

JOB SATISFACTION OF VOCATIONAL  
AGRICULTURE TEACHERS IN  
CENTRAL OKLAHOMA

By

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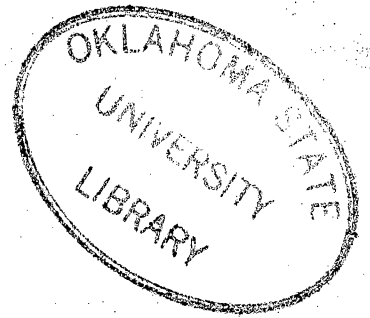
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## CHAPTER I

### INTRODUCTION

A growing concern in why vocational agriculture teachers keep leaving the profession, after only a few years of teaching, has brought about the necessity for a study dealing with job satisfaction.

Many businessmen and public officials have been asked what motivated or helped them start their careers, and many have responded with the comment that their agriculture teacher or the vocational agriculture training they received in high school provided the inspiration. With reduced economic activity, particularly in the agriculture sector, there seems to be much concern regarding the status of both extension and vocational agriculture program and the availability of qualified personnel in many communities.

The key to successful vocational agricultural programs lies in the quality of teachers. Therefore, if the acquisition of quality teachers or keeping them in the profession seems to be a crucial problem then a concern must be raised regarding the satisfaction of teachers in their present positions.

Research efforts in other areas of the country have looked at the characteristics of "good" teachers, their involvement in FFA activities, utilization of advisory committees, and why teachers remain or leave the teaching profession.

Characteristics were found that established relationships as to those teachers that were perceived as being successful in their present jobs. Apparently teachers who have been satisfied with their current employment tend to be more aggressive and interested in conducting quality programs.

#### Statement of Problem

Many teachers who have been doing an outstanding job leave the profession and seek other careers and occupations. Many in totally different fields from agriculture. Therefore, there seems to be a need to determine if job satisfaction poses a threat to long tenure in the teaching profession.

#### Purpose of the Study

The purpose of the study was to determine the satisfaction Central District teachers receive from their jobs of teaching Vocational Agriculture.

#### Objectives of the Study

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

1. To determine the level of job satisfaction among Central District vocational agriculture teachers in their present positions.
2. To determine the level of satisfaction among Central District vocational agriculture teachers regarding salary and other monetary

considerations.

3. To determine the level of satisfaction among Central District vocational agriculture teachers regarding policies and personal relationships affecting the administration and supervision of vocational agriculture programs.

4. To determine the importance of student behavior and advisory committees among Central District vocational agriculture teachers.

#### Scope of Study

The population of this study was limited to the 90 vocational agriculture teachers in the Central District.

#### Definition of Terms

The following definition of terms were used in the study.

Vocational Agriculture - Refers to courses of instruction taught to high school students for careers in agriculture and related occupations.

Central District - Teachers of Oklahoma which teach in the Central part of the State and are under the instruction of Mr. Verlin Hart and Mr. Bob Mitchell.

Advisory Council - A group of local citizens in the community chosen by the vocational agriculture teacher to provide assistance, constructive ideas, and direction for the vocational agriculture program to meet community needs.

Vocational Agriculture Teacher - Individuals who instruct junior high and high school students regarding careers and job related occupations in agriculture.

Job Satisfaction - Satisfaction derived from an individual's employment as a professional in a particular career field.

## CHAPTER II

### REVIEW OF LITERATURE

A review of literature was conducted to obtain information that was useful for a questionnaire and to determine what research had previously been completed concerning job satisfaction of vocational agriculture teachers. For the purpose of continuity this review was divided into six areas and a summary to facilitate clarity and organization. The six areas were as follows: (1) Job Satisfaction, (2) Teachers Leaving the Profession, (3) Relationships Between Teachers and Administrators, (4) Encouraging Teachers to Remain in Teaching, (5) Satisfaction of Involvement with the FFA, and (6) Utilizing Advisory Committees.

#### Job Satisfaction

For teachers to remain in the profession there must be a particular level of enjoyment and contentment acquired from the work that a person does that obscures the routine and the less than enjoyable aspects of his or her job.

Mattox (1) found that job satisfaction was one factor that was related to vocational agriculture teacher turnover. Past studies have also shown that a positive relationship exists between job satisfaction and performance. Korman (8) applies these findings to teachers, it can be inferred that a satisfied teacher will perform better which will

result in the enhancement of the teacher/learning process. If this is the case, then, research efforts recognizing the importance of job satisfaction among vocational agriculture teachers were implications concerning the teacher's level of performance and program success.

Bowan (1) studied the job satisfaction of teacher educators in agriculture and found that teacher educators possessed a high degree of job satisfaction as measured by the Job Satisfaction Index. "The factor that was the highest 'job satisfaction' was interpersonal relations and the least satisfying factor was salary" (p. 47).

Knight (7) in a study of why vocational agriculture teachers quit teaching found that five factors were related to teacher turnover.

These factors were:

1. Long range occupational goals were other than teaching vocational agriculture,
2. There were students in class who should not have been in vocational agriculture,
3. Inadequate opportunities for advancement,
4. Long hours, and
5. Inadequate salary (p. 34).

Studies by Lacy (9), Mattox (10), Olson (11), and Vecchil (21) found that several variables have an influence on the job satisfaction level of teachers. These variables include religion, class size, teaching experience, school size, teacher supervision, income, community size, geographic location, professional relationships, and educational level.

#### Why Teachers Leave the Profession

Knight (7) indicated that,

. . . the highest ranking factor given by former teachers was 'long hours', followed closely by 'students in class who should not be in vocational agriculture.' Also, 'long

range occupational goal' was something different than teaching vocational agriculture. The fourth and fifth reasons given by teachers related to 'long hours.' This includes insufficient salary to cover long hours and too many extracurricular activities. The sixth factor according to former teachers was inadequate administrative support and backing on decisions (p. 134).

The major reasons given by principals as to why teachers leave the profession were "long range occupational goals being somewhat different than teaching vocational agriculture." Following distantly in second was "inadequate salary" with "long hours" rating third. The next three reasons given by principals revolve around the students. "Was unable to get students to learn as desired" was rated fourth, while "disliked disciplining students and dislike students' attitudes" was rated fifth and sixth, respectively.

Knight (7) further stated,

Several vocational agriculture teachers agreed with the principals on 'long range occupational goals were sometimes different than teaching vocational agriculture' as the number one reason for leaving. Second was 'long hours.' The third reason the past teacher left, according to present teachers was 'had students in class who should not have been in vocational agriculture'. 'Inadequate salary' was rated fourth, while 'unable to get students to learn as desired' was fifth (p. 135).

In comparing the rankings of the three groups, both agreement and disagreement were found. All three groups had long hours, inadequate salary, different long range occupational goals, and students in class who should not be in vocational agriculture. The principals however, rated the last item eighth. The principal and present teacher generally agreed the past teacher was unable to get students to learn as desired, while past teachers did not perceive this as an important factor. Past teachers and administrators were in disagreement over the importance of administrative support in the teachers' decision to leave. The



principals were the only ones who perceived disciplining students as a reason for the teacher leaving.

Furthermore, Knight (6) revealed in his study that vocational agriculture teachers who left the profession listed some very interesting reasons for their departure. The most pressing reason "long hours" combined with the fourth reason "inadequate salary" was a particularly descriptive combination. This may very well be the limiting factor to the number of well qualified capable young teachers who are attracted to teaching. Jewel (2) reported that when asked if vocational agriculture programs provided the basic conceptual preparation needed to enter farming immediately after high school, a majority of the administrators answered, yes.

Jewel (2) reported that vocational agriculture is believed to be vocational education. Vocational agriculture should also have responsibilities for training students who enter non-farm agriculture occupations. Students enroll in vocational agriculture because they are interested in occupational training for jobs in the agriculture industry.

Knight (6) further stated that teachers must begin to recognize that schools were not set up solely to support vocational agriculture and their personal agriculture interests.

All other school programs are not simply satellites in orbit around vocational agriculture. The vocational agriculture teacher should learn to be more of a team player and less of a lone wolf in the school pack.

If a teacher expects administrative support for his programs, he must be prepared to offer a supportable program. If he expects administrative backing for his decisions, he must first establish a track record for making sound decisions. If he expects to be trusted by the school administration he must concentrate on deserving the trust by being a productive, loyal faculty member. If that means taking on some 'extra

curricular' and 'evening' activities, he must be prepared to do so without constant whining and complaining (p. 2).

### Encouraging Teachers to Remain in Teaching

As a result of a Kansas study on what could be done to help encourage teachers to stay in the teaching profession, Reilly (13) made the following recommendations.

1. Encouragement factors rated highest by vocational agriculture teachers should be emphasized and promoted by teacher educator staffs and professional organizations. Experienced teachers should be reminded periodically of the satisfaction and enjoyment possible in teaching. Potential recruits into agricultural education should be made aware of benefits of teaching: such as working with young and rural people, the chance to work outdoors, variety, and flexibility in the work.
2. Several factors which were given average ratings by vocational agriculture teachers should be given more emphasis during the students pre-professional semester. Areas include additional work in public relations, student motivation, student behavior, and discipline, and understanding vocational funding and salary schedules.
3. Steps should be taken to increase salaries and fringe benefits for vocational agriculture teachers. Teacher workload such as long hours, evening responsibilities, and paper work should be diminished whenever possible. Maximum loads with defined limits should be established in those areas.
4. The amount of technical training received by vocational agriculture teachers should be increased. Possibilities here include an undergraduate curriculum change to allow for more credit hours of technical agriculture and the establishment of inservice short courses in the technical agriculture field.
5. Secondary school administrators should be more fully aware of the existing vocational agriculture teacher shortage. Those schools with experience relatively high rates of teacher turnover should be encouraged to support and adequately equip the vocational

agriculture department in their school.

6. Since one-fourth of the respondents had no experience as a high school student in vocational agriculture, all qualified secondary students should be recruited as potential agriculture education students.
7. Studies in this and other areas relating to the teacher shortage should be continued. Leadership and research of this kind should be provided by professional organizations and financial assistance should be afforded by the State Department of Education (p. 22).

#### FFA Involvement

Ricketts and Newcomb (14) and Townsend and Carter (20) found that factors affecting participation in local FFA chapter activities were relevant to increasing member participation and controlling member behaviors.

The literature revealed that participation and involvement of advisers, officers, and members was important in planning and conducting FFA chapter activities. In addition, it was suggested that involvement was important in conducting a dynamic and effective organization. Because the FFA was an integral component of the vocational agriculture program, it was important that all members of the organization be involved and benefit from a shared responsibility to insure that appropriate goals and activities are successfully completed.

Welton (22) reported that strong emphasis on leadership development in FFA activities was reflected in the opportunities for members and personal development.

When individuals with high levels of participation were grouped together and compared with those of low levels of participation, significant differences were found in all areas except self-confidence,

scholarship, and health and recreation.

### Utilizing Advisory Committees

Effective use of advisory committees can be an important key to developing a successful vocational agriculture teacher and program. Kindschy (5) reports a simple and meaningful method of informing an advisory council of the qualities good vocational agriculture programs should have, while providing assistance to the instructor and school administration in evaluating the local program.

The first step in the evaluation process was for the local instructor to obtain an evaluation check sheet suitable to his or her local area. Most states have evaluation check sheets available for various vocational programs, which with perhaps some revision, can be used effectively.

Idaho has an evaluation guide designed for vocational agriculture, divided into five areas as follows: (1) organization, (2) instruction, (3) summer programs, 4) FFA, and (5) permanent facilities. Each area contains 25 yes or no items. The local teacher, then rates his department according to the factors and duplicates the forms with his ratings recorded (p. 33)

The second step was the evaluation meeting with the advisory council, school board members if possible, and school administrators. Each person attending the meeting was provided with a copy of the evaluation forms with all items rated by the instructor. The local principal or the chairman of the advisory council conducted the decision. The group would then consider areas of concern.

A program of this type could provide considerable assistance in solving and averting potential problems.

## Summary

Enjoyment and contentment were found to be important aspects of one's job. Teachers were little different than other groups in society when looking at factors pertaining to job satisfaction. Older teachers do not seem as concerned about salary, facilities, or relationships with students or administrators as young teachers do. This findings was established in White's (23) study and probably due to the teacher's reputation and expectations being established over a considerable period of time. In addition, other studies have revealed positive relationships between job satisfaction and performance. Many times beginning teachers receive their greatest satisfaction from the FFA activities in which they are involved, association from fellow teachers, students, and parents. Redefer (12) pointed out in his study that "the level of job satisfaction among teachers appeared to be relevant to the quality and excellence of the school's educational program" (p. 59).

With regard to teachers leaving the profession, level of satisfaction seems to be related to one's perceptions of freedom or the lack of it in the classroom. In addition, satisfied teachers apparently remain in the profession, while unsatisfied teachers tend to leave. This may provide some explanation to the apparent relationship between teacher satisfaction and level of tenure.

If some kind of correlation does exist between teacher tenure and job satisfaction, administrators should make themselves aware of those items or areas that seem important to teachers being content in what they are doing. "A pat-on-the-back" for doing a good job, promotions, salary increases, and other encouragement factors seem to be important

aspects of encouraging teachers to continue in teaching.

The utilization of advisory committees may be an aspect of the program that needs to be more thoroughly investigated. The guidance and direction that first-year teachers receive in getting to know the students, school, and community are important to program success and the satisfaction of individuals conducting the program. A knowledgeable and genuinely concerned advisory committee has the potential for assisting the teachers in conducting a successful program and averting potential problems.

Roe (15) pointed out in her book, The Psychology of Occupations, "In our society there is no single situation which is potentially so capable of providing satisfaction at all levels of basic needs than one's occupation. Furthermore, the work one does is the primary factor which determines an individual's social status in American society" (p. 33). In addition, Foreman (3) a dairy science instructor, stated in his philosophy of teaching that:

I do not know if I am a successful teacher.  
I do not know that I am happy and I do not see  
how anyone can be successful if he is not happy (p. 983).

## CHAPTER III

### DESIGN AND METHODOLOGY

The purpose of this chapter was to illustrate the methods used and the procedures followed in conducting this study. In order to collect data which would provide information relating to the purposes and objectives of this study, a population was determined and the instrument was developed for data collection. Procedures were established for data collection and methods of data analysis selected. Information was collected during the spring of 1987. Specific objectives were formulated to provide direction and organization of the study.

#### The Population

The population of this study was limited to the vocational agriculture instructors in the Central supervisory district. These teachers were distributed among five professional improvement groups (Davis, Waurika, Norman, Shawnee, and Stillwater) and a total of 71 vocational agriculture departments. The 71 programs were apportioned as 53 single and 18 multiple teacher departments. Eighty-six (95.56 percent) of the 90 Central District teachers participating in this study completed survey instruments during their monthly professional improvement meetings during the Spring of 1987 (See Figure 1).

A follow-up of the four non-respondents was not conducted since the survey instruments were administered in such a manner as not to

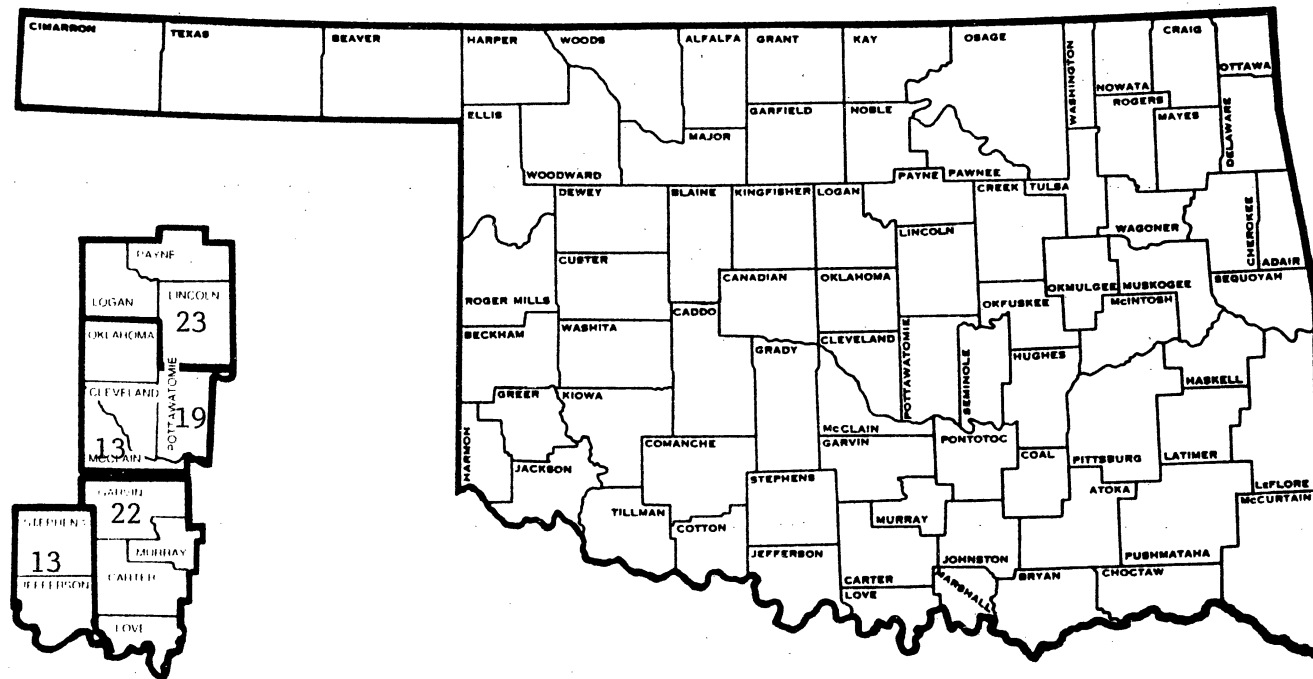


Figure 1. Distribution of Vocational Agriculture Teachers in the Central District



disclose individual identity.

#### Development of the Instrument

To gather information concerning job satisfaction among Central District teachers, a closed or restricted form questionnaire was developed (See Appendix A). A list of selected statements was developed after reviewing survey instruments developed at Purdue University and as well as studies by Lacy (2), Olson (10), and Vecchil (18).

The format of the survey instrument included a five-point interval scale of selected categories for teachers to indicate their response. The selected categories were utilized to describe the statements that the teachers perceived as being satisfactory about their present teaching positions. The questionnaire included 19 statements ascertaining the teacher's level of contentment among five categories of satisfaction. In addition the major areas alluded to in the survey were: (1) job satisfaction, (2) teaching salaries, (3) administrative systems, (4) advisory committees, (5) amount of time spent in conducting the program, (6) teaching as an occupation, and (7) student behavior.

The questionnaires were administered to the teachers during professional improvement meetings held in the Central District. The data were collected during early February, 1987.

#### Analysis of Data

The information collected was calculated utilizing a hand calculator. Frequency distributions, percentages, and arithmetic means were the descriptive statistics used to treat the data.

For each of the statements listed a frequency distribution of responses for the level of job satisfaction on a five-point interval scale was determined. In addition, weighted means for the responses derived from each statement were also determined.

Key (4) stated:

The primary use of descriptive statistics is to describe information or data through the use of numbers. The characteristics of groups of numbers representing information or data are called descriptive statistics. Descriptive statistics are used to describe groups or numerical data such as test scores, number, or hours of instruction, or the number of students enrolled in a particular course (p. 142).

The five-point "Likert-type" scale used in securing teacher responses according to the level of job satisfaction they perceived in their present positions were assigned the following numerical values: Extremely Satisfied=5; Highly Satisfied=4; Satisfied=3; Less than Satisfied=2; and No Satisfaction=1.

Absolute values were established at 4.5 and above for "Extremely Satisfied"; 3.5 to 4.49 for "Highly Satisfied"; 2.5 to 3.49 for "Satisfied"; and 1.5 to 2.49 for "Less than Satisfied"; and .5 to 1.49 for "No Satisfaction."

## CHAPTER IV

### PRESENTATION OF ANALYSIS AND DATA

Data presented in this chapter were gathered by questionnaires administered by the Central District supervisors from 86 of the 90 vocational agriculture teachers in the Central District of Oklahoma.

The purpose of this study was to determine job satisfaction among vocational agriculture teachers in the Central District.

Data from the questionnaire were broken down into seven categories as follows;

1. Job satisfaction
2. Salaries and implementation
3. Principal and administrative systems
4. Advisory committees
5. Vocational agriculture teachers
6. Recommending teaching as an occupation
7. Actions of students

In referring to the mean responses in the tables presented in this chapter, it should be remembered that the following scale was used in assigning a value which illustrated the respondent's level of job satisfaction (Table I).

TABLE I  
REAL LIMITS ARRANGED ON AN INTERVAL SCALE

Extremely Satisfied	Highly Satisfied	Satisfied	Less than Satisfied	No Satisfication
4.5 - 5	3.5 - 4.49	2.5 - 3.49	1.5 - 2.49	.5 - 1.49

## Job Satisfaction

According to the data presented in Table II, over 66 percent of the teachers surveyed were more than satisfied in their present positions, while the largest percentage (38.4 percent) were in the "highly satisfied" group. This statement also revealed a mean response of 3.90 which was determined as a result of the 86 respondents indicating their level of satisfaction on the internal scale.

The question addressed in Table III concerned making money in another occupational area, and if an individual could make more, would be willing to leave teaching and pursue another career objective? Fifty-two (60.47 percent) of the teachers indicated a "no" response, while 34 (39.53 percent) indicated they would be willing to change jobs for a pay increase.

Table IV revealed that over 97 percent of the teachers perceived themselves to be successful in their present teaching positions, while two teachers indicated they were not satisfied.

The data in Table V reflected to some degree the anxieties associated with stress and strain of teaching vocational agriculture among teachers in the Central District. Twenty-seven (31.4 percent) of the teachers stated that they were definitely aware of the stress and strain related to teaching, while 59 (69.6 percent) indicated that they did not perceive it to be a problem for them.

## Teaching Salary Policy

The information illustrated in Table VI showed that the policies under which pay raises were granted was "less than satisfactory" for

TABLE II

A SUMMARY OF THE TEACHER'S PERCEIVED JOB  
SATISFACTION BY LEVEL OF SATISFACTION

Level of Satisfaction	Frequency (N=86)	Percentage %
Extremely Satisfied	24	27.9
Highly Satisfied	33	38.4
Satisfied	25	29.1
Less than Satisfied	4	4.6
No Satisfaction	--	----
Total	86	100.00

TABLE III

A SUMMARY OF WHETHER OR NOT TEACHERS WOULD LEAVE  
THE PROFESSION FOR PAY INCREASES IN  
OTHER OCCUPATIONAL AREAS

Response	Frequency (N=86)	Percentage %
Yes	34	39.53
No	52	60.47
Total	86	100.00

TABLE IV

A SUMMARY OF WHETHER OR NOT THE TEACHERS PERCEIVED THEMSELVES TO  
BE SUCCESSFUL IN THEIR PRESENT POSITIONS

Response	Frequency (N=86)	Percentage %
Yes	84	97.60
No	2	2.40
Total	86	100.00

TABLE V

A SUMMARY OF WHETHER OR NOT STRESS WAS PERCEIVED AS CREATING  
AN UNDESIRABLE JOB SITUATION AMONG  
CENTRAL DISTRICT TEACHERS

Response	Frequency (N=86)	Percentage %
Yes	27	31.40
No	59	68.80
Total	86	100.00

TABLE VI

A SUMMARY OF RESPONDENT'S PERCEPTIONS CONCERNING THE  
APPROPRIATENESS OF SALARY POLICY BY LEVEL  
OF SATISFACTION

Level of Satisfaction	Frequency (N=86)	Percentage %
Extremely Satisfied	2	2.32
Highly Satisfied	13	15.12
Satisfied	31	36.05
Less Than Satisfied	36	41.86
No Satisfaction	4	4.65
Total	86	100.00

Mean - 2.69



for almost 42 percent of the Central District teachers, while over 53 percent of the teachers indicated satisfaction ranging from "satisfied" to "extremely satisfied." In addition, Table VII also illustrated the satisfaction among Central District teachers associated with the fairness in which salary policy was administered. The largest group of respondents (38.4 percent) indicated they were "satisfied", while an almost equal group in size (32.5 percent) stated they were "less than satisfied" with the manner in which salary increases were handled.

Table VIII revealed a perceived comparison concerning what teachers' opinions were of salaries in other school districts with which they were familiar. Forty-two percent indicated they were "satisfied" with the salary they received in their present positions. Furthermore, the responses illustrated in this table indicated a range of "satisfied" to "extremely satisfied" for over 79 percent of the Central District teachers.

#### Local Principal and Program Administration

The data presented in Table IX depicted a mean response of 3.38 which was in the "satisfied" category by level of satisfaction. Almost half (47.58 percent) of the 86 respondents indicated that they were "highly satisfied" that the work and performance of faculty members was appreciated by their principals; however, 14 respondents indicated they were "less than satisfied", while three revealed they were not satisfied with the level of appreciation demonstrated by their principal. The largest group of respondents was the "highly satisfied" group with 30 (34.88 percent) of the 86 teachers. One interesting

TABLE VII

A SUMMARY OF THE RESPONDENT'S PERCEPTIONS CONCERNING THE FAIRNESS  
BY WHICH SALARY INCREASES WERE HANDLED BY  
LEVEL OF SATISFACTION

Level of Satisfaction	Frequency (N=86)	Percentage %
Extremely Satisfied	3	3.49
Highly Satisfied	21	24.42
Satisfied	33	38.37
Less Than Satisfied	28	32.56
No Satisfaction	1	1.56
Total	86	100.00

Mean = 2.69

TABLE VIII

A SUMMARY OF THE RESPONDENT'S PERCEPTIONS CONCERNING THEIR  
SALARY LEVELS AS COMPARED TO SALARY LEVELS IN OTHER  
SCHOOLS BY LEVEL OF SATISFACTION

Level of Satisfaction	Frequency (N=86)	Percentage %
Extremely Satisfied	6	6.98
Highly Satisfied	26	30.23
Satisfied	36	41.86
Less Than Satisfied	14	16.28
No Satisfaction	4	4.65
Total	86	100.00

Mean = 3.19

TABLE IX

A SUMMARY OF THE RESPONDENT'S PERCEPTIONS OF THEIR PRINCIPAL'S  
APPRECIATION FOR THEM BY LEVEL OF SATISFACTION

Level of Satisfaction	Frequency (N=86)	Percentage %
Extremely Satisfied	11	12.79
Highly Satisfied	30	34.88
Satisfied	27	31.40
Less Than Satisfied	14	16.28
No Satisfaction	3	3.49
No Response	1	1.16
Total	86	100.00

Mean = 3.38

note was the 11 teachers, who were "extremely satisfied" with their principal.

The data depicted in Table X showed the perceptions of Central District teachers regarding personal contact with their principals. Over 50 percent were at least "highly satisfied" with their relationships, while 14 of the 86 teachers indicated they were "less than satisfied." However, 72 of the 86 total respondents expressed "satisfaction" with their principal's relationships and personal contact.

Table XI revealed that over 83 percent of the teachers indicated that lines of communication with their principals was satisfactory, while almost one-fourth stated they were "extremely satisfied" with the methods and lines of communication with their principals. The mean response shown in Table XI was 3.59, which illustrated an overall level of satisfaction in the "highly satisfied" category.

The data expressed in Table XII illustrated the perceptions of Central District teachers regarding the interest of their principals in their local departments. Over 76 percent perceived that their principal's interest in their departments was "satisfactory," while at the same time over one-fifth were "less than satisfied" with their principal's interest.

Table XIII depicted the principal's promotion of a sense of belonging among teachers as perceived by Central District vocational agriculture instructors. Almost one-half (48.83 percent) of the Central District teachers expressed a perception that their principals wanted teachers to sense a feeling of belonging. However, 15 of the 86 teachers indicated that they did not perceive a sense of belonging in their respective schools.

TABLE X

A SUMMARY OF THE RESPONDENT'S PERCEPTIONS OF THE PERSONAL CONTACT WITH THEIR PRINCIPALS BY LEVEL OF SATISFACTION

Level of Satisfaction	Frequency (N=86)	Percentage %
Extremely Satisfied	20	23.26
Highly Satisfied	24	27.91
Satisfied	28	32.56
Less Than Satisfied	12	13.95
No Satisfaction	2	2.32
Total	86	100.00

Mean - 3.56

TABLE XI

A DISTRIBUTION OF TEACHER'S PERCEPTIONS CONCERNING THE LINES OF COMMUNICATION WITH THEIR PRINCIPALS BY LEVEL OF SATISFACTION

Level of Satisfaction	Frequency (N=86)	Percentage %
Extremely Satisfied	20	23.26
Highly Satisfied	27	31.40
Satisfied	25	29.07
Less Than Satisfied	12	13.95
No Satisfaction	2	2.32
Total	86	100.00

Mean = 3.59

TABLE XII

A DISTRIBUTION OF THE RESPONDENT'S PERCEPTIONS CONCERNING  
THEIR PRINCIPALS INTEREST IN THE VO-AG PROGRAM  
BY LEVEL OF SATISFACTION

Level of Satisfaction	Frequency (N=86)	Percentage %
Extremely Satisfied	20	23.26
Highly Satisfied	26	30.23
Satisfied	20	23.26
Less Than Satisfied	17	19.77
No Satisfaction	3	3.48
Total	86	100.00

Mean = 3.47

TABLE XIII

A DISTRIBUTION OF TEACHER PERCEPTIONS REGARDING THE PRINCIPALS  
PROMOTING A SENSE OF BELONGING AMONG TEACHERS BY LEVEL OF  
SATISFACTION

Level of Satisfaction	Frequency (N=86)	Percentage %
Extremely Satisfied	16	18.60
Highly Satisfied	26	30.23
Satisfied	29	33.72
Less Than Satisfied	12	13.95
No Satisfaction	3	3.50
Total	86	100.00

Mean - 3.66

The data illustrated in Table XIV indicated the level of satisfaction teachers feel concerning discussion of school problems with their principals. Even though 12 teachers felt "less than satisfied", over 32 percent indicated that they were "highly satisfied", while more than 26 percent stated they were "extremely satisfied" with the ease of discussing school problems with principals. As a result of a relative high level of satisfaction the overall mean response was 3.66, placing the discussing of school problems clearly in the "highly satisfied" category.

#### Advisory Committees

Table XV revealed the perceived satisfaction Central District teachers have for advisory committees. The largest group of teachers, 33 of 86, indicated they were "satisfied" regarding the importance of advisory committees, however, 28 teachers indicated they were "less than satisfied" or were "not satisfied" with the perceived importance of advisory committees. In addition, since enough of the teachers indicated levels of satisfaction in the "extremely satisfied", "highly satisfied", and "satisfied" categories a mean response of 2.93 was achieved placing the importance of advisory committees definitely in the "satisfied" category level.

Table XVI illustrated the perceived importance placed by Central District teachers regarding the maintenance and retention of advisory committee minutes from previous meetings. Only three teachers indicated they were "extremely satisfied" with this aspect of their present positions, while 16 and 37 revealed they were "highly satisfied" or "satisfied" respectively. However, the statement still

TABLE XIV

A DISTRIBUTION OF TEACHER PERCEPTIONS RELATIVE TO DISCUSSING  
SCHOOL PROBLEMS WITH THE PRINCIPAL BY  
LEVEL OF SATISFACTION

Level of Satisfaction	Frequency (N=86)	Percentage %
Extremely Satisfied	23	26.74
Highly Satisfied	28	32.56
Satisfied	23	26.74
Less Than Satisfied	7	8.14
No Satisfaction	5	5.82
Total	86	100.00

Mean = 3.66

TABLE XV

A SUMMARY OF THE IMPORTANCE OF ADVISORY COMMITTEES  
PERTAINING TO PROGRAM QUALITY BY LEVEL  
OF SATISFACTION

Level of Satisfaction	Frequency (N=86)	Percentage %
Extremley Satisfied	4	4.65
Highly Satisfied	21	24.42
Satisfied	33	38.37
Less Than Satisfied	21	24.42
No Satisfaction	7	8.14
Total	86	100.00

Mean = 2.78



TABLE XVI

A SUMMARY OF THE IMPORTANCE OF ADVISORY COMMITTEES REGARDING  
THE MAINTENANCE OF MINUTES FROM PREVIOUS MEETINGS  
BY LEVEL OF TEACHERS SATISFACTION

Level of Satisfaction	Frequency (N=86)	Percentage %
Extremely Satisfied	3	3.50
Highly Satisfied	16	18.60
Satisfied	37	43.02
Less Than Satisfied	19	22.09
No Satisfaction	11	12.79
Total	86	100.00

Mean = 2.78

achieved an overall rating of "satisfied" as a result of a weighted mean response of 2.77.

Table XVII showed the perceived importance of advisory committees to meet on a regular basis. The overall mean response reported for this aspect of the survey was 2.62. Even though over 53 percent of the Central District teachers indicated a "satisfied" perception concerning advisory committee meetings on a regular basis more than 35 percent indicated they were "less than satisfied". Only three teachers of the 86 in the "extremely satisfied" group indicated that they perceived the importance of advisory committee meetings on a regular basis.

#### Daily Work Schedule

The data illustrated in Table XVIII revealed the level of satisfaction expressed by the teachers concerning the number of hours they work during a typical work week. The overall mean response exhibited regarding this statement was 3.06, which was clearly in the "satisfied" category. While over 30 percent of the respondents indicated a "less than satisfied" situation with their weekly work schedule, however, on the other hand almost 70 percent of the teachers stated their level of satisfaction ranged from "satisfied" to "extremely satisfied" for seven respondents.

#### Teaching As An Occupation

The information revealed in Table XIX indicated that the teachers were definitely favorable toward teaching as an occupation. Almost two-thirds (63 percent) stated they would recommend teaching as an occupation to high school students, on the other hand over 33 percent

TABLE XVII

A SUMMARY OF TEACHER PERCEPTIONS REGARDING THE IMPORTANCE  
OF ADVISORY COMMITTEE MEETINGS ON A  
REGULAR BASIS BY LEVEL OF  
SATISFACTION

Level of Satisfaction	Frequency (N=86)	Percentage %
Extremely Satisfied	3	3.49
Highly Satisfied	7	8.14
Satisfied	45	55.33
Less Than Satisfied	15	17.44
No Satisfaction	15	17.44
No Response	1	1.16
Total	86	100.00

Mean = 2.62

TABLE XVIII

A SUMMARY OF TEACHER PERCEPTIONS CONCERNING THE VO-AG TEACHER WORK  
SCHEDULE BY LEVEL OF SATISFACTION

Level of Satisfaction	Frequency (N=86)	Percentage %
Extremely Satisfied	7	8.14
Highly Satisfied	18	20.94
Satisfied	34	39.53
Less Than Satisfied	25	29.27
No Satisfaction	1	1.16
No Response	1	1.16
Total	86	100.00

Mean = 3.06

TABLE XIX

A SUMMARY OF WHETHER OR NOT TEACHERS IN THEIR PRESENT  
POSITIONS WOULD RECOMMEND TEACHING AS  
AN OCCUPATION

Response	Frequency (N=86)	Percentage %
Yes	54	62.79
No	32	37.21
Total	86	100.00

indicated that they would not give teaching a favorable recommendation as an occupational choice to high school students.

#### Student Behavior

The data exhibited in Table XX dealt with student behavior. Almost 90 percent of the teacher respondents indicated that most of the behavioral actions of students was not a major irritation to them, while a little over ten percent of the teachers stated that student behavior patterns were somewhat of a problem.

TABLE XX  
A SUMMARY OF WHETHER OR NOT TEACHER RESPONDENTS BECOME  
IRRITATED BY STUDENT BEHAVIOR

Response	Frequency (N=86)	Percentage %
Yes	9	10.47
No	77	89.53
Total	86	100.00

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter was to present an overview of the study which was conducted to determine the perceptions of Central District teachers regarding job satisfaction. Major findings, conclusions, and recommendations concerning the level of satisfaction of teachers were presented in this chapter based on a detailed investigation and analysis of the data.

#### Purpose of the Study

The purpose of this study was to determine the level of satisfaction among vocational agriculture teachers in their present teaching positions in the Central Supervisory District of Oklahoma.

#### Objectives of the Study

In order to achieve the intent and purpose of research efforts, the following objectives were established:

1. To determine the level of job satisfaction among Central District teachers in their present positions.
2. To determine the level of satisfaction regarding salary and other monetary considerations among Central District teachers.
3. To determine the level of satisfaction regarding school policy and personal relationships affecting administration and supervision

of Central District vocational agriculture teachers.

4. To determine the perceived importance of advisory committees among Central District teachers in their present positions.

5. To determine the perceived impact of student behavior on job satisfaction among vocational agriculture teachers in the Central District.

#### Need for the Study

Many teachers after ten to 15 years of teaching experience seem to be seeking employment in other occupational areas. Furthermore, most teachers who sought employment in other areas were also those who had made commendable contributions to their communities and profession. Therefore, it was decided that an inquiry regarding job satisfaction could provide the information needed to determine if there were problem areas concerning job satisfaction, and if so, what areas seem to be most frequent among vocational agriculture teachers in the Central District.

#### Design of the Study

Following an overview of the literature relating to the study, procedures were set forth to satisfy the purpose and objectives of the study.

A 19 item survey was administered to Central District vocational agriculture teachers during their respective professional improvement meetings during early February, 1987. Eighty-six (95.56 percent) of the 90 Central District vocational agriculture teachers participated in the study.



Selected factors commonly studied in many job satisfaction inquiries were utilized in developing the survey instrument. The major topics addressed in the questionnaire were overall job satisfaction, salary and monetary considerations, district policy, and personal contact with the principal, daily work schedule, the importance of advisory committees, and the impact of student behavior on job satisfaction. Format of the instrument included a five-point Likert-type scale for teachers to indicate their responses. Information obtained from the questionnaire provided the opportunity for identifying major areas of influence relative to job satisfaction.

Frequency distributions, percentages, and weighted mean responses for each of the 19 research questions were the descriptive statistics utilized to treat the data collected.

### Major Findings of the Research

In addressing the major findings of the study, the writer made reference to seven principle areas emphasized in the presentation and analysis of data. The areas were as presented: (1) Overall job satisfaction, (2) Salary implementation, (3) The principal and personal relationships, (4) Work schedule, (5) Advisory committees, (6) Teaching as an occupation, and (7) Impact of student behavior.

### Job Satisfaction

Overall job satisfaction category was addressed in four of the 19 survey items. Over 95 percent of the teachers in the Central District indicated they were satisfied in their present positions. Furthermore, more than three-fourths of the teachers revealed that they

perceived themselves to be successful in their chosen profession, while over 69 percent did not perceive the stress and anxieties some times associated with teaching to be a problem. In addition, over 60 percent of those presently teaching in the Central District indicated they would not be willing to change jobs for a pay increase in another occupational area.

#### Salary Implementation

Over 42 percent of the respondents indicated the manner and policies under which salary increases were implemented was unfair. In addition, the largest group of teachers (36) did not view present salary policy as being appropriate, while 31 indicated they were "satisfied" with the salary policy in their local schools. As to salary levels in other schools with which they were familiar, most teachers indicated their satisfaction respectively, "satisfied"-41.86 percent, "highly satisfied"-30.23 percent, and "extremely satisfied"-6.98 percent.

#### Principal Relationships and Personal Contact

The largest group of Central District teachers, 30, seem to be "highly satisfied" regarding their principal's appreciation of their efforts and performance. However, personal contact with their principals seem to be somewhat more satisfying which was revealed in an overall mean response of 3.56, which was in the "highly satisfied" category. In addition, over 73 percent seem to have a favorable perception of the openness of communication channels with their respective principals, while more than 76 percent were more or less satisfied

with their principal's interest in their vocational agriculture programs. Over 81 percent indicated they felt their principal promoted a sense of belonging in their schools, while more than 85 percent stated they were least satisfied with the manner in which he could discuss school problems with their respective principals.

#### The Work Schedule

While over 30 percent of the teachers currently teaching in the Central District indicated "less than satisfaction" with the hours of their daily work schedules, almost 70 percent indicated a more favorable view, ranging from "satisfied" to "extremely satisfied" for their typical work day.

#### Advisory Committees

Central District teachers participating in this study were somewhat less than enthusiastic regarding advisory committees, with 28 of the 86 indicating "less than satisfaction" concerning the perceived importance of advisory committees, while a total of 53 of the 86 total teachers were somewhat satisfied with keeping minutes of previous advisory committee meetings. Even though 35 percent of the respondents were "less than satisfied" with advisory committee meetings on a regular basis, over 53 percent seemed to perceive the importance of regular committee meetings by expressing their views in the "satisfied" category or higher.

#### Teaching as an Occupation

Almost two-thirds of the teachers currently teaching in the

Central District indicated they would recommend teaching as a desirable occupation, while a little over a third stated they would not recommend teaching as an occupational career to their students.

### Student Behavior

Approximately 90 percent of the teacher respondents revealed that most of the behavioral patterns exhibited by their students did not pose a problem for them.

### Conclusions

Interpretation and major findings of the study prompted certain conclusions concerning the perceptions of Central District teachers regarding satisfaction in their present positions.

1. Apparently Central District teachers were satisfied in their present positions.
2. As a result of the findings and interpretation of the data, the stress and anxieties sometimes associated with teaching did not seem to affect the level of satisfaction exhibited by Central District teachers.
3. Central District teachers were apparently not willing to change jobs for a pay increase even though it may have been available in a career area other than teaching.
4. The respondents seem to perceive an aura of unfairness in the manner in which pay raises were implemented.
5. There seems to be somewhat "less than satisfaction" concerning appropriateness of salary increases among vocational agriculture teachers in the Central District.

6. Central District teachers seemed to be satisfied with the salary in their present positions even though perceptions of concern exists regarding salary implementations and appropriateness.

7. There seems to be an attitude of trust between vocational agriculture teachers and their principals in the Central District.

8. Apparently, Central District teachers were satisfied with the manner in which their principals encouraged and promoted a spirit of belongingness among schools in the district.

9. As a result of the findings and interpretation of the data Central District teachers apparently feel that they can openly discuss school problems with their local principals.

10. Central District teachers seemed to be favorably satisfied with the daily work schedules related to teaching vocational agriculture.

11. Central District vocational agriculture teachers seemed to be less than enthusiastic concerning their perceptions of advisory committees.

12. As a result of the findings, it was concluded that teachers in the Central District were inclined to recommend teaching as a career objective.

13. Apparently distracting student behavior patterns have little bearing on job satisfaction, particularly for teachers in the Central District.

#### Recommendations

As a result of major findings and analysis of the data associated with the study it was recommended that:

1. School administrators should be encouraged to continue efforts to alleviate stress and anxieties sometimes found in the work environment. Efforts should continually be made to promote a positive professional atmosphere.

2. Positive relationships among the teaching faculty and local administrators should be encouraged and actively promoted.

3. Teacher pay raises should be implemented with a more positive attitude, relative to fairness and impartiality.

4. When pay increases are implemented they should be made in a more appropriate manner.

5. District supervisors, teacher educators, and school administrators should more thoroughly explain the necessity and benefits of utilizing departmental advisory committees.

6. Teachers currently in the profession should continue their positive efforts in promoting the teaching profession among their students.

7. Even though student behavior does not seem to be a problem for Central District teachers, administrators and teachers alike should be encouraged to provide positive incentives that reward appropriate behavior and expectations.

#### Recommendations for Further Study

The following recommendations were made by the writer concerning additional study of this intriguing area of behavioral research.

1. Research efforts be conducted to determine factors additional to the ones covered in this study.

2. A statewide study be conducted relative to the job satisfaction

of vocational agriculture teachers.

3. A study be conducted to compare job satisfaction to job performance among Oklahoma vocational agriculture teachers.

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APPENDIX

Directions: Circle appropriate response.

Extremely Satisfied	Highly Satisfied	Satisfied	Less than Satisfied	No Satisfaction
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5	4	3	2	1
---	---	---	---	---

1. How satisfied are you in your present teaching position?

5	4	3	2	1
---	---	---	---	---

2. How satisfied are you with the policies under which pay raises are granted?

5	4	3	2	1
---	---	---	---	---

3. How satisfied are you that salary policies are administered with fairness and justice?

5	4	3	2	1
---	---	---	---	---

4. How satisfied are you that salaries paid in your school system compare favorably with salaries in other systems with which you are familiar?

5	4	3	2	1
---	---	---	---	---

5. How satisfied are you that the work of individual faculty members is appreciated and commended by your principal?

5	4	3	2	1
---	---	---	---	---

6. How satisfied are you that your principal makes a real effort to maintain close contact with the faculty?

5	4	3	2	1
---	---	---	---	---

7. How satisfied are you that the lines and methods of communication between teachers and the principal in your school are well developed and maintained?

5	4	3	2	1
---	---	---	---	---

8. How satisfied are you that your principal shows a real interest in your department?

5	4	3	2	1
---	---	---	---	---

9. How satisfied are you that your principal promotes a sense of belonging among the teachers in your school?

5	4	3	2	1
---	---	---	---	---

10. How satisfied are you relative to discussing school problems with your principal?

5                    4                    3                    2                    1

11. How satisfied are you concerning the number of hours required of you during the work week?

5                    4                    3                    2                    1

12. Would you recommend teaching as an occupation to students of high scholastic ability?

Yes                    No

13. If you could earn as much money in another occupation, would you stop teaching?

Yes                    No

14. Do you feel successful and competent in your present position?

Yes                    No

15. Does "Stress and Strain" resulting from teaching, make teaching and undesirable job for you?

Yes                    No

16. Does most of the actions of students irritate you?

Yes                    No

Extremely Important	Highly Important	Important	Less than Important	Not Important
------------------------	---------------------	-----------	------------------------	------------------

5                    4                    3                    2                    1

17. How important is an advisory committee for quality Vo-Ag programs?

5                    4                    3                    2                    1

18. How important is it for your local advisory committee to maintain a file of the minutes of previous committee meetings?

5                    4                    3                    2                    1

19. How important is it for your advisory committee to meet on a regular basis?

5                    4                    3                    2                    1

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