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A comparison of teacher job satisfaction between predominantly black and white schools

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A COMPARISON OF TEACHER JOB SATISFACTION

BETWEEN

PREDOMINANTLY BLACK

AND

WHITE SCHOOLS

Presented to

THE FACULTY OF THE SCHOOL OF EDUCATION

University of the Pacific

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Louie Michael De Ville

April 1976

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Abstract of Dissertation

PURPOSE: The study was designed to investigate the feelings of teachers in selected K-6 elementary schools located in northern California, which had a predominantly black enrollment and a predominantly white enrollment as to those conditions of teaching which constitute job satisfaction or dissatisfaction. Null hypotheses related to job satisfaction stated that there would be no difference between job satisfaction scores of teachers in predominantly black schools and teachers in predominantly white schools. Null hypotheses related to job satisfaction stated further that there was no relationship or differential interrelationship between job satisfaction and sex, age, and highest degree completed.

POPULATION: The population for this study consisted of K-6 public school teachers located in selected school districts located within northern California. The districts were semi-rural to suburban geographically and in size from a teaching staff of 6 to a teaching staff of 26. Ten black school faculties and ten white school faculties comprised the study population. Two hundred and twenty-four teachers responded to the Purdue Teacher Opinionnaire which represented a 95% return. Nonteaching personnel were not included in the study.

PROCEDURE: Several tests were utilized to analyze the data obtained by the Purdue Teacher Opinionnaire. The t-test for independent samples was used in order to compare the difference between the job satisfaction scores of teachers in predominantly black schools and teachers in predominantly white schools. Correlation coefficients were used to determine the relationship between job satisfaction and sex, age, and highest degree completed. The z-test for the difference between Fisher's transformed scores based on the correlation coefficients was used to correlate the differential intragroup relationships between job satisfaction and sex, age, and highest degree completed.

CONCLUSIONS: Six of the ten factors of the Purdue Teacher Opinionnaire were analyzed in this study. The factors utilized in this study were 2, 3, 6, 7, 8, and 10. Factor 2, Satisfaction with Teaching, and Factor 3, Rapport Among Teachers, were found to be insignificant. Factor 6, Curriculum Issues, Factor 7, Teacher Status, Factor 8, Community Support of Education, and Factor 10, Community Pressures, were found to be significant.

RECOMMENDATIONS: 1) School faculties should be diagnosed periodically regarding teacher job satisfaction. 2) More research should be conducted regarding teacher job satisfaction and decisional participation. 3) More research should be initiated regarding teacher job satisfaction in open and closed school organizational systems. 4) Research is needed to investigate the following conditions causing teacher dissatisfaction and how they might be eliminated or improved:

- a. Why teaching does not give teachers the social status in their community which they desire.
- b. Why a community does not make teachers feel as though they are a real part of the community.
- c. Why teaching does not give teachers the prestige which they desire.
- d. Why teachers feel that teaching does not afford teachers the security which they need in a profession.
- e. Why teachers do not feel free to discuss controversial issues in their classes.

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The completion of this degree is dedicated to my daughter Gale and my son Bruce who were completely supportive and understanding throughout the period of my doctoral study.

I am especially appreciative to the following persons: Dr. T. C. Coleman and the doctoral committee for their invaluable support and encouragements; Dr. Bob Hopkins and Dr. William Theimer for their statistical expertise; Dr. Pat Roberts who was always available to provide the necessary encouragement and advise; the faculty of the Graduate School for their sincere dedication to academic excellence and education; Dr. Roger Reimer for his support and above all my mother, Mrs. Marie Mc Clendon whose spirit and faith was an inspiration.

TABLE OF CONTENTS

	Page
LIST OF TABLES	ix
 Chapter	
1. INTRODUCTION	1
Background of the study	1
Statement of the Problem	3
Purpose of the Study	3
Procedure of the Study	3
Instrument	4
Description of the PTO Factors	5
HYPOTHESES OF THE STUDY	6
Significance of the Study	7
Definitions	8
Limitations	9
Organization of the Study	9
SUMMARY	9
2. REVIEW OF LITERATURE AND RELATED RESEARCH	10
FACTORS RELATED TO JOB SATISFACTION	10
FACTORS RELATED TO JOB SATISFACTION IN DE FACTO SEGREGATED SCHOOLS	16
STAFF MORALE	21
Leadership and Teacher Morale	24
Open and Closed Climate	30

Chapter	Page
SCHOOL ORGANIZATION	34
Differentiated Staffing	34
School Structure, Leadership Quality and Teacher Satisfaction	35
Tall, Medium, and Flat Public School Organizations	37
CONCLUSION	38
SUMMARY	40
FACTORS RELATED TO JOB SATISFACTION	40
FACTORS RELATED TO JOB SATISFACTION IN DE FACTO SEGREGATED SCHOOLS	41
STAFF MORALE	41
Leadership and Teacher Morale	42
Open and Closed Climate	42
SCHOOL ORGANIZATION	42
3. METHODOLOGY AND PROCEDURES	44
The Instrument	44
Development of the Instrument	45
The Population	47
The Sample	47
Procedure	47
Analysis of the Data	48
SUMMARY	49
4. ANALYSES OF THE DATA	51

Chapter	Page
Job Satisfaction for each White School in Comparison to the National Norms	58
Job Satisfaction for each Black School in Comparison to the National Norms	62
Job Satisfaction in Relation to Socioeconomic Level	67
SUMMARY	73
5. CONCLUSIONS AND RECOMMENDATIONS	74
Analysis of the Total Scores for Black and White Schools	74
Job Satisfaction for each Black School and each White School in Comparison to the National Norms	78
The Relationship Between Sex, Age, and Highest Degree Completed in Black and White Schools	79
The Differential Interrelationship Between Job Satisfaction and Sex, Age, and Highest Degree Completed in Black and White Schools . . .	79
A Comparison of Overall Job Satisfaction Scores and SES of Black and White Schools	80
CONCLUSIONS	80
Curriculum Issues	81
Teacher Status	81
Community Support of Education	82
Community Pressures	83
RECOMMENDATIONS FOR FURTHER STUDY	83
REFERENCES	87

LIST OF TABLES

TABLE	Page
1 Summary Table for the Analysis of Variance of Satisfaction with Teaching in Black and White Schools	51
2 Descriptive Statistics for Satisfaction With Teaching for Teachers in Black and White Schools	51
3 Summary Table for the Analysis of Variance of Rapport Among Teachers in Black and White Schools	52
4 Descriptive Statistics for Rapport Among Teachers in Black and White Schools	52
5 Summary Table for the Analysis of Variance of Curriculum Issues in Black and White Schools	53
6 Descriptive Statistics for Curriculum Issues for Teachers in Black and White Schools	53
7 Summary Table for the Analysis of Variance of Teacher Status for Teachers in Black and White Schools	54
8 Descriptive Statistics for Teacher Status for Teachers in Black and White Schools	54
9 Summary Table for the Analysis of Variance of Community Support of Education for Teachers in Black and White Schools	55
10 Descriptive Statistics for Community Support of Education for Teachers in Black and White Schools	56
11 Summary Table for the Analysis of Variance of Community Pressures for Teachers in Black and White Schools	57
12 Descriptive Statistics for Community Pressures for Teachers in Black and White Schools	57
13 A Profile of Job Satisfaction of White Schools	60

TABLE		Page
14	A Profile of Job Satisfaction of White Schools	61
15	A Profile of Job Satisfaction of Black Schools	65
16	A Profile of Job Satisfaction of Black Schools	66
17	Job Satisfaction in Relation to Socioeconomic Level	67
18	Scatter Plot depicting the Relationship Between Socioeconomic Status and School Mean of Overall Job Satisfaction of Predominantly White Schools	69
19	Scatter Plot depicting the Relationship Between Socioeconomic Status and School Mean of Overall Job Satisfaction of Predominantly Black Schools	70
20	The Differential Interrelationship Between Job Satisfaction and Sex, Age, and Highest Degree Completed in Black and White Schools	71
21	Correlation Coefficients Between Job Satisfaction and Sex, Age, and Highest Degree Completed in White Schools	72
22	Correlation Coefficients Between Job Satisfaction and Sex, Age, and Highest Degree Completed in Black Schools	73

Chapter 1

INTRODUCTION

Background of the study. The struggle toward desegregation of schools in the South by removing legal barriers has been paralleled in the North with the problem of removing socioeconomic and cultural barriers which have tended to create the situation of de facto segregation. The struggle for racial equality will not be satisfied entirely by bussing racial groups to various public schools or by heterogenous grouping practices, but rather the lifting of the socioeconomic and cultural barriers which have in effect created de facto school segregation.¹

Some Black leaders have contended that the situation requires the redistribution of black pupils among schools with relatively non-white pupils. This is admittedly a partial and less than complete answer to the vast complexity of racial segregation whether de facto or de jure.²

Christopher Jencks stated:

In the South, where whites have generally resisted each new step toward desegregation, black leaders tend to feel that desegregation is worth almost any price, including bussing. In the North, where the white elite has often favored some degree of desegregation, blacks have been less certain that deseg-

¹ Joseph S. Himes, Racial Conflict in American Society (Columbus, Ohio: Charles E. Merrill Pub. Co., 1973), pp. 123-146.

² Nicolaus Mills, The Great School Bus Controversy (New York: Teachers College Press, 1973), pp. 14-26.

regation was worthwhile. They have suspected, probably right, that desegregation may in some cases cause blacks to lose control of their schools.³

There have been occasions when educators have criticized school departments for having noncertificated, or less than adequate teachers in predominantly black schools. It is suggested by a number of educators that many teachers do everything possible to avoid service in the depressed urban areas which seem to be synonymous with de facto segregated schools. For example, Raymond W. Mack stated:

Studies of predominantly black inner city schools have found that such schools have fewer library books, laboratories, auditoriums, cafeterias, gymnasiums, and athletic fields. Teachers, both black and white, assigned to black schools score lower on verbal ability tests, have lower morale, and are more likely to seek transfers to different schools.⁴

This point is further reiterated in a study conducted by Robert Spillane in 1967 which showed that the vast majority of teachers did not set out to specifically teach in the urban setting. The data also revealed that one out of ten persons teaching in predominantly black schools wanted to continue in their assignment.⁵

In the foregoing study, there also seemed to be a disturbing degree of dissatisfaction with teaching in the urban setting, whether or not it be in a predominantly black school. Teachers in predominantly black schools felt that

³ Ibid. pp. 18-19.

⁴ Wayne C. Gordon, Uses of the Sociology of Education (Chicago, Illinois: University of Chicago Press, 1974), p. 258.

⁵ Robert Richard Spillane, "Job Satisfaction Among Teachers in De Facto Segregated Schools" (Ph.D. dissertation, University of Connecticut, 1967), p. 82.

they had to provide more social and personal guidance for students. There were indications that some of the sources of stress and strain in predominantly black schools were due to parent apathy more than parent involvement. The study revealed that the greatest area of dissatisfaction for teachers in predominantly black schools was that of intellectual stimulation.⁶

The study further revealed a strong tendency among teachers in predominantly black schools to view their job in a less favorable light in many respects than those teaching in an integrated or predominantly white school.⁷

Statement of the Problem.

The purpose of this study was to investigate the job satisfaction of teachers in grades kindergarten through six in selected public elementary schools within the region of northern California having fifty percent or greater white enrollment, or fifty percent or greater black enrollment.

Purpose of the Study.

Further testing of the Purdue Teacher Opinionnaire is needed, both in the sense of replication and of application to different populations. Thus the purpose of this study was to compare the feelings of K-6 teachers regarding job satisfaction.

Procedure of the Study.

The investigator consulted the office of the County Superintendent of

⁶ Ibid., p. 84.

⁷ Ibid., p. 89.

Schools of each district which participated in the study. The investigator was then advised as to the correct procedure in order to receive formal approval to conduct the study. The investigator was further advised of numerous school districts within the county which would be suitable for the study.

Subsequently, the researcher contacted central office personnel of various districts within the area via telephone and personal visits. The researcher was then referred to division administrators who were presented with a copy of the proposal and briefed of its contents. After several days, the study was either accepted or rejected by the districts consulted. Upon acceptance of the study by a district, the investigator was then given permission to consult the administrators of any school which seemed suitable for the study. The building administrators had been informed by central office personnel that the study had been approved.

The investigator consulted the building administrators of the selected schools regarding the study and briefed them of its contents. Finally, ten black schools and ten white schools were selected for the study.

In an attempt to assure anonymity, each white school and each black school was assigned a number and the teachers were instructed to omit their names. Upon completion of the instrument by each teacher at his/her convenience, each respondent turned in the instrument to the school secretary.

Subsequently, the data obtained was tabulated on data processing equipment.

Instrument. Specifically, the Purdue Teacher Opinionnaire is designed for group measurement and includes one hundred items grouped into ten

factors (Teacher rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support of education, school facilities, and services, community pressures), yielding ten factor scores as well as a total.⁸

Test-retest reliability coefficients for the subscores are fair, with the highest at .88 and the lowest at .62; and for the total score the reliability coefficient is .87.⁹

Description of the PTO Factors.

Factor 1 - "Teacher Rapport with Principal" deals with the teacher's feelings about the principal--his professional competency, his interest in teachers and their work, his ability to communicate and his skill in human relations.

Factor 2 - "Satisfaction with Teaching" pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this factor, the high morale teachers love to teach, feels competent in his job, enjoys his students, and believes in the future of teaching as an occupation.

Factor 3 - "Rapport Among Teachers" focuses on a teacher's relationships with other teachers. The items here solicit the teacher's opinion regarding the cooperation, preparation, ethics, influence, interests, and competency of his peers.

Factor 4 - "Teacher Salary" pertains primarily to the teacher's feelings about salaries and salary policies. Are salaries based on teacher competency? Do they compare favorably with salaries in other school systems? Are salary policies administered fairly and justly, and do teachers participate in the development of these policies?

Factor 5 - "Teacher Load" deals with such matters as recordkeeping, clerical work, "red tape," community demands on teacher time, extra-curricular load, and keeping up to date professionally.

⁸Buros, Oscar Krisen, "The Seventh Mental Measurements Yearbook," (1972), II, p. 972.

⁹Ibid., p. 972.

Factor 6 - "Curriculum Issues" solicits teacher reactions to the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship.

Factor 7 - "Teacher Status" samples feelings about the prestige, security and benefits afforded by teaching. Several of the items refer to the extent to which the teacher feels he is an accepted member of the community.

Factor 8 - "Community Support of Education" deals with the extent to which the community understands and is willing to support a sound educational program.

Factor 9 - "Social Facilities and Services" has to do with the adequacy of facilities, supplies and equipment, and the efficiency of the procedures for obtaining materials and services.

Factor 10 - "Community Pressures" gives special attention to community expectations with respect to the teacher's personal standards, his participation in outside-school activities, and his freedom to discuss controversial issues in the classroom.¹⁰

HYPOTHESIS OF THE STUDY

The study was based on the following hypothesis:

Hypothesis 1. There is no difference between job satisfaction scores of teachers in predominantly black schools and teachers in predominantly white schools for any of the PTO factors selected in this study.

Hypothesis 2. There is no relationship between job satisfaction and sex, age, and highest degree completed.

Hypothesis 3. There is no differential interrelationship between job satisfaction and sex, age, and highest degree completed.

¹⁰Ralph R. Bentley, Averno M. Rempel, Manual For The Purdue Teacher Opinionaire (West Lafayette, Indiana, 1970). p. 4.

Significance of the Study

Due to the lack of research many of the problems inherent in de facto segregation are poorly defined and questions relating to them unanswered. It was the purpose of this study to at least arrive at some tentative conclusions of job satisfaction among teachers in de facto segregated schools.

Utilizing the Purdue Teacher Opinionnaire (PTO), answers were sought to questions which pertained to the identification of specific factors of teaching which contributed to teacher's satisfaction or dissatisfaction with their work. These factors included satisfaction with teaching, rapport among teachers, curriculum issues, teacher status, community support of education, and community pressures.

In addition to the above, conclusions arrived at in this study could prove useful in providing:

1. The selection of administrators and teachers.
2. Insight for the prospective teacher regarding the selection of teaching as a career.
3. Useful information for principals in maintaining a workable staff.
4. Positive factors of job satisfaction related only to black schools which would attract competent teachers.
5. Negative factors of job satisfaction related only to black schools which would assist school districts in the improvement of such conditions.

Definitions

For the purpose of this study the following definitions of terms were utilized.

1. De Facto - Actual, regardless of law.¹¹
2. De Jure - by legal right in accordance with Law.¹²
3. De Facto Segregated School - A public school whose student population is greater than fifty percent of white or black students of the total school population.¹³
4. Predominantly Black School. A public school whose student black population is greater than fifty percent of the total school population.
5. Predominantly White School. A public school whose student white population is greater than fifty percent of the total school population.
6. Elementary School. A public school having a curriculum offering for students in grades kindergarten through six.
7. Elementary Teacher. The person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils in grades kindergarten through six.

¹¹William Allan Neilson, Thomas A. Knott, Paul W. Carhart, Webster's New International Dictionary (Mass.: G. and C. Merriam Co., 1956).

¹²Ibid.

¹³Spillane, p. 4.

Limitations

This study has the following limitations:

1. Elementary teachers in grades kindergarten through six in ten selected black schools and ten white schools located in northern California.
2. The factors 2, 3, 6, 7, 8, and 10 of the PTO.
3. No attempt is made to determine the reasons for the perception of those surveyed.

Organization of the Study

This study is organized into five chapters. Chapter 1 has presented the introduction and the overall background for the study.

Chapter 2 reviews the literature related to teacher status. Chapter 3 presents the procedure for the study, and Chapter 4 presents the analysis of the data for the study. Chapter 5 presents the summary, conclusions, and recommendations for further study.

SUMMARY

The purpose of this study was to investigate the job satisfaction of teachers in grades kindergarten through six. The Purdue Teacher Opinionnaire was utilized in an attempt to answer questions which pertained to the identification of specific aspects of teaching in schools principally serving non-white students which contribute to teacher's satisfaction or dissatisfaction with their work.

This study was conducted within several school districts within northern California. Formal district approval was granted before the data was presented to the respondents in each participating school.

Chapter 2

REVIEW OF LITERATURE AND RELATED RESEARCH

A multitude of studies have been conducted regarding job satisfaction in almost every vocation. Many of these studies have assisted management toward the improvement of working conditions which would, in turn, improve production. However, job satisfaction as it applies to the teaching profession goes far beyond the preceding. The literature pertinent to this study was reviewed as it relates to (1) factors related to job satisfaction (2) factors related to job satisfaction in de facto segregated schools (3) staff morale, and (4) school organization.

FACTORS RELATED TO JOB SATISFACTION

There are many reasons why teachers become dissatisfied with their job. Some teachers become dissatisfied due to the frustration of having to be an expert in many areas, the constant association with the child mind, confinement, and the lack of opportunity for professional growth.¹

Salary seems to be the most constant factor which causes many teachers to become dissatisfied with the profession. A study was conducted of individuals who had received a bachelor of science degree in education from

¹John D. Bledcoe, "LSD for the Elementary Teacher," Instructor, LXXVII (August, 1967), p. 21.

Youngstown University for the school years 1960 through 1965. The questionnaire was sent to 1702 graduates and 1252 responded. The study revealed that approximately 78 percent of the male graduates had left teaching because of better opportunities in other fields or inadequate salaries.²

A study conducted by Louis Kaplan summarized reactions from 150 experienced elementary teachers concerning teacher dissatisfaction and causes of same. He reported that 50 percent of teacher annoyances related to concern over the behavior of children; 25 percent were related to school organization; 15 percent dealt with extracurricular school obligations and pressures; and 10 percent were related to teachers' professional status.³

More recently, John J. Check utilized an eleven item questionnaire which related to classroom instruction and the consequent attitudes and impressions that persons in the profession have toward teaching. The major dissatisfactions with the teaching profession expressed by the 119 respondents are reported as follows:

1. Too much outside work
2. Salary inadequate
3. Lack of cooperation from administration
4. Too many unrelated tasks
5. Overcrowded conditions
6. Too much paper work
7. Lack of public respect for profession
8. Inadequate supplies and aids
9. Decreasing authority given to teacher
10. Lack of professional unity

² John D. Bledcoe, "LSD for the Elementary Teacher," Instructor, LXXVII (August, 1967), p. 21.

³ Louis Kaplan, "The Annoyances of Elementary School Teachers," Journal of Educational Research, VI (May, 1952), pp. 469-666.

11. Lack of parental interest
12. Rudeness and inconsiderateness of parents
13. Lack of cooperation between school and home
14. Poor administration policies
15. Non-professionalism among teachers
16. Too much pressure on teacher
17. Too many meetings, reports, etc.
18. Demand for specialization in too many areas
19. Lack of community interest ⁴
20. Too many "babysitting" tasks

A notable figure in the area of job satisfaction is Dr. Frederick Herzberg. He has reported that if employees are to be happy and productive, their job must make provisions for two separate and distinct aspects; hygienic and motivational. The Hygienic factors he designates as having to do with the environment of the work. ⁵

Further, Herzberg found that people were motivated in their work when they:

1. Felt satisfaction from viewing the successful completion of a job, providing solutions to problems, and seeing the results of their work.
2. Perceived some act of recognition by supervisors, colleagues, peers, clients or the general public.
3. Enjoyed the nature of the work itself.
4. Were given the responsibility for their own work or the work of others.
5. Felt opportunities were available for an actual change of status or position and for increased responsibilities.

Another investigator interested in exploring the factors which affect job satisfaction and dissatisfaction is Sergiovanni. This researcher utilized

⁴John F. Check, "Dissatisfaction in Teaching," The Educational Forum, XXXV (Jan., 1971), pp. 173-175.

⁵Anthony F. Gregorc, David F. Hendrix, "One Man's Opinion", School Management, XVII (March, 1973), p. 8.

the interview technique instrument designed by Herzberg. The results of this study supported the universality of Herzberg's findings, in that, the elimination of the dissatisfiers, which are the conditions of work factors, does not result in teacher job satisfaction. Moreover, the emergence of work itself factors, which contribute to teacher satisfaction, is dependent on the elimination of the factors which contribute to job dissatisfaction.⁶

Age is an important factor regarding job satisfaction according to an analysis conducted by the NEA Research Division. The article stated that older teachers are more satisfied with their workload, supplies, and students and tend to have a more favorable attitude toward their school board.⁷

Single women teachers were the least happy group in attitude toward the workload, job and school while married women were the most satisfied with their workload, job and school. However, men as a group were the least satisfied in attitude toward their job and school.⁸

In relation to satisfaction as it applied to school level, junior-high school teachers were the least satisfied for such factors as attitude toward the job, the school, and the pupils. It was found that high school teachers were the least satisfied with faculty relationships whereas elementary teachers were the most satisfied with their relationships with other members of the

⁶ Ibid., p. 33.

⁷ National Education Association, "Are Teachers Satisfied With Their Working Conditions?," NEA Research Bulletin, III (March, 1969), pp. 6-7.

⁸ Ibid., p. 7.

faculty.⁹

In another study by the NEA Research Division, it was noted that the popular belief that salaries are the single most important factor in job satisfaction is inaccurate. Although salary is a consistent factor in relation to job dissatisfaction, it was found that it was not the most pressing problem in almost every group studied.¹⁰

Much dissatisfaction was revealed in the preceding studies regarding teaching materials and supplies. Also, lounge facilities, restrooms, and buildings in need of repair was the source of much irritation among teachers.¹¹

In the spring of 1967, J. Warren Adair attempted to identify the factors in the job of a teacher which led to either satisfaction or dissatisfaction. Again this investigator, like Sergiovanni, utilized the Herzberg approach in which each teacher was asked to think of a time when he felt exceptionally good or exceptionally bad about his job and to tell what brought on this feeling.¹²

Some of the more pertinent results of this study are as follows:

The job factors that serve to motivate the individual are different factors entirely from those that promote dissatisfaction. Those aspects of the teaching situation which not as satisfiers are intrinsic with the task of teaching. It is

⁹ Ibid., p. 7.

¹⁰ National Education Association, "Are Teachers Happy?" NEA Research Bulletin IVL (May, 1968), pp. 40-1.

¹¹ Ibid., p. 41.

¹² Warren Adair, "Keeping Teachers Happy," American School Board Journal CLV (January, 1968), p. 28.

from the extrinsic job factors that the teacher receives the greatest amount of dissatisfaction.

The sense of achievement, successful job performance, finding solutions to problems, or seeing the results of one's own work is the job factor which results in the greatest number of reported good feelings. The feeling of recognition for having achieved in the performance of the task is second.¹³

A study of one school system by Loveta Eastes revealed how educators viewed their jobs. The elementary teachers who took part in the study did not feel less in status because they worked with younger pupils and less complex subject matter.¹⁴

In the same study male teachers indicated that salary and prestige were closely linked in that when salaries improved, prestige would rise. They were more negative about prestige than women teachers and they felt that teaching did not occupy the position in the community which it should occupy in comparison with other professions.¹⁵

In an attempt to determine the extent to which the school environments satisfied their motivational needs, Ronald G. Davison queried several hundred secondary teachers beginning their second year of service. The investigator established the extent to which satisfaction was attainable in the present work situation by using values of importance to the early career teacher. Davison was also able to identify school situations perceived as maximizing their

¹³ibid., p. 28.

¹⁴ Loveta Green Eastes, "A Penny for Your Thoughts," The Texas Outlook, LIII (January, 1963), p. 30.

¹⁵ibid., p. 46.

opportunities for work satisfaction by furnishing teachers with descriptions of possible work-place alternatives.¹⁶

FACTORS RELATED TO JOB SATISFACTION IN DE FACTO SEGREGATED SCHOOLS

Robert Spillane investigated the job satisfaction among teachers in de facto segregated schools. His study revealed that there was a higher degree of dissatisfaction regarding the need to discipline students in predominantly white schools than those teachers assigned to predominantly non-white schools. Teachers in predominantly non-white schools seemed to be commonly dissatisfied with the lack of intellectual stimulation which their job offered as well as recognition received from the community.¹⁷

Spillane's study also revealed the following:

Eighty-eight percent of the teachers in predominantly Negro schools felt that special training for teachers of deprived children was a necessary and essential ingredient for teachers coming into the urban setting. Teachers in predominantly white schools felt that it was more desirable or essential to be willing to accept and try out new ideas than did teachers in predominantly Negro schools even though the majority of teachers in Negro schools felt that it was a desirable characteristic. Nearly one out of every two teachers in predominantly white schools would choose teaching with the same type of student population as they presently teach. Less than one out of four teachers in the predominantly Negro schools would choose their present teaching situation. Seventy-two percent of the teachers in predominantly white schools indicated their general satisfaction with their present teaching situation. Only 35 percent of the teachers in predominantly Negro schools indicated a general satisfaction with their present teaching

¹⁶Ronald G. Davison, "Work Satisfaction and Teacher Mobility," The Clearing House, VL (January, 1971), p. 266.

¹⁷Robert Spillane, "Job Satisfaction Among Teachers in De Facto Segregated Schools" (Dissertation, University of Connecticut, 1967), p. 105.

situation. Thirty-eight percent indicated they would definitely not choose teaching with the same type of student population as they presently have.¹⁸

During April and May of 1972, a research sample comprised of ninety-seven teachers was randomly drawn from the de facto segregated high schools in a large mid-western city. Specifically, the same population was comprised of fifty teachers from black high schools and forty-seven teachers from white high schools. The racial make-up of the sample was eight black teachers and thirty-nine white teachers from the white schools and twenty-five black teachers and twenty-five white teachers from the black high schools.¹⁹

Among some of the conclusions reported in the foregoing study were that teachers in white high schools perceive better teacher-student relations than their colleagues in black high schools. Also, black teachers in black high schools do not differ significantly from white teachers in black high schools in their perception of teacher-student relations. Further, teachers in white high schools rate significantly higher on the job satisfaction than teachers in black high schools.²⁰

The study by Eugene E. Eubanks similarly concluded that black teachers in black high schools do not differ significantly from white teachers in black high schools on their ratings of job satisfaction. Also, teachers felt

¹⁸ Ibid., p. 106.

¹⁹ Eugene E. Eubanks, "A Study of Perceptions of Black and White Teachers in De Facto Segregated High Schools," Education, VC (Fall, 1974), p. 53.

²⁰ Ibid., p. 54

that working in a white school was significantly more prestigious than working in a black high school.²¹

David Gottlieb conducted a study in an attempt to identify differences and similarities in how black and white elementary school teachers viewed their work and their students. The subjects of the study were eighty-nine elementary school teachers from six public schools of a medium-sized industrial community in the midwest. Of the eighty-nine teachers, fifty-three were white and thirty-six were black.²²

Some of the results were as follows:

The results indicated that the black teachers were more likely than the whites to come from urban areas; from low income families and from homes where there was no father. The black teachers tended to be younger and to have less experience in teaching than did the white group.

The black teachers were more satisfied with their current teaching positions than were the white teachers. The black teachers tended to see the children as "happy," "energetic," and "fun-loving," while the white teachers were likely to see the same children as "talkative," "lazy," and "rebellious."

Among reasons for job dissatisfaction, black teachers listed large classes, poor equipment, inadequate supplies and the lack of proper curriculum, while white teachers emphasized the lack of ability of students, their poor motivation, discipline problems and parents who were not concerned with the education of their children.²³

Yet in another study to assess the racial attitudes of inner-city teachers was that of David Wiles. In this study a random sample was taken from an

²¹ Ibid., p. 54.

²² David Gottlieb, "Teaching and Students: The Views of Negro and White Teachers," Sociology of Education XXXVII (Summer, 1964), p. 347.

²³ Ibid., p. 29.

urban school system in the spring of 1970. The attitude questionnaire consisted of thirty multiple-choice, forced-answer items. A total of 272 teachers participated in the study, giving 82.4% returns.²⁴

The results of Wile's study indicated that in response to the question of racial integration and its effect on students, teachers felt that integration would lead to better academic achievement, better self-concepts, and better relationships between races. Although the preceding response is positive in nature, the indication of positive teacher feelings about racial integration²⁵ became uncertain as other questions revealed different attitudes.

Three-fourths of the inner-city teachers indicated not to bus students as a means to integrate. Also, 77.6% of the teachers indicated support for the maintenance of the neighborhood schools regardless of any racial imbalance produced.²⁶

A study by Coopersmith attempted to appraise the relative effects of Project C.O.P.E. (Camden Opportunity for Professional Experience). C.O.P.E. is a Glassboro State College program designed to offer junior year, elementary education students experience in teaching the deprived.²⁷ Sixty subjects were randomly selected from those Glassboro graduates, who, as students,

²⁴ David Wiles, "Racial Attitudes of Inner-City Teachers," Urban Education, VI (October, 1971), p. 273.

²⁵ Ibid., p. 275.

²⁶ Ibid., p. 275.

²⁷ Bruce Coopersmith, "Attitudes and Employment Patterns of Teachers Who Received Preservice Teaching Experience With Economically Disadvantaged Groups," The Journal of Experimental Education, VIII (Winter, 1973), p. 18.

were assigned, during the 1966 academic year to regular practicum experiences.²⁸

The primary data gathering instrument was a questionnaire which was designed to secure employment, educational, and attitudinal information. A total of 120 subjects were contacted in which ninety-one percent responded.²⁹

Project C.O.P.E., which was designed to increase the number of Glassboro graduates who obtained employment in urban centers and inspired these graduates to maintain a continued interest in the deprived failed to reach its objectives. However, the program appeared to be fairly successful in relation to the objective of providing preservice experiences which would be beneficial in relation to subsequent employment situations.³⁰

An investigation by Frank Besag studied some commonly held beliefs and concerns of community members. The first section dealt with the supposed inferiority of inner-city teachers and biases of the school. The second section investigated job satisfaction as it applied to teacher dissatisfaction and disenchantment with education as well as the desire to take a more active role in policy-making and administration.³¹

The study revealed the following:

It was determined that inferiority is not one of the characteristics

²⁸Ibid., p. 19.

²⁹Ibid., p. 19.

³⁰Ibid., p. 18.

³¹Frank Besag, "Professional Characteristics and Attitudes of Teachers," Urban Education, V (October, 1970), p. 268.

of black area, Negro, or female teachers. However, there were some indications of bias against Negroes and females. Females had lower status positions regardless of area or race. Negroes, however, were not the victims of uniform bias since they seemed to receive favored treatment in black area schools though some bias seemed to be indicated in not-black area schools. These same not-black area schools, however, also seemed to be correcting the situation by hiring more Negro teachers and were even willing to accept lower educational requirements for Negro teachers than for Caucasian teachers.³²

STAFF MORALE

Redefer polled 5,000 teachers in an attempt to get their opinion of the factors that affect teacher morale. He found that the quality of education in the individual schools and superiority ratings of teachers by administrators had some affect on the morale of the faculty. It was also reported that some of the factors that did not affect morale were thought to be: marital status, sex, age, and level of education. Interestingly enough, it was discovered in this study that salary was not a factor in determining the morale status of teachers.³³

In an attempt to investigate changing teacher morale, Bently and Rempel conducted a study entitled, "Changing Teacher Morale: An Experiment in Feedback of Identified Problems to Teachers and Principals." The Purdue Teacher Opinionare was utilized in this study of 3,070 teachers with a pretest-posttest experimental and control group design. The study revealed marked differences in the mean morale scores between teachers holding the

³² Ibid., p. 285.

³³ Frederic L. Redefer, "Factors That Affect Teacher Morale," Nations Schools LXIII (February, 1959), p. 59-62.

Master's Degree and those holding the bachelor's degree. A gradual upward progression was observed in the level of morale with increasing age for the majority of teachers. Thus, the results obtained indicated that total years of teaching experience was significantly related to teacher morale.³⁴

In 1971, G. M. Coverdale conducted a pilot study of a random sample of practicing primary and secondary school teachers throughout New South Wales. The study was exploratory in nature on teacher morale designed to highlight key issues which would warrant further investigation.³⁵

750 questionnaires were distributed which were accompanied by a letter which explained the purpose of the study. The format of the questionnaire contained the following main sections:

1. The role and the self image of the teacher.
2. A list of problems raised by teachers to be graded on a four point scale, ranging from the category of 'highly important' to that of 'little or no importance.'
3. Social background of the teacher and his family.
4. Retrospective assessment of teacher training.
5. Recommendations by the teachers themselves for improving the profession.
6. Some personal details of the respondent.³⁶

The respondents expressed a deep dissatisfaction with the inspectorial system. They felt that the system of close supervision, which was often administered in an unbending and frequently humiliating way, served only to

³⁴Ralph R. Bentley, Averno M. Rempel, "Changing Teacher Morale: An Experiment in Feedback of Identified Problems to Teachers and Principals," U.S. Department of Health, Education and Welfare, (October, 1967), pp. 52-54.

³⁵G.M. Coverdale, "Some Determinants of Teacher Morale in Australia," "Educational Research" XVI (November, 1973), p. 35.

³⁶Ibid., p. 36.

destroy the self-image. There was much dissatisfaction expressed by the respondents regarding the system of arbitrary transfers. A teacher within this system would not operate in a deprived area because of the challenge it presented. Rather, he would go there because he was sent there, irregardless of his desire to teach elsewhere.³⁷

Class size and inadequate amenities and equipment reflected much dissatisfaction amongst many of the respondents. These factors in particular reflected a relatively small expenditure on education by the Australian government.³⁸

Rigidity of the curriculum and the intensification of demands on the teacher were factors of which revealed a high degree of dissatisfaction among the respondents. The teachers felt that they were relegated to a utilitarian role without a voice in policymaking and were expected to concern themselves only with classroom matters. Fifty-four percent of the respondents felt that the public did not recognize the responsibilities of the teacher as a profession.³⁹

A study conducted by Gordon E. Greenwood and Robert S. Soar attempted to measure the relationships between teacher morale and verbal teacher behavior. The instruments utilized in this study were the Purdue

³⁷Ibid., p. 37.

³⁸Ibid., p. 37.

³⁹Ibid., p. 37.

Teacher Opinionaire and the Reciprocal Category System. The results of the study were as follows:⁴⁰

Subjects were 39 female elementary (kindergarten through second grade) teachers in Follow Through classrooms in six states. Product-moment correlations indicated that (a) teacher morale was negatively related to percentage of teacher talk; (b) the percentage of teacher talk was negatively related to satisfaction with teaching, teacher load, curriculum issues, and community support of education; (c) the amount of pupil talk followed by more pupil talk was positively related to satisfaction with teacher salary and teacher load; and (d) the percentage of teacher acceptance behaviors was positively related to satisfaction of teachers.⁴¹

Leadership and Teacher Morale. Gubser conducted an investigation based upon the possible relationships between the level of authoritarianism of teachers and the degree of authoritarianism of their administrators. Also, considered in this study was the potential relationships of authoritarianism to measured levels of teacher morale. The instruments by Gubser in this study were the California F-Scale and The Purdue Teacher Opinionaire.⁴²

According to Gubser's study, autocratic administrators did not directly create an atmosphere of authoritarianism in their schools. However, principals may have an indirect effect regarding the level of authoritarianism

⁴⁰ Gordon E. Greenwood and Robert S. Soar, "Some Relationships Between Teacher Morale and Teacher Behavior," Journal of Educational Psychology, LXIV (February, 1973), p. 105.

⁴¹ Ibid., p. 105.

⁴² M. M. Gubser, "Authoritarianism Among Teachers and School Principals and Its Possible Relationship to Faculty Morale," The Journal of Educational Research LXIII (September, 1969), 36-38.

of their faculties if they discourage younger teachers from remaining on their staffs.⁴³

An article by Feldvebel pointed out that job satisfaction is a global concept which involves attitudes which people hold toward their work or toward factors associated with their work. The author further stated that teacher satisfaction is subject to conditioning by factors inside and outside of the profession.⁴⁴

The article stated the following:

To understand these various motivational systems and the effect that they have upon teacher attitudes is a first step in devising policies and in developing an organizational climate which will minimize negative effects and maximize positive tendencies.⁴⁵

Many human relations studies have generally found a positive relationship between "democratic" leadership and subordinate evaluation of the supervisor's leadership ability. In a study, teachers were asked to rate the "over-all leadership ability" of their principal. The teachers were given four response alternatives ranging from "outstanding" to "below average". It was found that high leadership ability was closely related

⁴³Ibid., p. 38.

⁴⁴

Alexander M. Feldvebel, "Teacher Satisfaction as a Function of Conditioning Factors in the School and Profession," Clearing House, VIII (Spring, 1968), pp. 44-48.

⁴⁵Ibid., p. 48.

to the perception of the principal's positive compliance with the end norms than to the autocracy or democracy of his behavior.⁴⁶

The study revealed the following:

The positive compliance of the principal was that the "end norms" ("backing" the teacher and disciplinarianism) has a greater influence than does his "democratic" behavior on the teacher's high evaluation of the principals' leadership, her work satisfaction, her high evaluation of school "clients," her perception of the absence of cliques, and her feelings of freedom to consult the principal.

It was found that the "end norms" of "backing" and disciplinarianism were more important to the teachers than the norm which requires the principal to be "democratic."⁴⁷

The author explained the preceeding by stating the following:

The teacher is a semi-professional who is trained to use normative control over his students. However, her students were very young and are not highly motivated and therefore, they may have to be coerced into following the organizational rules "for their own good." If the principal cannot be counted on for help with disciplinary problems, the teacher's classroom authority is weakened.⁴⁸

Belasco and Alutto examined the relationship between the levels of satisfaction experienced by teachers and their state of decisional participation. Satisfaction was defined as a willingness to remain within the

⁴⁶Joy Gold Haralick, "Teacher Acceptance of Administrative Action," Journal of Experimental Education, XXXVII (Winter, 1968), pp. 39-45.

⁴⁷Ibid., p. 44.

⁴⁸Ibid., p. 44.

current school organization despite inducement to leave whereas decisional participation was defined as the discrepancy between current and preferred levels of participation.⁴⁹

Data for the study were collected through the use of questionnaire survey techniques and the subjects were teachers employed in two school districts located in western New York State. Research site #1 was a small urban center with a population of 50,000 and site #2 was a medium sized rural district.⁵⁰

The data collected indicated that there are significant systematic relationships between individual member satisfaction levels and the state of decisional participation. It was reported that those teachers who are decisionally deprived report significantly lower satisfaction levels.⁵¹

The data presented also indicated that satisfaction levels are not uniform throughout the school population. The most satisfied teachers were older members in the high satisfaction group and the younger teachers identified with the low satisfaction group.⁵²

In the case of job tension, those teachers reporting higher satisfaction levels reported lower job tension. Also, those same high satisfaction levels reported less militant attitudes by the teachers. Therefore, high

⁴⁹James A. Belasco and Joseph A. Alutto, "Decisional Participation and Teacher Satisfaction," Educational Administrative Quarterly, VIII (Winter, 1972), p. 44.

⁵⁰Ibid., p. 47.

⁵¹Ibid., pp. 50-51.

⁵²Ibid., p. 51.

satisfaction levels in this study seemed to be associated with the desirable organizational outcomes of reduced job tension and less militant attitudes.⁵³

By using a variant of exchange theory, a study by Peggy G. Koopman-Boyden and Raymond S. Adams tested the basic hypothesis that job satisfaction was a function of administrator-personnel conflict. A newly designed multi-dimensional job satisfaction scale and a paper and pencil, projective, test of role conflict was utilized in the process. Although the study did not support the hypothesis, it did provide a limited 'explanation' of the incidence of individual job satisfaction.⁵⁴

An investigation by Cecil Miskel and Ed Gerhardt held the position that increased formalization could generate conflict and uncertainty in professional-bureaucratic organizations such as the school. The authors further stated that conflicts often develop between teachers as professionals and administrators as managers over the principles and the processes that govern the allocation of resources in the school system.⁵⁵

It was found that hierarchy of authority of rules and regulations was a significant predictor and the relationships were consistent with conflict increasing as the bureaucracy dimensions increased. In cases where age

⁵³ Ibid., pp. 52-53.

⁵⁴ Peggy G. Koopman-Boyden and Raymond S. Adams, "Role Consensus and Teacher Job Satisfaction," The Journal of Educational Administration, XII (May, 1974), p. 99.

⁵⁵ Cecil Miskel and Ed Gerhardt, "Perceived Bureaucracy, Teacher Conflict, Central Life Interests, Voluntarism, and Job Satisfaction" The Journal of Educational Administration, XII (May, 1974), p. 84-97.

was a significant predictor of conflict, younger teachers experienced a higher rate of conflict. It was reported that males experienced greater conflict where teaching level was a significant level and finally, secondary teachers experienced greater conflict in the two subscales where teaching level was a significant predictor.⁵⁶

In an attempt to explore the relationship between teachers' organization satisfaction and role dissensus, Calder conducted a study entitled, "Role Conflict in an Educational Setting." Role dissensus was defined as the situation which exists when two or more members of the role-set of a status incumbent have conflicting expectations for his status. The author identified three types of satisfaction which were instrumental satisfaction with the organization (a school system), as a whole; affective satisfaction with the organization as a whole; and affective satisfaction with the member's own unit of the organization (the school building). The dissensus examined were of two types: interposition, or, teacher-principal dissensus; and intraposition, or teacher-teacher dissensus.⁵⁷

150 teachers and 12 principals of a school system located in a suburban city on the fringe of a large metropolitan area were the respondents in this study.⁵⁸

⁵⁶Ibid., p. 92.

⁵⁷

Paula Holzman Calder, "Role Conflict and Its Correlates in an Educational Setting," U.S. Department of Health, Education and Welfare, (June, 1969), p. 1.

⁵⁸Ibid.

The author hypothesized that teachers who had the most disagreement with their principal and other teachers within their school would show the smallest amounts of each of the three types of satisfaction measured. Secondly, it was hypothesized that school buildings which were characterized by high intraposition and interposition role dissensus would have less satisfied teachers than schools characterized by low dissensus.⁵⁹

Some of the results of the study were as follows:

We found that the predicted relationship between building affective satisfaction and intraposition dissensus was confirmed at the .05 level of significance. The relationship between system-instrumental satisfaction and intraposition dissensus was roughly as predicted, but did not reach a statistically significant level. There was no relationship between system-affective satisfaction and intraposition dissensus.⁶⁰

The predicted relationship between satisfaction and interposition dissensus was not observed for any of the three satisfaction dimensions. Instead, it was observed that there was a curvilinear relationship between each of the three types of satisfaction and interposition dissensus. That is to say, the teachers who showed a moderate amount of disagreement with their principal were most likely to be satisfied with the system and with their own school building.⁶¹

Open and Closed Climate. An investigation conducted by Koplyay sought to determine the nature, if any, between staff morale and organizational climate within an educational setting. The instruments used for this study were The Morale Inventory and The Organizational Climate Description Questionnaire, whereas the subjects for the study consisted of

⁵⁹ Ibid.,

⁶⁰ Ibid.

⁶¹ Ibid.

299 elementary school teachers. The following conclusions were obtained in this study:

1. Morale, as measured by the five subtests or areas, of The Morale Inventory, was more a function of the particular organizational climate than of the type of salary schedule employed by the school.
2. The open nature of the school climate appears to be associated more with higher morale.
3. The closed nature of the school climate appears to be associated more with low morale.
4. Schools enjoying an "autonomous" climate characterized by freedom and high cooperation between principal and teachers seem to be unaffected with respect to morale by the particular salary policies of the schools. When teachers are assured of cooperation, assistance, guidance, and social need satisfaction, it appears to make no difference whether the salary plan is merit or non-merit.
5. The Morale Inventory appears to be a reliable and valid instrument capable of measuring differences between school populations relative to the rationale for morale which served as the basis for the identification of the five attitudinal areas in the inventory.⁶²

A study which examined the ways in which teacher work values affect job satisfaction within relatively closed and open school organizations was conducted by Robert J. Coughlan.⁶³

A brief account of the results follows:

The conceptual scheme of the study was derived from Homan's interactionist framework. According to this schema, the social system of any work group in formal organization is

⁶² Janos B. Koplyay, "Relationships Between Teachers' Morale, Organizational Climate, and School Salary Policies in Selected Schools" (Dissertation, Northwestern University, 1966), U.S. Department of Health, Education and Welfare, Office of Education, p. 6.

⁶³ Robert J. Coughlan, "Job Satisfaction in Relatively Closed and Open Schools, "Educational Administrative Quarterly. VII (Spring, 1971), p. 40.

made up of interdependent "external" and "internal" system activities, interaction, and sentiments. Using this framework, Barnes suggested the terms "closed" and "open" to describe the external system of a work group: closedness and openness in external systems reflect themselves differently in the group's internal system with respect to member job autonomy (activities), interaction opportunities (interactions), and upward influence (sentiments). In the relatively closed system, external system values and goals tend to stress productivity and traditional concepts of bureaucratic rationality. These serve to discourage subordinate autonomy, interactions, and upward influence. In the more open system, external system values and goals tend to emphasize the professional expertise, quality, and developmental work. These serve to encourage subordinate autonomy, interactions, and upward influence.⁶⁴

In the process of identifying a sample of relatively closed and open schools, eleven middle-class suburban high schools, matched on certain technical, economic, and social factors, were selected in order to obtain groups of similar type teachers operating within comparable subcultural environments. An objective procedure called the Index of Relatively Closed and Open Schools was developed for defining and investigating external system structural arrangements.⁶⁵

In conclusion, it was speculated that the extent of job independence and autonomy afforded teachers in the relatively closed system may be an important issue to be resolved by group members operating within that type of work environment. It was also reported that the teachers in the relatively open school organizational system were significantly more satisfied with their System Administration, Instructional Program, and Financial

⁶⁴Ibid., p. 41.

⁶⁵Ibid., p. 41.

Incentives. Also, it was found that the teachers in the relatively open school organizational system were significantly divided among themselves according to work values with respect to Colleague Relations.⁶⁶

A study by Richard Tirpak attempted to determine whether closed or open climate was related in any way to the personal characteristics of principals. The following are the questions which the author attempted to answer.⁶⁷

1. Is there a relationship between organizational climate and the age of the principals?
2. Is there a relationship between organizational climate of schools and the principals' years of formal education?
3. Is there a difference between the principals' and the teachers' perception of organizational climate?
4. Is there a difference between the intelligence of the principals and organizational climate of the schools?
5. Is there a relationship between particular personality traits of the principals and the organizational climate of schools?⁶⁸

Tirpak found that there was a statistically significant difference in each of the preceeding questions. Also, principals of open climate schools tended to be warmhearted, sociable, good-natured, and attentive to people. They tended to have a high degree of emotional maturity, frustration tolerance, and realistic approach to life.⁶⁹

⁶⁶ Ibid., p. 56.

⁶⁷ Charles L. Wood, "The Practitioner's Guide to Research," NAASP Bulletin LVII (October, 1973), p. 114.

⁶⁸ Ibid., p. 114.

⁶⁹ Ibid., p. 116.

Principals of closed climate schools tended to be fussy, insecure, easily upset, timid, and worrisome. They appeared to be tense and usually in a continuous turmoil.⁷⁰

The research findings by the author indicated that schools with an open climate had teachers with high satisfaction and that schools with a closed climate had teachers with low satisfaction.⁷¹

SCHOOL ORGANIZATION

Differentiated Staffing. A model for differentiated staffing was developed by Anthony F. Gregorc in an attempt to meet teachers' job satisfier needs for achievement, recognition, work itself, responsibility, and advancement. This plan was founded upon the belief that the individual is an agent and should not be subject to a monolithic determinism which restricts his talent. The plan further takes into account the realization that teachers aren't omniscient or omnipotent, teachers have varied needs, interests, and commitments, teachers can afford better service to students through specialization, teachers who are continually learning serve as good examples to children who are learning, and teachers are individuals manifesting the idiosyncrasies we attempt to foster in students but fail to acknowledge in adults.⁷²

Differentiated staffing can provide a means to counteract some of the

⁷⁰ Ibid., p. 117.

⁷¹ Ibid., p. 117.

⁷² Anthony F. Gregorc, "Satisfaction From Teaching," Educational Forum, XXXV (March, 1971), p. 310.

pressing problems in which teachers are confronted with in urban centers. Such a concentration of population pose formidable problems for teachers such as wide ranges of abilities and interests, varied cultural backgrounds, and increasing amounts of instructional materials.⁷³

In order to advance under the differentiated staffing approach, the teacher must demonstrate specific competence, evidence of increased training, desire, and an acceptance of increased responsibility and faculty committee on an objective and subjective basis.⁷⁴

The model for differentiated staffing as expressed by the author briefly suggests the following:

1. Intern-College student interested in teaching with basic education courses completed.
2. Associate Teacher - Beginning, second or third year teacher.
3. Staff Teacher - Second, third year or experienced teacher.
4. Master Teacher - Experienced teacher and master practitioner.
5. Executive Teacher - Experienced teacher and master practitioner and with scholarly depth in subject area.⁷⁵

School Structure, Leadership Quality and Teacher Satisfaction

A study by Grassie examined the relationships between teachers' perceptions of the structural characteristics of their schools, the leadership quality of their principals, and the extent of the satisfaction they expressed

⁷³ Ibid., p. 310.

⁷⁴ Ibid., p. 310.

⁷⁵ Ibid., pp. 310-312.

with their work and their colleagues.⁷⁶

The data were collected from 441 teachers of 14 metropolitan high schools in the city of Brisbane, Queensland. The respondents were separated into two groups through the utilization of the factor-scores on the dimension, Belief in the Importance of Theory. Those with factor-scores of 0.5 and above were named the High Level (HL) group and those with -.05 and below were named the Low Level (LL) group.⁷⁷

It was found that the nature of the structure and leadership quality perceived was a cause of satisfaction. This was found to be a more important cause for the HL group than it was for the LL group. Members of the HL group were more likely to be able to express satisfaction with work in a setting characterized by considerate and thrustful leadership and the opportunity to participate in decisions about policy and programs. Members of the HL group were likely to be able to express satisfaction with work in a setting with the absence of a rigid hierarchy of authority and detailed organizational constraint. The HL group sought freedom to get ahead with their teaching with a principal who trusted them. Also, this group preferred to be under a principal who regarded his teachers as people and not as units in a machine, and who set an example by working hard himself.⁷⁸

For the LL group, teaching seemed to be a chore which they carried

⁷⁶ McCrae C. Grassie and Brian W. Carss, "School Structure, Leadership Quality and Teacher Satisfaction," Educational Administrative Quarterly, IX (Winter, 1972), p. 15.

⁷⁷ *Ibid.*, p. 19.

⁷⁸ *Ibid.*, p. 24.

out in a routine manner without deriving much satisfaction from it.

Structure and leadership quality were not important causes of satisfaction and what association there was seemed to be between the leadership quality measured and satisfaction with colleagues rather than work.⁷⁹

Tall, Medium, and Flat Public School Organizations. Possible effects on job satisfaction of teachers were tested on tall, medium, and flat public school organizations. Six school systems with approximately 5000 students enrolled were randomly selected from among 10 systems within a 60 mile radius of Houston, Texas. The cultural background and the socio-economic data of the districts were not considered. The boundaries of the school districts varied from approximately 90 square miles to 300 square miles in area. Also, the salaries and fringe benefits of the teachers, as well as other economic factors, were similar.⁸⁰

The conclusion of the study was as follows:

It was concluded that formal organizational factors did influence teachers' job perceptions. Although there were no consistent trends in all need areas, differences did occur between means in 6 of the 13 needs. Wherever significant differences occurred, teachers reported less satisfaction as the height or tallness of the organizational structure increased. Perceptions related to teacher autonomy and professional authority were more sensitive than other areas to organizational structure variables. Satisfaction scores of teachers were significantly lower as the steepness of the organizational structure increased. In four of the six need areas, significant differences were found in autonomy needs, that is,

⁷⁹ Ibid., p. 24.

⁸⁰ Harrell H. Carpenter, "Formal Organizational Structural Factors and Perceived Job Satisfaction of Classroom Teachers," Administrative Science Quarterly, XVI (December, 1971), p. 460.

prestige, professional authority, setting school goals, and instructional methods.⁸¹

In all but two cases, job security needs and self-actualization related needs were least affected by variation in organizational structure as indicated by the statistically insignificant differences in teacher preparations. Lower satisfaction was indicated by teachers in the tall organizations in almost all self-actualization related areas. The findings related to job security and opportunity to help other teachers appeared inconsistent. Perceived opportunity to help fellow teachers was significantly influenced, while job security was not affected by the factors of organizational structure.⁸²

CONCLUSION

Although all of the preceeding studies are related to job satisfaction of teachers, there are an abundance of studies of many other professions related to job satisfaction. Howard E. Figler stated in his article, "Basic Job Satisfaction and the Need for Life Counseling," that non-productive jobs, discontent, and turnover are common factors which cause many workers to look for fulfillment and a meaningful commitment. However, in order for workers to have a complete perspective, higher education will have to implement a more ambitious counseling program such as one which is grounded

⁸¹ Ibid., pp. 463-464.

⁸² Ibid., pp. 464-465.

in reality.⁸³

The author stated the following:

One could debate whether a given job is "productive" or "non-productive," but it cannot be denied that a placement counselor's role today may involve preparing some graduates for the regrettable reality that they may never really like their jobs, and may have to regard their work as a nuisance, as inconvenience, something to be worked around while pursuing the more lasting satisfaction of life. This may not be true for the more able graduates who can assume real positions of responsibility, but it will be true of many others.⁸⁴

An article by Gartner and Riessman entitled, "Is There A New Work Ethic?," stated that new attitudes toward work have been derived from the tremendous expansion of the service sector, with its peopleserving, relational ethos, and from the entry of women, minority groups, and youths into the work place. The authors further argued that work dissatisfaction was initially expressed by students who didn't like school, professionals who were discontent with stifling bureaucratic work, minorities who were dissatisfied with meaningless dead-end jobs, and women who didn't like housework.⁸⁵

The article stated the following:

In summary, professionals, white and bluecollar workers, women, managers and executives, youth, blacks and Third World minorities have all expressed dissatisfaction with their work. That their complaints and demands have taken varying forms and relate to numerous aspects of the work process demonstrates

⁸³ Howard E. Figler, "Basic Job Satisfaction and the Need for Life Counseling," Journal of College Placement, XXXII (February-March, 1972), p. 33.

⁸⁴ Ibid., p. 34.

⁸⁵ Alan Gartner and Frank Riessman, "Is There A New Work Ethic?", American Journal of Orthopsychiatry, VII (July, 1974), p. 563.

that for different people the good work life means something different. Expressed work objectives include: equal pay for equal work and equal opportunities for advancement; jobs that are worthy of respect and lead to careers; better-paying jobs that provide more interesting work, greater autonomy, and more schooling; jobs that are minimally involving in terms of work and hours, which allow for more leisure time; and many other combinations. Corresponding to these different objectives, various proposals have been made: higher wages, shorter or rearranged hours, more amenities, rigorous enforcement of equal employment opportunities, a national full employment program, reorganization of work, reallocation of work place control, job enrichment, and worker control and ownership.⁸⁶

SUMMARY

FACTORS RELATED TO JOB SATISFACTION

In reviewing the literature, it was found that salary was a prime source of dissatisfaction among teachers. However, some studies revealed that salary was dominated by other factors which contributed to job dissatisfaction: the lack of opportunity for professional growth, lack of professional unity, student discipline, and the lack of community support were some of the factors which superceded salary as prime sources of job dissatisfaction.

Some studies revealed that older teachers seemed to be more satisfied than younger teachers with factors such as workload, supplies, and students. However, other studies reported that teachers in general were dissatisfied with the preceeding factors.

⁸⁶ Ibid., p. 564.

FACTORS RELATED TO JOB SATISFACTION IN DE FACTO SEGREGATED SCHOOLS

It was reported that teachers in predominantly non-white schools were commonly dissatisfied with the lack of intellectual stimulation which their job offered. Also, teachers who were employed in the preceeding environment were dissatisfied with the lack of recognition which they received from the community.

Other studies reported that teachers in white high schools perceive better teacher-student relations than their colleagues in black high schools. Further, teachers in white high schools rate significantly higher on the job satisfaction than teachers in black high schools.

Some studies indicated that some black teachers in elementary schools were dissatisfied with large classes, poor equipment, inadequate supplies and the lack of a proper curriculum. White teachers in the same environment were dissatisfied with the lack of ability of students, their poor motivation, discipline problems and parents who were not concerned with the education of their children.

STAFF MORALE

Some studies revealed that salary was not a factor in determining the morale status of teachers. Further, it was concluded that total years of teaching experience was significantly related to teacher morale.

Other factors which determined the morale status of teachers were class size, rigidity of curriculum, teacher load, curriculum issues, and

community support of education.

Leadership and Teacher Morale. It was concluded that teachers who are decisionally deprived report significantly lower morale. Also, increased formalization seems to generate conflict and uncertainty in professional-bureaucratic organizations such as the school. Lastly, conflicts often develop between teachers and administrators over the principles and the process that govern the allocation of resources in the school system.

Open and Closed Climate. It was concluded that the open nature of the school appears to be associated more with higher morale, whereas, the closed nature of the school climate appears to be associated more with low morale. It was also revealed that teachers in the relatively open school organizational system were significantly more satisfied with their System Administration, Instructional Program, and Financial Incentives.

SCHOOL ORGANIZATION

Organizational climate was reported as being significantly related to job satisfaction. Also, the nature of the structure and leadership quality perceived was found to be a cause of satisfaction. Lastly, some studies concluded that lower satisfaction was indicated by teachers in tall organizations in the self-actualization related areas.

Job satisfaction is an immense subject and encompasses many facets of the individual. Unfortunately, the instruments which measure job satisfaction can only measure several factors and, at the same time, such instruments can only assess the satisfaction and dissatisfaction of the population

being assessed at that particular time and place. Therefore, the results of a study should not be considered permanent by any means.

As time passes on, an individual encounters many experiences. Some of these experiences are pleasant while others aren't. The pleasant experiences oftentimes enhance the ego while the unpleasant experiences, depending upon the individual, sometimes breed negative attitudes. Perhaps if the individual has a suitable philosophy, then most experiences, whether pleasant or unpleasant could have some positive results. If the preceeding has merit then satisfaction in teaching could relate to one's philosophy.

In conclusion, Mary Harbage stated the following:

If philosophy is for anything it must shed some light upon the path.⁸⁷

The methods and procedures used in this research are reported in the next chapter. The analysis of the data are reported in Chapter IV and the recommendations and conclusions are reported in Chapter V.

⁸⁷ Mary Harbage, "Satisfactions in Teaching Relate to One's Philosophy," Childhood Education, XXXVII (May, 1961), p. 416.

Chapter 3

METHODOLOGY AND PROCEDURES

The purpose of this study as stated in Chapter I was to investigate the feelings of teachers in selected K-6 elementary schools located in northern California, which had a predominantly black enrollment and a predominantly white enrollment as to those features of teaching which constitute job satisfaction or dissatisfaction.

In an attempt to facilitate the collection of data, the Purdue Teacher Opinionnaire (PTO) was utilized. The instrument was used as a questionnaire for all teachers involved in the study. The data used in the study were obtained from central office records, interviews, and the opinionnaire.

The Instrument. The PTO is designed to provide a measure of teacher morale. The instrument yields a total score indicating the general level of morale and it also provides sub-scores which break down morale into some of its dimensions. As stated in Chapter I, the ten categories included in the PTO are:

1. Teacher Rapport with Principal
2. Satisfaction With Teaching
3. Rapport Among Teachers
4. Teacher Salary
5. Teacher Load
6. Curriculum Issues
7. Teacher Status
8. Community Support of Education

9. School Facilities and Services
10. Community Pressures¹

The PTO can be useful to researchers who desire an objective and practical index of teacher morale in selected schools or school systems.

Schools, grade levels, subject areas, and tenure status are some of the comparisons which can be made among teachers.²

Development of the Instrument. The first form of the PTO was developed in 1961 and consisted of 145 items which were selected and logically grouped in order to sample eight categories which pertained to the teacher and his school environment. The eight categories included the following:

1. Teaching as an Occupation
2. Relationships With Students
3. Relationships With Other Teachers
4. Administrative Policies and Procedures
5. Relationships With Community
6. Curriculum Factors
7. Working Conditions
8. Economic Factors³

An experimental form was administered to a large representative sample of high school teachers in the development of the instrument. Internal consistency item analysis techniques were utilized for the final choice of items for the PTO. For the eight categories, the Kuder-Richardson internal consistency reliability coefficients ranged from .79 to .98. The overall reliabil-

¹ Ralph R. Bentley and Averno M. Rempel, Manual for the Purdue Teacher Opinionnaire, (West Lafayette, Indiana: Purdue University, 1970), p.1.

² Ibid., p. 1.

³ Ibid., p. 2.

ity coefficient was .96.⁴

In order to validate the 145 item instrument, peer judgements were made by fellow teachers. At the time the teachers responded to the instrument, the peer judgements were obtained through the use of a rating form.⁵

"High," "Middle," and "low" teacher morale groups were identified on the basis of peer judgements. Mean Opinionaire scores were calculated for each of these groups in order to determine the instrument's validity against the peer judgement criterion. Differences among the three groups were in the expected direction and significant beyond the .05 level of significance.⁶

The Opinionaire was factorially analyzed by placing what was believed to measure morale into a correlational matrix and then using appropriate factorial methods to identify various factors or dimensions. Principle components analysis of the image-covariance matrix followed by an oblique (Carroll biquartimin) rotation of the extracted factors was the procedure which was utilized.⁷

An analysis was made using a representative sample of 570 teachers. Factor analysis procedures were applied to "high," "middle," and "low" teacher morale groups in order to make certain that the items were working

⁴Ibid., p. 2.

⁵Ibid., p. 2.

⁶Ibid., p. 3.

⁷Ibid., p. 3.

effectively at various morale levels. Ten factors rather than eight were identified because of the additional analysis. The same analyses were used in order to complete and refine the present 100-item instrument.⁸

The Population. The population for this study consisted of K-6 public school teachers located in selected school districts within northern California. The districts were semirural to suburban geographically and in size from a teaching staff of 6 to a teaching staff of 26.

The Sample. Ten black school faculties and ten white school faculties comprised the study population. Two hundred and twenty-four teachers responded to the questionnaire which was the result of a 95% return. 126 teachers who were identified with the "white schools" responded to the questionnaire, which was the result of a 85% return. 98 teachers who were identified with the "black schools" responded to the questionnaire, which was the result of an 86% return. Administrators, guidance counselors, department chairmen not involved in actual teaching, librarians, supervisors, and other nonteaching personnel were not included in the sample.

Procedure. The investigator consulted the office of the County Superintendent of Schools of each district which participated in the study. The investigator was then advised as to the correct procedure in order to receive formal approval to conduct the study. The investigator was further advised of numerous school districts within the county which would be suitable for the study.

⁸Ibid., pp. 3-4.

Subsequently, the researcher contacted central office personnel of various districts via telephone and personal visits. The researcher was then referred to division administrators who were presented with a copy of the proposal and briefed of its contents. Upon acceptance of the study by a district, the investigator was then given formal approval to consult the administrators of any school which seemed suitable for the study. The building administrators had been informed by central office personnel that the study had been approved.

The investigator consulted the building administrators of the selected schools regarding the study and briefed them of its contents. Finally, ten black schools and ten white schools were selected for the study.

In an attempt to assure anonymity, each white school and each black school was assigned a number and the teachers were instructed to omit their names. Upon completion of the instrument by each teacher at his/her convenience, each respondent turned in the instrument to the school secretary. Subsequently, the data obtained was tabulated on data processing equipment.

Analysis of the Data. Several tests were utilized to analyze the data in this study. The t-test for independent samples was used in order to compare the difference, if any, between the job satisfaction scores of teachers in predominantly black schools and teachers in predominantly white schools. Correlation coefficients were used to determine the relationship between job satisfaction and sex, age, and highest degree completed. The z test for the difference between Fisher's transformed scores based on the correlation coefficients was used to correlate the differential interrelationship between

job satisfaction and sex, age, and highest degree completed. Finally, a profile chart for each school was included which represented the following six factors of the PTO.

- Factor 2--"Satisfaction With Teaching"
- Factor 3--"Rapport Among Teachers"
- Factor 6--"Curriculum Issues"
- Factor 7--"Teacher Status"
- Factor 8--"Community Support of Education"
- Factor 10--"Community Pressures"

The profile charts of the preceding factors were used to compare the "black schools" as a group with the "white schools" as a group.

SUMMARY

Chapter 3 has presented the methods and procedures for the study. The PTO was the instrument utilized, and the data from the instrument was analyzed by the t-test to compare the difference. Correlation coefficients and the z test were utilized to correlate differential interrelationships.

Chapter 4 will include the findings from the study.

Chapter 4

ANALYSES OF THE DATA

This study investigated the job satisfaction of teachers in grades kindergarten through six in selected public elementary schools within the region of northern California. The schools which had an enrollment of fifty percent or greater of white students were identified as white schools, and the schools which had an enrollment of fifty percent or greater of black students were identified as black schools.

The Purdue Teacher Opinionnaire was used to gather data so as to compare the feelings of K-6 teachers regarding job satisfaction. Although the respondents were instructed to complete the entire questionnaire, the study was limited to the PTO factors of 2, 3, 6, 7, 8 and 10.

H_1 . There is no difference between job satisfaction scores of teachers in predominantly black schools and teachers in predominantly white schools for the following PTO factors selected in this study:

- a. Satisfaction With Teaching
- b. Rapport Among Teachers
- c. Curriculum Issues
- d. Teacher Status
- e. Community Support of Education
- f. Community Pressures

The following tables present summary data relative to the data analysis to test H_1 . A one-way analysis of variance with two levels was utilized to investigate the data for each PTO factor.

Table 1

Summary Table for the Analysis of Variance
of Satisfaction With Teaching in
Black and White Schools

Source of Variation	SS	DF	MS	F
Between Types of Schools	279.98	1	279.98	3.51 ^a
Within Types of Schools	19597.77	246	79.66	
Total	19878.00	247		

a. $F=3.51$
.95 (1, 246)

Table 2

Descriptive Statistics for Satisfaction With Teaching
for Teachers in Black and White Schools

	Mean	SD	N
Black Schools	67.32	9.13	114
White Schools	69.45	8.75	134

Factor 2, Satisfaction With Teaching, was not found to be significant in that an F ratio of 3.51 was obtained. According to the F distribution, an F ratio of 3.89 or larger is required for significance at the 0.05 level.

Therefore, according to the results obtained, the data failed to reject the null hypothesis. It remains tenable that teachers in black and white schools have the same degree of satisfaction with teaching.

Table 3

Summary table for the Analysis of Variance
of Rapport Among Teachers in
Black and White Schools

Source of Variation	SS	DF	MS	F
Between Types of Schools	32.70	1	32.70	0.54 ^a
Within Types of Schools	14882.27	246	60.50	
Total	14915.00	247		

a. $F=0.54$
.95 (1, 246)

Table 4

Descriptive Statistics for Rapport Among Teachers
in Black and White Schools

	Mean	SD	N
Black Schools	46.37	7.56	114
White Schools	47.10	7.96	134

Factor 3, Rapport Among Teachers, as indicated in Table 3, was not found to be significantly different as viewed by the two types of

schools. Therefore, according to the results obtained, the data failed to reject the null hypothesis. It remains tenable that teachers in black and white schools have the same degree of rapport among teacher staffs.

Table 5

Summary Table for the Analysis
of Variance of Curriculum Issues
in Black and White Schools

Source	SS	DF	MS	F
Between Types of Schools	46.68	1	46.68	4.08 ^a
Within Types of Schools	2815.29	246	11.44	
Total	2862.00	247		

a. $F=4.08$
.95 (1, 246)

Table 6

Descriptive Statistics for Curriculum Issues
for Teachers in Black and White Schools

	Mean	SD	N
Black Schools	15.18	2.97	114
White Schools	15.88	3.70	134

Factor 6, Curriculum Issues, was found to be significantly different in that an F ratio of 4.079 was obtained. According to the F distribution, an F ratio of 3.89 or larger is required for significance at the 0.05 level.

As indicated in Table 6, the mean for teachers in the white schools exceeded that of the teachers in black schools. The items related to this factor included a need for curriculum revision to meet needs of students, offer a well balanced curriculum, and prepare students to become enlightened and competent citizens. Therefore, according to the result obtained, the data rejected the null hypothesis.

Table 7

Summary Table for the Analysis of Variance
of Teacher Status for Teachers in
Black and White Schools

Source	SS	DF	MS	F
Between Types of Schools	444.06	1	444.04	18.24 ^a
Within Types of Schools	5989.49	246	24.35	
Total	6434.00	247		

a. $F=18.24$
.95 (1, 246)

Table 8

Descriptive Statistics for Teacher Status
for Teachers in Black and White Schools

	Mean	SD	N
Black Schools	21.71	4.69	114
White Schools	24.40	5.13	134

Factor 7, Teacher Status, was found to be significant in that an F ratio of 18.24 was obtained. According to the F distribution, an F ratio of 3.89 or larger is required for significance at the 0.05 level. As indicated in Table 8, the mean for teachers in the white schools exceeded that of the teachers in black schools. The items included in this factor are social status, community acceptance, prestige, standard of living, and professional security. Therefore, according to the results obtained, the null hypothesis was rejected.

Table 9

Summary Table for the Analysis of Variance
of Community Support of Education for
Teachers in Black and White Schools

Source	SS	DF	MS	F
Between Types of Schools	508.99	1	508.99	35.84 ^a
Within Types of Schools	3493.73	246	14.20	
Total	4003.00	247		

a. $F=35.84$
.95 (1, 246)

Table 10

Descriptive Statistics for Community Support of Education
for Teachers in Black and White Schools

	Mean	SD	N
Black Schools	12.14	3.71	114
White Schools	15.15	3.82	134

Factor 8, Community Support Education, was found to be significant in that an F ratio of 35.84 was obtained. According to the F distribution an F ratio of 3.89 or larger is required for significance at the 0.05 level. As indicated in Table 10, the means for teachers in the white schools exceeded that of the teachers in black schools. Items in this factor included lack of appreciation and support of education, poor environment to raise a family, lack of community interest in the schools, and methods of staff appointments. Therefore, according to the results obtained, the data rejected the null hypothesis.

Table 11

Summary Table for the Analysis of Variance
of Community Pressures for Teachers in
Black and White Schools

	SS	DF	MS	F
Between Types of Schools	62.99	1	62.99	6.88 ^a
Within Types of Schools	2252.88	246	9.16	
Total	2316.00	247		

a.	F=6.88
.95	(1, 246)

Table 12

Descriptive Statistics for Community Pressures
for Teachers in Black and White Schools

	Mean	SD	N
Black Schools	15.82	3.22	114
White Schools	16.84	2.85	134

Factor 10, Community Pressures, was found to be significant in that an F ratio of 6.88 was obtained. According to the F distribution, an F ratio of 3.89 or larger is required for significance at the 0.05 level. As

indicated in Table 12 the mean for teachers in the white schools exceeded that of the teachers in black schools. The major item of concern in this factor included freedom to discuss controversial issues. Therefore, according to the results obtained, the data rejected the null hypothesis.

Job Satisfaction for each White School in
Comparison to the National Norms

The data for school 1-W was very satisfied with the six factors tested. All of the factors tested above the 80th percentile.

The data for school 2-W likewise indicated that the faculty was well satisfied with all of the factors tested. All of the factors tested above the 90th percentile.

The faculty of school 3-W was very dissatisfied with factors 2, 3, and 8. The three factors, satisfaction with teaching, rapport among teachers, and community support of education, tested below the 19th percentile. However, factor 6, Curriculum issues, tested at the 35th percentile, factor 7, teacher status, tested at the 43rd percentile, and factor 10, community pressures, tested at the 62nd percentile.

The data for school 4-W revealed that the faculty was reasonably satisfied with factors 2, 3, 6 and 10. The preceding factors, satisfaction with teaching, rapport among teachers, curriculum issues, and community pressures, tested within the 72nd to the 95th percentiles. Factors 7 and 8, teacher status and community support of education, tested within the 49th and 53rd percentiles.

The data for school 5-W indicated the teachers were reasonably

satisfied with factor 2. The preceding factor, satisfaction with teaching, at the 60th percentile. However, the remaining factors, 3, 6, 7 and 10 all tested below the 28th percentile.

The data for school 6-W indicated that the faculty was very satisfied with factors 2 and 3. The two factors, satisfaction with teaching and rapport among teachers, tested at the 92nd and 77th percentiles respectively. Factors 6, 7, 8 and 10 tested less favorably with all four factors falling below the 28th percentile.

Satisfaction with teaching, factor 2, tested the lowest for school 7-W with an 8th percentile. Factor 7, teacher status, also tested low at the 19th percentile. Factors 3 and 8, rapport among teachers and community support of education, improved slightly with percentiles of 34 and 35 respectively. The remaining two factors, 6 and 10, curriculum issues and community pressures, tested slightly above the 50th percentile.

School 8-W received high percentiles for all of the factors tested. The six factors tested at and above the 79th percentile.

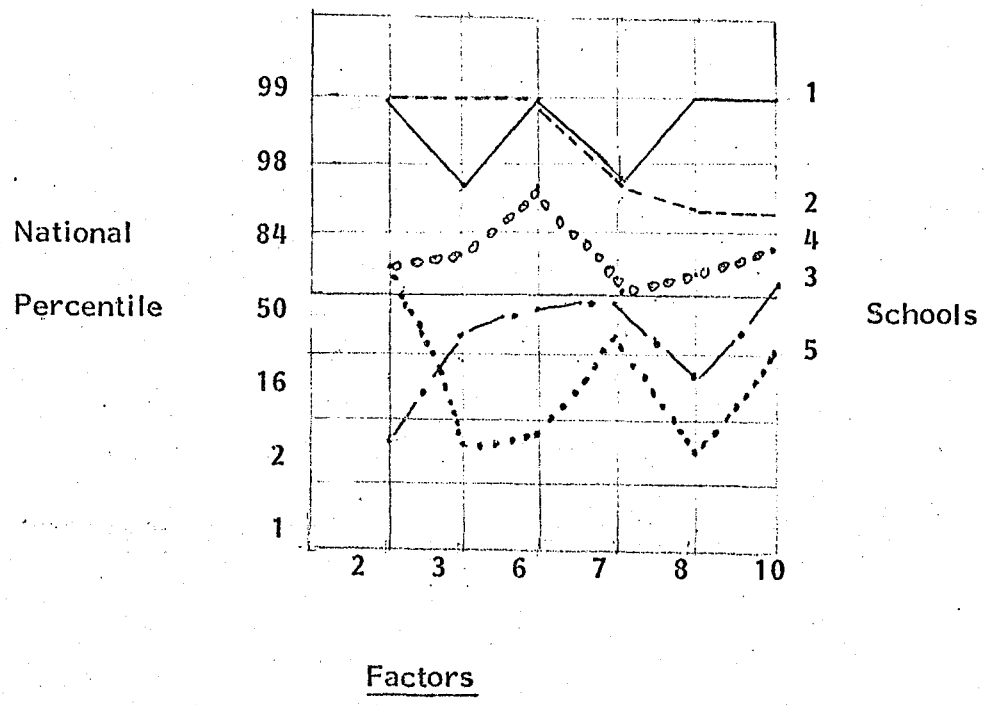
Rapport among teachers and teacher status tested the lowest for school 9-W. The preceding factors, 3 and 7, tested at the 18th and 43rd percentile respectively. The remaining factors, 2, 6, 8 and 10 tested within the 56th and 6th percentiles.

Teacher status, factor 7, tested the lowest for school 10-W. Factor 7 tested at the 3rd percentile while factor 2, satisfaction with teaching, tested at the 13th percentile. Factors 8 and 10, community support of education and community pressures tested within the 33rd and 37th percentiles. Lastly,

factors 3 and six, rapport among teachers and curriculum issues tested favorably within the 62nd and 69th percentiles.

Table 13

A Profile of Job Satisfaction of White Schools



- Factors
- Factor 2 - Satisfaction with Teaching
 - Factor 3 - Rapport Among Teachers
 - Factor 6 - Curriculum Issues
 - Factor 7 - Teacher Status
 - Factor 8 - Community Support of Education
 - Factor 10 - Community Pressures

- Schools
- School #1 _____
 - School #2 - - - - -
 - School #3
 - School #4 o o o o o o o o o o
 - School #5

Job Satisfaction for each Black School in
Comparison to the National Norms

The data for school 1-B indicated that the faculty was very satisfied with factors 2, 3, 6, 7 and 10. The preceding factors, satisfaction with teaching, rapport among teachers, curriculum issues, teacher status and community pressures, were within the 69th to the 99th percentiles. However, factor 8, community support of education tested at the 22nd percentile.

Factor 2, satisfaction with teaching, tested extremely favorably at the 95th percentile for school 2-B. Factors 3 and 6, rapport among teachers and curriculum issues, tested within the 73rd and 76th percentiles. Factor 10, community pressures, tested at the 55th percentile whereas factors 7 and 8, teacher status and community support of education, tested less favorably at the 16th percentile and 35th percentile respectively.

Rapport among teachers, factor 3, tested very favorably at the 82nd percentile for school 3-B. Factor 6, curriculum issues, tested less favorably at the 53rd percentile. Further, factors 2, 7, 8 and 10 tested extremely low. Factor 2, satisfaction with teaching, tested at the 8th percentile whereas factor 7, teacher status, tested at the 10th percentile. Community support of education, factor 8, tested at the 14th percentile while factor 10, community pressures, scored the lowest at the 1st percentile.

The data for school 4-B revealed that the morale of the faculty was extremely low in relation to some factors. Factors 2, 7, 8 and 10, satis-

faction with teaching, teacher status, community support of education, and community pressures, tested within the 3rd and 36th percentiles. Further, factors 3 and 6, rapport among teachers and curriculum issues, tested very favorably within the 69th and 88th percentiles.

Factors 2, 3, 7 and 8 indicated low morale for school 5-B. Factor 2, satisfaction with teaching, tested at the 5th percentile whereas factor 3, rapport among teachers tested at the 9th percentile. Moreover, factor 7, teacher status, tested at the 6th percentile whereas factor 8, community support of education, scored at the 11th percentile. Factor 6, curriculum issues, revealed a percentile of 39 whereas community pressures, factor 10, tested at the 88th percentile.

Community pressures, factor 10, indicated extremely low morale for the faculty of school 6-B. Factor 10 tested at the 4th percentile whereas factors 2 and 8, satisfaction with teaching and community support of education, tested at the 9th and 10th percentile respectively. Factors 3, 6 and 7, rapport among teachers, curriculum issues, and teacher status, scored at the 60th, 37th and 27th percentiles respectively.

All of the factors tested for school 7-B scored at or below the 50th percentile. Factors 2, 6, 7 and 8, satisfaction with teaching, curriculum issues, teacher status, and community support of education, scored within the 6th to the 29th percentiles. Factors 3 and 10, rapport among teachers and community pressures, tested at the 50th and 32nd percentiles respectively.

Factors 2, 3, 6 and 10, satisfaction with teaching, rapport among

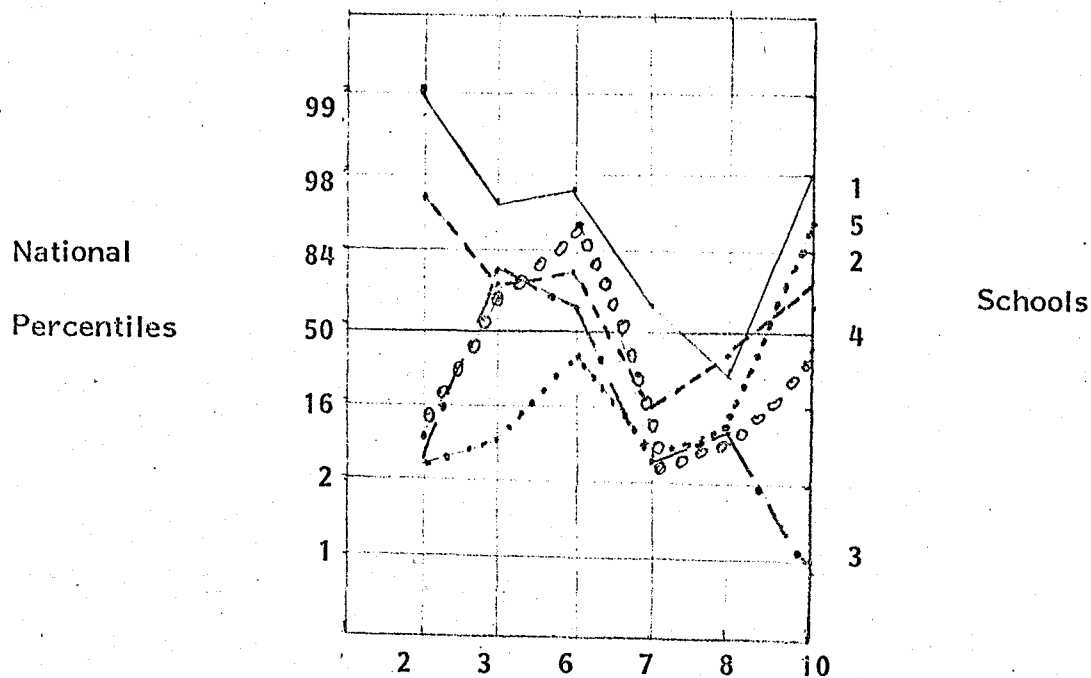
teachers, curriculum issues, and community pressures, all scored within the 82nd and 93rd percentiles for school 8-B. However, factor 7, teacher status, tested at the 40th percentile whereas factor 8, community support of education, scored extremely low at the 6th percentile.

The data collected for school 9-B revealed very low morale scores for factors 2, 3, 7, 8 and 10. Factors 2 and 3, satisfaction with teaching and rapport among teachers, tested at the 1st and 3rd percentiles whereas factors 7 and 8, teacher status and community support of education, scored at the 11th and 12th percentiles respectively. Factor 10, community pressures, tested at the 11th percentile whereas factor 6, curriculum issues, tested at the 35th percentile.

The data for school 10-B indicated low morale scores for factors 6, 7 and 8. The preceding factors, curriculum issues, teacher status, and community support of education, scored within the 7th and 30th percentiles. The remaining factors, 2, 3 and 10, tested within the 43rd and 69th percentiles.

Table 15

A Profile of Job Satisfaction of Black Schools

Factors

- Factor 2 - Satisfaction With Teaching
 Factor 3 - Rapport Among Teachers
 Factor 6 - Curriculum Issues
 Factor 7 - Teacher Status
 Factor 8 - Community Support of Education
 Factor 10 - Community Pressures

Schools

- School #1 —————
 School #2 - - - - -
 School #3 — . — . — . — . — . — . — . — .
 School #4 ○ ○ ○ ○ ○ ○ ○ ○ ○ ○
 School #5

Job Satisfaction in Relation to
Socioeconomic Level

It is conceivable that the obtained differences between the types of schools resulted from a difference between socioeconomic levels rather than from the ethnic compositions. Table 17 represents the socioeconomic index of each school. The categories of the socioeconomic index are as follows:

- 0-Unskilled employees (and those on welfare).
- 1-Skilled and semi-skilled employees
- 2-Semi-professionals, clerical and sales workers, and technicians
- 3-Executives, Professionals, and managers.¹

Table 17

Job Satisfaction and Socioeconomic Index
for the schools involved in this study

WHITE SCHOOLS		(r = -.30)
Number	Job Satisfaction Percentile Rank	Socioeconomic Index
1	73.00	2.79
2	72.00	1.12
3	49.00	2.17
4	18.81	2.17
5	37.41	1.81
6	16.38	1.81
7	24.68	2.17
8	15.50	2.17
9	15.69	2.42
10	17.24	2.42

¹ California State Department of Education, Profiles of School District Performance 1974-75, A Report Prepared Under The Direction of Alexander I. Law, Chief, Office of Program Evaluation and Research (Sacramento: Dept. of Ed., 1975), p. 14.

BLACK SCHOOLS ($r = -.76$)

Number	Job Satisfaction Percentile Rank	Socioeconomic Index
1	68.75	1.20
2	70.61	1.20
3	48.38	1.20
4	16.80	1.20
5	34.21	1.50
6	15.21	2.14
7	22.50	2.14
8	12.25	2.14
9	14.72	2.14
10	16.69	2.14

Table 18

Scatter Plot Depicting the Relationship Between Socioeconomic Status
and School Mean of Overall Job Satisfaction of Predominantly White Schools.

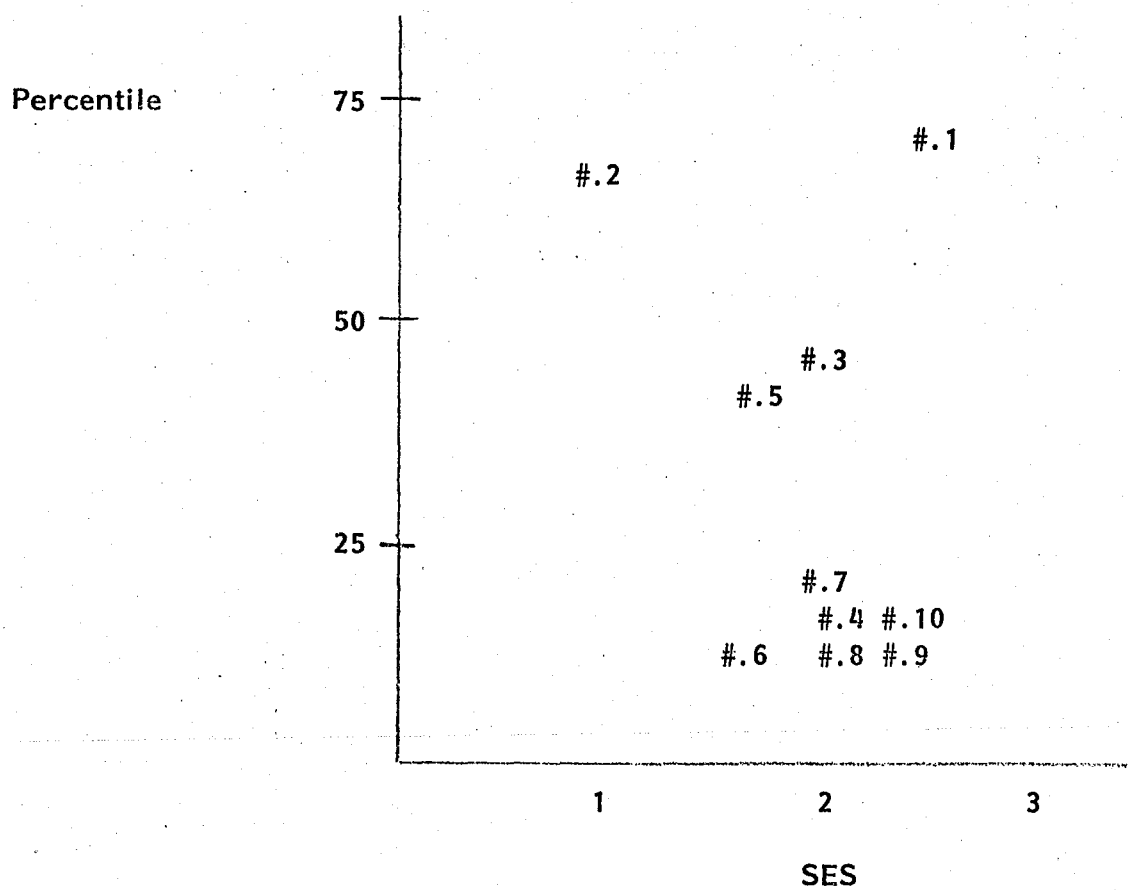
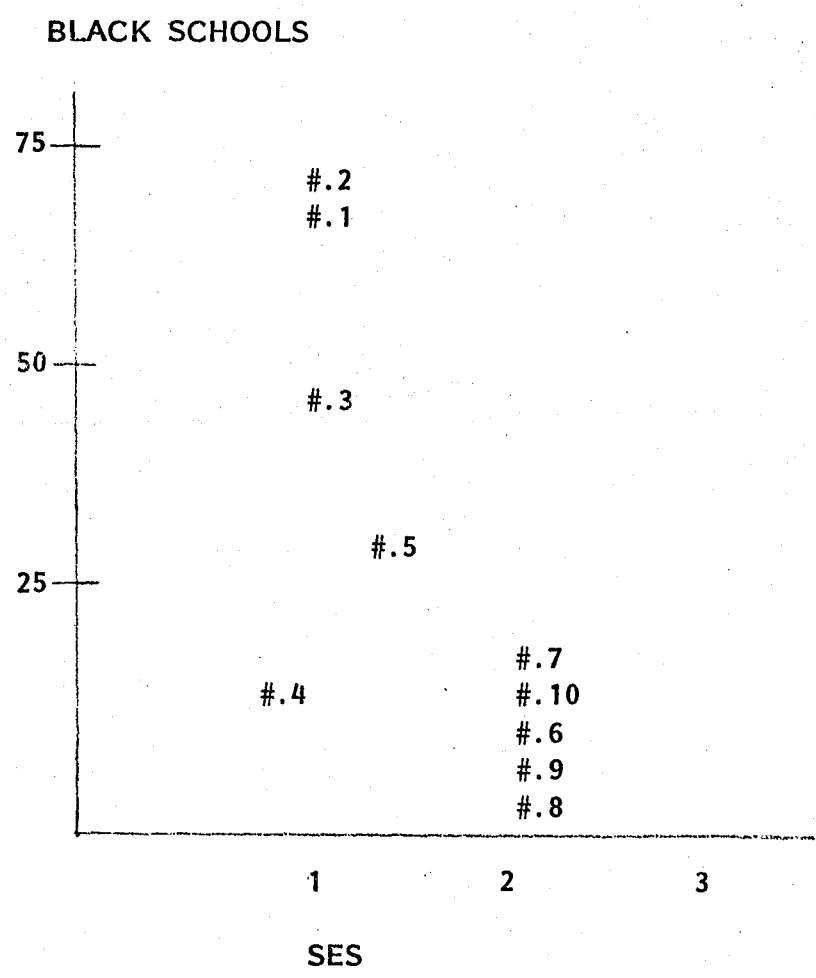


Table 19

Scatter Plot Depicting the Relationship Between Socioeconomic Status
and School Mean of Overall Job Satisfaction of Predominantly Black Schools.



H₂. There is no relationship between job satisfaction and:

- a. Sex
- b. Age
- c. Highest degree completed

The data did not reveal that there was a substantial relationship between job satisfaction and sex, age, and highest degree completed. A correlation of .130 was required for significance at the 0.05 level, and a coefficient of .170 was obtained between age and rapport among teachers. However, slight relationship is of no practical significance.

Table 20 reveals the data related to H₂.

Table 20

The Differential Interrelationship Between Job Satisfaction and Sex, Age, and Highest Degree Completed in Black and White Schools

Factors	Age	Sex	Highest Degree
2 Satisfaction With Teaching	-0.02	0.11	-0.04
3 Rapport Among Teachers	0.17	0.04	-0.08
6 Curriculum Issues	0.01	0.03	0.04
7 Teacher Status	0.03	0.04	-0.02
8 Community Support of Education	0.02	-0.03	-0.09
10 Community Pressures	0.02	0.02	-0.04
			r=.130

H₃. There is no differential intragroup relationship between job satisfaction and: (a) sex; (b) age; or (c) highest degree completed for teachers of predominantly black schools and predominantly white schools.

The data revealed that there was no significant relationship and therefore no differential relationships between job satisfaction and sex, age, and highest degree completed for either the black or white schools.

Table 21

Correlation Coefficients Between Job Satisfaction
and Sex, Age, and Highest Degree Completed in White Schools

Factors	Age	Sex	Highest Degree
2 Satisfaction With Teaching	-0.06	0.09	-0.03
3 Rapport Among Teachers	0.12	0.04	-0.10
6 Curriculum Issues	0.01	-0.04	0.03
7 Teacher Status	-0.09	0.02	0.05
8 Community Support of Education	0.03	-0.05	-0.07
10 Community Pressures	-0.02	-0.02	0.01
			r=.130

Table 21 communicates the correlation matrix between these variables for the predominantly white schools and Table 22 communicates the correlation matrix between these variables for the predominantly black schools.

Table 22

Correlation Coefficients Between Job Satisfaction
and Sex, Age, and Highest Degree Completed in Black Schools

Factors	Age	Sex	Highest Degree
2 Satisfaction With Teaching	0.01	0.05	-0.04
3 Rapport Among Teachers	0.21	0.07	-0.09
6 Curriculum Issues	-0.01	0.08	0.12
7 Teacher Status	0.15	0.01	0.01
8 Community Support of Education	-0.06	-0.05	0.03
10 Community Pressures	0.02	0.03	-0.03
			$r=.130$

SUMMARY

Chapter 4 presented the data relating to the feelings of teachers in selected K-6 elementary schools located in northern California, which had a predominantly black enrollment and a predominantly white enrollment as to those features of teaching which constitute job satisfaction or dissatisfaction.

The Purdue Teacher Opinionnaire (PTO) was utilized in an attempt to facilitate the collection of data. The PTO was used by all of the teachers involved in the study. Lastly, the data used in the study were obtained from central office records, interviews, and the opinionnaire.

Chapter 5 presents the conclusions and recommendations.

Chapter 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the findings and conclusions of the study and presents recommendations for further investigations.

This study has been an attempt to determine the following: (1) if there is a difference between job satisfaction scores of teachers in predominantly black schools and teachers in predominantly white schools; (2) if there is a relationship between job satisfaction and sex, age and highest degree completed; and (3) if there is a differential interrelationship between job satisfaction and sex, age, and highest degree completed.

Analysis of the Total Scores for Black and White Schools

Hypothesis 1: There is no difference between job satisfaction scores of teachers in predominantly black schools and teachers in predominantly white schools for any of the PTO factors selected in this study.

Factor 2, Satisfaction With Teaching, was found to be insignificant in that an F ratio of 3.51 was obtained. According to the F distribution, an F ratio of 3.89 or larger is required for significance at the 0.05 level. According to the results obtained, the data failed to reject the null hypothesis.

A study by Eubanks relating to the above factor found that teachers in white high schools rate significantly higher on job satisfaction than teachers in black high schools. The investigator further concluded that black teachers in black high schools do not differ significantly from white teachers in black high schools on their ratings of job satisfaction.¹

Rapport Among Teachers, factor 3, was found to be insignificant in that an F ratio of 0.540 was obtained. Since an F ratio of 3.89 or larger is required for significance at the 0.05 level, the data failed to reject the null hypothesis which was there is no difference between job satisfaction scores of teachers in predominantly black schools and teachers in predominantly white schools for Rapport Among Teachers.

A study conducted by the National Education Association measured several factors related to job satisfaction. In relation to the preceding factor, Rapport Among Teachers, it was reported that high school teachers were the least satisfied with faculty relationships whereas elementary teachers were the most satisfied with their relationships with other members of the faculty.²

¹ Eugene E. Eubanks, "A Study of Perceptions of Black and White Teachers in De Facto Segregated High Schools," Education, VC (Fall, 1974), p. 53.

² National Education Association, "Are Teachers Satisfied With Their Working Conditions?," NEA Research Bulletin, III (March, 1969), pp. 6-7.

In relation to factor 6, Curriculum Issues, the results obtained were found to be significant. An F ratio of 4.079 was obtained and an F ratio of 3.89 or larger is required for significance at the 0.05 level. Therefore, according to the results obtained, the data rejected the null hypothesis which was there is no difference between job satisfaction scores of teachers in predominantly black schools and teachers in predominantly white schools for Curriculum Issues.

A study by Coverdale found that the above factor was a source of dissatisfaction among teachers. Rigidity of the curriculum and the intensification of demands on the teacher were factors of which revealed a high degree of dissatisfaction.³

Teacher Status, Factor 7, was found to be significant in that an F ratio of 18.24 was obtained. An F ratio of 3.89 or larger is required for significance at the 0.05 level. Therefore, according to the results obtained, the data rejected the null hypothesis which was there is no difference between job satisfaction scores of teachers in predominantly black schools and teachers in predominantly white schools for Teacher Status.

A study by Eubanks tested several factors related to job satisfaction. One of the factors tested was Teacher Status. The investigator concluded that teachers felt that working in a white high school was significantly more prestigious than working in a black high school.⁴

³G.M. Coverdale, "Some Determinants of Teacher Morale in Australia," Educational Research XVI (November, 1973), p. 35.

⁴Eubanks, p. 54.

11

In relation to teacher status, Spillane conducted a study among teachers in de facto segregated schools. The investigator found that teachers in non-white schools seemed to be commonly dissatisfied regarding the lack of recognition which they received from the community, and the lack of public respect for the profession.⁵

A study by Loveta Eastes related to teacher status found that elementary teachers did not feel less in status because they worked with younger pupils and less complex subject matter. Further, male teachers felt that teaching did not occupy the position in the community which it should occupy in comparison to other professions.⁶

Factor 8, Community Support of Education, was found to be significant in that an F ratio of 35.84 was obtained. According to the F distribution, an F ratio of 3.89 or larger is required for significance at the 0.05 level. Therefore, according to the results obtained, the data rejected the null hypothesis which was there is no difference between job satisfaction scores of teachers in predominantly black schools and teachers in predominantly white schools for Community Support of Education.

John J. Check conducted a study relating to the above factor. The investigator found that lack of community interest was a major source of

⁵Robert Spillane, "Job Satisfaction Among Teachers in De Facto Segregated Schools," (Dissertation, University of Connecticut, 1967), p. 105.

⁶Loveta Green Eastes, "A Penny for Your Thoughts," The Texas Outlook, LIII (January, 1963), p. 30.

dissatisfaction among teachers.⁷

The final factor, Community Pressures, was found to be significant in that an F ratio of 6.88 was obtained. According to the F distribution, an F ratio of 3.89 or larger is required for significance at the 0.05 level. Therefore, according to the results obtained, the data rejected the null hypothesis which was there is no difference between job satisfaction scores of teachers in predominantly black schools and teachers in predominantly white schools for Community Pressures.

Job Satisfaction for each Black School and each
White School in Comparison to the National Norms

The data revealed that only three of the white schools fell below the 50th percentile with factor 2, Satisfaction With Teaching. However, six of the black schools scored below the 50th percentile for the same factor which indicates that of the schools tested, 70% of the white schools were satisfied with teaching whereas 40% of the black schools were satisfied with teaching.

In relation to Rapport Among Teachers, six white schools and six black schools tested above the 50th percentile. The preceding indicates that of the population tested, 50% of the black schools and 60% of the white schools were satisfied with the rapport among teachers.

It was revealed that seven of the white schools scored above the 50th percentile for Curriculum Issues. Further, it was found that five of the black schools scored above the 50th percentile. The preceding indicates that of the schools tested, 50% of the black schools were satisfied with Curriculum Issues whereas 70% of the white schools were satisfied with

⁷Check, John F. "Dissatisfaction in Teaching," The Educational Forum, XXXV (January 1971), pp. 173-175.

Curriculum Issues.

The data obtained for Teacher Status revealed that eight white schools scored below the 50th percentile. Further, seven black schools scored below the 50th percentile which indicates that 70% of the black schools were dissatisfied with Teacher Status whereas 80% of the white schools were dissatisfied with Teacher Status.

The Relationship Between Sex, Age, and Highest Degree Completed in Black and White Schools

Hypothesis 2: There is no relationship between job satisfaction and sex, age, and highest degree completed. The data for H_2 revealed that there is no relationship between sex, age, and highest degree completed. However, although an r of .130 is required for significance at the 0.05 level, a .170 was obtained in correlation with age and factor 3, Rapport Among Teachers. Nevertheless, a .170 is not large enough in relation to a .130 to warrant significance.

The Differential Interrelationship Between Job Satisfaction and Sex, Age, and Highest Degree Completed in Black and White Schools

Hypothesis 3: There is no differential interrelationship between job satisfaction and sex, age, and highest degree completed. The data for H_3 revealed that there was no differential interrelationship between job satisfaction and sex, age, and highest degree completed. An r of .130 or greater is required at the 0.05 level for significance. Since the data did not reveal an r of acceptable significance in black and/or white schools, the null hypothesis was retained which is there is no differential interrelationship between job

satisfaction and sex, age, and highest degree completed.

A Comparison of Overall Job Satisfaction Scores and SES of Black and White Schools

The data revealed that there is no correlation between socioeconomic status (SES) and job satisfaction scores for the white schools utilized in this study. The data further revealed that there is a negative correlation between SES and job satisfaction scores for the black schools utilized in this study.

CONCLUSIONS

From the data of this study, it was concluded that there is a difference in job satisfaction of teachers between black and white schools for the following factors:

- a. Curriculum Issues
- b. Teacher Status
- c. Community Support of Education
- d. Community Pressures

It was further concluded from the data in this study that there is no relationship between job satisfaction of teachers between sex, age, and highest degree completed. The data also revealed that there is no interrelationship between job satisfaction of teachers and sex, age, and highest degree completed. Finally, it was concluded from the data in this study that there is no correlation between socioeconomic status (SES) and job satisfaction scores for teachers in the white schools utilized in this study. Lastly, it

was concluded from the data utilized in this study that there is a negative correlation between SES and job satisfaction scores of teachers for the black schools utilized in this study.

Curriculum Issues

It was concluded from the data in this study that teachers in black schools felt that the curriculum in their schools was in need of major revisions in order to meet the needs of the students. Further analysis indicated that teachers in black schools felt that their schools did not have a well balanced curriculum nor did their school do a good job of preparing students to become enlightened and competent citizens.

Lastly, it was concluded from the data in this study that a substantial number of teachers in white schools felt that the curriculum in their school needed major revisions.

Teacher Status

It was concluded from the data in this study that a significant number of teachers in black schools felt that their teaching position did not give them the social status in the community which they desired. Further analysis of the PTO indicated that the teachers felt that the community did not make them feel as though they were a real part of the community. Also, the teachers in black schools felt that teaching did not enable them to enjoy many of the material and cultural things which they liked nor did teaching afford them the security which they wanted in a profession. It was further concluded from the data in this study that teachers in black schools felt that teaching

did not give them the prestige which they desired nor did their teaching job enable them to provide a satisfactory standard of living for their family. Lastly, it was concluded that teachers in black schools felt that the community did not respect its teachers nor treated them like professional persons.

Community Support of Education

It was concluded from the data in this study that a significant number of teachers in black schools felt that most of the people in their community did not understand and appreciate a good education. It was also concluded that the teachers in black schools felt that the school community in which they taught was not a good place to raise a family and, further, the teachers felt the people in their school community did not have a sincere and wholehearted interest in the school system. Finally, it was concluded that some teachers felt that their community did not support ethical procedures regarding the appointment and reappointment of members of the teaching staff. Lastly, it was concluded that some teachers felt that their community was not willing to support a good program of education.

It was concluded from the data in this study that a substantial number of teachers in white schools felt that the people in the school community in which they were employed did not understand and appreciate a good education. A few teachers felt that the community in which they taught was not a good place to raise a family, and further, they felt that the people in the school community in which they taught, generally, did not have a sincere and wholehearted interest in the school system. Lastly, a significant number of teachers in white schools felt that the school community in which they worked was not willing to support a good program of education.

Community Pressures

It was concluded from the data in this study that a significant number of teachers in black schools felt that most of the teachers did not feel free to discuss controversial issues in their classes.

Lastly, it was concluded from the data in this study that a substantial number of teachers in white schools felt that they did not feel free to discuss controversial issues in their classes.

RECOMMENDATIONS FOR FURTHER STUDY

The recommendations for further study are based on the findings of this study, interviews by the investigator, and personal observation by the investigator. The investigator recognizes the danger in drawing final conclusions from one investigation, and urges the reader to observe the same caution in reading the contents of this chapter.

The findings of this study offers encouragement for further study within the area of job satisfaction. Of the six factors investigated, the following four were related to job satisfaction:

- (a) Curriculum Issues
- (b) Teacher Status
- (c) Community Support of Education
- (d) Community Pressures

Although the preceding four factors were confirmed in that they were related to job dissatisfaction of teachers, both black and white schools individually expressed dissatisfaction with teaching and rapport among teachers.

The black schools scored dramatically lower than the white schools on an individual basis with satisfaction with teaching.

The factors utilized in this study for investigation are all related to morale. Within the past decade, there have been many studies conducted on this subject. Some of these studies have reported favorable results which could be incorporated within a school or school system which would, in turn, enhance teacher morale and thus improve job satisfaction.

An article by Feldvebel pointed out that job satisfaction is a global concept which involves attitudes which people hold toward their work or toward factors associated with their work. The author further stated that teacher satisfaction is subject to conditioning by factors inside and outside of the profession.⁸

Feldvebel stated the following:

To understand these various motivational systems and the effect that they have upon teacher attitudes is a first step in devising policies and in developing an organization climate which will minimize negative effects and maximize positive tendencies.⁹

The investigator recommends that school faculties be diagnosed periodically regarding teacher job satisfaction. Further, the results of the diagnosis should be utilized so that research could be conducted in order to arrive at practical solutions which would improve and enhance teacher job satisfaction in schools experiencing teacher morale and satisfaction problems, or to

⁸Alexander M. Feldvebel, "Teacher Satisfaction as a Function of Conditioning Factors in the School and Profession," Clearing House, VIII (Spring, 1968), pp. 44-48.

⁹Ibid., p. 48.

identify the degree of teacher satisfaction and the areas contributing to job satisfaction or dissatisfaction.

Numerous studies have been conducted relating to open and closed climate regarding job satisfaction of teachers. Most of the studies have reported that teachers in the relatively open school organization system were significantly more satisfied with their jobs than teachers in the relatively closed school organization system. There are indications that teachers in relatively open schools were significantly more satisfied with their system, administration, instructional program, and financial incentives.

It is recommended that more studies regarding job satisfaction of teachers in black and white schools be conducted. It is recommended that such studies should be utilized by teacher preparation institutions as well as prospective teachers in order to provide useful insight for teacher candidates regarding the selection of teaching as a career. It is recommended that the positive results of such investigations be utilized by school districts in order to attract competent teachers. Negative results should indicate problem areas for schools and school districts needing attention.

Lastly, it is recommended that research is needed to investigate the following conditions causing teacher dissatisfaction and how they might be eliminated or improved:

1. The curriculum areas that are in need of major revisions in order to meet the needs of the students.
2. Why teaching does not give teachers the social status in their community which they desire.
3. Why a community does not make teachers feel as though they are a real part of the community.

4. Why teachers feel that teaching does not afford teachers the security which they need in a profession.
5. Why teaching does not give teachers the prestige which they desire.
6. Why teachers feel the community does not respect its teachers nor treat them like professional persons.
7. School community factors that cause teachers to feel a particular community is not a good place to raise a family.
8. How a community can develop a sincere and wholehearted interest in the school system.
9. Why teachers do not feel free to discuss controversial issues in their classes.

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