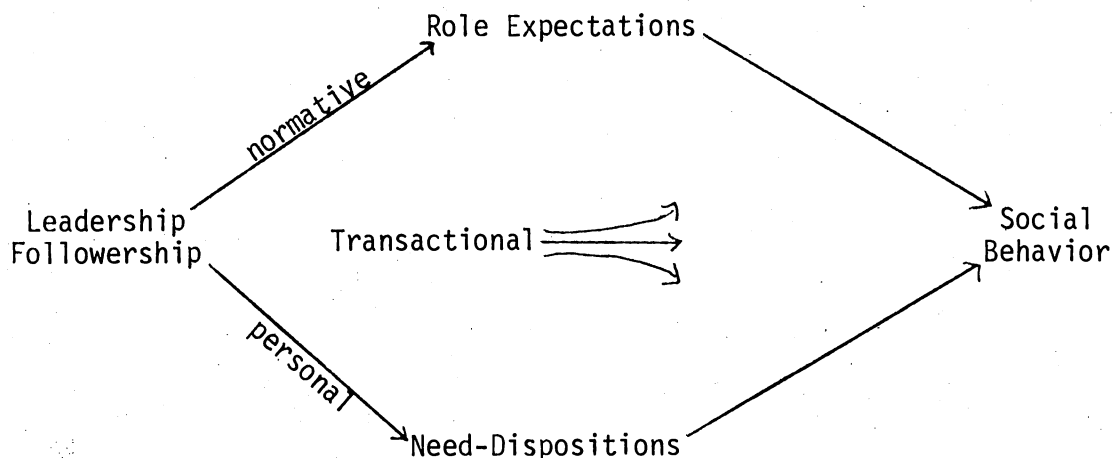
Figure 2.   Getzels-Guba Conceptual Scheme of Leadership-Followership
            Styles

Under the normative leadership style the individual's prime objec-
tive is to create the procedural expectations of the followers and to
continually monitor their behavior in order to prevent any deviation.
This type of approach eliminates risk taking since every task and pro-
cedure would be spelled out and understood.

The personal style leader is somewhat different in that a greater
bond of trust is projected to the followers. The followers have a
wider variety of choice among procedures to accomplish the given task.

The goal is to develop more self-satisfaction and job fulfillment in followers.

The transactional style of leadership is the median of the normative and personal styles of leadership. The transactional approach varies between the normative and personal styles of leadership. The leader may adjust his style as the situation warrants.

The Empirical Study of Client Control

Much has been written concerning control of clients. However the literature is often based on opinion and cannot be supported by research data (Willower and Jones, 1963). According to Waller (1932) a teacher is faced with two fundamental tasks: motivation of the learners and control of the class in order to provide an orderly environment for learning. These two tasks at times militate against each other, causing dysfunction in the classroom.

Parsons (1959) suggests that all organizations need some type of control lever. The participants generally cannot be expected to carry out their respective assignments unless supervised. Also the supervisors need supervision and so on. In this sense organizational structure is one of control.

Schools are a type of service organization and are analyzed in different perspectives with regard to pupil control. Etzioni's (1961) analysis of complex organizations is based on control as a means of organizational classification. He argued that organizations may be classified according to the type of power used to control lower participants and the orientation of those lower participants to that power. When the schools are thus categorized they are considered primarily

normative in nature because the main type of power used in controlling

students is directed at manipulation of symbolic rewards and social

acceptance. Schools also have a secondary compliance pattern in which

coercive power is used to maintain control.

Blau and Scott (1962) classified organizations according to the

prime beneficiary of the organization. Under this type of classifica-

tion, the school is the service organization and the students receive

the prime benefits.

Schools were also classified as service organizations by Carlson

(1964) based on the control the organization has over the selection of

participants and the control clients have with regard to participation

in the organization. Carlson identifies the following four types of

organizations:

		Client Control Over Own Participation in Organization	
		Yes	No
Organizational Control Over Admission	Yes	Type I	Type III
	No	Type II	Type IV

Schools are classified as Type IV organizations because they have

no control in selection of clients and the clients have no control over

participation in the organization. Hence schools can be classified

with prisons and mental hospitals as Type IV organizations because the

selection and participation methodology is similar in each institution.

However, caution should be used in making any further comparison,

because prisons and mental hospitals are "total institutions" while

schools are not. Nevertheless, where participation is mandatory in

organizations and the clients are unselected, client control is a

necessity.

Willower and Jones (1963) identified pupil control as the central theme of the school environment. They conducted a study in a Pennsylvania junior high school and found that discipline or pupil control was the dominating subject discussed by teachers, students, and administrators. This observation eventually led to development of an intrument to measure pupil control ideology. This instrument was an adaptation of Gilbert and Levinson's (1957) device used to measure ideologies of public mental health personnel concerning control of patients. Willower, Eidell, and Hoy (1973) developed two "ideal" types of control ideology which were listed as prototypes in Gilbert and Levinson's instrument. These control ideologies were defined as custodial and humanistic. An individual's control ideology ranges along a continuum which is defined as custodial at one extreme and humanistic at the other.

Studies utilizing the Pupil Control Ideology Form (PCI Form) were initiated by Willower, Eidell, and Hoy (1973) when they investigated the pupil control ideologies of teachers, principals, and public school counselors. The results indicated counselors and principals are more humanistic in their pupil control ideology than teachers and counselors are more humanistic than principals.

Other comparisons made in the same study indicate elementary principals are more humanistic in their pupil control ideology than secondary principals; elementary teachers are more humanistic than secondary teachers; less experienced teachers are more humanistic than more experienced teachers and female teachers are more humanistic than male teachers.

Hoy (1967) examined pupil control ideologies of student teachers before and after their student teaching assignments were completed. His results indicate that student teachers are significantly more custodial after student teaching than before.

A followup study completed by Hoy (1968) compared teachers completing their first year of teaching following their student teaching experience with those who did not teach after their student teaching experience and graduation. His results indicate that first year teachers are significantly more custodial after one year of teaching while those who do not teach after graduation show no significant difference in their pupil control ideology.

More recently Hoy and Rees (1977) investigated student teaching experiences. Their results replicate the earlier study done by Hoy (1967). Student teachers are significantly more custodial in their pupil control ideology after student teaching than before. They concluded that the socialization to which the student teachers are exposed might be a major factor for bringing about this change. More experienced teachers are quick to voice opinions about pupil control to less experienced teachers and the socialization pressures placed on the less experienced teachers and student teachers could result in their change in pupil control ideology. Hoy and Rees (1977) concluded that the teaching methodologies applied in teacher education are not enough. They believe that the students in teacher education may be, in fact, done a disservice in preparation programs if they are instilled with idealistic orientations concerning school organizations and control of students but are not given the socio-psychological tools necessary for the implementation of such orientation.

Rationale

Public schools are service organizations responsible for education of clients. Carlson (1964) classifies the public schools as a type of service organization that cannot exercise choice in selection of clients. Nor can the clients exercise choice over participation in the organization. Schools establish goals and objectives that are sometimes hampered by the unselected clients in their system. This disruption places continued pressure on the teacher and this pressure may, in fact, relate to control ideologies developed by the teacher.

The principal, responsible for teachers and students in a building, develops a personal ideology of pupil control. While not directly in contact with students the principal develops an ideology based on the type of student he usually encounters. Most students are sent to the principal because of problems encountered in the classroom. If the control ideology differs significantly between the teacher and principal, frustration of the teacher may develop. If this frustration continues the teacher may become dissatisfied with his job. However, if the control ideologies of the principal and teacher are congruent, less misunderstanding might arise with regard to pupil control and satisfaction would be higher for the teacher. Basically, if the teacher expects support from the principal with regard to pupil control and the principal responds with the expected support, then job satisfaction would be high.

Foa's (1963) study of ship's officers in different disciplinary climates implied that in a climate of agreement there is a high degree of satisfaction, especially if there is agreement on a high degree or

level of discipline. Where ship's officers wanted a stronger level of discipline than the crew, satisfaction was at its lowest. In still another group, where the crew wanted a higher degree of discipline than the officers, satisfaction of the crew was higher. Results of Foa's investigation support Ley's (1966) concluding statement in a study he completed. He said, "Workers are more likely to terminate their employment if assigned to a foreman exceeding them in authoritarionism than a foreman whom they exceed in authoritarionism."

Statement of Hypotheses

From the results of Foa's, Ley's and other scholars' investigations, the hypothesis and sub-hypotheses are developed. The more congruent the ideology is of pupil control the more efficiently and effectively the organization can function. With this congruence there is less likelihood of a continual misunderstanding between the principal and teacher concerning pupil control policies and ideologies.

For this investigation a directional hypothesis and two directional sub-hypotheses have been formulated.

H.1.: The greater the congruence between principals' and

teachers' pupil control ideology the greater teacher

job satisfaction.

Studies done by Willower, Eidell, and Hoy (1973) have argued that pupil control ideologies between elementary and secondary teachers and administrators are significantly different in that secondary principals and teachers are more custodial in their pupil control ideology than elementary principals and teachers. From the support given by Willower, et al., the following sub-hypotheses were

developed:

    H.1a.:   The greater the congruence between elementary principals'
    and elementary teachers' pupil control ideology the greater
    teacher job satisfaction.

    H.1b.   The greater the congruence between secondary principals'
    and secondary teachers' pupil control ideology the greater
    teacher job satisfaction.

The main and sub-hypotheses will be tested in order to better
examine the rationale previously stated.

CHAPTER III

RESEARCH METHODOLOGY AND PROCEDURES

Introduction

This study examined the congruence of pupil control ideology of principals and classroom teachers and its relationship with teacher job satisfaction. This chapter describes the research methodology and procedures for collection of data. Included are the development of the instruments, demographic tables, sampling of schools and statistical treatment of the data.

Instrumentation

Purdue Teacher Opinionaire

The instrument used to measure job satisfaction was the Purdue Teacher Opinionaire (PTO), developed by Bentley and Rempel (1970). Basically the PTO was designed to measure teacher morale. The PTO not only provides a total score of teacher morale; it also breaks the morale into 10 dimensions. These dimensions include: (1) Teacher Rapport with Principal; (2) Satisfaction with Teaching; (3) Rapport among Teachers; (4) Teacher Salary; (5) Teacher Load; (6) Curriculum Issues; (7) Teacher Status; (8) Community Support of Education; (9) School Facilities and Services; and (10) Community Pressures. This

study will emphasize one dimension of morale: Satisfaction with Teaching.

The directions for completing the PTO are on the cover page of the instrument and are self-explanatory. There is no time limit, however most teachers complete the instrument in 20 to 30 minutes. All responses to the instrument should remain confidential in order to gather valid and reliable data (Bentley and Rempel, 1970).

There are four possible responses for each question. Each teacher circles a response for each question. They may indicate whether they agree (A), probably agree (PA), probably disagree (PD), or disagree (D). Each answer is weighted from four to one. An answer card provided for the instrument by the authors indicates the keyed response for each question. If the keyed response is "agree" the weights are:

A	PA	PD	D
4	3	2	1

If the keyed response is "disagree" the scoring is reversed:

A	PA	PD	D
1	2	3	4

Once the correct weight response has been recorded on the instrument, a dash is placed beside it and the appropriate factor number is written in.

Factor scores are obtained by summing the weights which have been assigned to the items belonging to a given factor. To obtain the total score, one sums the factor scores. Appendix A indicates how the factor and total scores are recorded.

The PTO provides a useful tool to school administrators, researchers, and staff personnel who desire a reliable investigation in

particular school systems (Bentley and Rempel, 1970).

Reliability. Rempel and Bentley (1970) established the reliability for the PTO subscales, in terms of the Kuder-Richardson internal consistency coefficient with a range from .79 to .98 with an overall coefficient of .96. Test-retest correlations for the factors ranged from .62 to .88 and .87 for the total score. The Satisfaction with Teaching factor had a test-retest correlation of .84. Interfactor correlations computed from their sample ranged from .18 to .61 with a median correlation of .38. These correlations appear to be sufficiently low to make the factor scores meaningful.

Validity. The original PTO, which consisted of 145 items, was validated against peer judgments from fellow teachers. The peer judgments were obtained from the teachers at the time they responded to the PTO. Teachers were asked to identify on the rating scale from three to ten teachers whom they considered to have the highest morale. They were also asked to select an equal number of teachers whom they thought had the lowest morale. In the selection of the high and low morale teachers, a conceptual definition of a high morale teacher was given by the researchers. From this base, high, middle, and low teacher morale groups were identified. To determine the validity of the instrument against the peer judgment criterion, mean PTO scores were calculated for each group. Differences between the three groups were significant beyond the .05 level in the expected direction (Bentley and Rempel, 1963).

The revised form, used here, was administered to high school faculties in Indiana and Oregon having 20 or more teachers. A stratified

random sample of 60 schools was chosen in Indiana and 16 Oregon schools were selected primarily from the eastern part of the state. The instrument was readministered four weeks later to the same schools. Altogether, the test-retest data were obtained for 3023 teachers. The test-retest correlations, as mentioned earlier, for the PTO factor scores ranged from .62 to .88 with the total score of .87 (Bentley and Rempel, 1970).

Further investigation of the validity of the revised form was also conducted by Bentley and Rempel (1970). In a study involving Oregon and Indiana schools, principals were asked to react to the PTO items as they believed the faculty would react. The difference between the teachers' scores and principals' predictions was not significant.

Pupil Control Ideology

The Pupil Control Ideology Form (PCI Form) was used to determine the congruence of scores for the principals and teachers. Developed by Willower, Eidell, and Hoy (1973), the original instrument consisted of 57 statements concerning pupil control. The statements were modified many times and over a period of weeks a number of them were omitted. The original instrument was given to graduate students in education, in-service teachers and the faculty of a small high school.

From the initial work with the instrument a 38 item form emerged for further modification. The PCI Form was then administered to seven schools in Pennsylvania and New York. When the returns were collected, Willower, Eidell, and Hoy used biserial correlation techniques to determine the discriminating power of each statement. Raw scores were

dichotimized by dividing the total sample at the arithmetic mean, which was 99.1. There were 91 individuals in the low category and 79 individuals in the high category. From the analysis, 20 of the 38 items were retained for the final form of the instrument. Each of the 20 items has a biserial coefficient of correlation greater than .325 (Willower, et al., 1973).

The PCI Form consists of 20 Likert-type items with responses ranging from "strongly agree" to "strongly disagree." The possible range of scores is from 20 to 100. Of the 20 items the response categories are scored 5, 4, 3, 2, 1 for "strongly agree," "agree," "undecided," "disagree," and "strongly disagree," respectively, with the scoring reversed on two items positive to the humanistic viewpoint. The higher the score the more custodial the teacher measures in pupil control ideology. A humanistic ideology is represented by a low score (Willower, Eidell, and Hoy, 1973).

Reliability. Willower, Eidell, and Hoy (1973) calculated a split-half reliability coefficient to test the reliability of the PCI Form by correlating even-item sub-scores with odd-item sub-scores (N = 170). The resulting Pearson product-moment coefficient was .91. They applied the Spearman-Brown formula which yielded a corrected coefficient of .95.

The same technique was applied using a later sample (N = 55). The Pearson product-moment correlation of the half-test scores yielded a coefficient of .83. The Spearman-Brown formula yielded a corrected coefficient of .91.

Validity. Willower, Eidell, and Hoy (1973) used principals'
judgment of the pupil control ideology held by certain teachers on
their staffs as a procedure for validating the PCI Form. After having
the principals read descriptions of humanistic and custodial orienta-
tion, the principals identified a specific number of teachers whose
ideology best fitted the description.

To test the prediction that teachers judged to hold a humanistic
ideology would differ in mean PCI Form scores from teachers judged to
hold a custodial pupil control ideology, a t-test of the difference
of the means of the two independent samples was applied. The results
of a one-tailed t-test indicated a difference in the expected direc-
tion, significant at the .01 level.

Willower, et al. (1973) did a cross validation on a later sample
using the same technique. The results of the cross validation indi-
cated that the mean PCI Form scores of the teachers judged to be
humanistic in control ideology were different from the scores of the
teachers judged to be custodial in the predicted direction at the
.001 level.

Sample Selection

All the schools sampled were from a single school district in
Central Oklahoma. The schools included in this study were eight
elementary and four secondary schools with a total of 349 classroom
teachers. Two factors prompted the use of this school system. First,
the cooperation and support of the school administrators enabled this
writer to gain the confidence of the teachers, administer the instru-
ments, and obtain significant returns. Second, it appeared that the

population of the sample was fairly representative of classroom teachers. However, extreme caution should be used in generalizing the results of the data other than to the school district involved.

A total of 349 classroom teachers were employed with 168 teachers in the elementary grades and 181 teachers in the secondary grades. All the teachers were given the PTO and PCI Forms. There were also twelve principals (8 elementary and 4 secondary) involved in the study. All principals participated in the research.

Demographics

Both the PTO and PCI Forms requested biographical information from each subject. This information aided in the development of the demographic variables for teachers and principals to describe this study as seen in Tables I through V.

TABLE I

RESPONDENTS CATEGORIZED BY SEX AND LEVEL OF TEACHING

Teachers	N	Elem	Sec
Male	41	5	36
Female	230	139	91
Principals			
Male	8	4	4
Females	4	4	0

TABLE II

RESPONDENTS CATEGORIZED BY AGE
AND LEVEL OF TEACHING

Teachers	N	Elem	Sec
20-29	98	54	44
30-39	90	46	44
40-49	49	21	21
50-59	27	13	14
60-69	7	3	4

Principals			
20-29	1	1	0
30-39	4	2	2
40-49	4	2	2
50-59	3	3	0
60-69	0	0	0

Data Collection

Permission was obtained from the superintendent of schools to conduct this study in the school system. At a system-wide administrator's meeting the principals were briefed on the procedures for administering the instruments. The principals were given their PCI Forms at the meeting. Those principals who completed the PCI Forms at the administrative meeting were given a research packet for their

TABLE III

RESPONDENTS CATEGORIZED BY POSITION
AND LEVEL OF TEACHING

Teachers	N
Elementary	144
Secondary	127
Principals	
Elementary	8
Secondary	4

TABLE IV

RESPONDENTS CATEGORIZED BY EXPERIENCE
AND LEVEL OF TEACHING

Teachers	N	Elem	Sec
5 Yrs or Less	107	62	45
More than 5 Yrs	164	82	82
Principals			
5 Yrs or Less	6	5	1
More than 5 Yrs.	6	3	3

respective schools. The research packet consisted of a PTO and PCI Form for each classroom teacher. Instructions for taking each survey were on the cover of both forms. The other principals completed their PCI Forms during the day and were then given the research packets.

TABLE V

RESPONDENTS CATEGORIZED BY EDUCATIONAL
PREPARATION AND LEVEL OF TEACHING

Teachers	N	Elem	Sec
BA	49	29	20
BA+	101	55	46
MA	55	31	24
MA+	66	29	37
Ed.D.	0	0	0
Principals			
BA	0	0	0
BA+	0	0	0
MA	0	0	0
MA+	11	8	3
Ed.D.	1	0	1

All respondents were present at general faculty meetings either before or after school. The principals gave each classroom teacher the PTO and PCI Form at the faculty meeting. They were instructed to complete the forms and return them to a sealed box located in the teacher's lounge or another appropriate place of easy access. The forms were collected by this writer each day for two weeks.

A total of 280 forms were returned after the two week period. This accounted for 80 percent of the population. Nine forms were discarded because they were either incomplete or filled out incorrectly. A total of 144 elementary forms and 127 secondary forms were used in this study which represented 86 percent of the elementary population and 70 percent of the secondary population. No attempt was made to survey those teachers who did not return the instruments.

Table VI lists the number of teachers, number of usable responses and percent of responses for both elementary and secondary teachers. Also the total number of teachers, responses and percentage of returns are listed.

Statistical Treatment of the Data

The usable forms were transferred to a fortran coding sheet, punched on computer cards and verified to permit the use of the computer for statistical analysis. The computer program, Statistical Package for the Social Sciences, SPSS (Nie, et al., 1975) was used to establish the Pearson product-moment correlation coefficient for the main and sub-hypotheses. The sub-program Partial Correlation from SPSS was used to study the possible effect of certain intervening variables, as an ancillary data analysis effort.

TABLE VI

TABLE OF RESPONSES

School	Number Teachers	Number Responses	Percent Return
(Elementary)			
#1	21	19	90
#2	16	14	88
#3	18	13	72
#4	26	25	96
#5	27	23	85
#6	17	12	71
#7	19	15	79
#8	24	23	96
Total Elementary	168	144	86
(Secondary)			
#9	50	35	70
#10	28	20	71
#11	56	43	77
#12	47	29	62
Total Secondary	181	127	70
Total (Elem, Sec)	349	271	78

CHAPTER IV

FINDINGS

Introduction

This chapter presents the analysis of data used to test the main
and sub-hypotheses concerning the relationship of teacher job satis-
faction to the amount of congruence of pupil control ideologies between
teachers and principals. The statistical measure used to determine the
relationship was the Pearson product-moment coefficient correlation.
The data were processed using the Statistical Package for the Social
Sciences (SPSS) (Nie, et al., 1975) computer program.

Statistical Measures

To arrive at the congruence score for the PCI, a principal's
pupil control ideology score was subtracted from the pupil control
ideology scores of each of his staff members. This resulted in a
congruence score for each teacher. Whether the congruence score
yielded was positive or negative was not important for this study.
All congruence scores were treated the same. The Raw Data Table in
Appendix B shows the total results of the respondents along with a
break down of each level of teaching. Table VII indicates the results
for the following main and sub-hypotheses:

H.1.: The greater the congruence between principals' and
teachers' pupil control ideology the greater teacher
job satisfaction.

H.1a.: The greater the congruence between elementary principals'
and elementary teachers' pupil control ideology the greater
teacher job satisfaction.

H.1b.: The greater the congruence between secondary principals'
and secondary teachers' pupil control ideology the greater
teacher job satisfaction.

TABLE VII

CORRELATION AND SIGNIFICANCE LEVELS OBTAINED

Hypothesis	Coefficient	Cases	Significance =
H.1.: Elem/Sec	-0.038	271	0.265
H.1a.: Elem	-0.0285	144	0.367
H.1b.: Sec	-0.0839	127	0.174

It was determined that the main and sub-hypotheses would be
accepted if correlation proved significant at the .05 level. The
level of significance observed for the main and sub-hypotheses fell
far above the .05 level. These levels of significance caused rejec-
tion of both the main and sub-hypotheses. The correlations obtained
are very small; all fall well within the "by chance" realm.

In an attempt to determine if there were intervening variables having effect on the no-relationship finding, a partial correlation was employed to control certain demographic aspects of the groups responding. Three demographic variables were considered: age, experience, and educational preparation. Three passes were made with the data, each time holding one variable constant while the residual correlation between congruence on the PCI and the job satisfaction scores was examined. This aspect of the study was completed for elementary and secondary school groups, taken separately. Table VII gives the results of the partial correlation. The table is separated into two sub-files, elementary and secondary.

The results, revealed by the partial correlation technique for age, experience, and educational preparation, indicate a level of significance much larger than the .05 level, similar to the main and sub-hypotheses. The results imply that these intervening variables were not cause for reconsideration of the original negative finding.

In a further attempt to find some clue about the lack of relationship, the congruence scores between the principals and classroom teachers were tricotomized into three categories: high, medium, and low congruence. An analysis of variance was used to study the differences between categories. An F of 0.089 was obtained; it was not significant. Thus, the teachers who responded quite differently than did their principals with regard to pupil control did not seem to exhibit different levels of job satisfaction from those of their colleagues who tended to agree with their principals on the matter of pupil control.

The scattergram was employed for a pictorial representation for each sub-file in yet another attempt to study the relationship. As

expected, the scatter plot indicated no clue of a significant relation-
ship. The scattergram representation may be found in Appendix C.

TABLE VIII

PARTIAL CORRELATION AND SIGNIFICANCE
LEVELS OBTAINED

Elementary			
Control	Coefficient	DF	Significance =
Age	-0.0413	141	0.312
Experience	-0.0259	141	0.379
Educational Preparation	-0.0330	141	0.348
Secondary			
Age	-0.0919	124	0.153
Experience	-0.0857	124	0.170
Educational Preparation	-0.0852	124	0.171

The results of the various techniques indicate no relationship
between congruence of pupil control ideologies between principals and
classroom teachers and teacher job satisfaction. A number of statis-
tical measurements were utilized in an attempt to find some relation-
ship; however, none did so.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Introduction

The purpose of this study was to determine if the amount of con-
gruence in pupil control ideology between principals and teachers was
related to teacher job satisfaction.

Summary

A school district in Central Oklahoma consisting of eight elemen-
tary and four secondary units was used in this study. The school system
had a total of 349 classroom teachers and 12 principals. Each princi-
pal was given a Pupil Control Ideology Form (PCI Form) to complete.
Each teacher was given the PCI Form and the Purdue Teacher Opinionaire
(PTO) to complete. Usable returns were gained from 100 percent of the
principals. Usable returns were gained from 80 percent of the teach-
ers. Each teacher's PCI score was subtracted from his building
principal's PCI score. The results gave a congruence PCI score
to be correlated with the job satisfaction score from the teacher's
PTO instrument.

To arrive at the job satisfaction sub-score, the teachers com-
pleted the PTO which consisted of 100 items. Twenty of the items pro-
duced the sub-factor, Satisfaction with Teaching, which was used as

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the job satisfaction instrument in this study. The congruence score for each teacher was correlated with his respective PTO score for job satisfaction.

The Pearson product-moment correlation coefficient was employed to examine the relationship defined in the main and sub-hypotheses. From the data analyzed the following results were drawn for the following main hypothesis and two sub-hypotheses:

H.1: The greater the congruence between principals' and teachers' pupil control ideology the greater teacher job satisfaction.

The test of the main hypothesis yielded a correlation of 0.038, which had a level of significance of .265. This hypothesis was rejected at the .05 level; there was no relationship.

H.1a.: The greater the congruence between elementary principals' and elementary teachers' pupil control ideology the greater teacher job satisfaction.

The test of the first sub-hypothesis yielded a correlation of .0285, which had a level of significance of .367. This sub-hypothesis was rejected at the .05 level; there was no relationship.

H.1b.: The greater the congruence between secondary principals' and secondary teachers' pupil control ideology the greater teacher job satisfaction.

The test of the second sub-hypothesis yielded a correlation of .0839, which had a level of significance of .174. This sub-hypothesis was also rejected at the .05 level; again, there was no relationship.

Conclusions

While viewing the conclusions of the present study the reader

should keep in mind the limitations previously mentioned.

1. Although it was this writer's opinion that the representativeness of the sample was sufficient for the study, there was an extremely low percentage of male teachers in the elementary level.

2. The overall return from male teacher respondents was not as high as might be expected (41 of 271). This indicates approximately 15 percent of the usable returns were received from male teachers. The Digest of Education Statistics (1976) stated that in 1973-74 approximately 33 percent of the teachers in Oklahoma and nationwide were male.

3. The sample was taken from only one school district.

Keeping the limitations in mind the following conclusions are derived from the study.

1. The amount of congruence concerning pupil control ideology between principals and teachers is not a factor relation to teacher job satisfaction.

2. The amount of congruence concerning pupil control ideology between elementary principals and elementary teachers is not a factor relating to teacher job satisfaction.

3. The amount of congruence concerning pupil control ideology between secondary principals and secondary teachers is not a factor relating to teacher satisfaction.

Discussion

This study implies that whatever pupil control ideology the principal holds, congruent ideology from the teacher is not necessary for

teacher job satisfaction.

As mentioned in Chapter IV a partial correlation was employed to control for three demographic variables in the study in an attempt to determine if there were intervening variables having an effect on the original coefficient of correlation. The results indicated that intervening variables did not appear to be a factor of concern; the first finding still stands.

Also congruence scores were tricotomized and an analysis of variance was employed in a further attempt to determine if differences existed in job satisfaction. Again the results were negative; the obtained F was very small.

The results of the test of the main hypothesis and two sub-hypotheses were somewhat surprising due to the lack of relationship discovered. Among the reasons which could be considered are those discussed in the following paragraphs.

Through communication or interaction between principals and class-room teachers, an understanding may evolve with regard to pupil control. That is, two contrasting ideologies may exist between the principal and teacher but, as long as each knows what position the other takes then job satisfaction may not necessarily be reduced.

Although it was not investigated in this study, it is this writer's opinion that a lack of communication may have some effect with regard to job satisfaction. An example is the principal who informs the teachers that pupil control will be left strictly up to them while he focuses his attention on other matters relating to the school's function. As long as the control of students by the teacher is within the limits of the board policy then the principal's

methodology of control is not a factor. The only time he will collectively be involved with teachers and their methodology of pupil control is when they have abused the board policy concerning discipline.

Indirectly, such a principal has communicated his wishes without taking a direct stand on his own philosophy of pupil control.

A separate area for consideration is the reliability of the PTO for this particular study. As mentioned earlier the reliability of the PTO had a range from .79 to .98 with an overall coefficient of .96. The Satisfaction with Teaching sub-factor had a test-retest correlation of .84. However, there may be some consideration in using this instrument for measuring only job satisfaction. The PTO had 100 questions and most of those items relating to Satisfaction with Teaching were found toward the middle and end of the survey. Since it took approximately 35 to 40 minutes to complete both questionnaires, the time involvement and an element of fatigue could possibly have had an effect on the Satisfaction with Teaching sub-factor scores.

Also, these instruments were given when the weather was extremely bad causing the schools to be dismissed an extended number of days. This dismissal caused problems in teacher lesson plans, exams, and with school programs that had been scheduled and rescheduled. These conditions could possibly have caused a few of the teachers not be as precise in their responses as they might otherwise be. It should also be noted that elementary teachers do not have a regularly scheduled planning period.

It was mentioned in the rationale of this study that if the conrol ideology differs significantly between the teacher and principal, frustration may develop. Also, if the control ideology of the

principal and teacher are congruent less misunderstanding might arise in regard to pupil control, thus job satisfaction should be higher for the teacher.

As previously mentioned, Foa's (1963) study of ship personnel indicated that job satisfaction was at its highest when there was an agreement in control or discipline on the ship. Further analysis of Foa's study and the rationale of this investigation led this writer to speculate regarding the possibility of two types of interaction being involved. The interaction of the ship's officers and personnel may be more direct and flexiblity to complete desired goals may be somewhat restricted as compared to schools. With the principal and classroom teacher there is more flexibility to obtain the desired goals of the organization and the interaction could be more indirect. This possible difference in flexibility might be of some importance to the control philosophy developed and communicated by the principals and teachers.

Another area for possible reconsideration is the misperception of the general hypothesis. In discussing this investigation, individuals tended to agree with the general hypothesis. The results of this investigation indicated that what the majority of people believed, in relation to the general hypothesis, was not actually correct. Packard and Willower (1972, p. 79) imply that this is pluralistic ignorance. That is, "What is generally believed to be the opinion of the majority is not shared by the majority."

Consideration may also lie in the role of the principal as an administrator. His function with regard to job satisfaction for the teachers may not involve a congruence of pupil control but possibly more of an understanding. Again, communication could be the key,

not philosophy or ideology.

Recommendations

The analysis of data, summary of the study and conclusions lead to the following recommendations for further research:

1. Because of the impact concerning discipline or lack of discipline emphasized by media, parents, teachers, and others, replication of this study might be considered.

2. The use of a larger, more representative sample. The usable returns had an extremely low number of male teachers (5) at the elementary level.

3. A sample should be taken from more than one school district.

4. A more ideal time of the year could be chosen to conduct the investigation.

The Purdue Teacher Opinionaire is an extremely long instrument to complete. Only 20 items from the 100 were used for measuring job satisfaction. It is recommended that a shorter instrument, if available, be used. The instrument should measure job satisfaction, not morale or attitudes more generally defined.

Much job satisfaction research is involved with personnel other than classroom teachers. In order to aid in the replication of this study and others in this area, extended research should be conducted concerning job satisfaction for teachers.

Since this particular school district had an extremely low percentage of minority employees and students, further studies may be considered concerning job satisfaction and pupil control ideology with reference to more balanced racial characteristics of the schools.

Though the results of this study are negative and possibly inconclusive, job satisfaction is still an extremely important element in the effectiveness and efficiency of a school system. The results of this study imply that the congruence of pupil control ideology between principals and teachers is not related to job satisfaction. However, the interaction or communication of these ideologies between principals and teachers might be the key to high job satisfaction. Further study and theory building is definitely indicated.

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APPENDIX A

INSTRUMENTS

NOTE: The following numbered items from the PTO represent the Job Satisfaction questions used in this study:

19	56
24	58
26	60
27	76
29	78
30	82
46	83
47	86
50	89
51	100

The following table provides a procedure for factor scores to obtain teacher morale as indicated by the PTO (Bentley and Rempel, 1970, p. 9).

Purdue Teacher Opinionaire Scores

Factor Number		Number of Items	Factor Score
1	Teacher Rapport with Principal	20	_____
2	Satisfaction with Teaching	20	_____
3	Rapport among Teachers	14	_____
4	Teacher Salary	7	_____
5	Teacher Load	11	_____
6	Curriculum Issues	5	_____
7	Teacher Status	8	_____
8	Community Support of Education	5	_____
9	School Facilities and Services	5	_____
10	Community Pressures	5	_____

Totals 100

THE PURDUE TEACHER OPINIONAIRE

DIRECTIONS FOR RECORDING RESPONSES ON OPINIONAIRE

Fill in the information below. You will notice that there is
no place for your name. Please do not record your name. All responses
will be strictly confidential and results will be reported by groups
only. DO NOT OMIT ANY ITEMS.

School_____   Date_____
                                        month   day   year

Age_____Sex_____ Highest Degree Completed_____

Read each statement carefully. Then indicate whether you agree,
probably agree, probably disagree, or disagree with each statement.
Mark your answers in the following manner:

If you agree with the statement, circle "A" . . . . . .(A) PA PD D

If you are somewhat uncertain, but probably
   agree with the statement, circle "PA" . . . . A (PA) PD D

If you are somewhat uncertain, but probably
   disagree with the statement, circle "PD" . . . . . A PA (PD) D

If you disagree with the statement, circle "D" . . . A PA PD (D)

1. Details, "red tape," and required reports absorb too much of my time . . . . A PA PD D

2. The work of individual faculty members is appreciated and commended by our principal . . . . A PA PD D

3. Teachers feel free to criticize administrative policy at faculty meetings called by our principal . . . . A PA PD D

4. The faculty feels that their suggestions pertaining to salaries are adequately transmitted by the administration to the board of education . . . A PA PD D

5. Our principal shows favoritism in his relations with the teachers in our school . . . . A PA PD D

6. Teachers in this school are expected to do an unreasonable amount of recordkeeping and clerical work . . . . A PA PD D

7. My principal makes a real effort to maintain close contact with the faculty . . . . A PA PD D

8. Community demands upon the teacher's time are unreasonable . . . . A PA PD D

9. I am satisfied with the policies under which pay raises are granted . . . . A PA PD D

10. My teaching load is greater than that of most of the other teachers in our school . . . . A PA PD D

11. The extra-curricular load of the teachers in our school is unreasonable . . . . A PA PD D

12. Our principal's leadership in faculty meetings challenges and stimulates our professional growth . . . . A PA PD D

13. My teaching position gives me the social status in the community that I desire . . . . A PA PD D

14. The number of hours a teacher must work is unreasonable . . . . A PA PD D

15. Teaching enables me to enjoy many of the material and cultural things I like . . . . A PA PD D

16. My school provides me with adequate classroom supplies and equipment . . . . A PA PD D

17. Our school has a well-balanced curriculum . . . . . A PA PD D

18. There is a great deal of griping, arguing, taking
    sides, and feuding among our teachers . . . .   A   PA   PD   D

19. Teaching gives me a great deal of personal sat-
    isfaction . . . .   A   PA   PD   D

20. The curriculum of our school makes reasonable
    provision for student individual differences . . .   A   PA   PD   D

21. The procedures for obtaining materials and ser-
    vices are well defined and efficient . . . .   A   PA   PD   D

22. Generally, teachers in our school do not take
    advantage of one another . . . .   A   PA   PD   D

23. The teachers in our school cooperate with each
    other to achieve common, personal, and profes-
    sional objectives . . . .   A   PA   PD   D

24. Teaching enables me to make my greatest contri-
    bution to society . . . .   A   PA   PD   D

25. The curriculum of our school is in need of
    major revisions . . . .   A   PA   PD   D

26. I love to teach . . . .   A   PA   PD   D

27. If I could plan my career again, I would
    choose teaching . . . .   A   PA   PD   D

28. Experienced faculty members accept new and
    younger members as colleagues . . . .   A   PA   PD   D

29. I would recommend teaching as an occupation
    to students of high scholastic ability . . . . . .   A   PA   PD   D

30. If I could earn as much money in another occu-
    pation, I would stop teaching . . . .   A   PA   PD   D

31. The school schedule places my classes at a
    disadvantage . . . .   A   PA   PD   D

32. Within the limits of financial resources, the
    school tries to follow a generous policy regard-
    ing fringe benefits, professional travel, pro-
    fessional study, etc. . . . .   A   PA   PD   D

33. My principal makes my work easier and more
    pleasant . . . .   A   PA   PD   D

34. Keeping up professionally is too much of a
    burden . . . .   A   PA   PD   D

35. Our community makes its teachers feel as
    though they are a real part of the community . . . A PA PD D

36. Salary policies are administered with fair-
    ness and justice . . . . A PA PD D

37. Teaching affords me the security I want in
    an occupation . . . . A PA PD D

38. My school principal understands and recognizes
    good teaching procedures . . . . A PA PD D

39. Teachers clearly understand the policies gover-
    ning salary increases . . . . A PA PD D

40. My classes are used as a "dumping ground" for
    problem students . . . . A PA PD D

41. The lines and methods of communication between
    teachers and the principal in our school are
    well developed and maintained . . . . A PA PD D

42. My teaching load in this school is unreasonable . . . A PA PD D

43. My principal shows a real interest in my
    department . . . . A PA PD D

44. Our principal promotes a sense of belonging
    among the teachers in our school . . . . A PA PD D

45. My heavy teaching load unduly restricts my
    nonprofessional activities . . . . A PA PD D

46. I find my contacts with students, for the
    most part, highly satisfying and rewarding . . . . A PA PD D

47. I feel that I am an important part of this
    school system . . . . A PA PD D

48. The competency of the teachers in our school
    compares favorably with that of teachers in
    other schools with which I am familiar . . . . . . A PA PD D

49. My school provides the teachers with adequate
    audio-visual aids and projection equipment . . . . A PA PD D

50. I feel successful and competent in my present
    position . . . . A PA PD D

51. I enjoy working with student organizations,
    clubs, and societies . . . . A PA PD D

52. Our teaching staff is congenial to work with . . . A PA PD D

53. My teaching associates are well prepared
for their jobs . . . . A PA PD D

54. Our school faculty has a tendency to form
into cliques . . . . A PA PD D

55. The teachers in our school work well together . . . A PA PD D

56. I am at a disadvantage professionally because
other teachers are better prepared to teach
than I am . . . . A PA PD D

57. Our school provides adequate clerical services
for the teachers . . . . A PA PD D

58. As far as I know, the other teachers think I
am a good teacher . . . . A PA PD D

59. Library facilities and resources are adequate
for the grade or subject area which I teach . . . . A PA PD D

60. The "stress and strain" resulting from teach-
ing makes teaching undesirable for me . . . . A PA PD D

61. My principal is concerned with the problems
of the faculty and handles these problems
sympathetically . . . . A PA PD D

62. I do not hesitate to discuss any school problem
with my principal . . . . A PA PD D

63. Teaching gives me the prestige I desire . . . . . . A PA PD D

64. My teaching job enables me to provide a satis-
factory standard of living for my family . . . . . A PA PD D

65. The salary schedule in our school adequately
recognizes teacher competency . . . . A PA PD D

66. Most of the people in this community understand
and appreciate good education . . . . A PA PD D

67. In my judgment, this community is a good place
to raise a family . . . . A PA PD D

68. This community respects its teachers and treats
them like professional persons . . . . A PA PD D

69. My principal acts as though he is interested
in me and my problems . . . . A PA PD D

70. My school principal supervises rather than
"snoopervises" the teachers in our school . . . . . A PA PD D

71. It is difficult for teachers to gain accept-
    ance by the people in this community . . . .   A   PA   PD   D

72. Teachers' meetings as now conducted by our
    principal waste the time and energy of the
    staff . . . .   A   PA   PD   D

73. My principal has a reasonable understanding
    of the problems connected with my teaching
    assignment . . . .   A   PA   PD   D

74. I feel that my work is judged fairly by my
    principal . . . .   A   PA   PD   D

75. Salaries paid in this school system compare
    favorably with salaries in other systems with
    which I am familiar . . . .   A   PA   PD   D

76. Most of the actions of students irritate me . . . .   A   PA   PD   D

77. The cooperativeness of teachers in our school
    helps make my work more enjoyable . . . .   A   PA   PD   D

78. My students regard me with respect and seem
    to have confidence in my professional ability . . .   A   PA   PD   D

79. The purposes and objectives of the school
    cannot be achieved by the present curriculum . . .   A   PA   PD   D

80. The teachers in our school have a desirable
    influence on the values and attitudes of their
    students . . . .   A   PA   PD   D

81. This community expects its teachers to meet
    unreasonable personal standards . . . .   A   PA   PD   D

82. My students appreciate the help I give them
    with their school work . . . .   A   PA   PD   D

83. To me there is no more challenging work than
    teaching . . . .   A   PA   PD   D

84. Other teachers in our school are appreciative
    of my work . . . .   A   PA   PD   D

85. As a teacher in this community, my nonprofes-
    sional activities outside of school are
    unduly restricted . . . .   A   PA   PD   D

86. As a teacher, I think I am as competent as
    most other teachers . . . .   A   PA   PD   D

87. The teachers with whom I work have high pro-
    fessional ethics . . . .   A   PA   PD   D

88. Our school curriculum does a good job of preparing students to become enlightened and competent citizens . . . . A PA PD D

89. I really enjoy working with my students . . . . . . A PA PD D

90. The teachers in our school show a great deal of initiative and creativity in their teaching assignments . . . . A PA PD D

91. Teachers in our community feel free to discuss controversial issues in their classes . . . . A PA PD D

92. My principal tries to make me feel comfortable when he visits my classes . . . . A PA PD D

93. My principal makes effective use of the individual teacher's capacity and talent . . . . A PA PD D

94. The people in this community, generally, have a sincere and wholehearted interest in the school system . . . . A PA PD D

95. Teachers feel free to go to the principal about problems of personal and group welfare . . . . A PA PD D

96. This community supports ethical procedures regarding the appointment and reappointment of members of the teaching staff . . . . A PA PD D

97. This community is willing to support a good program of education . . . . A PA PD D

98. Our community expects the teachers to participate in too many social activities . . . . A PA PD D

99. Community pressures prevent me from doing my best as a teacher . . . . A PA PD D

100. I am well satisfied with my present teaching position . . . . A PA PD D

FORM PCI
INFOMATION SHEET

INSTRUCTIONS: Please complete this form by checking the appropriate boxes and filling in blanks where indicated.

1. Sex

   ( ) Male ( ) Female

2. Marital Status

   ( ) Single ( ) Married ( ) Widow(er) ( ) Separated or
   Divorced

3. Age

   ( ) 20-29 years ( ) 30-39 years ( ) 40-49 years
   ( ) 50-59 years ( ) 60-69 years

4. Present position (specify as indicated)

   ( ) Elementary Teacher (please specify grade_____)
   ( ) Secondary Teacher (subject(s)_____)
   ( ) Other (please specify position_____)

5. Experience as an educator (as of the end of this academic year)

   _____years as a teacher
   _____years as a principal, supervising principal, or
        superintendent
   _____years as a guidance counselor
   _____years, other (please specify position_____)

6. Amount of education

   ( ) Less than Bachelor's degree
   ( ) Bachelor's degree
   ( ) Bachelor's degree plus additional credits
   ( ) Master's degree
   ( ) Master's degree plus additional credits
   ( ) Doctor's degree

7. Undergraduate preparation

   ( ) Major within the field of education
   ( ) Major in area outside the field of ecuation

8. Graduate preparation

   ( ) Major within the field of education
   ( ) Major in area outside the field of education

FORM PCI

INFORMATION

On the following pages a number of statements about teaching are presented. Our purpose is to gather information regarding the actual attitudes of educators concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion of them.

Your responses will remain confidential, and no individual or school will be named in the report of this study. Your cooperation is greatly appreciated.

INSTRUCTIONS: Following are twenty statements about schools, teachers, and pupils. Please indicate your personal opinion about each statement by circling the appropriate response at the right of the statement.

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1. It is desirable to require pupils to sit in assigned seats during assemblies.	SA	A	U	D	SD
2. Pupils are usually not capable of solving their problems through logical reasoning.	SA	A	U	D	SD
3. Directing sarcastic remarks toward a defiant pupil is a good disciplinary technique.	SA	A	U	D	SD
4. Beginning teachers are not likely to maintain strict enough control over their pupils.	SA	A	U	D	SD

		STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
5.	Teachers should consider revision of their teaching methods if these are criticized by their pupils.	SA	A	U	D	SD
6.	The best principals give unquestioning support to teachers in disciplining pupils.	SA	A	U	D	SD
7.	Pupils should not be permitted to contradict the statements of a teacher in class.	SA	A	U	D	SD
8.	It is justifiable to have pupils learn many facts about a subject even if they have no immediate application.	SA	A	U	D	SD
9.	Too much pupil time is spent on guidance and activities and too little on academic preparation.	SA	A	U	D	SD
10.	Being friendly with pupils often leads them to become too familiar.	SA	A	U	D	SD
11.	It is more important for pupils to learn to obey rules than that they make their own decisions.	SA	A	U	D	SD
12.	Student governments are a good "safety valve" but should not have much influence on school policy.	SA	A	U	D	SD
13.	Pupils can be trusted to work together without supervision.	SA	A	U	D	SD
14.	If a pupil uses obscene or profane language in school, it must be considered a moral offence.	SA	A	U	D	SD
15.	If pupils are allowed to use the lavatory without getting permission, this privilege will be abused.	SA	A	U	D	SD
16.	A few pupils are just young hoodlums and should be treated accordingly.	SA	A	U	D	SD

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE

17. It is often necessary to remind pupils that their status in school differs from that of teachers. **SA   A   U   D   SD**

18. A pupil who destroys school material or property should be severely punished. **SA   A   U   D   SD**

19. Pupils cannot perceive the difference between democracy and anarchy in the classroom. **SA   A   U   D   SD**

20. Pupils often misbehave in order to make the teacher look bad. **SA   A   U   D   SD**

APPENDIX B

RAW DATA

Elementary

Teacher Number	Congruent PCI Score	PTO Score	Teacher Number	Congruent PCI Score	PTO Score
1	03	80	46	04	66
2	04	77	47	03	62
3	04	72	48	07	80
4	05	75	49	01	57
5	05	64	50	06	78
6	05	54	51	03	77
7	05	58	52	14	70
8	07	67	53	03	66
9	07	74	54	08	76
10	07	70	55	08	74
11	09	62	56	07	75
12	09	77	57	09	59
13	10	61	58	06	67
14	10	75	59	09	77
15	11	68	60	07	70
16	13	70	61	15	61
17	14	66	62	00	77
18	14	80	63	01	69
19	18	70	64	04	67
20	13	76	65	03	80
21	00	75	66	01	72
22	16	79	67	11	77
23	06	50	68	02	72
24	03	76	69	11	63
25	04	78	70	02	74
26	16	74	71	01	56
27	07	60	72	15	76
28	12	63	73	02	70
29	19	54	74	16	61
30	00	69	75	13	73
31	12	66	76	07	80
32	13	78	77	13	75
33	05	75	78	06	70
34	00	78	79	16	77
35	00	69	80	01	77
36	07	75	81	12	65
37	07	69	82	26	60
38	20	80	83	01	72
39	23	72	84	08	80
40	08	74	85	15	73
41	02	73	86	09	73
42	21	71	87	02	79
43	16	77	88	13	78
44	05	63	89	16	78
45	09	77	90	28	79

Elementary Continued

Teacher Number	Congruent PCI Score	PTO Score	Teacher Number	Congruent PCI Score	PTO Score
91	01	71	137	26	75
92	07	77	138	11	76
93	12	79	139	11	78
94	03	79	140	11	73
95	18	53	141	09	64
96	30	74	142	06	75
97	28	64	143	14	78
98	20	63	144	15	72
99	01	70	ELEM. MEAN - 9.87		71.33
100	05	71			
101	17	65			
102	10	69		Secondary	
103	07	66			
104	14	58	1	04	75
105	10	74	2	09	76
106	04	68	3	22	60
107	03	61	4	14	69
108	13	74	5	10	68
109	10	74	6	08	75
110	13	71	7	04	75
111	12	76	8	13	79
112	08	68	9	03	68
113	34	67	10	17	65
114	13	67	11	06	68
115	13	71	12	10	59
116	16	80	13	12	67
117	20	72	14	03	72
118	33	64	15	26	69
119	07	77	16	39	65
120	06	79	17	07	70
121	04	64	18	00	70
122	03	79	19	02	75
123	11	69	20	20	73
124	11	75	21	20	73
125	08	74	22	06	55
126	06	78	23	14	49
127	03	64	24	11	74
128	10	75	25	18	52
129	20	78	26	13	62
130	11	69	27	23	69
131	12	73	28	06	65
132	04	77	29	06	72
133	15	79	30	10	67
134	17	76	31	21	72
135	15	79	32	07	66
136	12	80	33	03	70

Secondary Continued

Teacher Number	Congruent PCI Score	PTO Score	Teacher Number	Congruent PCI Score	PTO Score
34	03	61	30	00	53
35	00	77	81	09	77
36	14	67	82	10	61
37	01	68	83	05	74
38	21	58	84	13	78
39	04	55	85	02	74
40	09	72	86	04	74
41	13	69	87	04	78
42	00	77	88	03	79
43	14	65	89	13	66
44	25	66	90	10	51
45	06	74	91	02	73
46	00	74	92	00	73
47	13	77	93	03	51
48	08	77	94	03	76
49	23	78	95	00	69
50	03	65	96	12	79
51	03	61	97	06	78
52	03	62	98	09	75
53	10	77	99	05	77
54	17	78	100	26	75
55	11	57	101	14	69
56	02	79	102	15	78
57	11	78	103	01	48
58	08	78	104	13	77
59	11	72	105	02	79
60	04	68	106	05	76
61	01	57	107	07	71
62	10	58	108	06	79
63	11	75	109	09	72
64	17	67	110	06	76
65	15	62	111	05	71
66	00	63	112	05	68
67	03	75	113	12	55
68	12	67	114	08	68
69	00	62	115	01	79
70	08	62	116	06	70
71	04	73	117	01	66
72	10	53	118	05	72
73	06	79	119	14	73
74	04	74	120	04	69
75	04	77	121	02	58
76	10	72	122	01	78
77	04	54	123	00	74
78	06	69	124	11	72
79	06	54	125	05	71

Secondary Continued

Teacher Number	Congruent PCI Score	PTO Score	Teacher Number	Congruent PCI Score	PTO Score
126	19	63	127	17	67
			SEC. MEAN -	8.54	68.53
			TOTAL SCORES 271	MEAN - 9.25	70.02

APPENDIX C

SCATTERGRAMS

FILE   NONAME   (CREATION DATE = 05/10/78)
SUBFILE   ELEM
SCATTERGRAM OF   (DOWN) CONS-U   (ACROSS) SATISFY
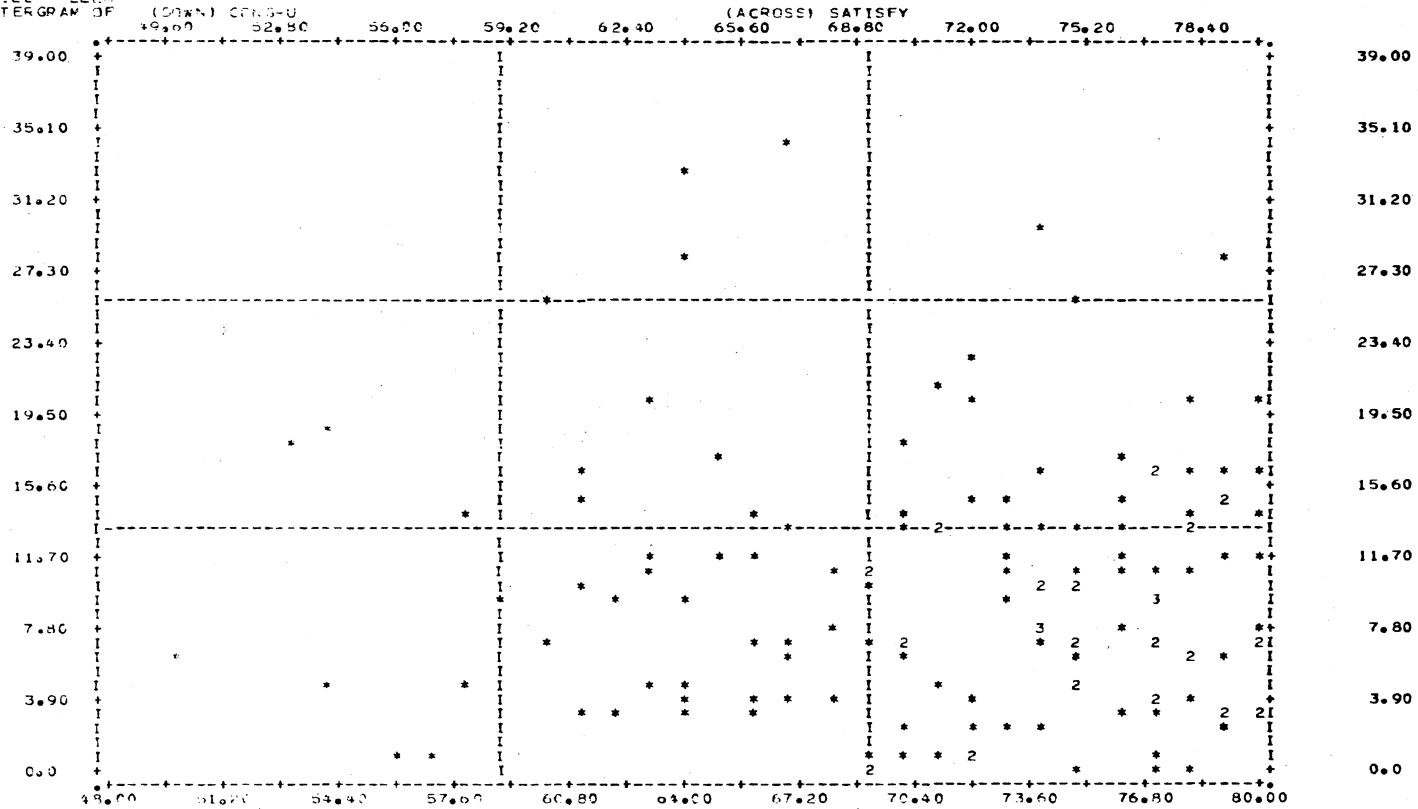
STATISTICS..

CORRELATION (R)—	-0.02353	R SQUARED	—	0.00081	SIGNIFICANCE —	0.36712
STD ERR OF EST —	6.94300	INTERCEPT (A) —	11.95412	SLOPE (B) —	-0.02915
PLOTTED VALUES —	144	EXCLUDED VALUES—	0	MISSING VALUES —	0

'********' IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED.

77

FILE   NONAME   (CREATION DATE = 05/10/78)
SUBFILE   ELEM   HIGH
SCATTERGRAM OF   (DOWN) CONGRU   (ACROSS) SATISFY
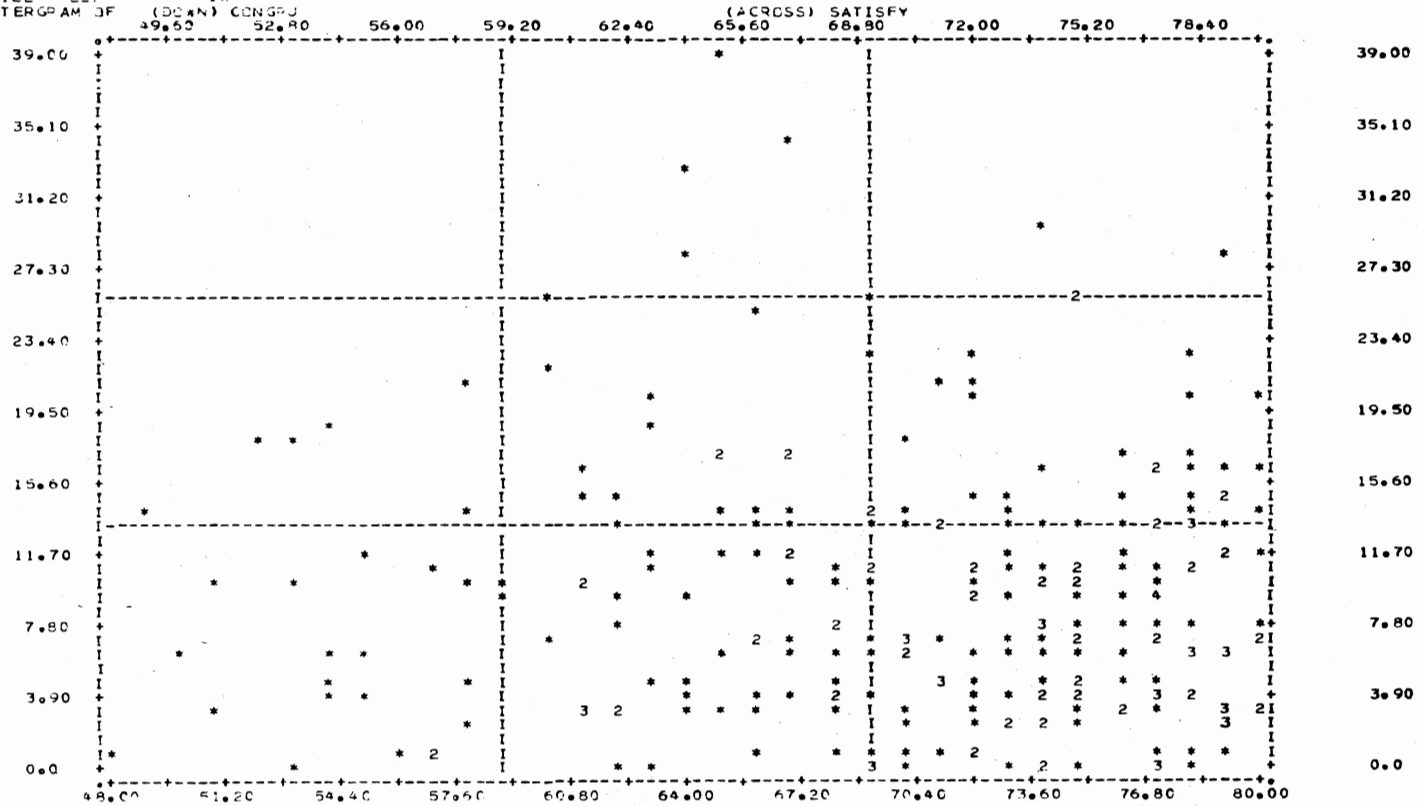
STATISTICS..

CORRELATION (R)-	-0.03837	R SQUARED	-	0.00147	SIGNIFICANCE	-	0.26468
STD ERR OF EST -	6.91582	INTERCEPT (A)	-	11.67995	SLOPE (B)	-	-0.03582
PLOTTED VALUES -	271	EXCLUDED VALUES-		0	MISSING VALUES -		0

'********' IS PRINTED IF A COEFFICIENT CANNOT BE COMPUTED.

78

FILE   N)NAME   (CREATION DATE = 05/10/78)
SUBFILE   HIGH
SCATTERGRAM OF   (DOWN) CONGFU   (ACROSS) SATISFY

```
              49.50      52.80      56.00      59.20      62.40      65.60      68.80      72.00      75.20      78.40
           .+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+.
   39.00   +                                    I                   *       I                                     +   39.00
           I                                    I                           I                                     I
           I                                    I                           I                                     I
           I                                    I                           I                                     I
   35.10   +                                    I                           I                                     +   35.10
           I                                    I                           I                                     I
           I                                    I                           I                                     I
           I                                    I                           I                                     I
   31.20   +                                    I                           I                                     +   31.20
           I                                    I                           I                                     I
           I                                    I                           I                                     I
           I                                    I                           I                                     I
   27.30   +                                    I                           I                                     +   27.30
           I                                    I                           I                                     I
           I------------------------------------I---------------------*-----I-------------*-----------------------I
           I                                    I                   *       I                                     I
   23.40   +                                    I                           *                                     +   23.40
           I                                    I         *                 I                          *          I
           I                              *     I *                         I          *                          I
           I                                    I                           I                                     I
   19.50   +                         *          I            *              I                                     +   19.50
           I                                    I                   *     2 I                          *          I
           I                                    I                           I                                     I
   15.60   +                                    I                           I                                     +   15.60
           I      *                             I              *            I     *        *          2           I
           I------------------------------------I-------------------*----*--I-------*-----------------2--*--*---I
   11.70   +                            *       I                        2  I          2    *    *         *    + 11.70
           I         *        *             *   I       *                 * I  *          *    *  *             I
           I                                    I                           I  2                                I
    7.80   +                         *          I          *              * I              *        *    *      +   7.80
           I               *    *               I                *        * I  * *  *  *  *    *         *    2  I
           I                                    I                         * I         2 *  * * 2  2  * *        I
    3.90   +               *    *               I     2   *        *       *I  *    *   2  2    * *  *          +   3.90
           I       *                            I                        * I       *  *  *             2       I
           I                            *       I                        * I          *  *  *             * *  I
    0.0    +*                *          *       I         *   *        *   I*        *       2          2   * * +   0.0
           .+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+----+.
          48.00      51.20      54.40      57.60      60.80      64.00      67.20      70.40      73.60      76.80      80.00
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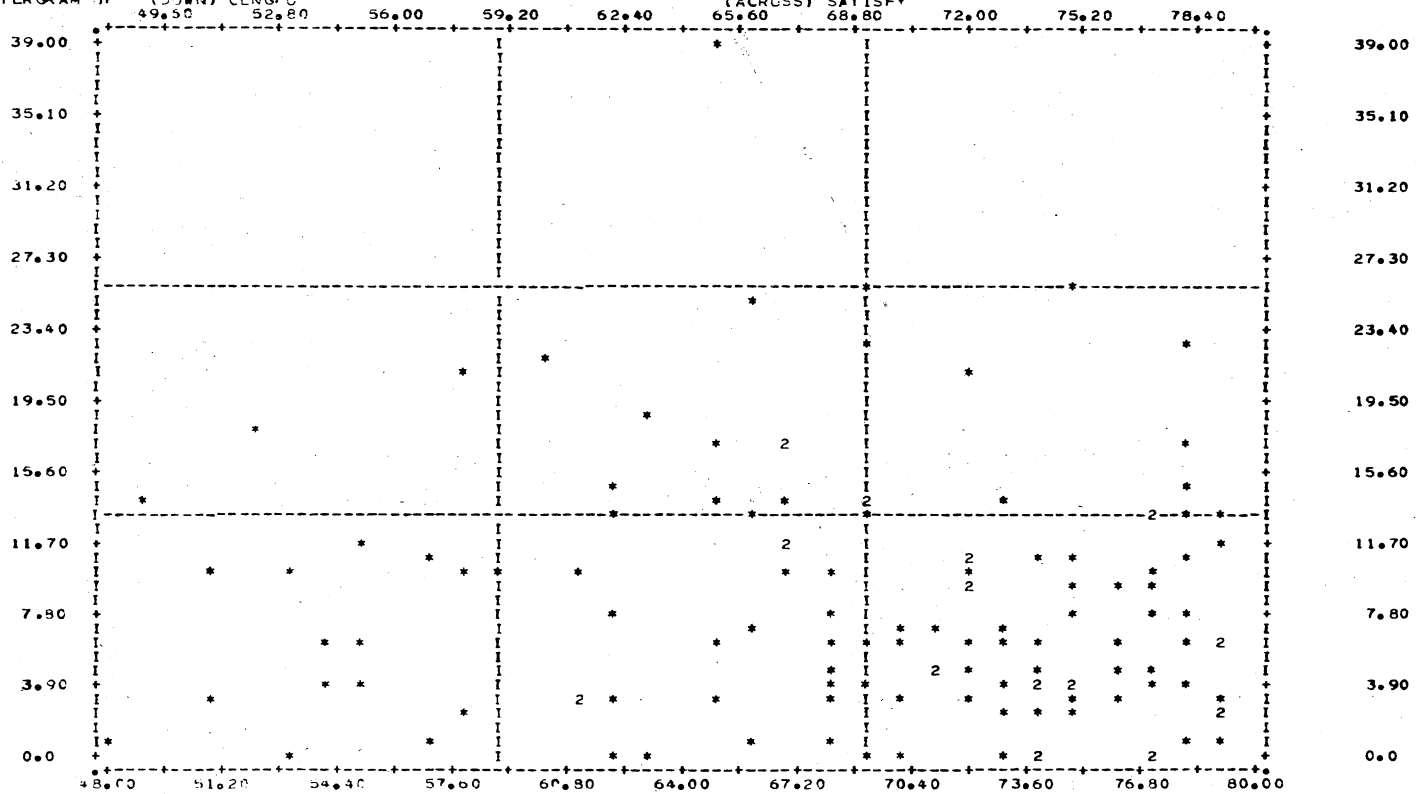
STATISTICS..

CORRELATION (R)-	-0.08387	R SQUARED	-	0.00703	SIGNIFICANCE	-	0.17426
STD ERR OF EST -	5.77549	INTERCEPT (A)	-	13.34459	SLOPE (B)	-	-0.07221
PLOTTED VALUES -	127	EXCLUDED VALUES-		0	MISSING VALUES -		0

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APPENDIX D

ADDITIONAL REFERENCES

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    Teaching." The Journal of Educational Sociology (October, 1955),
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    trol Ideology Consensus and Teacher Job Satisfaction." Urban
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VITA 2

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