

FEMALE ELEMENTARY SCHOOL TEACHERS' JOB
SATISFACTION, PERCEIVED AMOUNT OF
LEISURE, AND LEISURE
SATISFACTION

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CHAPTER I

INTRODUCTION

Recent emphasis on the school climate in American education seems to indicate that school counselors play an important role in the establishment of a positive school environment (Kaplan & Geoffroy, 1990). Literature pertaining to effective schools indicates that increased student achievement is associated with a positive school climate (Brookover, 1978; Brookover & Lezotte, 1979), yet debate still exists on the essential ingredients needed to create this climate and the specifics of the elementary school counselor's role.

Since the 1978 release of the American School Counselor Association's statement regarding the role and function of the elementary school counselor, there has been a great deal of attention concerning the definition of this unique role (Bailey, Deery, Gehrke, Perry, & Whitley, 1989; Ginter, Scalise, & Presse, 1990; Morse & Russell, 1988; Schmidt, 1993; Welch & McCarroll, 1993; Wilgus & Shelley, 1988). Much of the literature in the 1980's and the 1990's is concerned with the counselor's perception, the teacher's perception, and the definition of this role (Schmidt, 1993). A survey of elementary school counselors reveals that, above

all else, counselors want to help teachers help their students (Morse & Russell, 1988). The role of the counselor as a consultant to teachers is firmly established (Borders & Drury, 1992), but the boundaries of consultation seem to be broadening. Traditionally, teachers consulted with counselors in order to gain insight into a student's behavior and learn ways in which he or she could better directly assist the student.

With the realization that there is more to teaching than just instructing, there has been a recent emphasis on school counselors providing in-service to teachers that will help them in areas of their lives that may extend beyond the classroom. In-service topics include stress management (Leffingwell, 1979; Moracco & McFadden, 1982), improving teacher's self-esteem (Braucht & Weime, 1992; Maples, 1992), and reducing anxiety (Johns, 1992). Some authors suggest that school counselors provide and facilitate support groups for teachers (Gerler, 1992; Moracco & McFadden, 1982) and improve teachers' general well-being (Pelsma, Richard, Harrington, & Burry, 1989). In an attempt to improve teachers' quality of work life, Pelsma et al. (1989), propose that school counselors educate themselves in regard to factors which may lead to teacher job dissatisfaction and in methods counselors can incorporate to help alleviate job dissatisfaction. There is no known literature concerned with interventions for teacher job dissatisfaction and the counselor's function in this intervention.

There has been an emphasis on teacher job satisfaction during the past several decades, with over 4,000 articles published on this topic (Jorde-Bloom, 1986). Recent interest seems to be centered on the rising rate of job dissatisfaction among teachers and their early flight from the teaching profession (Lester, 1984).

Counselors who strive to create a positive school climate must not ignore teachers and their level of job satisfaction. Teacher job satisfaction is associated with (a) organizational effectiveness (Jorde-Bloom, 1986); (b) student learning (Chapman, 1983); and (c) interpersonal relationships among staff (Hoppock, 1935; Jorde-Bloom, 1988; Lester, 1984, 1986, 1987; Sergiovanni, 1967).

Previous research concerning teacher job satisfaction has examined the components of teacher job satisfaction and the factors that contribute to its presence or absence. Many of these factors, though, are ones over which the teacher has no control (e.g. principal's leadership style, location of the school, population, characteristics of the students, class size, and teacher's salary). A review of the literature with specificity to elementary school teachers did not reveal variables which they could regulate in terms of enhancing their own job satisfaction.

Business and industry have discovered the benefit of leisure in the lives of their workers. Organizational psychology has firmly established the relationship between work and leisure and the value of leisure in terms of

revitalization from the stress of work (Garte & Rosenblum, 1978; Kabannoff & O'Brien, 1986). Participation in leisure may prove to be of value to school teachers as well, in regard to job satisfaction. Leisure participation, however, is influenced primarily by the satisfaction that one derives from leisure. The relationship between leisure satisfaction and job satisfaction at this point is inconclusive (Paul, 1990).

Previous research in the areas of job satisfaction, leisure satisfaction, and the relationship between leisure satisfaction and job satisfaction has not been investigated with specificity to teachers or women. Recent studies confirm that women's leisure is different from men's in both quantitative and qualitative forms (Chambers, 1989; Deem, 1986; Henderson, Bialeschki, Shaw, & Freysinger, 1989; Neulinger & Breit, 1969, 1971; Shaw, 1985a, 1985b, 1986, 1992). Lortie (1975) describes the teaching profession as unique from others, which suggests that female elementary teachers' work/leisure relationship may even be different from that of the general population of women.

A thorough understanding of the teacher's work/leisure relationship may prove advantageous to school counselors in their quest to provide in-service to teachers which may enhance their job satisfaction and thus improve the overall school climate. Leisure counseling and education are emerging as viable aspects of the counseling process (Peevy, 1984). Consultation with teachers concerning their leisure

may provide them the insight and understanding needed to make positive changes in their personal lives in order to enhance their job satisfaction. Research relative to this relationship is needed in order for school counselors to respond to Pelsma's et al. (1989) summons to identify factors associated with teacher satisfaction and provide appropriate intervention strategies to improve the overall well-being of teachers.

Theoretical Foundation

Combs (1988) believes that the focus of educational reform should be on students and professional educators rather than the methods they employ. The most powerful tool that a teacher has, according to Lortie (1975), is the self. This view is paralleled by Combs, Blume, Newman, and Wass (1974) who have adopted the concept of "self-as-instrument" for the professional educator and urge teacher-education programs to concern themselves more with developing the person rather than the competencies. Teacher effectiveness is determined not by methods, but by the skillful use of self (Combs, 1982). Combs et al. (1974) stated that "A good teacher is first and foremost a *person*, and this fact is the most important and determining thing about him" (p. 6). The whole person steps into the classroom, not just the teacher. The whole person of the teacher is required in the classroom, because it is the whole person of the student that must be influenced (Lightfoot, 1983). Boy and Pine

(1971) believe that students learn because they respond to "the personhood of the teacher" (p. ix). According to Purkey and Novack (1984), school success is attributed to the person involved in the process of teaching. Amidon and Flanders (1962) identified the teacher-pupil interaction as the most influential aspect of the learning environment and encouraged teachers to learn as much as possible about their own personal communication patterns in order to become more effective teachers.

The majority of research, however, focuses on the methods of effective teachers rather than on the person teaching. This one-dimensional and static view of teachers as technicians, pedagogues, or caretakers, ignores teachers as whole beings and, in turn, misrepresents the essence of teachers (Lightfoot, 1983). Teachers play a multitude of roles beyond the classroom walls which influence their professional work, yet these other roles are overlooked, especially in women (Lightfoot, 1983; Spencer, 1986).

Female teachers typically seek to integrate their domestic and professional responsibilities and identities (Lightfoot, 1983). Spencer (1986) found in her research of women school teachers that the school lives and home lives of these women are interwoven. She discovered that teachers have a triple day of work consisting of teaching all day, housework at night (including child care), and more school work in the evenings. This balancing act, she noted, is a recent phenomenon for teachers, considering that many school

districts did not allow married women to teach until after World War II.

Combs (1982) recognized that ". . . teachers are not always professionals, but they are always persons" (p. 159). Recent studies show that teachers' work lives have an impact on their personal lives (Blase & Pajak, 1986), and their personal lives influence their professional lives (Pajak & Blase, 1989). Teachers view personal life factors such as being a parent, marriage, personal traits and interests, and spiritual beliefs as affecting their professional performance (Pajak & Blase, 1989). These factors influence their relationship with themselves, their students, their colleagues, and even their principals. Teachers generally view these personal factors as having a positive impact on them professionally, though in some cases they are viewed negatively.

Teachers' work lives can have both a positive and negative impact on their personal lives (Blase & Pajak, 1986). Excessive work demands (both emotionally and in terms of time), salary, community attitudes, job status, absence of social contacts, and pressure to complete additional course-work often influence teachers' personal lives in a negative manner. Their relationship with students, the job itself, the collegial friendships, and the vacations have a positive impact on teachers' personal lives. Interestingly, some factors are perceived by some

teachers as affecting their personal lives in a positive manner and in a negative manner by others.

As noted earlier, research indicates that teacher's personal lives influence their professional lives, yet this aspect is often overlooked. Ignoring teachers personal lives does not result in schools being enjoyable workplaces for women or encourage effective teaching (Spencer, 1986). The multidimensional definitions of self appear to be perceived by teachers as actually enriching their job performance if these personal life factors are satisfying and rewarding (Pajak & Blase, 1989). Purkey and Novak (1984) encouraged teachers to discover ways in which they can nurture themselves physically, emotionally, and spiritually, in order to be more effective teachers. A similar view is held by Boy and Pine (1971) who believe that effective teaching is a personal expression of one's self and that ". . . the teacher who can be the most whole person will make the most significant contribution to the development of students" (p. 2).

In the development of self to the fullest, Boy and Pine (1971), Purkey and Novak (1984) and Combs (1982) suggested the use of leisure activities. This is consistent with Pajak and Blase's (1989) recommendation that

Teachers need time to read, to engage in hobbies, and to be with their families and friends, perhaps even

more than people in other occupations. They are then more likely to return to their classrooms, our data suggest, mentally and emotionally refreshed. (p. 307)

Research in leisure supports the belief that people often use leisure to relax and recuperate from the stress of their jobs (Garte & Rosenblum, 1978; Kabannoff & O'Brien, 1986; Wheeler & Frank, 1988). Leisure has value beyond revitalization. Kelly (1983) viewed leisure as one of the life spaces in which people develop self-definitions and present them to others as an identity. Leisure is identified as an aspect of human behavior that holds great potential for self-fulfillment (Kelly, 1983).

For women, leisure is a phenomenon that is not easily separated from other aspects of daily life (Deem, 1986). The interaction between leisure and other life factors may contribute to the growth and well-being of women (Henderson et al., 1989). Henderson et al. (1989) continue that ". . . the potential of leisure for social and personal change through identity development or personal freedom and empowerment is present" (p. 8).

Teachers view their leisure activities as having a positive impact on their professional lives (Pajak & Blase, 1989). Leisure can be a powerful tool to aid in the development of the whole person. Combs (1982) believes that people seek fulfillment not just of the physical self, but of the phenomenal self, a much larger self that includes

many dimensions. By fulfilling this self, the *self-as-an-instrument* and *the-teacher-as-a-person* become more effective. Leisure is one way this fulfillment may be achieved.

Statement of the Problem

Increasing job dissatisfaction among teachers, is causing many educators to leave the profession (Lester, 1984). In the past, there was always an adequate supply of teachers available, but with career options broadening beyond the specter of education and nursing for women, there is now a predicted shortage of qualified and competent teachers (Billingsley & Cross, 1992; Jorde-Bloom, 1986; Lester, 1984; Wangberg, Metzger, & Levitov, 1982). Statistics reveal that (a) fewer men and women are entering teacher education programs (Lester, 1984); (b) many who begin teaching leave the field within five years (Schlechty & Vance, 1983); and (c) the number of teachers who plan to leave the profession as soon as possible is rising (National Education Association, 1982). Only 22.7% of teachers state they would definitely rechoose teaching as a career (U. S. Department of Education, 1992). Although job dissatisfaction can not account for all the variables related to teacher attrition, Dawis, Lofquist, and Weiss (1968) suggest that workers who are satisfied with their work and perform satisfactory work remain on the job.

Leisure satisfaction and job satisfaction are predictors of overall life satisfaction (London, Crandall, & Seals, 1977), but contradictions exist regarding the relationship between job satisfaction and leisure satisfaction. This may be due in part to cross-disciplinary research, conceptual and definitional problems along with methodological problems (Paul, 1990).

Previous research supports the notion of leisure satisfaction and job satisfaction as independent variables suggesting a segmented approach to the aspects of work and leisure in one's life. This approach, though, has been criticized by researchers concerned with women's leisure as a male model of the work/leisure relationship (Allison & Duncan, 1987). Recent studies support the hypothesis that women do not segment their lives in the same manner in which men do and propose the development of a more holistic approach to the leisure/work relationship of females (Deem, 1989; Henderson et al., 1989; Shank, 1986; Shaw, 1985a, 1986, 1992).

There is a lack of research investigating the relationship between elementary school teachers' job satisfaction and leisure satisfaction. Eighty-five percent of elementary school teachers are women, suggesting that male models of leisure satisfaction or job satisfaction are not appropriate to apply to elementary school teachers. This study was designed to answer the following questions regarding female elementary school teachers: Is there a

relationship among perceived amount of leisure, leisure satisfaction, and job satisfaction? What personal characteristics are significantly related to perceived amount of leisure, leisure satisfaction, and job satisfaction?

Significance of the Study

The significance of this study is apparent in several areas. First, the results of this research will add to the already existing literature relative to teacher job satisfaction. There is a growing level of job dissatisfaction among teachers, yet very little research has determined appropriate intervention strategies for combating this rising problem to the American education system. Second, this research will create a foundation concerning the relationship between female elementary school teachers' work and leisure. The work/leisure relationship has been investigated in business and industry, but has been virtually ignored among elementary school teachers. This knowledge will provide school counselors with information which will enable them to offer in-service opportunities to teachers in the area of leisure counseling and education. Third, research examining women's leisure is still in the infancy stages. The results of this research will supplement studies on women's leisure by investigating variables which may affect women's perception of their amount of leisure and their leisure satisfaction. Henderson

et al. (1989) suggest studying the relationship of women and leisure by studying the lives of women only, and not in relation to men. "This approach enables researchers to describe the unique contributions and problems of women and to develop new theories for explaining leisure behavior" (p. 100). The results of this study will contribute to the development of a theory regarding the leisure of female elementary school teachers. Finally, previous research is inconclusive and contradictory in terms of the relationship between leisure satisfaction and job satisfaction (Paul, 1990). Many of these problems are due to cross-disciplinary research, conceptual and definitional problems, and methodological problems (Paul, 1990). In order to guard against these problems, this study (a) only involved full-time female certified elementary school teachers; (b) used reliable and valid instruments to measure the defined constructs; and (c) employed a relatively large number of subjects. This study attempted to determine the relationship between job satisfaction and leisure satisfaction among female elementary school teachers and provide a foundation for further research in these areas.

Definition of Terms

As in any study, the definition assigned to a term determines not only its conceptualization but also its measurement. Previous research in leisure, leisure satisfaction, and job satisfaction have produced

contradictory results partly due to problems associated with the definition of these terms. For the purpose of this study, the following definitions apply.

Elementary school teacher

An elementary school teacher is defined as a full-time certified teacher of grades kindergarten through sixth, including classroom teachers, special education teachers, reading specialists, music teachers, and physical education teachers. The teachers are employed in the same school district for the 1993-94 school year, and for the purpose of this study are all female.

Job satisfaction

Job satisfaction is defined as the ". . . pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values" (Locke, 1969, p. 316). Teacher job satisfaction will be measured by the Teacher Job Satisfaction Questionnaire (Lester, 1987) which has a theoretical range of scores from 66-330. A high score indicates a high level of job satisfaction, whereas a low score indicates a low level of job satisfaction.

Leisure

Leisure is individually defined as an experience which is viewed by the participant as leisure. Aspects essential to the definition of leisure include (a) the participants

perceived freedom in participation; (b) intrinsic motivation to participate; and (c) the positive affect which is created through leisure. Perceived amount of leisure will be measured by the Perceived Amount of Leisure Subscale (Neulinger & Breit, 1969; 1971). The theoretical range of scores is 6-36. A high score indicates a greater satisfaction with the amount of perceived leisure, whereas a low score indicates a lesser satisfaction with the amount of perceived leisure.

Leisure satisfaction

Leisure satisfaction is defined as ". . . the positive perceptions or feeling which an individual forms, elicits, or gains as a result of engaging in leisure activities and choices. It is the degree to which one is presently content or pleased with his/her general leisure experiences and situations" (Beard & Ragheb, 1980, p. 22). Leisure satisfaction will be measured by the Leisure Satisfaction Scale Short Form (Beard & Ragheb, 1980) which has a theoretical range of scores from 24-120. A high score indicates high leisure satisfaction, whereas a low score indicates low leisure satisfaction.

Research Questions

The following questions are addressed in this study.

Research Question 1

Is there a relationship between job satisfaction and leisure satisfaction among female elementary school teachers?

Research Question 2

Is there a relationship between perceived amount of leisure and leisure satisfaction among female elementary school teachers?

Research Question 3

Is there a relationship between job satisfaction and perceived amount of leisure among female elementary school teachers?

Research Question 4

Are perceived amount of leisure and leisure satisfaction simultaneously related to job satisfaction among female elementary school teachers?

Research Question 5

Do personal characteristics of female elementary school teachers (i.e. age, marital status, educational attainment, number of years teaching, number of children living at home, number of hours devoted to teaching related activities

beyond the teaching contract, outside employment, status as a student) relate to their job satisfaction?

Research Question 6

Do personal characteristics of female elementary school teachers (i.e. age, marital status, educational attainment, number of years teaching, number of children living at home, number of hours devoted to teaching related activities beyond the teaching contract, outside employment, status as a student) relate to their perceived amount of leisure?

Research Question 7

Do personal characteristics of female elementary school teachers (i.e.. age, marital status, educational attainment, number of years teaching, number of children living at home, number of hours devoted to teaching related activities beyond the teaching contract, outside employment, status as a student) relate to their leisure satisfaction?

Assumptions

When a study is undertaken, there are certain assumptions which underlie the findings. This research is based on the following assumptions.

1. Unique characteristics of teachers are likely to differentially affect their perceptions of their amount of leisure, their leisure satisfaction, and their job satisfaction.

2. Teachers have the ability to report accurately their perceptions of their amount of leisure, their leisure satisfaction, and their job satisfaction.

Limitations

Limitations that may affect the interpretation of the results of this study are as follows.

1. The results can not be generalized beyond the teachers in the selected school district.
2. Subjects for this study constitute a volunteer sample and may not accurately represent the entire population of elementary school teachers within the district.
3. The time of year when the questionnaires were administered may affect responses which would be different had the questionnaires been scheduled at other times of the year.

Organization of the Study

Chapter I provides an introduction and the theoretical foundation for the study. Chapter I also includes the statement of the problem and its significance to the profession. Terms which were used throughout the study are defined. Seven research questions are stated, along with the assumptions and limitations of the study. Chapter II provides a review of the literature associated with the study. Chapter III describes the subjects and the method by which they were selected. The instruments used for this

study are reviewed in terms of construction, norms, reliability, validity, and scoring. The design of the study is discussed along with methods and procedures of the study. The chapter concludes with a brief overview of the data analysis. Chapter IV includes the results of the data analysis in terms of each of the research questions. Chapter V includes a summary of the study, conclusions, and recommendations for future research, as well as implications for school counselors and the teaching profession.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this chapter is to review literature related to job satisfaction, leisure, and the role of school counselors as consultants to teachers in these areas. Job satisfaction is explored in terms of definition, teacher job satisfaction, and the role of leisure in regard to teacher job satisfaction. A discussion of leisure follows with emphasis on the definition of leisure, women's leisure, leisure satisfaction, the relationship between leisure satisfaction and job satisfaction, and the emerging role of leisure education and counseling. An examination of the school counselor's role is explored in terms of creating a positive school climate by helping teachers enhance their lives. The chapter concludes with a summary.

Job Satisfaction

Since the turn of the century, job satisfaction has been one of the most widely researched topics in psychology. As early as 1955, well over 2,000 articles had been written regarding job satisfaction (Locke, 1969). Jorde-Bloom (1986) reported that more than 4,000 articles concerning this subject had been published by 1986. Research connected

with job satisfaction is diverse and includes areas of interest such as definition (Herzberg, 1966; Hoppock, 1935; Locke, 1969; Wanous & Lawler, 1972), measurement (Brayfield & Rothe, 1951; Herzberg, Mausner, & Snyderman, 1959; Wanous & Lawler, 1972; Weiss, Dawis, England, & Lofquist, 1967), gender (Frusher, 1986; Hulin & Smith, 1964), the relationship between job satisfaction and life satisfaction (Iris & Barrett, 1972; Rice, Near, & Hunt, 1980; Tait, Padgett, & Baldwin, 1989), employee absenteeism (Bridges, 1980; Dyer, 1992), and job performance (Fisher, 1985). Previous studies regarding the construct of job satisfaction have measured it both as an independent and dependant variable (Wanous & Lawler, 1972). The vast amount of research in this area supports Jorde-Bloom's (1986) position of the intriguing aspects of job satisfaction, ". . . by definition, it is an end in itself--a positive outcome that is highly valued" (p. 167).

Definitions of Job Satisfaction

The research on job satisfaction often is contradictory, which may be due, in part, to the various definitions researchers use to define this construct (Lester, 1987). Wanous and Lawler (1972) noted that the different conceptual definitions of job satisfaction have led to job satisfaction being measured in a number of different ways and raised the question of construct validity with these measures.

Prior to 1935, studies of vocations viewed job satisfaction as an incidental issue to job performance (Fitzgerald, 1972). Hoppock's (1935) early monograph defined job satisfaction as ". . . any combination of psychological, physiological, and environmental circumstances that cause a person to say 'I am satisfied with my job'" (p. 47). A person's job satisfaction, according to Hoppock, may vary from day to day and move from extreme satisfaction to extreme dissatisfaction without the job itself changing significantly. Complete job satisfaction is viewed by Hoppock as both impossible and undesirable,

What we seek is an optimal satisfaction which will release us from the tension of the frantic and persistent urge to be something else, but leave us dissatisfied enough to have something left to work for. A better understanding of the causes of job satisfaction is desirable, not because it will enable us to become completely satisfied, but because it may help to relieve that intense and painful dissatisfaction which injures both the individual and the society in which he lives. (pp. 51-52)

Building on Hoppock's (1935) work, others have attempted to define and measure job satisfaction. Brayfield and Rothe (1951) measured job satisfaction from an

individual's attitude toward his or her work. Their concern was with measuring over-all job satisfaction rather than specific aspects of the job situation. Herzberg, Mausner, and Snyderman (1959) concluded that job satisfaction and job dissatisfaction are caused by qualitatively different job factors. Herzberg et al. (1959) identified the five major factors related to the job itself (recognition, achievement, work itself, advancement, and responsibility) as primary determiners of job satisfaction, and the five major factors related to the job environment (salary, company policies and practices, technical aspects of supervision, interpersonal relations in supervision, and working conditions) as primary determiners of job dissatisfaction. Wernimont (1966) noted that numerous studies have attempted to test their theory, but ". . . generally, the results have not given unequivocal support to the Herzberg et al. theory" (p. 41). In a later revision of his theory, Herzberg (1966) labeled the intrinsic satisfiers related to job satisfaction as motivators and the extrinsic dissatisfiers related to job dissatisfaction as hygiene factors.

Locke (1969) defined job satisfaction and dissatisfaction in terms of complex emotional reactions to the job:

Job satisfaction is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values.

Job dissatisfaction is the unpleasurable emotional state resulting from the appraisal of one's job as frustrating or blocking the attainment of one's job values or as entailing disvalues. *Job satisfaction and dissatisfaction are a function of the perceived relationship between what one wants from one's job and what one perceives it as offering or entailing.*

(p. 316)

In reviewing different operational definitions of job satisfaction, Wanous and Lawler (1972) distinguished between overall job satisfaction and satisfaction with a particular facet of one's job, job facet satisfaction. Overall job satisfaction often is defined as (a) the sum of job facet satisfaction across all facets of a job; (b) a weighted sum of job facet satisfaction; (c) the sum of goal attainment or need fulfillment when summed across job facets; (d) a discrepancy of what should be and what is; or (e) the discrepancy between the importance of a job facet and the perception of fulfillment from a facet (Wanous & Lawler, 1972). Discrepancies among studies of job satisfaction often occur because researchers have varying attitudes and values regarding the various facets (Lester, 1987; Wanous & Lawler, 1972). Not only do the number of facets vary among studies, but also the importance placed on each facet varies. Lester (1987) concludes, "It is no wonder, then,

that when results are compared, they seem contradictory and/or confusing" (p. 224).

Dawis, Lofquist, and Weiss (1968) examined the relationship between the individual and the environment in their theory of work adjustment. The basic assumption of their theory is that individuals seek to achieve and maintain correspondence with their environment. They defined correspondence as ". . . a relationship in which the individual and the environment are corresponsive, i.e., mutually responsive" (p. 3). Their theory implies a ". . . harmonious relationship between individual and environment" (p. 3). Although individuals have many environments in which they must relate, Dawis et al. identified work as a dominant environment for many individuals. Since both individuals and their environment are constantly changing, they termed the continuous and dynamic process by which individuals attempt to achieve and maintain correspondence with their work environment as work adjustment. The probability of tenure (remaining on the job) increases as correspondence increases. From this basic concept, they developed the concepts of satisfactoriness and satisfaction which indicate the correspondence between the individual and his or her work environment. Satisfactoriness applies to the worker fulfilling the requirements of the work environment, while satisfaction applies to the work environment fulfilling the requirements of the individual. Although these fluctuate with changes over time, both in the

individual and the environment, Dawis et al. maintain that there are minimum levels of satisfactoriness required of the individual and minimum levels of satisfaction required by the individual.

Job satisfaction has been examined from many different perspectives. Although there is some contradiction in its definition and the components of job satisfaction, the vast amount of research in this area indicates that job satisfaction is an important component in an individual's life.

Teacher Job Satisfaction

Although the bulk of job satisfaction literature lies in the field of business and industry, there has been an increasing amount of research over the past several decades regarding job satisfaction as it relates specifically to teachers. Lortie (1975) described teaching as a unique profession in which many of the job incentives or rewards present in other occupations are absent. This position is supported by Chapman and Lowther (1982) who suggested that teaching is different from many careers in terms of job challenge, autonomy, and financial compensation. The uniqueness of teaching may indicate that previous research regarding job satisfaction in the private sector may not always be directly applicable to teaching.

Subjects of studies concerning teacher job satisfaction include beginning teachers, elementary school teachers,

secondary school teachers, particular subject area teachers, and college teachers (Lester, 1988). Among elementary school teachers, studies that compare levels of job satisfaction occur relatively frequently. The literature reveals studies of elementary school teachers which investigate the relationship between teacher job satisfaction and (a) the intrinsic rewards of teaching (Plihal, 1981); (b) job involvement (Wiener & Gechman, 1977); (c) teacher stress (Kyriacou & Sutcliffe, 1979); (d) teacher absenteeism (Bridges, 1980; Dyer, 1992); (e) the feminist movement (Lebowitz, 1980); (f) commitment and intent to stay in teaching (Billingsley & Cross, 1992); (g) teachers age (Lowther, Gill, & Coppard, 1985); and (h) outstanding elementary teachers (Easterly, 1983).

There have been various attempts to explain the rising interest in teacher job satisfaction. Work is a major factor in the lives of teachers (Schackmuth, 1979) in which job satisfaction is an end in itself, resulting in a highly valued positive outcome within the teacher (Jorde-Bloom, 1986). Yet, teacher job satisfaction also possesses special significance when viewed from an organizational standpoint. Jorde-Bloom (1986) notes that although the direct causal link between teacher job satisfaction and teacher productivity has yet to be firmly established, many school administrators believe that job satisfaction has a strong impact on organizational effectiveness. According to Greathouse, Moyer, & Rhodes-Offutt (1992, p. 46), ". . .

teachers who are satisfied with their jobs take pride in their performance and work in concert with administrators, colleagues, and parents to provide beneficial programs for children."

Chapman (1983) recognized three predominant factors which contribute to the importance of teacher job satisfaction; (a) the diminishing social status and respect assigned to teachers, partly due to the criticism of the news media; (b) the evidence that teachers' level of job satisfaction may affect student learning; and (c) the drop in the career mobility of teachers. The greatest concern in recent years, appears to be the concern with the early flight of teachers from the teaching field and the projected teacher deficit (Billingsley & Cross, 1992; Greathouse et al., 1992; Jorde-Bloom, 1986; Lester, 1984; Wangberg et al., 1982).

Wangberg et al. (1982) believe that educators ". . . have been lulled into complacency by our own unique history" (p. 37) by the fact that in the past women who wanted to pursue a career had two viable options, nursing and teaching. Consequently, the field of education benefited from a seemingly endless supply of dedicated and talented female employees. Lebowitz (1980) perceives education to now be facing a crisis as other career opportunities for women widen. This appears to be especially true for elementary schools where the overwhelming majority (85%) of teachers are women (U. S. Department of Commerce, 1992).

Besides the lure of other career opportunities for women, there is growing evidence of general dissatisfaction among teachers. A recent report revealed that slightly under 23% of teachers would definitely enter the teaching profession again (U. S. Department of Education, 1992). The National Education Association (1982) reported a steady decline among female teachers stating a definite desire to being a teacher again. Reports are compared from 1961, 1966, 1971, 1976, and 1981 statistics which indicate that 56.6%, 59.2%, 51.1%, 42.5% and 24.8% respectively, of teachers would certainly become teachers again. These statistics are consistent with similar individual studies regarding teacher dissatisfaction. Wangberg et al. (1982) reported that 40% of female elementary teachers would not choose elementary teaching again as a career. A study spanning 20 years of research regarding the teachers in Dade County, Florida, indicated a decline in the levels of teacher satisfaction with both the job and the workplace (Kottkamp, Provenzo, & Cohn, 1986). Job dissatisfaction leads many teachers to leave the teaching profession (Lester, 1984). Lortie (1975) concluded, after reviewing Mason's study of beginning teachers, that only 16% of beginning female teachers plan to teach uninterrupted until retirement. Based on a longitudinal study following the career pattern of all new teachers in North Carolina from 1973-1980, Schlechty and Vance (1983) estimated that

. . . 40% to 50% of first-year teachers this year will not be teaching 7 years from now. Furthermore two-thirds to three-fourths of those who leave will do so in the first 4 years of teaching. Our best estimate is that first-year teachers leave teaching at an annual rate of 15%. (p. 476)

In 1956, the National Education Association Research Division, began surveying American public school teachers every five years concerning various aspects of teacher's professional, family, and civic life (National Education Association, 1982). The sample of teachers covered all regions of the United States and included characteristics representative of the population. The 1981 sample contained 1,326 teachers. By comparing these surveys, a gradual rise among teachers who plan to leave the teaching profession as soon as possible can be seen. In 1976, only 5% of teachers surveyed planned to leave as soon as possible as compared to 8% in 1981; fewer teachers in 1981 (34.7%) planned to remain in teaching until eligible for retirement than in 1976 (48.7%). Billingsley and Cross (1992) reported the results of a 1988 survey by Louis Harris & Associates in which 34% of teachers indicated plans to leave teaching within the next 5 years. However, this statistic may be misleading due to retirement eligibility of the subjects.

Although job dissatisfaction cannot explain all aspects of teacher attrition, it does appear to be a factor.

Several studies (Hoppock, 1935; Jorde-Bloom, 1988; Lester, 1984; Sergiovanni, 1967) attempted to discover the factors that lead to teacher job satisfaction and examined the differences between satisfied and dissatisfied teachers. Hoppock's (1935) study was the initial large scale study of teacher job satisfaction. After surveying 500 teachers, he compared the results of the 100 most satisfied with the 100 most dissatisfied teachers. His findings indicated that satisfied teachers report fewer incidences of emotional maladjustment, enjoy better relationships with their superiors and associates, experience more favorable family influence and social status, and encounter less monotony and fatigue than the dissatisfied teachers.

In his survey of 1,784 teachers from 43 states, Chase (1951) found that personal characteristics, democratic leadership style and working conditions influence job satisfaction. Teachers reported their levels of satisfaction as either enthusiastic, satisfied, or dissatisfied. His findings indicated that (a) elementary school teachers are more enthusiastic than secondary teachers; (b) women tend to be slightly more enthusiastic than men; (c) married teachers are slightly more enthusiastic than are single teachers; (d) teachers rated by their superintendents as superior tend to be considerably more enthusiastic than those rated as below average; (e) the enthusiasm of teachers for the system is closely correlated with their attitudes toward certain aspects of administration; (f) professional

responsibility is an important contributor to teacher's job satisfaction; (g) teachers want a voice in policy making; (h) teacher's salary can contribute to either job satisfaction or job dissatisfaction; (i) good working conditions create enthusiasm; and (j) the relationships of teachers to the community are important factors in determining job satisfaction.

Based on Herzberg's theory, Sergiovanni (1967) attempted to identify the factors in teaching that are associated with job satisfaction (motivators) and those associated with job dissatisfaction (hygiene factors). His sample included 127 teachers chosen at random from a population of 3,382 teachers from Monroe County, New York. He concluded that achievement, recognition, and responsibility are factors which contribute predominantly to teacher job satisfaction, while interpersonal relations with subordinates and peers, supervision, school policy and administration, personal life and fairness-unfairness are factors which contribute predominantly to teacher job dissatisfaction. Other factors, such as the work itself, are bipolar, possessing the potential to contribute to both satisfaction and dissatisfaction. Sergiovanni (1967) also concluded that among teachers, satisfaction factors tend to focus on the work itself, while the dissatisfaction factors tend to focus on the conditions of work.

In a study involving 801 teachers from Alberta, Canada, Holdaway (1978) investigated the relationship between

overall job satisfaction and facet satisfaction. Teachers were asked to rate their degree of satisfaction with 58 job facets related to their work and working conditions and to rate their degree of overall satisfaction with their job. They were also asked to name the facets that contributed most to their overall satisfaction and dissatisfaction with teaching as an occupation. Holdaway reported that teachers are most satisfied with their relationships with their students and other teachers and in their freedom to select teaching methods and subject matter; dissatisfaction stems from the attitudes of society and parents toward education, along with the status of teachers in society. The most common factor contributing to overall satisfaction appeared to be working with students. Relationships with other teachers emerged as both a contributor to overall satisfaction by 19% of the teachers and as a contributor to overall dissatisfaction by 5.6% of the teachers.

The facets or factors of teacher job satisfaction that are examined in a study appear to depend on the relevance the author places on each facet. In her extensive research on teacher job satisfaction, Lester (1984, 1986, 1987) identified nine factors associated with teacher job satisfaction; advancement, colleagues, pay, recognition, responsibility, security, supervision, work itself, and working conditions. Among early childhood teachers, Jorde-Bloom (1988) recognized five facets relating to overall job satisfaction (co-worker relations, supervisor

relations, the work itself, pay and opportunity for advancement, and the working conditions).

Differences were found among elementary and secondary teachers regarding the influences of variables in relation to teacher career satisfaction (Chapman, 1983). Graduates from three Indiana universities who had immediately entered the teaching profession were surveyed about their career satisfaction. Chapman found that satisfaction of high school teachers (n=148) was related significantly to their self-rated skills and abilities, while among elementary school teachers (n=289) career satisfaction was related to the importance they assigned to selected criteria of professional success.

There has been an increasing amount of research in the area of teacher job satisfaction over the past few decades. Although theorists often disagree in regard to the importance of different facets of teacher job satisfaction, they do seem to agree that the growing dissatisfaction among teachers is a cause for concern.

Teacher Job Satisfaction and Leisure

Literature regarding the direct relationship among teacher job satisfaction and leisure is scarce and nonexistent in relation to elementary school teachers. Cupo (1983), Hunt (1979), and Near and Sorcinelli (1986) attempted to determine the significance of leisure in the lives of college professors, but none to date could be found

which quantitatively examined this relationship with either elementary or secondary school teachers. This is surprising, yet disappointing, when considering the vast amount of research generated recently regarding teacher job satisfaction. The lack of research regarding leisure among teachers is consistent, however, with the lack of literature pertaining to women's leisure in general. The literature does however, support the belief that leisure is an integral (yet overlooked) aspect of a teacher's life (Easterly, 1983; Hoppock, 1935; Shank 1986).

Early studies of job satisfaction explored the relationship of leisure in the subject's life. Hoppock's (1935) interviews with 40 employed and 40 unemployed workers asked the following questions: (a) What do you do besides work? (Recreation, hobbies, amusement, etc.); (b) What do you enjoy most? What gives you the most satisfaction? (include both work and leisure activities); and (c) Is there any relation between your leisure activity and your interest in your job? Although Hoppock did not discuss his findings regarding leisure in relationship to work, he did include leisure characteristics in each of his descriptions of the people he interviewed. Jorde-Bloom (1986) concluded that Hoppock's study suggests that job and life satisfaction are ". . . intricately related and that personal factors outside the school often determine satisfaction on the job"

(p. 169). Sergiovanni's (1967) study, reviewed earlier, revealed that factors in a teacher's personal life can contribute to teacher job dissatisfaction.

The most obvious indirect implication of the importance of leisure in relationship to job satisfaction is from the work of Easterly (1983). A total of 24 elementary school teachers, who had been identified as outstanding teachers by their peers, were interviewed about their attitudes, values, and work. During each interview, these teachers were asked to describe their leisure activities and discuss their attitudes regarding leisure. Easterly (1983) concluded that outstanding elementary school teachers enjoy a wide variety of leisure activities and maintain an appropriate balance between work and leisure in their lives.

Even without empirical evidence, some teachers know the benefits of leisure to their job. In her study of dual career women, Shank (1986) noted that women often acknowledge the positive consequences of their personal leisure. As one teacher put it, "when I come home from racquetball I feel totally invigorated and ready to take on everything. With taking this time for myself I become a better teacher and mother" (Shank, 1986, p. 310).

A review of the literature pertaining to the relationship between leisure and job satisfaction among elementary school teachers indicates a paucity of research in this area. Intuitively, leisure has been identified as a factor which contributes to teachers' overall well-being

and, in turn, effects their teaching. There does not appear, however, to be any empirical research which either supports or refutes this position.

Leisure

During the 1970's, leisure emerged as ". . . a contributor to the well-being of highly industrialized societies and as a prized value and life style determinant by more and more people" (Murphy, 1981, p. 3). Leisure contributes significantly to an individual's overall quality of life (London, Crandall, & Seals, 1977; Rice, Frone, & McFarlin, 1992), has a dramatic influence on a person's mental health (Riddick, 1986), and reduces stress and burnout (Garte & Rosenblum, 1978; Kabannoff & O'Brien, 1986; Wheeler & Frank, 1988).

Henderson et al. (1989) stated that ". . . leisure researchers suggest that there may be no aspect of human behavior that holds a greater potential for self-fulfillment than does leisure (p. 9). Career theorists believe that the self-expression and esteem often achieved during leisure activities may lead to self-fulfillment (Super, 1984). Leisure plays an essential role in one's identity. According to Kelly (1983), leisure has significance because it is one of the life spaces in which people develop self-definitions and present them to others as an identity. Neulinger and Breit (1969) believed that one of the primary functions of leisure is that it offers a basis for

self-definition. Henderson et al. (1989) advocated that this view is especially important for women, noting that ". . . the potential of leisure for social and personal change through identity development or personal freedom and empowerment is present" (p. 8).

Leisure also offers opportunities for participants to develop new realizations and insights about themselves and their relationships with others (Gunter, 1987). Leisure is conceptualized as a time for self-nurturance and self-directed activities that results in feelings of renewal, revitalization, and stability and provides balance to one's life (Shank, 1986).

Murphy (1981) proclaimed that the legitimacy of leisure is evidenced by its significance as (a) a personal and social value; (b) an element of national, state, and local government planning; (c) a union negotiation factor; and (d) a consumer product, leisure is the leading single component of the U. S. Gross National Product.

Definitions of Leisure

As in many of the social sciences, definitions can be somewhat contradictory. Numerous authors (Deem, 1986; Gunter, 1987; Harper, 1981; Henderson et al., 1989; Neulinger & Breit, 1969; Shaw, 1985b) discuss the difficulty in defining the term leisure. Henderson et al. (1989) and Shaw (1986) noted that recreation, free time, and leisure are words that are frequently used interchangeably

even though they are not synonymous; each has a distinct meaning.

In general, recreation refers to particular activities done during free time, although recreation may not always involve overt activity. The context of recreation is much wider than that of sport alone. It includes cultural, outdoor, and home-based activities. Free time is unobligated time or time when a person has freedom to choose what to do or not to do. That is, free time is discretionary time that people have available to use in whatever way they wish. Free time might be leisure, but it is not necessarily so. Leisure has proven to be a more difficult term to define than either free time or recreation. Both free time and recreation might be leisure, but they are not necessarily so. (Henderson et al, 1989, p. 9)

Early researchers viewed leisure as free time (Brightbill, 1960), leisure as an activity (Dumazedier, 1967), and leisure as a state of mind (DeGarzia, 1962). However, recent researchers discuss leisure in terms of *the experience of leisure* (Gunter, 1987; Harper, 1981; Kelly, 1978; Neulinger, 1981; Shaw, 1985b) that occurs within the context of time and activity. This subjective view of leisure allows the participant to define the experience as one of leisure or non-leisure; an activity may be considered a leisure experience for one person, yet defined by another

as work. Parker (1983) suggested that although leisure experiences usually occur during one's free time, it is possible to experience leisure-in-work. By defining leisure as an experience, the dichotomy of the work/nonwork relationship is avoided (Henderson, et al. 1989). Leisure instead is conceptualized in the way that individuals understand it in their own lives.

Neulinger (1974) believed that since people experience leisure rather than have leisure, the verb *to leisure* becomes appropriate. He described this perspective:

To leisure means to be engaged in an activity performed for its own sake, to do something which gives one pleasure and satisfaction, which involves one to the very core of one's being. To leisure means to be oneself, to express one's talents one's capacities, one's potentials. (p. xi)

Accepting leisure as an experience defined by the participant, Driver (1990) contended that most researchers would concur that leisure is ". . . a time within which people freely engage in activities that are intrinsically rewarding and thus beneficial" (p. 95). Researchers (Gunter, 1987; Iso-Ahola, 1979; Neulinger, 1974; Shaw, 1985b) have attempted to determine if there are any common characteristics which people employ when defining leisure experiences.

Using 79 university students enrolled in an introductory recreation class, Iso-Ahola (1979) undertook a study to determine the relative importance of underlying factors related to the participants' leisure definition. He found that, when participants envision various leisure settings, they are more likely to regard the activity as leisure if they participate freely in the activity, the rewards of the activity are intrinsically motivating, and the activity is unrelated to work. These three factors appear to be necessary for the participants' definition of leisure.

One of the most comprehensive empirical studies on the leisure experience was conducted by Shaw (1985a). Sixty married couples kept a time diary for two specified days in which they logged all of their activities and classified each activity as either "work", "leisure", "a mixture of work and leisure", or "neither work or leisure". Subjects were interviewed subsequently to determine their criteria for classifying each activity. Shaw found that, although people can easily define most of their daily activities, the particular types of activity are not defined consistently in the same way. Some activities were shown to be defined equally as leisure, work, both or neither. Reading books and attending cultural events were the only activities defined as leisure by respondents in 100 percent of all the recorded diary events. Shaw concluded that this supports the personalized ". . . meaningfulness of the term leisure

. . . [and] emphasizes the difficulty of developing any meaningful activity-type definition of leisure" (p. 11). There were some perceptual factors that emerged as discriminators of leisure and non-leisure activities. The two best discriminators were the enjoyment and relaxation dimensions. Leisure situations were characterized by high levels of enjoyment and relaxation, while non-leisure situations were low on both factors. Although only half of the leisure situations were perceived as freely chosen or intrinsically motivated, these factors also were viewed as fairly valid discriminators since almost no non-leisure activities were perceived as freely chosen and intrinsically motivated.

In a study using 140 university student volunteers, Gunter (1987) found some common characteristics among leisure experiences. The focus of the study was on the quality of leisure experiences defined by the participants. Subjects were asked to write about two types of leisure experiences; (a) their most memorable leisure experience and (b) their most common and meaningful type of leisure experienced during their daily lives. Gunter identified eight characteristics which occurred frequently in the subject's essays; (a) a sense of separation from the everyday world; (b) freedom of choice in one's actions; (c) a feeling of pleasure; (d) spontaneity; (e) timelessness; (f) fantasy or creative imagination; (g) a sense of adventure and exploration; and (h) self-realization.

Although each of these studies (Gunter, 1987; Iso-Ahola, 1979; Shaw, 1985a) used entirely different methodologies, they reported similar findings in their subjects personal definitions of the leisure experience. These studies lend support to Neulinger's (1981) theory of the three essential components of leisure; perceived freedom, intrinsic motivation, and positive affect.

Women's Leisure

Although research in the area of women's leisure is limited, many differences are reported in various aspects of women's leisure when compared to men's (Chambers, 1986; Deem, 1986; Henderson, et al., 1989; Neulinger & Breit, 1969, 1971; Shaw, 1985a, 1985b, 1986, 1992). Henderson et al. (1989) suggested that these areas of difference be explored, but cautioned against the judging of these differences as good or bad. Differences exist in most phases of leisure, including perceived amount of leisure time (Neulinger & Breit, 1969, 1971), actual leisure time (Shaw, 1985a), perceptions of leisure (Shaw, 1992), and constraints of leisure (Chambers, 1986).

Amount of perceived leisure was the only dimension of leisure attitude found by Neulinger and Breit (1969, 1971) to be significantly related to gender. Their questionnaire, designed to measure peoples' beliefs, feelings, and action orientations toward leisure, identified five independent factors in the leisure domain. Results were similar for men

and women in the areas of affinity for leisure, society's role in leisure planning, self-definition through leisure or work, and amount of work or vacation desired. In the amount of perceived leisure, though, men were found to be more satisfied with the amount of leisure they had than were women. Women, more so than men, feel the lack of leisure in their lives. Interestingly, Neulinger and Breit (1971) attribute this to ". . . a fact which may have something to do with all females in this sample being full-time working females", even though the men were also full-time employees.

In her study of gender and leisure, Shaw (1985a) found that there actually is an inequality in the distribution of leisure time between males and females. By comparing the activities of 60 married couples, she found significant differences in their amount of leisure time on weekends. Men experienced 3 hours and 40 minutes more of leisure on weekend days than did women. Although men reported more leisure time during the week, these findings were not statistically significant. However, all the men in this study were full-time workers, while the women varied from full or part-time employment to no outside employment. There was a significant difference of 1.06 more hours of leisure per weekday reported by housewives than by employed women. Surprisingly, it did not appear that Shaw compared the amount of weekday leisure time of full-time employed men and women. The variance in leisure time also was different by gender. Men's variance was due to the amount of time

they devoted to their employment activities, while women's was due to variations in the demands of their husband's employment and the demands of their household (i.e. children's needs and family workload).

Women, especially working mothers, appear to have many constraints on their leisure activities (Bialeschki & Henderson, 1986; Shank, 1986). "Dual career stress and strain is compounded by the fact that working mothers have the least amount of discretionary time of all adults, and their personal time is frequently compromised by the demands of their family" (Shank, 1986, p. 301). With the addition of their role as worker, women are still the ones predominantly responsible for the maintenance and functioning of the home and family (Berk & Berk, 1979; Bialeschki & Henderson, 1986). For working women, this responsibility for household tasks often is at the expense of leisure and sleep time (Berk & Berk, 1979). This was supported by Cupo (1983) in his study of leisure activities among community college professors in which he found a significant gender difference in the pursuit of leisure activities. He speculated that this difference may be because ". . . they (female professors) get more involved in family and household work than their male counterparts, leaving them less time and support to devote to active, participative-oriented leisure activities" (Cupo, 1983, p. 167). According to Shank (1986), the demands placed on the dual career woman often result in her ". . . being last

in line for leisure" (p. 313). Bialeschki and Henderson (1986) identified some of the leisure constraints of women as:

Constraints within the home include such things as housework never being finished, demands by children and spouse, and limited time in which to experience leisure. If a woman desires out-of-home leisure experiences, constraints include the husband's attitude toward the woman 'going out', the husband's job and hours of work, the domestic demands required of the woman, the necessity to provide alternative care for the children, the difficulty of taking time off from household routine, the lack of money, and generally, the lack of time. (p. 301)

Women's time for leisure often is fragmented and has to be fit into schedules of others (Bialeschki & Henderson, 1986; Deem, 1986). Fragmented time increases the possibility that leisure and work often will occur simultaneously (Allison & Duncan, 1987; Bialeschki & Henderson, 1986; Deem, 1986; Shank, 1986; Shaw 1985b). Women are more likely to engage in such activities as ironing while watching TV or talking on the phone while cooking supper. Shaw (1992) also reported that, even though women are usually responsible for ensuring positive family leisure experiences, this time is not considered to be leisure for women but rather a combination of work and

leisure. For men, however, family leisure time is usually also considered to be pure leisure time for them; women are more likely to combine family leisure time with a work-type activity. Shaw's (1992) study on family leisure emphasized the importance of the personal definitions of leisure, noting that the same activities are often categorized by one family member as leisure and another as work.

The feeling of pleasure is an important component in the definition of leisure for women (Allison & Duncan, 1987; Bialeschki & Henderson, 1986; Shank, 1986). Bialeschki and Henderson (1986) found that, even when an activity has been freely chosen and provides intrinsic motivation, if it has not been considered pleasurable, it is not perceived as leisure.

Although women may have a positive attitude regarding leisure, their actions are not always consistent in this belief. In Shank's (1986) study, women scored high on the cognitive component of leisure attitude but low on the behavioral component. According to Shank's (1986) research, when women participate in leisure it is often associated with a sense of relaxation and recuperation from the stress and strain experienced in their daily lives.

The research indicates that differences do in fact exist between men and women's leisure. Research with specificity to women's leisure, however, is limited and is indicative of the need for further investigation of the role leisure plays in women's lives.

Leisure Satisfaction

Researchers argue that it is not necessarily the quantity of leisure time available, but rather the quality of the leisure experience that is the crucial factor (Allison & Duncan, 1987; Gunter, 1987; Shank, 1986). By focussing on the values and satisfactions of leisure, researchers become oriented toward the functions or outcomes of leisure rather than the underlying factors which cause an activity or situation to be defined as leisure (Shaw, 1985b).

Ragheb (1980) found that participation in leisure activities is influenced more by the satisfaction derived from the activity rather than the attitude regarding leisure. Leisure satisfaction is defined as

. . . the positive perceptions or feelings which an individual forms, elicits, or gains as a result of engaging in leisure activities and choices. It is the degree to which one is presently content or pleased with his/her general leisure experiences and situations. (Beard & Ragheb, 1980, p. 22)

Although studies concerning leisure satisfaction are few, researchers are attempting to determine the relationship of leisure satisfaction with other areas of a person's life. Leisure satisfaction is found to be a better predictor of overall quality of life rather than job

satisfaction (London, Crandall & Seals; 1977) and to contribute much more to life satisfaction than leisure participation among individuals over 55 (Ragheb & Griffith, 1982). Sneegas (1986) found that leisure satisfaction accounted for more of the variance in life satisfaction in people over 40 than did health, income, or leisure participation. In a study using 219 employees randomly selected from four private firms, Ragheb (1993) examined the relationship of perceived wellness and leisure. He found that in all areas of wellness (physical, mental, emotional, social, and spiritual), leisure satisfaction ". . . was the only variable contributing consistently and behaving as a common denominator to the perception of wellness and its components" (p. 22). Leisure satisfaction also is found to have a negative relationship with perceived academic stress among college students (Ragheb & McKinney, 1993).

In an attempt to determine some of the precursors of leisure satisfaction in adults, Riddick (1986) surveyed 221 adults from 10 age groups (18, 22, 28, 33, 40, 45, 50, 55, 60, and 65). The purpose of the study was to examine whether or not there were significant age group differences in leisure satisfaction and to test a leisure satisfaction model. Participants completed questionnaires, which included the Leisure Satisfaction Scale (Beard & Ragheb, 1980), a measure of leisure values, a stress index, and questions regarding age, gender, income, knowledge about leisure activities available, best friend's leisure

attitude, and mate/steady's leisure attitude. She found that although age has a curvilinear relationship with leisure satisfaction, age did not contribute significantly to leisure satisfaction. The only variables she tested which had a significant positive effect on leisure were knowledge of leisure resources, which had the most influence, and leisure values. Stress, mate/spouse's leisure attitude, income, gender, and best friend's leisure attitude did not have a significant effect on leisure satisfaction.

Research indicates that the quality of the leisure experience is an important factor in determining the benefits of leisure in an individual's life. Leisure satisfaction research is still in its infancy stage, yet has already emerged as a critical factor in a person's overall quality of life.

Relating Leisure Satisfaction to Job Satisfaction

The relationship between leisure satisfaction and job satisfaction has not received much attention from researchers (Paul, 1990) and the information that does exist is largely inconclusive (Near, Rice, & Hunt, 1980). Paul (1990) attributed cross-disciplinary research, conceptual and definitional problems, and methodological problems as the major reasons for the comparative lack of conclusive results in this area.

The literature does however, reflect theoretical relationships between work and leisure which can be applied to leisure satisfaction and job satisfaction (Paul, 1990). Wilensky (1960) offered two approaches to explaining leisure behavior in terms of work. The first is the spillover theory which suggests that work may spill over into leisure to the extent that leisure is the continuation of work experiences and attitudes. The second is the compensatory theory in which leisure is compensatory if it seeks to make up for dissatisfaction experienced in work. The philosophies of holism and segmentalism also may be applied to the leisure-work relationship (Parker, 1971). A person with a holistic view sees all parts of his or her life as being integrated, each one affecting and being affected by the others. The segmented approach is characterized by a person viewing each part of his or her life as separate segments. According to this view, job satisfaction and leisure satisfaction are independent of one another (Paul, 1990).

The literature regarding leisure satisfaction and job satisfaction seems to support the segmented theory (Iris & Barrett, 1972; London et al. 1977; Paul, 1990) however, research pertaining to women and leisure seems to suggest the holistic theory may be more applicable to women (Deem, 1986; Henderson, et al., 1989; Shank, 1986; Shaw, 1985a, 1986, 1992). Allison and Duncan (1987) cite research which suggested that female workers do not segment their work,

leisure, and home life to the same extent that their male counterparts do, yet they explain that ". . . there is a tendency to minimize these findings as spurious patterns by suggesting that working women have not fully integrated the worker role into their identity" (p.144). Allison and Duncan (1987) concluded that these past methodological compartmentalizations have ". . . nonconsciously forced us as scientists to adopt a male-model of the work/leisure relationship" (p. 145). Although there is inconclusive research regarding the exact relationship of job satisfaction and leisure satisfaction, the importance of leisure as a component of work satisfaction cannot be denied (Allen, 1980).

Leisure Education and Counseling

Many leisure researchers advocate the need for leisure education and counseling (Ragheb, 1980, 1993; Ragheb & McKinney, 1993; Riddick, 1986;) especially for women (Deem, 1986; Henderson et al., 1989; Shank, 1986;). Researchers and theorists involved with career education and counseling and mental health professionals have recently addressed the need of leisure education and counseling (Allen, 1980; Garte & Rosenblum, 1978; Hesser, 1984; Loughead, 1989; McDaniels, 1984; Peevy, 1984; Super, 1984).

Super (1984) defined a person's career as ". . . the sequence and combination of roles played by a person in the course of a lifetime" (p. 75). By his own admission, this

definition presents a broad scope for career, but one which Super feels is most appropriate. Super (1984) identified the role of *leisurite* as one in which people can find self-expression and esteem that can lead to self-fulfillment and noted that education and guidance can make a major contribution in this area.

Career = Work + Leisure is a formula developed by McDaniels (1984) that views leisure as an integral part of a person's life. This approach, which McDaniels considers to be holistic, life span oriented, future oriented, and ever present, stresses the importance of the complimentary and interacting roles leisure and work play in the development of one's career development. He urged counselors, teachers, and adult service providers to recognize the importance of leisure beginning in elementary schools and continuing throughout adulthood.

Leisure counseling has emerged as a viable part of the counseling process (Hesser, 1984; Loughhead, 1989; Peevy, 1984). Peevy (1984) outlined four leisure counseling approaches which may help clients overcome leisure lack or leisure deficits and make suitable leisure choices. She felt that counselors, career educators, and individuals within the helping profession, are challenged to develop leisure counseling skills and acquire leisure information. Loughhead (1989) developed a four-step approach which counselor's can use to help clients identify leisure pursuits which may in turn enhance their career development.

Step one involves identifying clients' needs through a semistructured interview and career assessment instruments; step two explores clients' values, beliefs, attitudes, and myths toward leisure; and step three identifies interests and activities that clients may engage in to fulfill unmet needs. The final step is facilitating clients' involvement in the chosen activity, and assisting in the evaluation of the satisfactoriness of the endeavor to fulfill needs.

Leisure therapy is defined by Garte and Rosenblum (1978) as the ". . . process of utilizing leisure activities for the purpose of increasing personal and professional effectiveness" (p. 159). They developed a workshop which focuses on leisure awareness and emphasizes leisure's therapeutic applications. Through small group exercises, the participants in the workshop confronted their own attitudes and values in regard to work and leisure, and ". . . develop personal prescriptions for an individually oriented treatment program for the use of their leisure time" (p. 159). Although the workshop was originally designed to prevent burn-out among mental health counselors, they later expanded its use to help teachers combat the stress associated with their jobs.

Leisure education, leisure counseling, and leisure and recreation therapy have received a considerable amount of attention in the literature in recent years. Advocates of leisure view leisure as a life-long event with implications for leisure education and leisure counseling throughout an

individual's life-span. The literature indicates that leisure education and/or counseling may be beneficial for women especially.

The School Counselor's Role

The role of the elementary school counselor appears to be under constant examination (Bailey, Deery, Gehrke, Perry, & Whitley, 1989; Ginter, Scalise, & Presse, 1990; Morse & Russell, 1988; Schmidt, 1993; Welch & McCarroll, 1993; Wilgus & Shelley, 1988). In 1978, the American School Counselor Association (ASCA) published its statement regarding the role and function of the elementary school counselor. Since this time, the counseling literature has been emphasizing the changing function of the counselor and attitudes toward the counselor's role (Wilgus & Shelly, 1988). Schmidt (1993) views the 1980's as a time when school counselors were developing a clear identity and describing their role and functions at the various levels of school practice. He believes that this process must continue through the 1990's.

The review of literature concerning a direct relationship between the school counselor's role and teacher job satisfaction or leisure is almost non-existent. However, there is recently published literature which indicates the essential role the school counselor plays in regard to the school climate (Bailey et al., 1989; Borders & Drury, 1992; Kaplan & Geoffroy, 1990; Parr, 1993). School

counselors have an ethical responsibility to create a positive school climate for students. The American School Counselor Association (1992) states that the school counselor ". . . supports and protects the educational program against any infringement not in the best interest of students" (p. 86) and more specifically ". . . assists in the development of: (1) curricular and environmental conditions appropriate for the school and community . . ." (p. 87).

Kaplan and Geoffroy (1990) defined school climate as ". . . how people feel about the qualities of a school and the people in that school. 'Climate' includes the total physical and psychological environment to which people respond" (p. 8). They made reference to the number of prominent educators who recognize a need for change in American education which emphasized meeting students' and teachers' affective needs in addition to their cognitive needs. Positive school climate is linked to student achievement (Lee & Ekstrom, 1987) and can affect the teaching and learning in a school (Kaplan & Geoffroy, 1990).

National leaders of the American School Counselor Association believe most elementary school counselors would indicate that the major focus of elementary school counseling programs is to create a positive school environment for students (Bailey et al., 1989). The school counselor's unique professional knowledge, education, skills, and attitudes enable the counselor to play a vital

role within the school system for creating and enhancing a positive school climate (Kaplan & Geoffroy, 1990; Parr, 1993). School counselors' specialized education and training allow them to not only be sensitive to environmental factors which may impede a student's full development, but they also possess the skills to intercede (Borders & Drury, 1992) and the expertise to assume a leadership role in creating a positive school climate (Kaplan & Geoffroy, 1990). Joyce (1991) believes that all individuals within a school have a responsibility to utilize their own unique experiences and expertise to ". . . open the doors of school improvement" (p. 62). School counselors especially, have a responsibility to the overall school climate which cannot be denied (Borders & Drury, 1992).

Myrick (1987) stated that an effective school counseling program ". . . permeates the school environment" (p. 46). Teachers play a key role in implementing and maintaining a successful guidance and counseling program (Wittmer & Loesch, 1975) and have a considerable stake in ensuring that school guidance and counseling programs are available and effective (Ginter et al., 1990). The important role of the classroom teacher to the guidance program often is overlooked in the counseling literature (Maples, 1992), yet the classroom teacher is a vital contributor to the success or failure of an effective guidance and counseling program (Maples, 1992; Schmidt, 1993; Wilgus & Shelley, 1988).

The importance of the teacher's role in the school guidance program may be especially true for the elementary school teacher because of the tremendous amount of time children spend with their teacher. "Once the school bell has rung and the classroom doors close, it is the teacher who will determine the success or failure of the school day for each child" (Maples, 1992, p. 37). The close relationship established by the elementary school teacher and his or her students often creates a situation where the teacher is first in line to help a student before making a referral to the school counselor (Schmidt, 1993). The teacher's involvement in the elementary counseling program is emphasized by Schmidt (1993). He advocates elementary school counselors developing strong working relationships with teachers in order to become an integral member of the school staff and instructional program.

The counselor can create a positive school environment through a comprehensive approach which includes consultation to teachers (Bailey, et al, 1989). The counselor's role as a consultant has received a great deal of attention in recent years (Borders & Drury, 1992; Hawes, 1989; Leonard & Gottsdanker-Willekens, 1987; Schmidt, 1993). The definition of consulting is often vague (Thompson & Rudolph, 1988). Traditionally, it is referred to as the ". . . school counselors' collaborative work with other school staff or parents (consultees) to improve consultees' interactions with students" (Borders & Drury, 1992, p. 492), and provides

teachers with the information and skills necessary to provide direct services to students (Ginter et al., 1990; Wilgus & Shelly, 1988).

A recent study (Morse & Russell, 1988) investigating how elementary school counselors perceived their ideal role, revealed that above all else, counselors want to help teachers help their students. A total of 130 elementary school counselors from the Pacific Northwest completed questionnaires containing 38 items that represent the day-to-day work of elementary school counselors. Counselors were asked to rate each item according to how they view their actual role (what they are doing) and their ideal role (what they would like to do). One of the largest discrepancies between the ideal and actual ratings appeared in the role of teacher-consultant. Helping teachers help their students was first on their ideal role but listed as fourth on their actual role. Counselors indicated a desire to be significantly more involved in the teacher-consultant role.

Although the aim of consultation is to provide indirect aid to the students, Borders & Drury (1992) indicate that teachers often receive the benefit of the consultation.

Teachers who consulted with school counselors created more productive learning environments, were more complimentary of students, were more positive in their interactions with students, had more positive views of

themselves as teachers, and reported greater job satisfaction. (p. 493)

Combs (1988) believes that the new educational reforms should focus on the professional educators, as well as students, instead of focusing on the methods they utilize. School counselors are realizing that by enhancing the personal lives of teachers, students will reap the benefits (Braucht & Weime, 1992; Gerler, 1992; Johns, 1992; Kaplan & Geoffroy, 1990; Maples, 1992). Pelsma, Richard, Harrington, and Burry (1989) attributed the task of improving the general well-being of teachers to the school counselor. Based on the rationale that teacher self-esteem is crucial to the learning environment and instrumental to the development of children's self-esteem and that students often imitate adult behavior, Braucht and Weime (1992) and Maples (1992) planned and conducted in-service workshops designed to improve teacher's self-esteem.

Wilgus and Shelly (1988) identified staff development (conducting in-service training and workshops with staff) as one of the duties of the school counselor. This also is evidenced by the recent appearance of numerous articles regarding in-service workshops conducted by school counselors on such topics as reduction of teacher stress (Leffingwell, 1979; Moracco & McFadden, 1982), improving communication skills (Hawes, 1989; Kaplan & Geoffroy, 1990), enhancing self-concept (Braucht & Weime, 1992; Leonard &

Gottsdanker-Willekens, 1987; Maples, 1992), and anger management (Kaplan & Geoffroy, 1990). James and Dougherty (1985) even presented a step by step guide to aid counselors in developing and conducting teacher in-service workshops.

The school counselor's nonthreatening role in school, along with his or her specialized education and training, creates an ideal opportunity for the school counselor to facilitate and lead support groups for teachers (Moracco & McFadden, 1982). Gerler (1992) supported this role of the school counselor and emphasized a need for counselors to provide support groups for beginning teachers. The inherent qualities of the school counselor are essential ingredients which are needed to help teachers develop human relation skills. Ryan, Jackson and Levinson (1986) suggested that school counselors display a genuine interest in models of teaching which focus on human relations and assume an active role in the training of teachers to such models.

Pelsma et al. (1989) called for school counselors to know what they can do to improve and change the quality of work life for teachers, particularly in the areas related to teacher stress and job satisfaction. Although the literature does not specifically identify interventions counselors can implement to address the issue of teacher job satisfaction, Saphier and King (1985) believe that the most effective way to attract and retain competent teachers is by nurturing adult growth within the school. School counselors can be the change agents in a school setting (Kaplan & Geoffroy,

1990). As leaders in the schools, counselors must understand the nature of change (Wilgus & Shelley, 1988) and improve their programs to better serve teachers as well as students, parents, and the community (Gysbers, Hughey, Starr, & Lapan, 1992).

Summary

The review of literature includes discussions of job satisfaction, leisure satisfaction, and the school counselor's role in establishing a positive school climate through interventions with teachers. The literature suggests a possible relationship among these variables and strongly illustrates the need for further investigation of teacher job satisfaction, women's leisure, and leisure satisfaction.

Although the definition of teacher job satisfaction is apparent, there is some disagreement concerning the components of teacher job satisfaction and dissatisfaction. Authors appear to apply different amounts of emphasis to the individual facets of teacher job satisfaction. The current interest in teacher job satisfaction seems to emerge from recent indicators of rising teacher job dissatisfaction and the large number of teachers leaving the teaching profession.

Organizational psychologists have investigated the relationship between workers and their leisure, but this relationship has been neglected among elementary and

secondary school teachers. The majority of public school teachers are women, especially in the elementary schools. Previous research has employed a male-model of the work/leisure relationship even though significant differences have been found to exist between men and women regarding their leisure. This indicates a need for further investigation into the work/leisure relationship of women and for the development of programs which address the leisure needs of women.

The unique position held by counselors in the school allows them to address work and leisure needs with teachers. Recent trends in school counseling seem to indicate that counselors are taking a more proactive role in the implementation of staff development workshops. Traditionally, these workshops addressed issues which could directly benefit students, but the boundaries of consultation are now expanding to include other aspects of teachers' lives. The specialized education, training, and skills of the school counselor allow them to be change agents within the school and assume leadership roles in the creation of a positive school climate. Research indicates that this may be most effectively accomplished through their understanding, support, and staff development of classroom teachers.

CHAPTER III

METHOD

The purpose of this chapter is to describe the method involved in this study. The subjects are described and the method by which they were selected is discussed. Information is provided for each of the three instruments used in data gathering; (a) Teacher Job Satisfaction Questionnaire (Lester, 1987); (b) Leisure Satisfaction Scale Short Form (Beard & Ragheb, 1980); and (c) The Amount of Perceived Leisure Subscale (Neulinger & Breit, 1969; revised 1971). Ethical considerations of the study are included, followed by a discussion of the methods and procedures of the study. The chapter concludes with a section concerning the analysis of data.

Subjects

The sample consisted of 347 volunteer female subjects chosen from the population of 446 full-time certified female elementary school teachers from a large school district in a Southcentral state. The school district is located adjacent to a large metropolitan area and serves 15,685 students from four communities and a United States Air Force Base. The district consists of 17 elementary schools, five junior

highs, three high schools, one area vocational-technical school, and a special services center. (See Appendix A for further information regarding the school district).

The 17 elementary schools employ 552 certified teachers. For the purpose of this study, the sample only included female, full-time certified teachers in grades kindergarten through six. Music, physical education, special education, and reading teachers were included if they served an elementary school full-time. Counselors, media specialists, and administrators were excluded because many of their duties are beyond the scope of teaching.

The entire population of the 446 full-time certified female teachers were surveyed. Each of these teachers were given three separate self-report survey instruments; Teacher Job Satisfaction Questionnaire (TJSQ), The Leisure Satisfaction Scale (Short Form), and the Amount of Perceived Leisure Subscale, along with a personal demographic survey in the spring of 1994. Two weeks after the initial distribution, 351 surveys were received. Four of the surveys were eliminated from the sample due to incomplete data. A response rate of 77.8% (n=347) was obtained. Table 1 is a summary of the sample size by category and total response rate.

Table 1

Sample Size By Category AndTotal Response Rate

	N=
Grade K-3	168
Grade 4-6	114
Special Education/Reading	48
Music/P.E.	15
No Response	2
Total Sample Size	347*

* Total response rate
of 446 sampled = 77.8%

Demographic Results

A total of 347 certified female school teachers were volunteer subjects for this study. Of these subjects, 168 were kindergarten through third grade classroom teachers, 114 were fourth through sixth grade teachers, 48 were special education teachers or reading specialists, 15 were music or physical education teachers, and 2 failed to answer this question. The age of the participants ranged from 22 years to 62 years with a mean age of 39.79 years.

The mean number of years of teaching experience for the respondents was 13, and most of the teachers had been in their current position for an average of 8 years.

The ages of the participants ranged from 22 years to 62 years. The majority (55.0%) of the respondents (n=191) have a bachelors degree (refer to Figure 1); 25.9% (n=90) have a

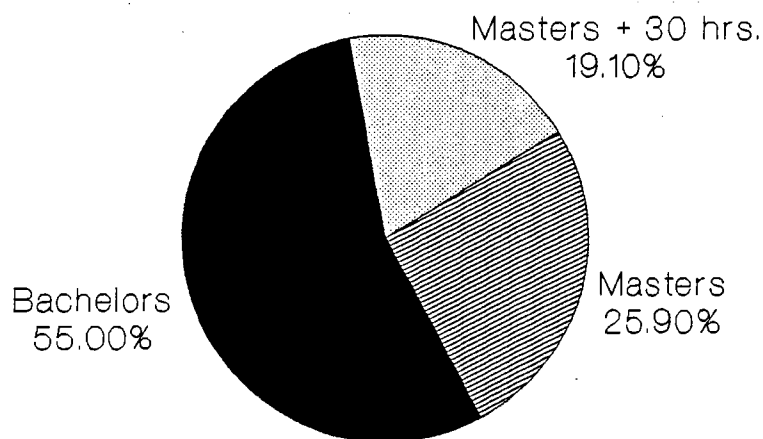


Figure 1. Highest College Degree Earned by Respondents

masters degree and only 19.1% (n=65) hold a masters degree plus 30 hours or more course work in graduate studies. At the time of the study, 52 or 15.0% were enrolled as a

student for graduate work with a mean of 8.50 hours spent each week on student related activities. Fifty-five (15.9%) of the respondents had another paying job. A mean of 10.58 hours each week was devoted to that job.

Of the 347 respondents, 80.98% (n=281) were married, 9.51% (n=33) were single, 8.35% (n=29) were divorced, 0.58% (n=2) were widowed, and 0.58% (n=2) failed to provide their marital status. Of the married respondents, 56.58% (n=159) held bachelors degrees, 25.98% (n=72) held masters degrees, and 17.44% (n=49) held a masters plus at least 30 hours of additional course work (refer to Figure 2). Of the single teachers, 63.64% (n=21) held bachelors degrees, 27.27% (n=9)

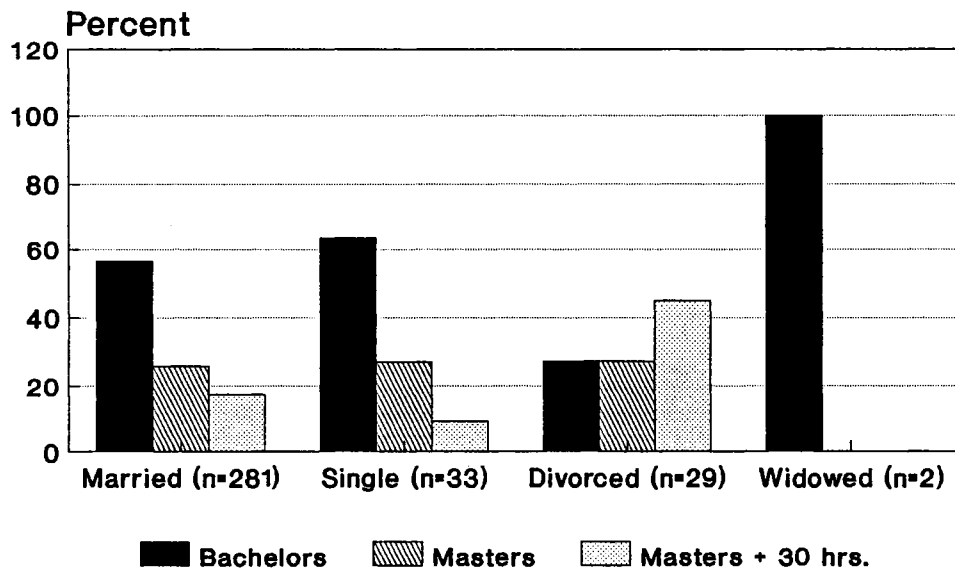


Figure 2. Highest Degree Earned
By Marital Status

held a masters, and 9.09% (n=3) held a masters plus at least 30 hours of additional course work. Of the divorced teachers, 27.59% (n=8) held a bachelors degree, 27.59% (n=8) held a masters and 44.82% (n=13) held a masters degree plus at least 30 hours of additional course work.

The mean age and number of years teaching for married, single, divorced, and widowed teachers were presented by the following bar chart (Figure 3). The mean age for the

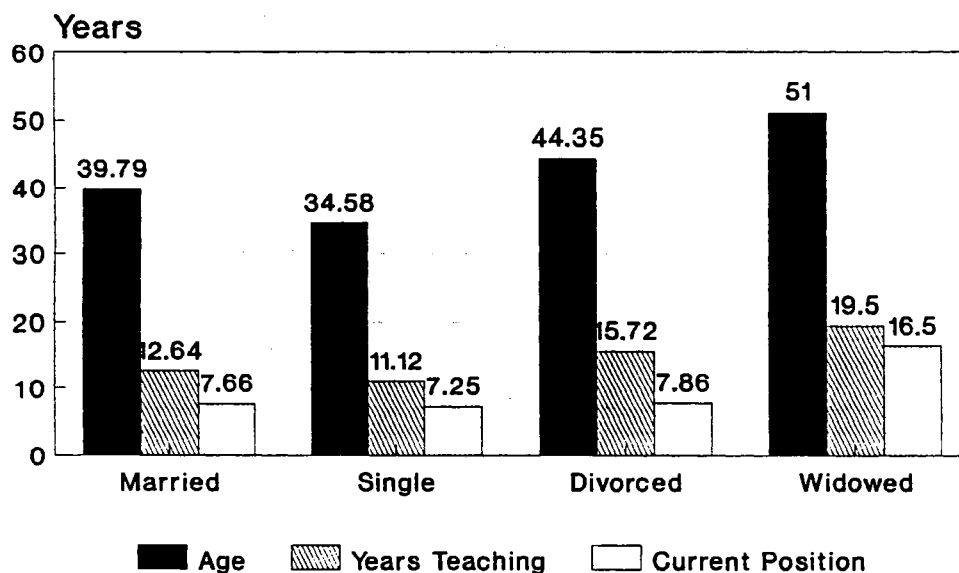


Figure 3. Age, Years Teaching & Year at Current Position By Marital Status

married teachers was 39.9 years and the mean age for the divorced was 44.35 years. Widows were the oldest group

(mean age 42.35 years) and the single teachers were the youngest (mean age 34.58 years).

Instrumentation

An essential element of a study is to choose instruments which accurately and objectively measure the constructs as they have been defined. The following instruments were chosen because of the psychometric qualities they possess. A copy of each of these instruments, which were combined into one questionnaire, can be found in Appendix B.

Teacher Job Satisfaction Questionnaire

The Teacher Job Satisfaction Questionnaire (TJSQ) (Lester, 1987) was developed specifically for use in various educational settings. The instrument consists of 66 items which yield subscale scores on supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition, as well as a general overall job satisfaction score. Each of the 66 items is a statement in which the participant responds using a five point Likert scale ranging from 1="strongly disagree" to 5="strongly agree".

The Teacher Job Satisfaction Questionnaire is a carefully constructed measure of teacher job satisfaction. A review of Dissertation Abstracts International reveals a variety of research applications utilizing this instrument

which include such topics as perceived factors associated with job satisfaction (Ruben, 1994), congruence and disparity between teachers and principals of perceived teacher job satisfaction (Bishop, 1991), and job satisfaction of mentor teachers (Giaino, 1989).

Norms. The population from which the sample was selected included teachers from New York City, Westchester, Nassau, and Suffolk Counties in New York. An elementary, junior high, and senior high school were selected randomly from each of eight school districts. Teachers were then selected randomly using a table of random numbers. Of the 1,600 instruments distributed, 631 were returned providing 620 usable returns which comprised the normative group.

Reliability. The internal consistency of the TJSQ was determined through computation of an Alpha coefficient. The total scale Alpha for the normative sample is .93. The subscales reveal the following coefficients: (a) supervision = .92; (b) colleagues = .82; (c) working conditions = .83; (d) pay = .80; (e) responsibility = .73; (f) work itself = .82; (g) advancement = .81; (h) security = .71; and (i) recognition = .74.

Validity. Content validity of the TJSQ was ensured through generating a representative sample of items from the literature on job satisfaction. The content of the instrument was then examined by several experts in the field, and the plan and procedures for the construction were evaluated in terms of (a) instructions; (b) ordering of

items; and (c) selection of items. Content validation was accomplished through a modified Q sort by faculty and graduate students. Statements with less than 80% agreement were either rewritten or rejected.

Factor analysis was used to determine construct validity for the TJSQ. Multiple factor analyses were performed until nine interpretable factors with Eigenvalues equal to or greater than 1.0 were extracted, using an orthogonal varimax solution. Criterion validity was not obtained for this instrument because at the time of its development no other instrument existed which specifically measured teacher job satisfaction.

Scoring. Each of the 66 statements expresses a concern about teacher job satisfaction. Respondents indicate the degree of agreement or disagreement with each specific statement by marking a five point Likert scale. The scoring is reversed for unfavorable items. The theoretical range for overall job satisfaction is 66-330; a low score represents low job satisfaction, while a high score represents high job satisfaction. Scoring for the nine subscales consists of reversing the scores for the unfavorable items and then adding the scores for each item in the subscale.

Factor analysis also was conducted by the author of this study to confirm the underlying factors and patterns among variables and also as an attempt to refine further the TJSQ. All 66 TJSQ items were factor analyzed using

principal component analysis procedure with orthogonal varimax rotation technique. This technique was similar to the one used by the original author of the TJSQ (Lester, 1987). Results of the factor analyses can be found in Chapter 4.

Leisure Satisfaction Scale Short Form

The Leisure Satisfaction Scale (Beard & Ragheb, 1980) was developed to provide a measure of the extent to which individuals perceive that certain personal needs are met or satisfied through leisure activities. The short form consists of 24 statements in which the respondent answers using a five point Likert scale ranging from 1="Almost Never True" to 5="Almost Always True." There are six subscales with four statements each which reveal scores in the areas of (a) psychological; (b) educational; (c) social; (d) relaxation; (e) physiological; and (6) aesthetic satisfaction.

The Leisure Satisfaction Scale short form is a carefully constructed measure of leisure satisfaction which has been used in a variety of research applications (Paul, 1990; Ragheb, 1993; Ragheb & Griffith, 1982; Ragheb & McKinney, 1993; Riddick, 1986; Sneegas, 1986).

Norms. The Leisure Satisfaction Scale was first administered to 603 individuals consisting of students; professional, technical, and skilled employees; part-time employees; and retired individuals. It was then

administered to an additional similar sample of 347 individuals after minor revisions were made.

Reliability The alpha reliability coefficient for the entire scale is .93. The subscales have the following alpha coefficients: (a) psychological = .86; (b) educational = .90; (c) social = .88; (d) relaxation = .85; (e) physiological = .92; and (f) aesthetic = .96.

Validity. Face validity was established by 160 professionals and educators in the field of leisure and recreation who were asked to give an overall rating for four qualitative dimensions of the instrument; (a) relevance of the items to the concept of leisure satisfaction-content validity, (b) clarity of the items, (c) reading level of the items and instructions, and (d) the likelihood of the items being objectionable to the respondent. Since this is the only instrument available to measure leisure satisfaction, criterion validity was not established.

Scoring. Each of the 24 statements on the Leisure Satisfaction Scale represents a component of leisure satisfaction. Respondents answer according to a five point Likert scale whether the statement is 1="almost never true" to 5="almost always true". Subscale scores are determined by totaling the scores of each of the four statements within the specific subscale. A total leisure satisfaction score is determined by totaling all 24 items. The theoretical range of scores for overall leisure satisfaction is 24-120.

A high score indicates high leisure satisfaction, whereas a low score indicates low leisure satisfaction.

The Amount of Perceived Leisure Subscale

The Amount of Perceived Leisure Subscale (Neulinger & Breit, 1969; revised, 1971) is one of five sections of an instrument developed to measure attitude dimensions of leisure which may be used independently. The other four factors are; (a) affinity for leisure; (b) society's role in leisure planning; (c) self-definition through leisure or work; and (d) amount of work or vacation desired. The Amount of Perceived Leisure Subscale consists of six statements which indicate the amount of a person's perceived leisure and also his or her satisfaction with the amount he or she has and the need for more leisure.

Norms. This instrument was developed in 1969 with a sample of 320 adults and replicated in 1971 using 335 adults. For both studies, the adults were full-time professional, business, industry, or trade workers from the New York City area. Both samples included more males than females, 171 to 149 and 198 to 137 respectively.

Reliability. Although no index of reliability could be found in the literature, there is consistency among the results of the two studies undertaken to develop this instrument. The studies used different samples, yet both yielded five factors with Eigenvalues greater than one. The consistency in the replication of the study implies that it

is a reliable measure of the dimensions of leisure attitudes, including perceived amount of leisure.

Validity. Validity of this instrument is indicated by the high factor loadings of each item on the Perceived Amount of Leisure Subscale. Each factor loading on this subscale is greater than or equal to .40.

Scoring. The Amount of Perceived Leisure Subscale consists of six statements in which the respondents are required to answer using a five point Likert scale ranging from 1="almost never true" to 5="almost always true". A total Amount of Perceived Leisure Subscale score is obtained by adding the scores of all the items. The theoretical range of scores is 6-36. A high score indicates a greater satisfaction with the amount of perceived leisure, whereas a low score indicates a lesser satisfaction with the amount of perceived leisure.

For the purpose of this study, the three instruments, along with demographic survey were combined into one four page questionnaire. The Perceived Amounts of Leisure Subscale (Neulinger and Breit, 1969; revised, 1971) were questions one through six on the first page of the questionnaire; questions seven through thirty consisted of the Leisure Satisfaction Scale Short Form (Beard and Ragheb, 1980). The Teacher Job Satisfaction Questionnaire (Lester, 1987) was found on the second and third pages of the questionnaire, questions one through sixty-six. Demographic

information questions used in this study were on page four, questions one through eleven. Additional information was collected to be used in future research. A copy of the questionnaire can be found in Appendix B.

Ethical Considerations

Permission to conduct this study was granted by the superintendent of the school district, the president of the local Association of Classroom Teachers, and each site principal. (See Appendix C for letters of endorsement). Approval to conduct the study also was granted by the Oklahoma State University Institutional Review Board. (See Appendix D). Permission also was granted by the authors of the TJSQ and the Leisure Satisfaction Scale to use their instruments in this study (See Appendix E).

Every certified, full-time, female elementary school teacher in the district was surveyed and given the opportunity to participate voluntarily in the study by completing and returning the questionnaire. Teachers were notified in writing at the time they were given the questionnaires that (a) their participation was strictly voluntary, (b) they were free to withdraw from the study at any point, (c) all responses would be kept confidential, and (d) results of the study would be available to them at the completion of the study (see Appendix F). Site principals distributed the questionnaires to each eligible teacher. Completed questionnaires were returned in a sealed envelop

to the site's counselor. All questionnaires remained anonymous and no attempt was made to identify questionnaires either individually or by school site.

Methods and Procedure

During a regularly scheduled district wide elementary principal's meeting, the researcher met with all 17 principals and explained the purpose of the study. At that time all 17 schools indicated a desire to participate in the study. Principals were asked to encourage their eligible teachers to fill out the questionnaires but were reminded that each teacher had the option to participate or not. Although an attempt was made to survey the entire population, only 77.8% of the population returned usable questionnaires. The questionnaires included the above three instruments along with demographics of teacher characteristics. A copy of the questionnaire can be found in Appendix B. To maximize teacher participation, each site's principal distributed the questionnaires, along with a cover letter explaining the study (See Appendix F), to all eligible female teachers during the first week of March in 1994. In order to insure anonymity, the questionnaires were returned in a sealed envelop to the site's school counselor. Each school counselor returned their school's completed questionnaires to the researcher within ten days. No attempt was made to identify individual questionnaires or the site from which they came. This time of the year was

selected to increase the likelihood that variables within the school districts schedule (e.g. holidays, summer vacation, state mandated testing, etc.) would not affect teacher attitudes regarding perceived amount of leisure, leisure satisfaction or job satisfaction.

The main focus of this study was concerned with teacher job satisfaction. Therefore, teacher job satisfaction was the dependent variable for this study. Variables which may have influenced this are perceived amount of leisure and leisure satisfaction and were considered the primary independent variables. Other independent variables included age, number of years teaching, number of years in current position, educational attainment, marital status, number of children living at home, number of hours spent in direct job related activities outside the contracted teaching agreement, outside employment, and status as a student. Many of these teacher characteristics also were examined in relation to their influence on teacher's perceived amount of leisure and leisure satisfaction.

Analysis of Data

Statistical analysis of all data was carried out on an IBM micro-computer using The System for Statistics (SYSTAT, Inc. 1989) package. In addition to the usual descriptive treatment of the demographic data, factor analysis was replicated for the 66 items of the TJSQ to confirm further the underlying factors and patterns among

the variables. Multiple regression analysis was used to examine the strength of relationships between selected personal characteristics of female elementary school teachers and their job satisfaction, leisure satisfaction, and perceived amount of leisure. Regression analysis is more appropriate for correlational studies when the independent variables are observational or uncontrolled (Mendenhall & Sincich, 1986). In order to lower the probability of committing Type I errors due to multiple comparisons, an alpha level of 0.01 was used to test all hypotheses.

CHAPTER IV

RESULTS

The purpose of this study was to investigate the relationship among teacher job satisfaction, perceived amount of leisure, and leisure satisfaction in elementary school teachers. Three separate self-report survey instruments were administered to 347 volunteer female elementary school teachers from a large school district in a Southcentral state. Age, marital status, highest educational level, number of years teaching, current position, number of years at current position, hours spent in direct job related activities, hours spent in other employment, and status as student and hours spent as a student, were obtained from a personal demographic information survey.

Factor Structure of TJSQ

Factor analysis was conducted as an exploratory technique to discover underlying factors and patterns among variables and also as an attempt to refine further the Teacher Job Satisfaction Questionnaire (TJSQ). As discussed in Chapter III, all 66 TJSQ items were factor analyzed using principal component analysis procedure with orthogonal

varimax rotation technique, which was similar to the procedure used by the original author of the TJSQ (Lester, 1987). The outcome of the factor analysis yielded eight factors as opposed to nine factors obtained by the author of the instrument. The eight factors were supervision, pay, responsibility, colleagues, security, work itself, working conditions and advancement. Three items, #6, #14, and #49 that loaded under the author's ninth factor, "recognition", loaded with the factor, "supervision," in the present study.

Table 2 presents an overview of the factor structure of the TJSQ as obtained in this study. All the original 66 items, except item #4, loaded on the eight factors. Item #4 was eliminated from the instrument. None of the remaining items had factor loadings less than .300.

Table 2

TJSQ Factor Structure & Factor
Loadings (Confirmatory)

Factors and Items	Loadings
Factor 1: Supervision	
62. My immediate supervisor praises good teaching.	0.786
10. I receive recognition from my immediate supervisor.	0.772
17. My immediate supervisor gives me assistance when I need help.	0.768

Table 2 (contd.)

Factors and Items	Loadings
40. My immediate supervisor provides assistance for improving instruction.	0.760
31. My immediate supervisor treats everyone equitably.	0.754
43. My immediate supervisor is not willing to listen to suggestions.	0.752
60. My immediate supervisor explains what is expected of me.	0.738
59. When I teach a good lesson, my immediate supervisor notices.	0.709
24. My immediate supervisor does not back me up.	0.702
56. My immediate supervisor makes me feel uncomfortable.	0.672
05. My immediate supervisor turns one teacher against another.	0.650
47. I receive too many meaningless instructions from my immediate supervisor.	0.642
28. The administration in my school communicates its policies well.	0.627
16. The administration in my school does not clearly define its policies.	0.579
12. My immediate supervisor offers suggestions to improve my teaching.	0.568
06. No one tells me that I am a good teacher.	0.541
14. I receive full recognition for my successful teaching.	0.532
09. Working conditions in my school could be improved.	0.529
53. My immediate supervisor makes available the material I need to do my best.	0.526

Table 2 (contd.)

Factors and Items	Loadings
11. I do not have the freedom to make my own decisions.	0.513
49. I receive too little recognition.	0.449
Factor 2: Pay	
02. Teacher income is inadequate for normal expenses.	0.729
44. Teacher income is barely enough to live on	0.693
61. Teaching provides me with financial security.	0.662
36. I am well paid in proportion to my ability	0.634
57. Teacher income is less than I deserve.	0.483
13. Teaching provides for a secure future.	0.459
Factor 3: Responsibility	
64. I get along well with my parents.	0.749
22. My students respect me as a teacher.	0.660
34. I am responsible for planning my own daily lessons.	0.639
19. Teaching provides me the opportunity to help my students learn.	0.552
58. I try to be aware of the policies of my school.	0.546
38. I do have responsibility for my teaching.	0.392
63. I am not interested in the policies of my school.	0.305
Factor 4: Colleagues	
20. I like the people with whom I work.	0.688
48. I dislike the people with whom I work.	0.679

Table 2 (contd.)

Factors and Items	Loadings
41. I do not get cooperation from the people I work with.	0.667
66. My colleagues seem unreasonable to me.	0.664
37. My colleagues are highly critical of one another.	0.638
15. I get along well with my colleagues.	0.637
54. I have made lasting friendships among my colleagues.	0.531
32. My colleagues stimulate me to do better.	0.517
39. My immediate supervisor offers suggestions to improve my teaching.	0.472
51. My interests are similar to those of my colleagues.	0.449
Factor 5: Security	
23. I am afraid of losing my teaching job.	0.575
29. I never feel secure in my teaching job.	0.456
65. Pay compares with similar jobs in other school districts.	0.379
52. I am not responsible for my actions.	0.308
Factor 6: Work Itself	
42. Teaching encourages me to be creative.	0.712
25. Teaching is very interesting work.	0.703
03. Teaching provides me with an opportunity to use a variety of skills.	0.628
46. The work of a teacher is very pleasant.	0.596
45. I am indifferent towards teaching.	0.593
30. Teaching does not provide me the chance to develop new methods.	0.555
27. Teaching discourages originality.	0.523

Table 2 (contd.)

Factors and Items		Loadings
07.	The work of a teacher consists of routine activities.	0.368
26.	Working conditions in my school could not be worse.	0.314
Factor 7: Working Conditions		
35.	Physical surroundings in my school are unpleasant.	0.753
18.	Working conditions in my school are comfortable.	0.620
55.	Working conditions in my school are good.	0.577
Factor 8: Advancement		
33.	Teaching provides the opportunity for promotion.	0.754
21.	Teaching provides limited opportunities for advancement.	0.700
50.	Teaching provides a good opportunity for advancement.	0.699
08.	I am not getting ahead in my present teaching position.	0.587
01.	Teaching provides me with an opportunity to advance professionally.	0.587

Each of the above factors consists of items that were representative of that particular area of job satisfaction. The item numbers and statements were arranged in the order of their respective factor loadings. For the purpose of

this study, each of the eight factors were treated as separate variables, with each subscale measuring a specific aspect of teacher job satisfaction.

The nine factors that were identified and defined by the author of TJSQ are listed in Table 3.

Table 3

Definition Of The Teacher Job Satisfaction

Questionnaire Subscales (Factors)

Factor	Definition
1. Supervision	The task-oriented behavior and person-behavior of the immediate supervisor.
2. Colleagues	The work group and social interaction among fellow teachers
3. Working Conditions	The working environment and aspects of the physical environment.
4. Pay	Annual income.
5. Responsibility	The opportunity to be accountable for one's own work and to take part in policy or decision-making activities.
6. Work Itself	The job of teaching or the tasks related to the job. The freedom to institute innovative materials and to utilize one's skills and abilities in designing one's work. The freedom to experiment and to influence or control what goes on in the job.

Table 3 (contd.)

Factor	Definition
7. Advancement	The opportunity for promotion.
8. Security	The school's policies regarding tenure, seniority, layoffs, pension, retirement, and dismissal.
9. Recognition	Some act of notice, blame, praise, or criticism.

Table 4 shows the correlations for the eight rotated factors. The highest correlation, $r=.590$, was between Factor 1 (supervision) and Factor 7 (work condition) and the lowest, $r=-.090$, was between Factor 2 (pay) and Factor 3 (responsibility).

Table 4

Factor Correlations for Rotated Factors

	Factor 1	Factor 2	Factor 3	Factor 4
Factor 1	1.000			
Factor 2	0.191	1.000		
Factor 3	0.259	-0.090	1.000	
Factor 4	0.496	0.186	0.248	1.000
Factor 5	0.232	0.149	0.258	0.227
Factor 6	0.477	0.238	0.347	0.429
Factor 7	0.598	0.158	0.222	0.454
Factor 8	0.453	0.399	0.111	0.284

Table 4 (contd.)

	Factor 5	Factor 6	Factor 7	Factor 8
Factor 5	1.000			
Factor 6	0.300	1.000		
Factor 7	0.123	0.440	1.000	
Factor 8	0.150	0.463	0.342	1.000

Testing Research Questions

Regression analysis using the System for Statistics (SYSTAT) was carried out on an IBM compatible micro-computer to evaluate the seven research questions for this investigation at an alpha level of 0.01. The results of the data analysis follows.

Research Question 1

Is there a relationship between job satisfaction and leisure satisfaction among female elementary school teachers?

Table 5 shows the correlation matrix of the three survey instruments; Teacher Job Satisfaction Questionnaire (TJSQ), The Leisure Satisfaction Scale (LS) and The Amount of Perceived Leisure (PL) used in this study.

Table 5
Correlation Matrix of Job Satisfaction (TJSQ),
Leisure Satisfaction (LS) and Amount of
Perceived Leisure (PL) Scales

	TJSQ	LS	PL
TJSQ	1.000		
LS	0.062	1.000	
PL	0.161	-0.005	1.000

The results of the regression analysis is shown in Table 6. The dependent variable, TJSQ (top left hand corner) refers to teachers' job satisfaction and the variable LS refers to leisure satisfaction. On examining the data, it was noted that under the Analysis of Variance section, the F-ratio is equal to 1.320 (based on $df = 1, 345$) and the p-value is equal to 0.251. Since the p-value is greater than 0.01 there is insufficient evidence to indicate that there is a significant relationship between job satisfaction and leisure satisfaction in this sample.

Table 6

Relationship Of Job Satisfaction
And Leisure Satisfaction

Dep. Var: TJSQ		R=.062		R ² =.004	
Variable		Coefficients	t-value	p-value	
Constant		3.321	26.762	0.000	
LS		0.039	1.149	0.251	
Source	SS	df	MS	F	p
Regression	0.196	1	0.196	1.320	0.251
Residual	51.237	345	0.149		

Research Question 2

Is there a relationship between perceived amount of leisure and leisure satisfaction among female elementary school teachers?

Based upon the information available (See Table 7), it was found that the amount of perceived leisure was not significantly related to leisure satisfaction when the subscales of the Leisure Satisfaction Scale were combined to form one construct ($r=.005$). However, when three of the Leisure Satisfaction Subscales; Psychological, Social, and

Table 7

Relationship Of Perceived Leisure
And Leisure Satisfaction

Dep. Var: PL		R=.005		R ² =.000	
Variable		Coefficients	t-value	p-value	
Constant		2.403	14.209	0.000	
LS		-0.005	-0.099	0.921	
Source	SS	df	MS	F	p
Regression	0.003	1	0.003	0.010	0.921
Residual	95.140	345	0.276		

Relaxation were included in the regression analysis as separate measures, the data provided sufficient evidence to indicate that at least one of the three subscales was significantly related to the amount of perceived leisure ($F [3, 343] = 7.716$; $p\text{-value} < .000$ (refer to Table 8). Each of the three subscales, (Psychological, Social, and Relaxation) individually were significantly related to the amount of perceived leisure ($t = -4.542$; $t = 2.658$; $t = 2.660$; respectfully) at the 0.01 significant level. The three subscales together accounted for 6.3% of the variance in Perceived Leisure.

Table 8

Relationship of Perceived Leisure
and Leisure Satisfaction Subscales

Dep. Var: PL		R=.251		R ² =.063	
Variable		Coefficients	t-value	p-value	
Constant		2.253	13.780	0.000	
Psychological		-0.203	-4.542	0.003	
Social		0.112	2.658	0.008	
Relaxation		0.125	2.660	0.008	
Source	SS	df	MS	F	p
Regression	6.015	3	2.005	7.716	0.000
Residual	89.127	343	0.260		

Research Question 3:

Is there a relationship between job satisfaction and perceived amount of leisure among female elementary school teachers?

Results of the regression analysis relating perceived leisure as the dependent variable and job satisfaction as the independent variable is presented in Table 9. Based upon the information indicated in the data there is strong evidence to indicate that the amount of perceived leisure is significantly related to teachers' job satisfaction ($F [1, 345] = 9.226; p < 0.01$).

Table 9

Relationship Between Perceived Leisure
And Job Satisfaction

Dep. Var: PL		R=.161		R ² =.026
Variable		Coefficients	t-value	p-value

Constant		1.626	6.462	0.000
Job Satisfaction		0.220	3.038	0.003

Source	SS	df	MS	F	p
Regression	2.478	1	2.478	9.226	0.003
Residual	92.664	345	0.269		

Research Question 4:

Are the perceived amount of leisure and leisure satisfaction simultaneously related to job satisfaction among female elementary school teachers?

Results of the regression analysis relating job satisfaction to perceived leisure and leisure satisfaction simultaneously is presented in Table 10. Since the global test for the regression was significant at the 0.01 level, the data provides sufficient evidence that at least one of the two variables, PL or LS contributed information for the

Table 10

Relating Perceived Leisure And Leisure
Satisfaction To Job Satisfaction

Dep. Var: TS		R=.173	R ² =.030	
Variable	Coefficients	t-value	p-value	
Constant	1.626	6.462	0.000	
LS	0.220	3.038	0.003	
PL	0.220	3.038	0.003	

Test for Effect: LS and PL

Source	SS	df	MS	F	p
Regression	1.541	2	0.771	5.313	0.005
Residual	49.892	344	0.145		

prediction of job satisfaction. The next step in the analysis was to examine the post hoc "Test for Effect" called PL and LS. From the evidence given in the data the perceived amount of leisure and leisure satisfaction are simultaneously related to job satisfaction among female elementary school teachers ($F [2, 344] = 5.313; p < 0.01$).

Research Question 5:

Do personal characteristics of female elementary school teachers (i.e. age, marital status, number of children living at home, number of hours devoted to teaching related activities beyond the teaching contract, outside employment, status as a student) relate to their job satisfaction?

Based on the evidence obtained in the regression analysis, there is insufficient evidence to suggest that the personal characteristics of this sample of female elementary school teachers (i.e. age, marital status, number of children living at home, number of hours devoted to teaching related activities beyond the teaching contract, outside employment, status as a student) relate significantly to their job satisfaction (See Table 11).

Table 11

Relationship Of Teacher Characteristics
And Job Satisfaction

Dep. Var: TS		R=.127		R ² =.016	
Variable	Coefficients	t-value	p-value		
Constant	3.544	32.576	0.000		
Age	-0.001	-0.480	0.631		
Marital Status	-0.053	-1.499	0.135		
Children at home	-0.012	-0.679	0.498		
Job Activities	0.003	1.051	0.294		
Outside Job	0.023	0.534	0.527		
Student Status	0.066	1.105	0.270		
Source	SS	df	MS	F	p
Regression	1.121	6	0.187	1.281	0.395
Residual	48.338	330	0.146		

Research Question 6:

Did personal characteristics of female elementary school teachers (i.e. age, marital status, number of children living at home, number of hours devoted to teaching related activities beyond the teaching contract, outside employment, status as a student) relate to their perceived amount of leisure?

Table 12 shows the correlation matrix between selected teacher characteristics and the amount of perceived leisure.

Table 12

Correlation Matrix Between Teacher
Characteristics and Perceived Leisure

	PL	Age	YT
PL	1.000		
Age	0.033	1.000	
Years Teaching (YT)	-0.044	0.778	1.000
Children at home (C)	-0.170	-0.013	-0.059
Primary Care (PC)	-0.115	0.214	0.214
Job Activity (JB)	-0.226	0.091	0.026
	C	PC	JB
Children at home (C)	1.000		
Primary Care (PC)	-0.036	1.000	
Job Activity (JB)	-0.023	0.015	1.000

Results of the regression analysis relating selected personal characteristics (age, years teaching, number of children living at home, number of others for whom primary care is given, and hours per week engaged in direct job related activities) of female elementary school teachers to the amount of perceived satisfaction is presented in Table 13. Since the global test for the regression is significant at the 0.01 level, the data provided sufficient evidence that at least one of the five variables contributed information for the prediction of the amount of perceived leisure ($F(5, 332) = 9.944; p < 0.01$).

Table 13

Relationship Of Teacher Characteristics
And Perceived Leisure

Dep. Var: PL		R=.361		R ² =.130	
Variable		Coefficients	t-value	p-value	
Constant		2.321	16.524	0.000	
Age		0.014	3.070	0.002	
Years Teaching		-0.014	-2.651	0.008	
Children at home		-0.084	-3.710	0.000	
Primary Care		-0.143	-3.131	0.002	
Job Activities		-0.017	-4.819	0.000	
Source	SS	df	MS	F	p
Regression	12.158	5	2.432	9.944	0.000
Residual	81.181	332	0.245		

The next step in the analysis was to examine the individual variables included in the regression analysis to determine whether each of these personal characteristics significantly relate to the amount of perceived leisure. From the evidence given in the data, it is indicated that age ($t = 3.070$; $p < 0.01$), years teaching ($t = -2.651$; $p < 0.01$), children living at home ($t = -3.710$; $p < 0.01$), number of others given primary care ($t = -3.131$; $p < 0.01$), and job

related activities ($t = -4.819$, $p < 0.01$) individually are significantly related to the amount of perceived leisure.

Research Question 7:

Do personal characteristics of female elementary school teachers (i.e. age, marital status, number of children living at home, number of hours devoted to teaching related activities beyond the teaching contract, outside employment, status as a student) relate to their leisure satisfaction?

The results of the analysis suggests that there is a lack of evidence to indicate that the personal characteristics of this sample of female elementary school teachers relate significantly to their leisure satisfaction (See Table 14).

Table 14

Relationship Of Teacher Characteristics
And Leisure Satisfaction

Dep. Var: LS	R=.182	R ² =.033	
Variable	Coefficients	t-value	p-value
Constant	3.187	18.662	0.000
Age	0.005	1.423	0.156
Marital Status	0.066	1.139	0.256
Children at home	-0.004	-0.154	0.878

Table 14 (Contd.)

Dep. Var: LS					
R=.182					
R ² =.033					
Variable	Coefficients		t-value	p-value	
Job Activities	0.008		1.744	0.082	
Outside Job	0.121		1.254	0.211	
Student Status	0.121		1.294	0.197	
Source	SS	df	MS	F	p
Regression	4.121	6	0.687	1.876	0.084
Residual	120.790	330	0.366		

Secondary Findings

Table 15 presents the means, standard deviations, and number of items for each of the eight factors obtained for this study. Teachers are most satisfied with responsibility ($M = 4.347$), security ($M = 4.073$) and colleagues ($M = 3.970$) and least satisfied with pay ($M = 2.385$) and advancement ($M = 2.748$). The raw score range for each of the factors is shown in column 2. For example, since the subscale "Pay" has 6 items, the lowest possible score is 6 and the highest possible score is 30.

Table 15

Raw Score Range, Mean And Std. Deviation
Of The Teacher Job Satisfaction
Questionnaire (TJSQ)

Factor	Raw Score Range	Number of Items	Mean	SD
Supervision	21-105	21	3.586	0.701
Colleagues	10-50	10	3.970	0.524
Working Conditions	3-15	3	3.825	3.825
Pay	6-30	6	2.385	0.675
Responsibility	7-35	7	4.347	0.400
Work Itself	9-45	9	3.903	0.561
Advancement	5-25	5	2.748	0.785
Security	4-20	4	4.073	0.535

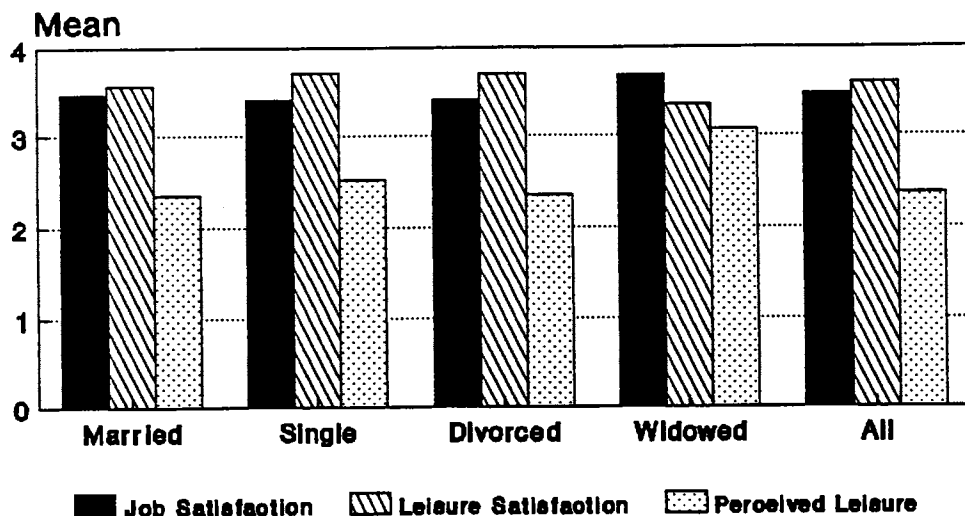
Table 16 shows the means and standard deviations of of The Leisure Satisfaction Scale Short Form six subscales. The subscale with the highest mean (4.037) is "Relaxation" and the subscale with the lowest mean (3.090) is "Physiological"

Table 16

Raw Score Range, Mean And Std. Deviation
Of The Leisure Satisfaction
Scale Short Form

	Number of Items	Subscale Mean	SD
Psychological	4	3.811	0.838
Educational	4	3.441	0.752
Social	4	3.589	0.774
Relaxation	4	4.037	0.767
Physiological	4	3.090	0.921
Aesthetic	4	3.552	1.685

Overall, the subjects' leisure satisfaction and job satisfaction for this sample were significantly different ($t = 3.334$; $p < 0.001$). The female elementary teachers appear to be more satisfied with their leisure ($M = 3.587$) than with their jobs ($M = 3.461$). However, both their mean scores for job satisfaction and leisure satisfaction were higher than their mean scores for the amount of perceived leisure ($M = 2.386$) (see Figure 4).



**Figure 4. Perceived Leisure, Job
And Leisure Satisfaction
By Marital Status**

Single, married and divorced teachers were more satisfied with their leisure than with their jobs, but interestingly, the widowed teachers were the only group who had higher mean scores on their job satisfaction than their leisure satisfaction (see Table 17).

Table 17

Table of Means for TJSQ, LS and PL

	TJSQ	LS	PL
Single	3.404	3.712	2.525
Married	3.473	3.565	2.364
Divorced	3.411	3.694	2.362
Widowed	3.680	3.354	3.083

LS = Leisure Satisfaction
 PL = Perceived Leisure TJSQ = Job Satisfaction

Summary

The purpose of this study was to investigate the relationship of teacher job satisfaction, perceived amount of leisure, and leisure satisfaction among elementary school teachers. Specifically, regression analysis was utilized to determine whether any of the relationships stated in the seven research questions were statistically significant.

The results of the data analysis indicate that there is a statistically significant relationship between job satisfaction and perceived leisure among this sample of female elementary school teachers. The evidence from the data also suggests that the perceived amount of leisure and leisure satisfaction were simultaneously related to job

leisure satisfaction were simultaneously related to job satisfaction. In contrast, evidence obtained indicates that job satisfaction is not significantly related to leisure satisfaction. There also is no significant relationship between leisure satisfaction and the amount of perceived leisure among the teachers. However, each of the three subscales (psychological, social, and relaxation) of the Leisure Satisfaction Scale individually is significantly related to the amount of perceived leisure.

There is strong evidence in the data to suggest that age, years of teaching, number of children living at home, number of others given primary care, and job related activities are significantly related to the amount of perceived leisure. However, the data failed to provide sufficient evidence to indicate any significant relationship between the teachers' personal characteristics and their job/leisure satisfaction.

Additionally, the outcome of the factor analysis on the TJSQ yielded eight factors as opposed to the nine factors obtained by the developer of the instrument. Three items; #6, #14, and #49 that loaded under the author's ninth factor, "recognition" loaded with the factor, "supervision" in the present study. All the original 66 items loaded on the eight factors except item #4. None of the remaining items had factor loadings less than .300.

Finally, the data analysis indicated that the female elementary school teachers in this study are more satisfied

with their leisure than their jobs. However, the teachers obtained higher mean scores for both job satisfaction and leisure satisfaction than their mean scores for the amount of perceived leisure.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

A great deal of research exists which attempts to identify various aspects of teacher job satisfaction. No studies, however, could be found which examined job satisfaction in relationship to perceived amount of leisure and leisure satisfaction. The purpose of this study was to investigate the relationship between teacher job satisfaction, leisure satisfaction, and perceived amount of leisure. A total of 347 female certified elementary school teachers from a large school district in a Southcentral state volunteered for this study. Teachers were given three self-report survey instruments designed to measure their job satisfaction, leisure satisfaction, and amount of perceived leisure. Information regarding age, marital status, highest level of education achieved, number of years taught, number of children living at home, number of hours spent in job related activities, outside employment, and status as a student also was obtained through a demographic survey instrument designed specifically for this study.

Statistical analysis was completed on an IBM micro-computer using the System for Statistics (SYSTAT) package. In addition to the usual descriptive treatment of the demographic data, multiple regression analysis was used to examine the strength of relationships between selected personal characteristics of female elementary school teachers and their job satisfaction, leisure satisfaction, and perceived amount of leisure, as well as to determine if a relationship exists among job satisfaction, leisure satisfaction, and perceived amount of leisure. Mendenhall and Sincich (1986) recommended the use of regression analysis when the independent variables are observational or uncontrolled. In order to lower the probability of committing a Type I error (proclaiming there is a relationship when in fact one does not exist), an alpha level of 0.01 was used to test all hypotheses.

The major findings are summarized as follow:

1. Regression analysis failed to indicate a statistically significant relationship between teacher job satisfaction and leisure satisfaction.
2. There was a lack of evidence in the data to suggest that a statistically significant relationship exists between teacher's perceived amount of leisure and leisure satisfaction. However, when each of the subscales of the Leisure Satisfaction Short Form (Beard & Ragheb, 1980) were examined as the dependent variables to perceived amount of leisure, a statistically significant relationship was found

between (a) psychological leisure satisfaction; (b) social leisure satisfaction; (c) relaxation leisure satisfaction, and amount of perceived leisure.

3. A statistically significant relationship does exist between teacher's perceived amount of leisure and job satisfaction and that perceived amount of leisure accounts for some of the variance in teacher job satisfaction.

4. Regression analysis revealed that together, perceived amount of leisure and leisure satisfaction have a statistically significant relationship with teacher job satisfaction which accounts for more of the variance in teacher job satisfaction than does either variable in isolation.

5. There was a lack of evidence in the data to suggest that a statistically significant relationship exists between (a) age, (b) marital status, (c) highest level of education achieved, (d) number of years teaching, (e) number of years in current position, (f) number of children living at home, (g) number of hours spent in direct job related activities, (h) additional employment, (i) status as a student, and teacher job satisfaction.

6. The following factors have a statistically significant relationship with perceived amount of leisure and account for some of the variance in perceived amount of leisure; (a) age, (b) number of years teaching, (c) number of children living at home, (d) number of others one is

responsible for as the primary caregiver, and (e) number of hours spent in direct job related activities.

7. There was a lack of evidence in the data to suggest that a statistically significant relationship exists between (a) age, (b) marital status, (c) highest level of education achieved, (d) number of years teaching, (e) number of years in current position, (f) number of children living at home, (g) number of hours spent in direct job related activities, (h) additional employment, (i) status as a student, and leisure satisfaction.

Conclusions

The following conclusions are drawn based upon the data analysis.

1. Previous research regarding the relationship between job satisfaction and leisure satisfaction, though slight, has resulted in contradictory findings (Paul, 1990). The information that does exist is largely inconclusive (Near, Rice, & Hunt, 1980). This is, in part, due to conceptual differences among researchers as to the definition and measurement of both job satisfaction and leisure satisfaction. This study using the Teacher Job Satisfaction Questionnaire (Lester, 1987) and the Leisure Satisfaction Scale Short Form, (Beard & Ragheb, 1980) support previous findings that a relationship does not exist between job satisfaction and leisure satisfaction in the general population (Iris & Barrett, 1972; London, Crandall,

& Seals, 1977; Paul, 1990). These previous studies support the segmented theory of the work/leisure relationship which suggests that they are independent of each other.

The literature however, indicates that a relationship between women's leisure satisfaction and job satisfaction may exist. Researchers of women's leisure speculate that a more holistic theory of the work/leisure relationship may be more applicable to women since they do not segment their work and leisure in the same manner in which men do (Allison & Duncan, 1987; Deem, 1986; Henderson, et al., 1989). This study did not support that theory in terms of the relationship between job satisfaction and leisure satisfaction among female elementary school teachers. However, there are several instruments designed to measure job satisfaction. The TJSQ was chosen because of its specificity to teachers. Another study of this type using a different instrument to measure job satisfaction may reveal a significant relationship between job satisfaction and leisure satisfaction.

2. A relationship was not found between the perceived amount of leisure and global leisure satisfaction. However the Leisure Satisfaction Scale Short Form (Beard & Ragheb, 1980) consists of six subscales. Three of the subscales were found to have a significant relationship with perceived amount of leisure; (a) psychological leisure satisfaction, (b) social leisure satisfaction, and (c) relaxation leisure satisfaction. According to Beard and Ragheb (1980), high

scores on these subscales reveal that an individuals leisure activities provide (a) psychological benefits such as a sense of freedom, enjoyment, involvement, and intellectual challenge; (b) rewarding social relationships with other people; and (c) relaxation and relief from the stress and strain of life. This is consistent with Shank's (1986) findings that women often participate in leisure activities to relax and recuperate from the stress and strain experienced in their daily lives. The findings from this study indicate that teachers who engage in leisure activities which provide psychological rewards, social interaction, and are considered to be relaxing, perceive themselves to have greater amounts of leisure than those who do not report their leisure to have these three components.

3. A significant relationship was found between teachers' job satisfaction and their perceived amount of leisure. Teachers who reported higher levels of job satisfaction also reported greater amounts of perceived leisure. This appears to be the most significant finding of the study because it quantifies what many theorists of teacher job satisfaction have intuitively stated. In the first study of teacher job satisfaction, Hoppock (1935) questioned teachers in a qualitative manner about their leisure activities. His study implied that leisure activities of teachers may influence their job satisfaction. Easterly (1983) concluded from her interviews with 24 elementary school teachers that outstanding teachers

maintain a balance of work and leisure. Although this study did not examine teacher effectiveness, it did reveal that a teacher's perceived amount of leisure does influence her level of job satisfaction which has been associated with teacher effectiveness (Greathouse, Moyer, & Rhodes-Offutt, 1992).

This finding also lends empirical evidence to Pajak and Blase's (1989) belief that teachers need time to pursue leisure activities and also supports their findings that teachers view their leisure activities as having a positive impact on their professional lives. By suggesting that teachers take time to pursue leisure activities, educational theorists such as Boy and Pine (1971), Purkey and Novak (1984), and Combs (1982) appeared to have intuitively known that leisure plays a crucial role in teacher's lives.

No attempt was made in this study to examine specific leisure activities in relationship to job satisfaction. The findings of this study indicate that it is the perceived amount of leisure available to teachers that is related to their job satisfaction. Neulinger and Breit (1969; 1971) found that perceived amount of leisure was the only dimension of leisure attitude that was significantly related to gender; this suggests that the relationship between perceived amount of leisure and job satisfaction may be different for men and women.

4. The findings in this study indicate that psychological leisure satisfaction, social leisure

satisfaction, and relaxation leisure satisfaction are related to the perceived amount of leisure which is related to teacher job satisfaction. When global leisure satisfaction is combined with the perceived amount of leisure, the relationship to teacher job satisfaction is even greater and accounts for more of the variance in teacher job satisfaction scores. Teachers who report higher levels of leisure satisfaction in terms of the psychological, social, and relaxation aspects of their leisure, along with greater amounts of perceived leisure appear to be the most satisfied with their jobs.

5. None of the personal characteristics of teachers emerged as being significant influential factors of teacher job satisfaction. Previous research indicated that variables such as marital status (Chase, 1951) and age (Lowther, Gill, & Coppard, 1985) are related to teacher job satisfaction. Although differences may exist in the level of job satisfaction among teachers with different demographic characteristics (i.e. marital status, age, number of years teaching, etc.), these factors do not appear to be predictors of job satisfaction.

Factor analysis of the scores of the Teacher Job Satisfaction Questionnaire for this study revealed only eight factors or sub-scales instead of nine found by the author. Further analysis revealed that the questions identified as "recognition" in the author's analysis loaded on the supervision factor for this sample. This suggests

that the teachers in this study perceive recognition to be associated primarily with supervision. It could be interpreted that a statement from the Teacher Job Satisfaction Questionnaire such as "No one tells me that I am a good teacher" which the author indicated to be in the recognition subscale, was actually perceived by the teachers in this study to mean "My supervisor doesn't tell me that I am a good teacher". For this group of teachers, recognition from their immediate supervisor appears to be extremely important. This may be due, in part, to the decreasing amount of recognition teachers are receiving from the community. Chapman (1983) recognized the diminishing social status and respect assigned to teachers by society as a factor which contributes to the importance of understanding teacher job satisfaction.

Examining the mean scores of each of the subscales revealed interesting aspects of teacher job satisfaction. Teachers were most satisfied with the responsibilities of their job, the security their job provided, and the colleagues with which they work. Teachers were least satisfied with the level of advancement their job offered and their pay. Lortie (1975) identified both of these aspects of the teaching profession as being unique from other professions in that there is little advancement within the teaching profession ". . . teaching is relatively 'career-less'. There is less opportunity for the movement upward which is the essence of career" (p. 84); and

described teachers income profiles as being *front-loaded* because beginning teachers know from the start that they do not have high earning potential in teaching. Teachers in this study appear to be dissatisfied with both of these aspects of teaching.

6. Several personal characteristics of teachers emerged as being significantly related to their perceived amount of leisure. This study found that the more children that live at home the less amount of perceived leisure teachers have. This is consistent with previous studies of women's leisure which indicates that married career women have the least amount of leisure time of all adults (Shank, 1986). This study also found that when teachers are the primary caregiver for someone other than their children their perceived amount of leisure lessens. The emergence of the *sandwich generation* in which teachers are caring for both their children and their elderly parents has an impact on their perceived amount of leisure.

The number of hours teachers spend in direct job related activities outside their regular teaching contract also has a relationship to their perceived amount of leisure. Teachers in this study spent an average of 10.89 hours per week in direct job related school activities beyond the daily seven and one half hours of their teaching contract. As anticipated, this study indicated that as teachers spend more hours in school related activities their perceived amount of leisure diminished.

Two factors emerged as having a significant relationship with perceived amount of leisure that appear to be contradictory. According to the results of this study, age appeared to have a positive relationship with perceived amount of leisure indicating that as teachers aged they perceived themselves to have more leisure; yet number of years teaching emerged as having a negative relationship with perceived amount of leisure indicating that the more years taught diminished the perceived amount of leisure. For the purpose of this study it was assumed that a linear relationship existed among variables. It may be that both these factors, age and number of years teaching, in actuality have a curvilinear effect on perceived amount of leisure. Further analysis is necessary to accurately determine this relationship.

7. No personal characteristics of teachers emerged as being significant to leisure satisfaction. This was consistent with Riddick's (1986) study which found that although age had a curvilinear relationship with leisure satisfaction, age does not contribute significantly to leisure satisfaction.

By examining the mean scores of each of the subscales of leisure satisfaction some interesting findings regarding teachers leisure satisfaction emerged. The six subscales of the Leisure Satisfaction Short Form (Beard and Ragheb, 1980) are aesthetic, educational, psychological, physiological, relaxation, and social. High scores on the individual

subscales reveal that the participants' leisure activities provide them with that aspect of leisure. In this study, the order of the subscales from highest to lowest are relaxation, psychological, social, educational, aesthetic, and physiological. This indicates that teachers' leisure activities primarily provide them with relaxation and relief from the stress and strain of life, and provide them least with an opportunity to develop physical fitness, stay healthy, control their weight, or promote a general well-being.

Recommendations for Research

The following recommendations for research are based upon the results of this study.

1. Although the results of this study, presented some significant findings, it must be remembered that these findings can only be generalized to the population of the elementary school teachers from the school district which was involved in the study. Therefore, it is recommended that the study be replicated using a sample more representative of female certified elementary school teachers in general.

2. Research using female secondary school teachers would gain a more accurate view of the work/leisure relationship of teachers serving at other educational levels.

3. The results of the relationship between job satisfaction and leisure satisfaction in this study may have been different had another instrument for job satisfaction been administered. A similar study investigating this relationship using a different instrument for job satisfaction is necessary to confirm the results of this study and may provide additional insight into the work/leisure relationship of teachers.

4. Previous research indicates a relationship between teacher effectiveness and job satisfaction. Since this study found a relationship between perceived amount of leisure and job satisfaction, a study is needed to determine if there is a relationship between teacher effectiveness and perceived amount of leisure.

5. Research is needed which examines the barriers of teachers' leisure in order to gain a better understanding of the constraints of elementary school teachers' leisure which may influence their job satisfaction.

6. Job dissatisfaction has been cited as a reason for teachers leaving the teaching profession. A study which examines the relationship between elementary school teacher's job satisfaction, commitment to teaching, and intent to stay in teaching would either support or refute this.

7. Research designed to determine if there are significant differences between job satisfaction, leisure satisfaction, and perceived amount of leisure among (a)

married, single, and divorced teachers, (b) teachers possessing bachelors degree and/or masters degrees, and masters plus 30 hours or more of additional course work, (c) teachers with children living at home and teachers with no children living at home, (d) teachers who have additional part-time employment and those whose only employment is teaching, (e) teachers who also are enrolled in graduate school and teachers who are not students, and (f) teachers who spend more than 10 hours a week in job related activities outside their teaching contract would provide additional insight into the relationship of teachers' demographic variables on job satisfaction, leisure satisfaction, and perceived amount of leisure.

8. This study provided information concerning the work/leisure relationship of female elementary school teachers. Research investigating this relationship among other professional women is needed to gain a more accurate view of women's leisure and its influence on job satisfaction.

Recommendations for School Counselors

The role of the school counselor has broadened in recent years to include providing staff development and consultation to teachers which will help create a positive school environment for students and help teachers help their students. Pelsma, Richard, Harrington, and Burry (1989) attribute the task of improving the general well-being of

teachers to the school counselor and call for school counselors to know what they can do to improve and change the quality of work life for teachers, particularly in the areas related to teacher stress and job satisfaction. The results of this study provide many implications which may be appropriate for school counselors in regard to teacher job satisfaction and leisure education.

The findings from this study indicate that leisure education would have a direct benefit to teachers which may indirectly benefit their students. This is an area which could be addressed by school counselors either through staff development or individual consultation. The major finding of this study was that a teacher's perceived amount of leisure significantly contributes to her job satisfaction. Teachers who reported greater amounts of perceived leisure also reported higher levels of job satisfaction.

There are two obvious explanations for decreased perceptions of leisure. First, teachers may not have accurate perceptions of the amount of leisure they actually have available to them. This may be because they have misconceptions about the definition or components of leisure, equating leisure with a Caribbean cruise or a night on the town, when in actuality it may be a walk in the park or reading a good book. A time diary, such as the one Shaw (1985a) employed in her study, may help teachers gain a more accurate perception of how they are spending their time and

how many of their activities they actually consider to be leisure.

A time diary may indicate that in reality teachers do not have much leisure, which is the second explanation for decreased perceptions of leisure. In this instance, teachers may benefit from staff development designed to learn time management skills. Teachers may need to prioritize responsibilities and make time for leisure in their lives. Staff development designed to create an awareness of the importance of leisure may prove beneficial to teachers on many levels and specifically to job satisfaction.

The results of this study indicated that certain teachers may be at-risk for decreased perception of their amount of leisure. School counselors should be aware that teachers who have children living at home, are primary caregivers to others, and/or spend many extra hours in job related activities are especially susceptible to feeling the lack of leisure in their lives. These teachers may benefit from individual consultation with the school counselor regarding specific interventions which may prove useful to their particular situation.

This study suggests that teachers whose leisure activities provide psychological benefits, social rewards, and relief from the stress and strain of life, actually perceive themselves to have greater amounts of leisure. Staff development workshops designed to help teachers

discover leisure activities which would provide these elements may increase their perception of the their amount of leisure and, in turn increase, their job satisfaction.

Although Pelsma et al. (1989) called for school counselors to address the issue of job satisfaction among teachers, previous research did not identify areas in which school counselors could respond. This study suggests that teachers perceive recognition primarily to be associated with their immediate supervisor. This in itself has several implications for school counselors. First, counselors can help teachers to become aware of how important recognition from their immediate supervisor is and help them discover ways to receive appropriate recognition from their supervisor. Second, school counselors can educate administrators in the importance of giving recognition to teachers. Finally, school counselors can and must plan activities within the school and throughout the community in which teachers can gain positive recognition for their efforts from sources other than their supervisors. An awareness of the importance of this aspect of job satisfaction may help counselors to create an environment within their school which readily recognizes the accomplishments of teachers.

The skills that a school counselor possesses and his or her nonthreatening role within an elementary school create the ideal situation for school counselors to address the issue of job satisfaction among teachers. This study

indicates that through leisure education and leisure counseling, school counselors may be able to help increase job satisfaction among teachers.

Implications for the Teaching Profession

Many have suggested that the system of education in the United States is in a crisis. Teachers are leaving the profession in record numbers and fewer are entering the profession. With broader career opportunities, women are opting to consider professions with greater monetary compensation and advancement. If the field of education desires to continue to attract and employ competent, capable, and ambitious women, changes must be made. Teaching is one of the few professions in which advancement and promotion mean redefining one's occupation. Teachers are promoted to curriculum specialists or administrators and thus leave behind the role of teacher. There is no advancement within the field. An outstanding and dedicated teacher with 30 years of experience receives the same pay as a less than adequate teacher of 30 years and has the same responsibilities and expectations as a first year teacher. Experience and hard work has not gained her a promotion or advancement.

This may be the time to refocus the career ladder of teachers to allow for advancement within the realm of teaching. Educational systems must recognize the efforts of teachers who go above and beyond their job description and

reward these teachers with greater responsibilities and opportunities both financially and prestigiously. Teaching can no longer be thought of as a "career-less" profession, but rather it must be restructured so that it meets the needs of ambitious, career-oriented women. The challenge of teaching should not only pertain to working with students, but also to the challenges to advance within the profession and still be able to remain a teacher.

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APPENDIXES

APPENDIX A

SCHOOL DISTRICT DEMOGRAPHICS

SCHOOL DISTRICT DEMOGRAPHICS

The school district is located adjacent to a large metropolitan area in a Southcentral state. The district serves 15,685 students from four communities and a United States Air Force Base. There are 17 elementary schools, 5 junior highs, 3 high schools, 1 area vocational-technical school, and a special services center in the district. The district has been accredited by the state department of education, the state department of Vocational-technical education, and the North Central Accreditation Association.

In this district there are a total of 1122 certified teachers and administrators with 547 holding advanced degrees. The average teacher's years of experience is 12, with an average salary of \$30,795.

The 17 elementary schools have an enrollment of 8692 students with a per pupil expenditure of \$3728.00. The teacher-student ratio is 1:17. The district has a culturally diverse student population with 71% of the students Caucasian, 19% African-American, 5% American Indian, 3% Hispanic, and 2% Asian or Pacific Islander.

APPENDIX B

QUESTIONNAIRE

The following questions are an attempt to determine your attitude about your leisure time. Please read each statement and circle the number that best describes the extent the statement applies to you.

Circle 1 if the item is ALMOST NEVER TRUE for you
 Circle 2 if the item is SELDOM TRUE for you
 Circle 3 if the item is SOMETIMES TRUE for you
 Circle 4 if the item is OFTEN TRUE for you
 Circle 5 if the item is ALMOST ALWAYS TRUE for you

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | I have enough leisure. | 1 | 2 | 3 | 4 | 5 |
| 2. | My leisure time is felt to be boring. | 1 | 2 | 3 | 4 | 5 |
| 3. | Much of my free time is actually "killing time." | 1 | 2 | 3 | 4 | 5 |
| 4. | Little of my free time is actually leisure. | 1 | 2 | 3 | 4 | 5 |
| 5. | I would like more free time than I have now. | 1 | 2 | 3 | 4 | 5 |
| 6. | I always have more things to do than time for. | 1 | 2 | 3 | 4 | 5 |
| 7. | My leisure activities are very interesting to me. | 1 | 2 | 3 | 4 | 5 |
| 8. | My leisure activities give me self-confidence. | 1 | 2 | 3 | 4 | 5 |
| 9. | My leisure activities give me a sense of accomplishment. | 1 | 2 | 3 | 4 | 5 |
| 10. | I use many different skills and abilities in my leisure activities. | 1 | 2 | 3 | 4 | 5 |
| 11. | My leisure activities increase my knowledge about things around me. | 1 | 2 | 3 | 4 | 5 |
| 12. | My leisure activities provide opportunities to try new things. | 1 | 2 | 3 | 4 | 5 |
| 13. | My leisure activities help me to learn about myself. | 1 | 2 | 3 | 4 | 5 |
| 14. | My leisure activities help me to learn about other people. | 1 | 2 | 3 | 4 | 5 |
| 15. | I have social interaction with others through leisure activities. | 1 | 2 | 3 | 4 | 5 |
| 16. | My leisure activities have helped me to develop close relationships with others. | 1 | 2 | 3 | 4 | 5 |
| 17. | The people I meet in my leisure activities are friendly. | 1 | 2 | 3 | 4 | 5 |
| 18. | I associate with people in my free time who enjoy doing leisure activities a great deal. | 1 | 2 | 3 | 4 | 5 |
| 19. | My leisure activities help me to relax. | 1 | 2 | 3 | 4 | 5 |
| 20. | My leisure activities help relieve stress. | 1 | 2 | 3 | 4 | 5 |
| 21. | My leisure activities contribute to my emotional well being. | 1 | 2 | 3 | 4 | 5 |
| 22. | I engage in leisure activities simply because I like doing them. | 1 | 2 | 3 | 4 | 5 |
| 23. | My leisure activities are physically challenging. | 1 | 2 | 3 | 4 | 5 |
| 24. | I do leisure activities which develop my physical fitness. | 1 | 2 | 3 | 4 | 5 |
| 25. | I do leisure activities which restore me physically. | 1 | 2 | 3 | 4 | 5 |
| 26. | My leisure activities help me to stay healthy. | 1 | 2 | 3 | 4 | 5 |
| 27. | The areas or places where I engage in my leisure activities are fresh and clean. | 1 | 2 | 3 | 4 | 5 |
| 28. | The areas or places where I engage in my leisure activities are interesting. | 1 | 2 | 3 | 4 | 5 |
| 29. | The areas or places where I engage in my leisure activities are beautiful. | 1 | 2 | 3 | 4 | 5 |
| 30. | The areas or places where I engage in my leisure activities are well designed. | 1 | 2 | 3 | 4 | 5 |
| 31. | My leisure activities are spent by myself. | 1 | 2 | 3 | 4 | 5 |
| 32. | My leisure activities are spent with my spouse. | 1 | 2 | 3 | 4 | 5 |
| 33. | My leisure activities are spent with my children. | 1 | 2 | 3 | 4 | 5 |
| 34. | My leisure activities are spent with my family (other than spouse or children) | 1 | 2 | 3 | 4 | 5 |
| 35. | My leisure activities are spent with my friends. | 1 | 2 | 3 | 4 | 5 |

36. Which of the following are the three largest barriers to your leisure? Please rank 1, 2, & 3.

- | | |
|---|---|
| <input type="checkbox"/> My children | <input type="checkbox"/> Money |
| <input type="checkbox"/> My husband | <input type="checkbox"/> Time |
| <input type="checkbox"/> Someone other than husband/child | <input type="checkbox"/> Distance |
| <input type="checkbox"/> My job | <input type="checkbox"/> No one to participate with |
| <input type="checkbox"/> My husband's job | <input type="checkbox"/> Other (Please Specify) _____ |
| <input type="checkbox"/> Household chores/errands | |

Directions: The following statements refer to organizational factors that can influence the way a teacher feels about his/her job. These factors are related to teaching and to the individual's perception of the job situation. When answering the following statements, circle the numeral which represents the degree to which you agree or disagree with the statement.

Key:	1	2	3	4	5
	Strongly disagree	Disagree	Neutral (neither disagree nor agree)	Agree	Strongly agree
1. Teaching provides me with an opportunity to advance professionally. 1	2	3	4	5	
2. Teacher income is adequate for normal expenses. 1	2	3	4	5	
3. Teaching provides me with an opportunity to use a variety of skills. 1	2	3	4	5	
4. Insufficient income keeps me from living the way I want to live. 1	2	3	4	5	
5. My immediate supervisor turns one teacher against another. 1	2	3	4	5	
6. No one tells me that I am a good teacher. 1	2	3	4	5	
7. The work of a teacher consists of routine activities. 1	2	3	4	5	
8. I am not getting ahead in my present teaching position. 1	2	3	4	5	
9. Working conditions in my school could be improved. 1	2	3	4	5	
10. I receive recognition from my immediate supervisor. 1	2	3	4	5	
11. I do not have the freedom to make my own decisions. 1	2	3	4	5	
12. My immediate supervisor offers suggestions to improve my teaching. 1	2	3	4	5	
13. Teaching provides for a secure future. 1	2	3	4	5	
14. I receive full recognition for my successful teaching. 1	2	3	4	5	
15. I get along well with my colleagues. 1	2	3	4	5	
16. The administration in my school does not clearly define its policies. 1	2	3	4	5	
17. My immediate supervisor gives me assistance when I need help. 1	2	3	4	5	
18. Working conditions in my school are comfortable. 1	2	3	4	5	
19. Teaching provides me the opportunity to help my students learn. 1	2	3	4	5	
20. I like the people with whom I work. 1	2	3	4	5	
21. Teaching provides limited opportunities for advancement. 1	2	3	4	5	
22. My students respect me as a teacher. 1	2	3	4	5	
23. I am afraid of losing my teaching job. 1	2	3	4	5	
24. My immediate supervisor does not back me up. 1	2	3	4	5	
25. Teaching is very interesting work. 1	2	3	4	5	
26. Working conditions in my school could not be worse. 1	2	3	4	5	
27. Teaching discourages originality. 1	2	3	4	5	
28. The administration in my school communicates its policies well. 1	2	3	4	5	

29.	I never feel secure in my teaching job. 1	2	3	4	5
30.	Teaching does not provide me the chance to develop new methods. 1	2	3	4	5
31.	My immediate supervisor treats everyone equitably. 1	2	3	4	5
32.	My colleagues stimulate me to do better work. 1	2	3	4	5
33.	Teaching provides an opportunity for promotion. 1	2	3	4	5
34.	I am responsible for planning my daily lessons. 1	2	3	4	5
35.	Physical surroundings in my school are unpleasant. 1	2	3	4	5
36.	I am well paid in proportion to my ability. 1	2	3	4	5
37.	My colleagues are highly critical of one another. 1	2	3	4	5
38.	I do have responsibility for my teaching. 1	2	3	4	5
39.	My colleagues provide me with suggestions or feedback about my teaching. 1	2	3	4	5
40.	My immediate supervisor provides assistance for improving instruction. 1	2	3	4	5
41.	I do not get cooperation from the people I work with. 1	2	3	4	5
42.	Teaching encourages me to be creative. 1	2	3	4	5
43.	My immediate supervisor is not willing to listen to suggestions. 1	2	3	4	5
44.	Teacher income is barely enough to live on. 1	2	3	4	5
45.	I am indifferent toward teaching. 1	2	3	4	5
46.	The work of a teacher is very pleasant. 1	2	3	4	5
47.	I receive too many meaningless instructions from my immediate supervisor. 1	2	3	4	5
48.	I dislike the people with whom I work. 1	2	3	4	5
49.	I receive too little recognition. 1	2	3	4	5
50.	Teaching provides a good opportunity for advancement. 1	2	3	4	5
51.	My interests are similar to those of my colleagues. 1	2	3	4	5
52.	I am not responsible for my actions. 1	2	3	4	5
53.	My immediate supervisor makes available the material I need to do my best. 1	2	3	4	5
54.	I have made lasting friendships among my colleagues. 1	2	3	4	5
55.	Working conditions in my school are good. 1	2	3	4	5
56.	My immediate supervisor makes me feel uncomfortable. 1	2	3	4	5
57.	Teacher income is less than I deserve. 1	2	3	4	5
58.	I try to be aware of the policies of my school. 1	2	3	4	5
59.	When I teach a good lesson, my immediate supervisor notices. 1	2	3	4	5
60.	My immediate supervisor explains what is expected of me. 1	2	3	4	5
61.	Teaching provides me with financial security. 1	2	3	4	5
62.	My immediate supervisor praises good teaching. 1	2	3	4	5
63.	I am not interested in the policies of my school. 1	2	3	4	5
64.	I get along well with my students. 1	2	3	4	5
65.	Pay compares with similar jobs in other school districts. 1	2	3	4	5
66.	My colleagues seem unreasonable to me. 1	2	3	4	5

Please answer ALL of the following questions.

1. Age: _____ Sex: _____
2. Marital Status: Please Circle: Married Single Divorced Widow
3. Education: Please circle highest level achieved: Bachelors Masters Masters + 30
4. Number of years teaching (include this year): _____
5. Number of years at current position (include this year): _____
6. Current position: Please circle: K-3 4-6 Special Education/Reading Music/P.E.
7.
 - a) Number of preschoolers living in your home: _____
 - b) Number of 5 to 12 year old children living in your home: _____
 - c) Number of teenagers living in your home: _____
 - d) Number of adult children living in your home: _____
8. Number of others for whom you are the primary caregiver (i.e. aging parents, ill siblings, etc.)

9. Approximately how many hours per week do you spend in direct job related activities outside your contracted teaching hours? (grading papers, preparing lessons, consulting with parents, meetings, etc.)

10. Do you currently have another paying job? _____ If yes, how many hours per week? _____
11. Are you currently a student? _____ If yes, how many hours per week are you engaged in student type activities? (class, studying, traveling to class, etc.) _____
12. Suppose you could go back to your college days and START OVER AGAIN; in view of your present knowledge, would you become a teacher? (Check ONE)
 - _____ CERTAINLY WOULD become a teacher
 - _____ PROBABLY WOULD become a teacher
 - _____ CHANCES ABOUT EVEN for and against
 - _____ PROBABLY WOULD NOT become a teacher
 - _____ CERTAINLY WOULD NOT become a teacher
13. How long do you plan to remain in teaching? (CHECK ONE)
 - _____ Until REQUIRED to retire
 - _____ Until I am eligible for retirement
 - _____ Will probably continue unless something better comes along
 - _____ Definitely plan to leave teaching as soon as I can
 - _____ I am undecided at this time

THANK YOU FOR YOUR COOPERATION. THIS STUDY WOULD NOT HAVE BEEN
POSSIBLE WITHOUT YOUR HELP.

APPENDIX C

LETTERS OF ENDORSEMENT



John M. Folks, Ed.D.
Superintendent

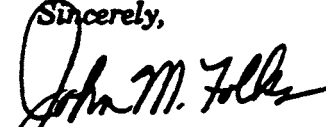
7217 S.E. 15th, Midwest City, OK 73110 (405) 737-4461

January 3, 1994

To Whom It May Concern:

I have reviewed Kathy Brown's plans for her doctoral research which examines the relationship among elementary school teachers job satisfaction, leisure satisfaction, and perceived amount of leisure. I approve her soliciting the aid of the Mid-Del elementary teachers as subjects for her study on a volunteer basis. It is my understanding that the information from individual questionnaires will remain confidential, but that the results of her research will be available to the district upon completion of her study. It is with great pleasure that the Mid-Del School District supports her in this endeavor.

Sincerely,



John M. Folks, Ed.D.
Superintendent

JMF:cw

"Where Children Come First"

Serving the students of Del City, Forest Park, Midwest City, part of OKC, and Tinker Air Force Base

MID-DEL**ASSOCIATION of
CLASSROOM
TEACHERS**

To Whom It May Concern;

On January 4, 1994, I spoke with Kathy Brown regarding her doctoral research study designed to examine the relationship among elementary school teachers' job satisfaction, leisure satisfaction, and perceived amount of leisure. It is with great pleasure and support that the Mid-Del Association of Classroom Teachers endorses her study.

Peggy Schimmel

**Peggy Schimmel
Mid-Del A.C.T. President**

APPENDIX D

INSTITUTIONAL REVIEW BOARD APPROVAL

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 02-23-94

IRB#: ED-94-061

Proposal Title: THE RELATIONSHIP AMONG FEMALE ELEMENTARY SCHOOL
TEACHERS' PERCEIVED AMOUNTS OF LEISURE, LEISURE SATISFACTION, AND
JOB SATISFACTION

Principal Investigator(s): Dr. Judith Dobson, Kathy Brown

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): 5 Approved

APPROVAL STATUS SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT
MEETING.

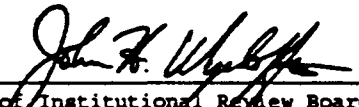
APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A CONTINUATION OR
RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL. ANY MODIFICATIONS
TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for
Deferral or Disapproval are as follows:

COMMENT:

The signed informed consent form is not necessary. The
letter provides the information needed for the subject to
make an informed decision to participate by returning the
questionnaire. The signed consent form would be the only
link to the identity of the subjects.

Signature:


Chair of Institutional Review Board

Date: February 24, 1994

APPENDIX E

PERMISSION TO USE INSTRUMENT



The Florida State University
Tallahassee, Florida 32306-3001

College of Education
Department of Human Services and Studies
Leisure Services and Studies
215 Stone Building
(904) 644-6014

January 4, 1994

Ms. Kathy Brown
1629 Beverly Hills
Norman, OK 73072

Dear Ms. Brown:

Dr. Beard and I are pleased that you are interested in using our "Leisure Satisfaction Scale" in your research. Please try to use the LSS without any change or modification, since change may affect the reliability of the scale.

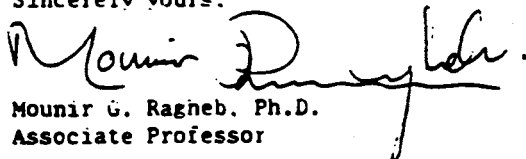
Please include on all copies of our instrument, which you reproduce, the following statement:

Copyright by Jacob G. Beard and Mounir G. Ragheb.
Used by Permission.

We would like to receive information about the reliabilities of the components and the total scale in your research, as well as the results of your study when they are available. Please note that University microfilm can publish and supply single copies upon request.

Thank you very much for your interest.

Sincerely yours,


Mounir G. Ragheb, Ph.D.
Associate Professor

cc: Dr. Beard

MGR:bw:LSS-ltr D-01

LONG ISLAND
UNIVERSITY

C.W. POST CAMPUS BROOKVILLE, NEW YORK 11548
School of Education, Department of Educational Leadership
and Administration (516) 299-2244

January 27, 1994

Ms. Kathy Brown
1629 Beverly Hills
Norman, OK 73072

Dear Ms. Brown:

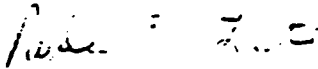
Thank you very much for your interest in the Teacher Job Satisfaction Questionnaire that I developed and validated.

Your research sounds very interesting. You have my written permission to use the TJSQ in your study. You also have my written permission to make copies of the TJSQ for the purpose of your research.

If I may be of any assistance to you, please do not hesitate to contact me.

The best of luck with your study.

Sincerely,



Paula E. Lester, Ph.D.
Associate Professor

APPENDIX F

COVER LETTER



John M. Folks, Ed.D.
Superintendent

Epperly Heights Elementary
3805 Del Road, Del City, OK 73115 (405) 671-8650

Brent Harper
Principal

Dear Teachers,

Thank you for taking time out of your busy day to fill out this questionnaire. I am currently working on my dissertation for a Doctoral Degree from Oklahoma State University. My study involves examining the relationships between elementary teachers' perceived amount of leisure, leisure satisfaction and job satisfaction. Without your help this study would not be possible.

This study has been approved by Dr. Judith Dobson, Oklahoma State University, Department of Applied Behavioral Studies in Education; Dr. John Folks, Superintendent, Mid-Del Schools; Peggy Schimmel, President, Mid-Del Association of Classroom Teachers; and your site principal.

Participation in this study is voluntary. At any time you may decide to withdraw from the study. If you choose to participate ALL items of your questionnaire must be completed for a valid questionnaire. All responses will be kept confidential. Although, the questionnaire requires demographic information about you, no attempt will be made to identify individual respondents or individual school sites. Results of the study will be available at the completion of the study (Summer, 1994).

The questionnaire should take approximately 15-20 minutes to complete. Please answer EACH question as accurately and honestly as possible. Return your completed questionnaire to your site counselor in the SEALED envelope provided.

Thank you again for your time. I know how precious it is for each of you. If you have any questions regarding the study, please don't hesitate to call me 447-3242 or Dr. Dobson 744-6036.

Appreciatively,

Kathy Brown

Counselor, Epperly Heights *"Where Children Come First"*

Serving the students of Del City, Forest Park, Midwest City, part of OKC, and Tinker Air Force Base

2
VITA

Kathy Ann Brown

Candidate for the Degree of

Doctor of Philosophy

Thesis: FEMALE ELEMENTARY SCHOOL TEACHERS' JOB
SATISFACTION, PERCEIVED AMOUNT OF LEISURE, AND
LEISURE SATISFACTION

Major Field: Applied Behavioral Studies in Education

Biographical:

Personal Data: Born in Oklahoma City, Oklahoma, June
20, 1958 the daughter of Mr. and Mrs. Justus J.
Brown.

Education: Graduated from Norman High School, Norman,
Oklahoma, May 1976; received Bachelors of Science
in Education from University of Central Oklahoma,
Edmond, Oklahoma, in May 1981; received Master of
Education from University of Central Oklahoma,
Edmond, Oklahoma in July 1986; began doctoral
program at Oklahoma State University, Stillwater,
Oklahoma, in 1991, completed requirements for
Doctor of Philosophy Degree at Oklahoma State
University in July 1994.

Professional Experience: Elementary School Physical
Education Teacher, Mid-Del Public Schools,
1981-1990; Elementary School Counselor, Mid-Del
Public Schools, 1990-present; Adjunct Instructor,
University of Central Oklahoma, College of
Education, 1993-present.

Professional Organizations: American Counseling
Association, American School Counselor
Association, American Educational Research
Association Oklahoma Counseling Association,
National Education Association.