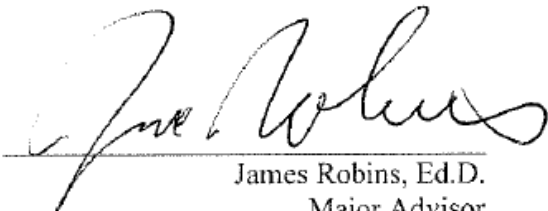
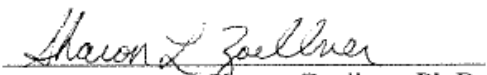


**The Impact of Administration, Work Environment, and Personal Issues on Overall
Job Satisfaction for Teachers**

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Abstract

The factors that influence teacher job satisfaction are important to identify because teachers have a large effect on student achievement. The job satisfaction level of teachers is relatively low compared to other occupations. The purpose of this study was to examine the extent to which there was a relationship between three different job satisfaction factors and overall job satisfaction. The three factors compared to overall job satisfaction in this study were the administrative factors, the work environment factors, and the personal issue factors.

The methodology involved a sample of certified teachers from District X. Respondents completed a job satisfaction survey which was sent to them via e-mail from district administration. Data were collected by District X and returned to the researcher for analysis purposes. Analysis results indicated there was a significant relationship between the administrative factor and overall job satisfaction, a significant relationship between the work environment factor and overall job satisfaction, and a significant relationship between the personal issues factor and overall job satisfaction.

Implications for action from this study include district administration considering the administrative factor, work environment factor, and personal issues factor when attempting to improve teacher overall job satisfaction. Additionally, district administration could use this information as a focus to attracting new teaching staff and retaining current teachers.

Dedication

I dedicate this effort to my Lord Jesus, for without Him there is no purpose in my self-improvement efforts or my attempt to care for and influence others. May my path be made straight. I also dedicate this effort to my wife, Jill, and my children, Adi, Asher, Alijah, and Abel. They have lived through my hard work, frustration, and challenges over the last several years. I have been ever motivated by them to improve their lives by improving myself. The completion of this study has not been measured by the results of the analysis, but the tempering of the spirit of a man.

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Chapter One

Introduction

Teacher job satisfaction has been a topic of research and concern in education for years (American Federation of Teachers, 2015, 2017; Markow & Cooper, 2008). There have been trends of higher and lower teacher job satisfaction, which could have resulted from administrative factors, work environment factors, and personal issue factors. Since the 1990's there have been a number of studies stating conflicting data about teacher job satisfaction. Strauss (2013) reported that teacher job satisfaction had dropped 23% from 2008 to 2013 and was at the lowest level in twenty-five years. On the contrary, the National Center for Educational Statistics (2016) stated that nine out of ten teachers reported being satisfied with their jobs on the School and Staffing Surveys in 2004, 2008, and 2012.

Job satisfaction research is important to organizations because job satisfaction is an important predictor of employee attitude and job stability (Spector, 1997). Researchers who study organizational behavior have used job satisfaction as a primary variable in their research (Bolger, 2001; Judge, Heller, & Klinger, 2008; Spector, 1997). Job satisfaction has been studied by additional researchers for more than a hundred years, including Taylor (1911), Hoppock (1935), Maslow (1954), Herzberg, Mausner, and Snyderman (2010), Herzberg, Mausner, Peterson, and Capwell (1957), Locke (1976), Judge and Hulin (1993), and Spector (1997).

Teacher job satisfaction has been a governmental concern. The RESPECT Project (Recognizing Educational Success, Professional Excellence, and Collaborative

Teaching), proposed by the U.S. Department of Education (2012b), indicated a need for a change in education with the statement,

It is time for a sweeping transformation of the profession. We must develop innovations in the way we recruit, prepare, credential, support, advance and compensate teachers and principals. To support this vision, the U.S. Department of Education has begun working with educators—teachers, school and district leaders, teachers’ associations and unions, and state and national education organizations—to spark a national conversation about transforming education for the 21st century. (p. 1)

Duncan (2012a), the Secretary of Education, in the National Conversation on the Future of Teachers town hall meeting stated that the goal in education is to work with teachers and principals in rebuilding their profession and to elevate the teacher voice in federal, state, and local education policy. The RESPECT project employed 12 teachers to serve as Teaching Ambassador Fellows and represent the Department of Education, as well as to be representatives for teachers. Duncan also stated that the larger goal was to make teaching America’s most respected and important profession.

A rise in teacher dissatisfaction led to a high rate of teacher attrition (Hare & Heap, 2001a, 2001b; Layton, 2015; National Association of State Boards of Education, 1998). Identifying factors that contributed to the job satisfaction of employees was an important part of maintaining and retaining qualified and effective employees (Society for Human Resource Management, 2016). Layton (2015) reported that 70% of the 31,342 teachers who responded to a survey stated they were highly stressed, but 60% of

those surveyed stated they were not ready to leave the profession. Finding the factors related to satisfaction could aid in the maintaining of an effective teaching staff.

Background

Researching job satisfaction is important to businesses because replacing and training new employees decreases productivity and profit (Society for Human Resource Management, 2016). If dissatisfied employees are less productive, there is also a risk to profit (Taylor, 1911). Some of the factors associated with job satisfaction include income, work environment, management, personal life, efficacy, promotion opportunities, and job security (Herzberg et al., 1957). Studies in job satisfaction have had varied structures and results and have used different factors in analysis.

Spector (1997) defined job satisfaction as the extent to which people like their jobs. Teacher job satisfaction could then be defined as the extent to which teachers like their jobs. Teachers are a large population of employees with fairly similar jobs. A refinement of the definition of job satisfaction is important to differentiate teaching from other professions.

Hattie (2003) and Rand Education (2016) have studied the importance of teachers to schools and students. The results of a study by Rand Education (2016) suggested that teachers are two to three times more impactful on students' learning than any other school factor. Hattie (2003) also analyzed the effect that different factors had on student achievement. He found similar results comparing school factors; however, he found the students had a 50% impact on their own achievement. Home factors had a 5-10% effect on student achievement. Home factors may also be related to the student factor because the student is directly related to the home environment. The school effect, including

items like financial issues and funding, building population and demographics, and class sizes had a 5-10% effect. Peer influence had a 5-10% effect. Teachers, however, accounted for about 30% of the variance in student achievement. Hattie (2003) suggested that perhaps the focus in education should be on the teachers themselves rather than other student achievement factors including school buildings, class sizes, and home life.

In a discussion of factors that influence student achievement, Marzano (2010) stated that the individual teachers at a school seemed to be the most influential component of an effective school. Effective teachers are likely to be effective influences in student achievement. Marzano (2010) identified some teacher factors that make teachers more effective in student achievement. He stated that effective teachers set learning goals for students to accomplish. Effective teachers also give timely feedback, conduct appropriate assessments, and monitor student progress. Relational and emotional actions by teachers such as reinforcement, recognition, praise, and reward of students' effort and work to learning were also important to student success (Marzano, 2010).

Teachers are employees who are of high importance to the organization because of their high effect on learning (Hattie, 2003). Though teachers are an important part of the educational system, Hattie (2003) suggested that many parts of the system have an effect on each other. Teachers are at the center of the educational system and are expected to do their jobs in the presence of daily pressures such as differing student needs, district mandates, social pressures, and government laws. Consistently meeting student needs may be related to teachers having their needs met. Meeting the needs of teachers must be an important part of the effort in creating a high-level educational experience (Markow & Cooper, 2008).

According to MetLife research, during the 1980's a teacher shortage brought attention to the high rate of teacher attrition (Markow & Cooper, 2008). The quality of education was under scrutiny because of the high teacher turnover rate (Markow & Cooper, 2008). Studies such as the ongoing Survey of the American Teacher, which has been conducted by MetLife over the past several decades, have allowed teachers' perceptions to be vocalized and analyzed (Markow, Macia, & Lee, 2013). These studies indicated that teachers were knowledgeable, dedicated, concerned and responsible professionals who wanted change and reform. Public perception of teachers was a point of concern for teachers and the surveys indicated that teachers desired being respected as professionals. The surveys indicated that teachers did not feel they were earning incomes and incentives relative to other professionals (Markow et al., 2013). Respondents also stated that working conditions and materials necessary for student success were lacking (Markow & Cooper, 2008).

The current study was conducted using teacher reported survey data from District X, a large suburban school district in the Midwest. During the 2016-17 school year, District X was comprised of approximately 30,000 students in approximately 50 school buildings. Approximate percentage of student population subgroups include 69% Caucasian, 15% Hispanic, 7% African American, 4% Asian, 10% English Language Learner, 8% Special Education, and 24% Free/Reduced Lunch.

Statement of the Problem of Teacher Overall Job Satisfaction

Despite the number of teachers who love teaching, the lack of job satisfaction for teachers has been a problem in education. Regardless of teacher education and professional development, teachers have indicated a lower level of job satisfaction in

some studies (Markow et al., 2013; Strauss, 2013). Teacher turnover negatively affects the education of students and the productivity of schools since teachers have more effect on student learning than any other factor (Rand Education, 2016). There are several factors related to teachers' jobs that may contribute to their overall job satisfaction.

Considering the demands on teachers, teacher job satisfaction may be an important influence on the decision to continue teaching. While these studies (Markow et al., 2013; Strauss, 2013) have described the levels of teacher satisfaction and how long teachers stay in the profession, the research is unclear regarding which factors most influence teacher job satisfaction. A study of how teachers rate administrative factors, work environment factors, and personal issue factors to their overall job satisfaction could aid educational leadership in their decisions concerning teachers. Educational leaders with more information on teacher job satisfaction could improve the job satisfaction of teachers. For the purpose of this study, the administration factor was related to management and supervision, work environment was related to the physical location and surroundings, and personal issues were related to individual feelings and situations.

Rand Education (2016) suggested that well trained and experienced teachers are more effective. If satisfied teachers stay in the profession longer, they increase their experience and effectiveness (Rand Education, 2016). Understanding the relationship between certain job factors and job satisfaction could enable districts to address high risk factors for teacher retention, and as a result, retain a more qualified and experienced teaching staff. With nearly 20% to 40% of teachers leaving the profession in the first five

years (Layton, 2015; Perda, 2013), it is important to investigate the factors associated with teacher satisfaction.

Purpose of the Study

The purpose of this study was to assess the relationship between the level of teacher job satisfaction as indicated in a satisfaction survey and each of the three factors associated with teacher job satisfaction. The factors included in this study were administration, work environment, and personal issues. Establishing relationships between administrative, work environment, and personal issues could help district leaders make decisions related to teachers' jobs as well as contribute to a larger body of knowledge and research.

Significance of the Study

Exploring the relationship between teacher satisfaction and certain job factors may provide a source of valuable information for educational leaders. A study on how teachers rate administration factors, work environment factors, and personal issue factors could improve the problem of teacher dissatisfaction. Factors associated with job satisfaction that are predictive of teacher retention can be useful to educational leaders as they make decisions regarding teacher retention.

A major task of educational leaders is to hire, train, and retain teachers (National Association of State Boards of Education, 1998). Establishing a direct relationship between any of the factors and teacher job satisfaction would benefit the education system as it would call specific attention to this factor in teacher job satisfaction. If there are multiple factors contributing to teacher job satisfaction, those factors may relate to certain teacher situations that can be isolated and improved. This research will help

district leaders make decisions on administrative factors, work environment factors, and personal issue factors related to teachers' jobs as well as contribute to a larger body of knowledge and research.

Delimitations

Lunenburg and Irby (2008) defined delimitations as “self-imposed boundaries set by the researcher on the purpose and scope of the study” (p. 134). The delimitations of this study are as follows:

- Teacher data were collected through a Likert-type survey administered in the spring of 2017.
- Teacher responses were limited to options on the provided rating scale.

Assumptions

Lunenburg and Irby (2008) stated that assumptions were operational postulates for the purpose of research. This research was conducted under the following assumptions:

- All teachers from the district were given the opportunity to respond to the survey and were under no compulsion to do so.
- All teachers understood that their responses were confidential.
- All teachers understood that there was no compensation or consequences for participation in the survey.

Research Questions

The purpose of research questions is to focus and guide the research in the investigation of the relationships between variables (Creswell, 2009). The following questions were used in this research:

RQ1. To what extent is there a relationship between teacher perceptions of the administration factor and overall job satisfaction?

RQ2. To what extent is there a relationship between teacher perceptions of the work environment factor and overall job satisfaction?

RQ3. To what extent is there a relationship between teacher perceptions of the personal issues factor and overall job satisfaction?

Definition of Terms

To aid in understanding of research and data in this study, key terms have been defined. The following terms are used throughout this research study and have been defined here:

Hygiene factor (Dissatisfier). Herzberg, Mausner, and Snyderman (2010) developed hygiene factors, which were factors that prevented job dissatisfaction. These included, but were not limited to salary, work conditions, and management.

Job satisfaction. Judge, Hulin, and Dalal (2009) defined job satisfaction as “multidimensional psychological response to one’s job” (p. 5).

Motivating factor (Satisfier). Herzberg, Mausner, and Snyderman (2010) developed motivators which promoted job satisfaction. These included but were not limited to achievement, recognition, and promotion.

Organization of the Study

The first chapter includes an introduction to the topic, a background of the study, the problem statement, the purpose statement, the significance of the study to education, delimitations, assumptions, and definitions of the study. Chapter 2 is a review of literature related to job satisfaction and related factors. The quantitative methodology, the research design, the selection of the participants, measurement tools, data collection, analysis, hypothesis testing, limitations, and a summary are explained in Chapter 3. Chapter 4 provides an overview of the results and hypothesis testing. Chapter 5 includes a discussion and summaries of findings along with a restatement of the purpose statement and research questions, review of methodology, conclusions, and suggestions for future research.

Chapter 2

Review of the Literature

The review of literature for this study contains information on the general history of job satisfaction research and theory, teacher job satisfaction research, and factors of job satisfaction and their positive or negative effects on teachers. Issues related to management, work environment, relationships, and personal needs have been the most studied (Herzberg et al., 2010; Hoppock, 1935; Maslow, 1943, 1954) and were the focus of this study.

Spector (1997) described job satisfaction as how people feel about their jobs. Spector perceived job satisfaction as a matter of underlying needs rather than a cognitive process. Spector's survey of job satisfaction assessed nine facets of satisfaction (pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication) (Spector, 1997, 2007; Turner, 2015). Judge, Hulin, and Dalal (2009), also examined employee attitudes and multiple facets of their satisfaction. Judge, Hulin, and Dalal defined job satisfaction as "multidimensional psychological response to one's job" (p. 5). Employee responses to a job were cognitive or affective. The internal evaluations of the favorability of the job were revealed verbally or emotionally (Judge et al., 2009).

Job satisfaction is important to research because keeping experienced employees is beneficial (Society for Human Resource Management, 2016). Teachers are highly trained employees who are required to continue professional development and training that is time consuming and expensive. They are also responsible for maintaining a professional license. Teachers have invested time and money into their careers and it

benefits the profession if they are satisfied at their jobs. School districts invest large amounts of time and money into their teachers so that they have effective and competent teachers (U.S. Department of Education, 2000). Losing qualified and experienced teachers increases the amount of time and money necessary to have an effective teaching staff.

Overview and Factors

Job satisfaction. More than 5,000 studies on job satisfaction have been published by behavioral research since the 1930's (Cranny, Smith, & Stone, 1992). The job satisfaction of teachers and principals has been a major area of study (Thompson, McNamara, & Hoyle, 1997). There have been variations in the results of job satisfaction studies and variations in the actual definition of job satisfaction. In general, job satisfaction as a term has related to the degree an employee either likes or dislikes their job (Hoppock, 1935; Smith, Kendall, & Hulin, 1969; Spector, 1997). As with the definition of job satisfaction, contributing factors studied in job satisfaction research have varied among many personal and external factors (Society for Human Resource Management, 2016).

Taylor (1911) developed the concept of scientific management, which stressed the values of reward and punishment in motivating employees to affect their efficiency. Hoppock (1935) developed a more humanistic theory that addressed job satisfaction as it related to the multiple facets of the individual rather than work efficiency. Similar to Hoppock, Maslow (1954) developed a priority model based on human needs. Herzberg et al. (2010) developed hygiene factors, which were factors that prevented job dissatisfaction and motivators which promoted job satisfaction. Locke (1976) influenced

the goal-setting theory which promoted clear goals and proper employee feedback. Judge and Hulin (1993) and Spector (1997) developed job satisfaction surveys used to relate satisfaction to different job factors. Spector (1997), for example, used pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication as factors for job satisfaction.

Job satisfaction has not always related to the job itself or the nature of the work. The liking or disliking of a job has been related to external factors such as the working conditions, company policies, or salary which the employee has little control over (Herzberg et al., 2010). Herzberg and Maslow found that some of the most important factors for satisfaction were simple and external. Maslow (1954) stated that human needs operated on a hierarchical scale in the order of physiological, safety, love/belonging, esteem, and self-actualization. Needs such as food, shelter, and comfort, had to be met first or the individual would not attempt to meet higher order needs such as relationships and reaching their potential. If lower order needs were not met in a working situation, an employee would develop a dislike of the job. These basic working conditions were found to be some of the most important factors in job satisfaction (Hoppock 1935; Locke 1976).

Herzberg et al. (2010) and Herzberg (1966) listed six motivators or satisfiers related to work: achievement, recognition, the work, responsibility, advancement, and growth. Achievement was related to the successful completion of the job. Recognition was any attention toward the worker from anyone through either praise or blame. The work itself was the satisfaction that resulted from the actual work activities. Responsibility was the authority or ownership of the work. The possibility of advancement was the upward positional change awarded from the work. Lastly, growth

was related to skill development and advancement within the job. These six items related to Maslow's higher order needs, esteem and self-actualization, which relate to the realization of self-fulfillment (Maslow, 1954).

Previous research focus. Job satisfaction has been given slightly different definitions by researchers. The definitions have all had elements of the emotions, feelings, liking, and pleasure an employee has about their job (DuBrin, 1995; Hoppock, 1935; Locke, 1976; Smith, Kendall, & Hulin, 1969; Spector, 1997). DuBrin (1995) defined job satisfaction as the quantity of pleasure or contentment connected with a job. Locke (1976) described job satisfaction as, "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience" (p. 1300). Spector (1997) has defined job satisfaction as the extent to which people like their job. Locke noted that one must take into account the congruence between personal values and a person's needs. Hoppock (1935) defined job satisfaction as the "individual's overall feeling about the job expressed in liking or disliking."

Job satisfaction has been the most frequently studied variable in organizational behavior research (Spector, 1997). Studies relating to job satisfaction began as early as 1911 when Taylor developed the principles of scientific management theory to improve productivity through rewards and punishment (Taylor, 1911; Locke, 1976). Other job satisfaction theories were developed by Locke (1976) who saw job satisfaction as a fulfilling emotional state that resulted from a positive reflection of a person's job or work. Taylor believed that employees who received high wages with little exhaustion were the most satisfied with work (Locke, 1976). If Taylor was correct, the report by Layton (2015) which stated 70% of teachers were often stressed and exhausted, would

support the job dissatisfaction of teachers since teachers have indicated that they are underpaid and stressed. The report by Markow and Cooper (2008) would also support Taylor's assumption stating that teachers felt they were not professionally compensated.

Factors of job satisfaction. Factors contributing to job satisfaction can vary greatly in any field (Herzberg et al., 2010; Hoppock, 1935; Spector, 1985). It is not likely that any one factor completely determines teacher satisfaction and much of satisfaction is individually based. The larger contributing job satisfaction factors such as administration, work environment, and personal issues have subcategories that could be specific to jobs and individuals. Job satisfaction is the feeling about, or appraisal of these related job factors (Davis, Lofquist, & Weiss, 1968; Hoppock, 1935).

Job satisfaction is an important aspect of work that was normally measured by organizations (Essays UK, 2013). Job satisfaction factors includes management, (Hoppock, 1935; Herzberg et al., 2010), working environment/ conditions (Herzberg et al., 2010; Hoppock 1935; Maslow 1954), income/ salary (Argyris, 1964; Hoppock, 1935; Hoy & Miskel, 1991; Locke, 1976; Maslow 1954), stress (Layton 2015), and public perception (Herzberg, 1966; Herzberg et al., 2010; Maslow 1954). The factors that make up job satisfaction come from different theorists. The factors can be internal or external. Hoppock (1935) and Maslow (1954) were two eminent and conventional theorists who suggested intrinsic factors influence job satisfaction. Intrinsic factors include salary, work conditions, supervision, and administrative policies (Essays UK, 2013).

Administration and management. School administrators and other teacher leaders assume an important role in teacher job satisfaction. Teacher-principal relationships are strongly associated with how teachers view the quality of their school

(Markow et al., 2013). Hoppock (1935) cited employee supervision as one of his six independent variables in job satisfaction and one of the most influential. Herzberg et al. (1959) also found supervision to be an important job satisfaction variable, but supervision was usually listed as a dissatisfier by employees.

Teachers want a school leader who values them and creates an environment that helps them become effective teachers (Markow & Martin, 2004). Supervisors such as school administrators should be willing to assist teachers in effectively doing their jobs as well as delegating responsibilities (Herzberg et al., 2010). Simply giving direction is not leadership. Teachers have stated that they want support (Layton, 2015; Markow and Cooper, 2008) and autonomy (Layton, 2015). The U.S. Department of Education (2012b) stated in the introduction of the vision of their RESPECT Project that, “We see schools staffed with effective principals who are fully engaged in developing and supporting teachers, who involve teachers in leadership decisions, and who provide teachers with authentic, job-embedded professional learning” (p. 1).

Work environment. Work environment is an important factor of job satisfaction because there are so many aspects of jobs that are related to the surroundings and conditions, but not the work itself. Work environment or work conditions include items like infrastructure, employee schedules and number of work hours, physical properties of the surroundings, and relationships with coworkers including supervisors, peers, and subordinates (Ejiogu, 1985, Gopinath & Shibu 2014). Herzberg et al. (2010) defined these working condition needs as hygiene factors, which indicated that meeting these needs reduced the incidence of job dissatisfaction. A hygiene factor is something that is used as a prevention of job dissatisfaction, just as personal hygiene is used as a

prevention for illness. Meeting basic human needs at the job site seemed to improve the factor of work environment with regard to job satisfaction (Herzberg et al., 2010).

For teachers, students are a large part of the work environment. A differentiation must be made between students and work environment because teachers generally list student relationships as a rewarding part of their job (Leitman, Binns, & Duffet, 1995; Layton, 2015; United States Department of Education, 2012), even though work environment is likely to be listed as a dissatisfying factor (Hoppock, 1935; Herzberg et al., 2010; & Locke, 1976). New teachers cited working conditions as one of their most important factors in job satisfaction. The retention of new teachers has been particularly problematic with many new teachers citing work environment issues as the reason for leaving the profession (Ingersol 2000, 2001). The United States Department of Education (2000) found that new teachers were often given overwhelming workloads, challenging students, multiple subjects to teach, and extra-curricular activities, which may have contributed to the job dissatisfaction.

Personal issue factors. Personal issue factors included items that were related to individuals and may not have been equally significant to every teacher. Administration and work environment factors such as income and stress were more individually relevant because individuals related to these factors differently. How teachers felt they were perceived by the public was also a personal issue because it was a personal perception.

Al-Zoubi (2012) indicated that there is a relationship between increased income and increased job satisfaction. Argyris (1964) stated that it could be inferred promotions within an organization, or the position having a high status, related to a higher probability

that people would report intrinsic work satisfaction. Chambers (1999) also found higher job status and income coincided with higher job satisfaction.

Hoy and Miskel (1991) derived from the Hawthorne studies conducted by Mayo (1949), that income was an incentive, but not the only incentive to job satisfaction. Herzberg (1966) also addressed salary in his studies and found that it was not a motivator in the same way as other motivating factors. Herzberg classified salary as a hygiene factor, which indicated that it could reduce dissatisfaction, but not necessarily promote satisfaction. Salary was only listed as a motivator when it was related to achievement, such as promotions or other recognitions (Herzberg et al., 2010).

Locke (1976) cited pay as one of his five key factors in job satisfaction. Income had been a focus of the United States Department of Education with regard to retaining talented teachers. The RESPECT Project (Recognizing Educational Success, Professional Excellence, and Collaborative Teaching) which was developed by the United States Department of Education, was meant to attract good students into the teaching profession and keep effective teachers from leaving. One of the proposed incentives was to increase potential earnings for teachers (U.S. Department of Education, 2012b). The RESPECT Project also addressed income as a job satisfaction factor due to the differences in needs at different schools. Teachers have generally not received increases related to the different challenges they face in some schools. Some school buildings have high rates of special needs, poverty, crime, and other challenges that can make teaching more difficult (U.S. Department of Education, 2012b).

The individual issue of stress is another job satisfaction factor within personal issues. Stress is a term that was originally coined by Hans Seyle (1936). He defined it as

non-specific bodily response to a demand for change. Seyle later noticed the term stress was misused over time so he added the term stressor to distinguish differences between causes of the reaction and the reaction to stimuli itself. Stress has been synonymous with the term “distress” in many ways and has taken on a definition related to physical, mental, and emotional strain or tension (“*What is Stress,*” 2017).

In work situations, stress as a factor of job satisfaction has been used to indicate one’s perceived levels of distress. For example, the Quality of Worklife Survey (American Federation of Teachers, 2015) and Survey of the American Teacher (Markow et al., 2013) use stress as a factor of job satisfaction. These levels of distress could be manifested physically, mentally, and emotionally. Layton (2015) and Strauss (2013) indicated that most teachers felt a high level of stress in their jobs. Educational initiatives made some teachers nervous and most teachers have reported feeling mentally and physically exhausted at the end of the day (Layton, 2015).

Teachers are public figures and are not only appraised by their principals, but by the public as well. Teachers’ reaction and interest in public perception can be independent of other teachers, so public perception has been categorized as a personal issue factor for the purpose of this study. Public perception is a major job satisfaction factor because it relates to esteem needs as listed in Maslow’s hierarchy of needs (1943). Herzberg et al. (2010) and Herzberg (1966) identified achievement and recognition as two of six job motivators. With roughly only two-thirds of teachers feeling respected in society (Markow & Cooper, 2008), it is a significant job factor to consider.

According to the U.S. Department of Education (2012b), it is important that teachers are acknowledged as professionals with professional skills. Public support and

professional pay could increase the job satisfaction of teachers, as well as increase the status of teachers to the level of the professions of medicine, law, and engineering (U.S. Department of Education, 2012b). A Harris poll from 2008 showed that 51% of those Americans surveyed rated teaching as a prestigious career (Markow & Cooper, 2008). However, the 2011 Survey of the American Teacher showed that 65% of teachers reported that teachers' salaries are not fair for the work they do (Markow & Pieters, 2011), which may contradict the level of prestige rated by the public. The hygiene factor of status (Herzberg et al., 2010) of teachers with the few external benefits such as higher pay, affects public perception and can change the level of job satisfaction based on Maslow's esteem needs (Maslow, 1943).

History and Psychology

Historical research. Job satisfaction had been studied because ensuring that employees were satisfied was a way to increase retention and improve productivity (Hoppock, 1935; Taylor, 1911). Frederick Taylor (1911) developed the Scientific Management Movement, which emphasized that major tasks should be divided into a series of small tasks, and the small tasks should be studied so they can be done in the most cost-effective manner. This approach required an incentive system to reward high production and punish poor production. The punishment and rewards system faded as individual focused theories on personnel were developed and punishments were regarded as too harsh. However, parts of the concept relating punishment and reward to productivity are still present as a foundation for many personnel systems (Frazier, 2009).

Formal study of job satisfaction began in the 1930's, but there were studies of workers' attitudes in previous years. In 1927, Mayo (1949) started the Hawthorne

studies, which were a series of studies conducted at the Hawthorne plant of Western Electric outside of Chicago, Illinois. The Hawthorne studies focused on employee production and efficiency (Mayo, 1949). In these studies, Mayo conducted experiments to gain insight into worker productivity and worker attitudes in an industrial environment.

The experiments conducted at the Hawthorne factory included changes in working conditions for the experimental group, while a control group had no changes. Productivity was measured for both groups. The conditions that were changed included lighting, length of working hours, breaks, and more. For each change, there was an increase in productivity for the experimental group. Upon completion of these experiments, productivity was at its highest level even after the working condition manipulations had stopped. The experimenters concluded that the actual changes were not the cause of the increased productivity, rather it was the attention given to the worker in making of the changes that increased the productivity. The increased performance was attributed to the extra consideration and supervision (Mayo, 1949).

The Hawthorne studies were an important foundation for future research because they were the first research projects to attempt to quantify employee attitudes and relate them to overall work efficiency (Essays UK, 2013). Soon after the Hawthorne studies were completed, Hoppock (1935) published the first intensive study about job satisfaction. His study addressed job satisfaction as something more complex than attitude and work efficiency due to the complexity of human nature. Hoppock (1935) saw job satisfaction as being impacted by several independent factors and not only the physical factors of the work. His independent factors included fatigue, monotony, working conditions, supervision, and achievement.

In Hoppock's early studies (1935), he concluded that if the presence of a certain variable led to satisfaction, then its absence led to dissatisfaction. This, to some degree, put the factors of job satisfaction on a measurable continuum, with satisfaction related to the individual factor on one side, neutral feelings in the middle, and job dissatisfaction of that factor on the other side. Hoppock (1935) emphasized achievement and an employee's drive to succeed. He attempted to construct questions to measure motivation as a relation to achievement.

During this time, Herzberg et al., (2010) developed the motivational-hygiene theory. Herzberg's motivation-hygiene theory indicated that certain factors caused job satisfaction, and certain factors caused job dissatisfaction. In this theory, the internal factors studied were called motivational because they created job satisfaction, while the external factors studied were called hygiene factors because they were used to prevent job dissatisfaction, just as medical practices of hygiene are used to prevent infection (Ilacqua, Schumacher, & Li, 2001).

According to Herzberg et al., (2010), intrinsic and extrinsic motivators had a reverse relationship with motivation. The presence of intrinsic motivators tended to create motivation, while the lack of extrinsic motivators tended to reduce motivation. The justification of this result was that extrinsic motivators such as favorable working conditions were expected, so their absence was frustrating. The presence of internal motivators such as positive relationships was not expected, so their presence was rewarding and motivating.

Herzberg et al. (2010) studied 200 engineers and accountants in a qualitative study on job satisfaction. Hygiene factors (external job satisfaction factors) from the

study included policy, relationship with supervisor, work conditions, salary, company car, status, security, relationship with subordinates, and personal life. Motivational factors (internal job satisfaction factors) included achievement, recognition, work itself, responsibility, and advancement. They found that recognition and responsibilities were frequently listed as satisfiers, and things involving supervisors, interpersonal relations, working conditions, company policies, and salary were frequently listed as dissatisfiers. The conclusion indicated that positive and negative feelings about specific factors did not influence job satisfaction as much as the level of positive or negative feelings were associated with specific factors (Herzberg et al., 2010).

The theories of Hoppock (1935) and Herzberg et al. (1959) established a foundation for many other job satisfaction researchers. Their research, along with other early job satisfaction research, helped Locke (1976) distinguish his key factors in studying job satisfaction. Locke's most important factors were similar to Hoppock's (1935) and included work, pay, promotion, verbal recognition, and working conditions (Locke, 1976).

Locke had many criticisms of Herzberg's motivation-hygiene theory, or the two-factor theory. Herzberg (1959) viewed a separateness between the psychological and the biological, or mind and body. Locke (1976) believed that mind and body were related and worked in tandem. Locke also criticized the unilateralism of the motivating and hygiene factors. He used the analogy of eating as support against this unilateralism (Tietjen & Myers, 1998). Eating can satisfy both biological and psychological needs at the same time, just as many other needs and wants can be satisfied simultaneously within similarly categorized motivation or hygiene factors (Locke 1976). Locke had other

criticisms of Herzberg's theory, but the unifying criticism was that Herzberg classified items too concretely whereas Locke saw job satisfaction as more complex and fluid.

Psychological research. In 1927, researchers including Mayo, were invited to join studies at the Hawthorne Works of Western Electric in Chicago. The studies revealed that motivation and productivity of employees were related to job satisfaction and were a product of several factors (Mayo, 1949). Mayo posited that emotional factors were more important than logical factors and that social groups had the most powerful effect. Mayo concluded that to create the most productive environment, work had to be organized in a manner to meet the objective requirements of productivity and the human needs of social satisfaction (Mayo, 1949).

One part of the experiments in the Hawthorne studies was the illumination experiment. This experiment measured the level of productivity changes as the lighting in the room was changed (Mayo, 1949). The study found that there was not a relationship between lighting and productivity. There was, however, an effect on productivity due to experimentation. It was concluded that productivity increased because the employees were being observed and the productivity level did not have anything to do with the lights. The change in behavior was called the Hawthorne effect. The Hawthorne Effect, also known as "Subject Reactivity" is the behavior changes that are exhibited by participants due to their being supervised and not necessarily from the manipulated variables ("Hawthorne Effect," n.d.).

According to Hai (2011), the Hawthorne studies contributed to the fields of psychology and business in many ways. Job satisfaction has been measured differently since the Hawthorne studies and behavioral science methods have gained ground in

business management. Business organizations are now considered to be similar to a social system. Harvard's work with the Hawthorne experiments allowed for the modern relationship seen between social science and organizations. This work also provided a foundation for human relations and organizational behavior (Zaleznik, 1984).

Psychological and social needs of employees influence their job satisfaction, consequently other factors like income are not seen as the main ways to motivate employees. In response to analysis of the Hawthorne studies, Sonnenfeld (1985) stated that instead of businesses treating workers as an appendage, they should consider motivational influences, job satisfaction, people's resistance to change, employee participation, and effective leadership. Management must develop cooperative styles of leadership rather than only relying on objectives. Communication and participation are essential in human relations as related to business. Employee satisfaction and productivity are linked, so management must acknowledge the importance of human factors to increase job satisfaction (Hai, 2011).

Maslow began his psychological research in the mid-1930's. Maslow is renowned for developing his hierarchy of needs, which is a theory that human needs must be met in a specific order starting with basic physical needs and moving through the hierarchy to the top which he called self-actualization, which is the achievement of an individual's full potential (McLeod, 2007). Maslow (1954) considered satisfaction in terms of meeting human needs. His levels of needs were based on priority; more dominant needs must be met before less dominant needs are met. Maslow's work centered on what people needed to develop socially and emotionally (Locke, 1976). Once a priority need is satisfied, less dominant needs become apparent (Kreitner, 1983).

Maslow's (1954) hierarchy of needs had five levels. The first level is the physiological needs followed by safety needs, belongingness and love needs, esteem needs, and self-fulfillment needs. Maslow (1954) stated that the lower level needs must be met before higher level needs can be addressed. If the basic needs allow people to survive, nothing else matters until they are met (Kreitner, 1983). Maslow's hierarchy of needs related to Herzberg's Motivation-Hygiene theory because physical and psychological elements were separated. Maslow's basic physiological needs are similar to hygiene factors because they are both priorities and must be satisfied or dissatisfaction occurs (Herzberg et al., 2010; Maslow, 1954).

Harrell (1965) discussed job satisfaction factors in his book, *Industrial Psychology*. According to Harrell and others (Hoppock, 1935; Herzberg, 1959; Locke, 1976), multiple factors influence job satisfaction. Industrial, or organizational psychology, is the study of human behavior in the workplace (Truxillo, Bauer, & Erdogan, 2016). Industrial/organizational psychologists look at employee factors as a way of improving an organization's success. The factors can include motivation, job satisfaction, occupational safety, health, and well-being of employees (Society for Organizational and Industrial Psychology, n.d.). Industrial/organizational psychology was recognized as a specialty and proficiency in professional psychology by the American Psychological Association in 1996 (Society for Organizational and Industrial Psychology, n.d.).

Job satisfaction is one of the most researched topics in industrial/organizational psychology (Spector, 1997). Industrial psychology addresses many elements of employees' work environments and organizations. Among the elements researched are

the different aspects of worker health and worker sense of well-being. Bowling, Eschleman, and Wang (2010) found that job satisfaction was associated with life satisfaction and happiness. Motivation was another element in job productivity and satisfaction. Because job satisfaction and motivation were related, businesses and organizations made changes to increase motivation (Mitchell & Daniels, 2003).

Modern research. Research in the late twentieth century and early twenty-first century on job satisfaction mixed the previous researchers' emphasis on work related factors and added more human and psychological factors. Raj and Uniyal (2016) found that the teacher is a central figure in the education process. They studied the effects of emotional intelligence as a personal factor that affects one's job satisfaction. High emotional intelligence coincided with high job satisfaction and high job satisfaction coincided with high emotional intelligence. They suggested that teachers should be taught how to improve their emotional intelligence in order to improve their job satisfaction.

Some studies (Markow et al., 2013) have shown a decline in teacher job satisfaction, which has been contributed to by several factors such as administration, work environment, and stress. MetLife's Survey of the American Teacher (Strauss, 2013) indicated that over half of teachers reported feeling great stress several days a week. However, even with the high rates of stress, 60% of the teachers surveyed stated they did not plan on leaving the classroom (Layton, 2015).

Ingersoll (2000) stated that teacher turnover may also be related to age as the rate of teachers departing teaching jobs decreases with age. Teacher turnover numbers may not be accurate over time as some teachers depart the profession at a younger age and

return years later (Ingersoll, 2000). The number of teachers who terminate their employment is a significant problem that cannot only be explained by the individual teacher's characteristics. The organizational conditions of the educational system are also a large factor in teacher job satisfaction (Ingersoll, 2001).

Perda (2013) documented that more than 42% of teachers leave within their first five years. There has been an increasing number of new teachers leaving over the last twenty years (Ingersoll & Merrill, 2013). Compared to other careers, the attrition rate for teachers in the first five years is high, ranking it between corrections officers at 45% and police officers at 28% (Ingersoll & Perda, 2014). Employee attrition is expensive for companies (Society for Human Resource Management, 2016). Teacher attrition takes away experience and training that has been paid for by the public. Teacher retention is important as a financial responsibility. Keeping experienced and effective teachers is also important to the education of students (Hattie, 2003).

Job satisfaction is strongest among elementary school teachers, where 65% reported being very satisfied, compared to 56% of secondary school teachers. Satisfaction drops among teachers in the middle of their careers, which could indicate that years of experience may have an impact (Markow & Cooper, 2008). In the 2008 MetLife Survey, 66% of teachers with five or fewer years of experience and 67% of teachers with more than 20 years of experience reported being very satisfied with their career, compared to 58% of teachers with 6-20 years of experience. (Markow & Cooper, 2008). In 1984, 78% of teachers strongly agreed that they love to teach, and a similar number of teachers, 82%, felt that way twenty-five years later (Markow & Cooper, 2008). A love of teaching is critical to teacher retention. In 1995, 72% of teachers who

said they were likely to stay in teaching attributed their loyalty to the profession to love of teaching as the primary reason they planned to stay.

Teachers have a greater impact on student achievement than any other factor in education and have two to three times the impact of any other factor (Rand Education, 2016). Studies have shown that high turnover rate in educators may impact achievement. Effective teachers tend to stay effective even when they change schools (Rand Education, 2016). Although effective teachers tend to stay effective, it is the teachers rated as effective that are leaving the teaching profession at a much higher rate than others (Hare & Heap, 2001b). A U.S Department of Education study (2000) showed that almost 20% of teachers who began teaching between 1994 and 1995 left the profession within two to three years (Boser, 2000). Other studies have shown that up to 25% left the profession within the first four years (Hare & Heap, 2001a).

There are several large ongoing research studies of teachers including the Survey of the American Teacher by MetLife, the Employee Satisfaction and Engagement by the Society for Human Resources Management, and the National Federation of Teachers Survey by the American Federation of Teachers. These studies have examined teachers' views, perceptions, work environment, stress, attrition, retention, job satisfaction, quality of life, administrative relationships, and personal issues. Research in these areas has been extensive and ongoing by organizations (Markow & Pieters, 2011; American Federation of Teachers, 2015; Society for Human Resource Management, 2016).

The MetLife Survey of the American Teacher was sponsored by MetLife and was conducted annually by Harris Interactive from 1984 through 2012. The studies examined the views of teachers and administrators on different aspects of the education system

(Markow & Cooper, 2008). The focus of the 25th anniversary study in 2008 was on the past, present, and future of education. This study compiled previous data collected in the MetLife surveys with new data to show a comprehensive picture of job satisfaction in education.

The data from the Survey of the American Teacher showed that there was a decline in optimism and enthusiasm in teachers in succeeding years. Beginning in 1990, a series of surveys followed new teachers from the time they graduated college and took a teaching position through their second year of teaching. According to the MetLife Survey of the American Teacher, teacher job satisfaction dropped twenty-three percent since 2008 and in 2012 was at the lowest rate in twenty-five years (Strauss, 2013). Before they started teaching, 83% strongly agreed that they could make a difference in students' lives. Only 71% of them agreed with this statement after two years of teaching. Data from the Survey of the American Teacher also suggested that roughly a fifth (19%) of teachers were likely to leave the profession within their first five years (Markow & Cooper, 2008).

In a similar teacher job satisfaction of study (Layton, 2015), 89% of participants indicated that they felt strongly enthusiastic at the beginning of their career, but only 15% of them still felt that way at the time of the survey. Layton (2015) indicated that 17% of teachers leave the profession in the first five years. Parental support, poor pay, lack of support from administration, and social problems faced by students were listed as major factors in the Survey of the American Teacher studies. The research conducted in 2008 showed more satisfaction in several areas, but substantial dissatisfaction was still present (Markow & Cooper, 2008).

In response to reports from National Federation of Teachers members that stress on the job was becoming a concern, a survey on well-being and work stressors called the Quality of Worklife was designed. The survey, which contained 80 questions, was sent out through e-mail and social media and elicited over 31,342 responses within the survey window of April 21 through May 1, 2015. Of the respondents, 80% were teachers, 8% were counselors, psychologists, social workers, nurses, and librarians, and 12% were listed as other positions. The years in education were recorded for respondents with 24% having been in education for 0-10 years, 38% with 11-20 years, and 38% with more than 20 years (American Federation of Teachers, 2015).

The results of the Quality of Worklife Survey showed a decline in enthusiasm as the teachers worked through the years. Respondents indicated that 89% strongly agreed with the statement, “I am enthusiastic about my profession” at the beginning of their career, but only 15% felt the same at the point of their career when they completed the survey, with 38% somewhat agreeing (American Federation of Teachers, 2015). This difference in enthusiasm is supported by other research such as The Survey of the American Teacher (Markow et al., 2013), which showed a decline in teacher satisfaction, with 2012 as a twenty-five-year low. The Survey of the American Teacher also found that teachers with between six and twenty years of experience were the most likely to report low job satisfaction (Markow et al., 2013).

The Quality of Worklife Survey covered an array of job factors such as respect, stress, work environment, and relationships with administration. Respondents were prompted with “I am treated with respect by...” and were able to rate their level of respect from elected officials, media, school board, community, supervisors, students’

parents, students, and coworkers. Respect from elected officials showed the largest polarization of responses with 34% disagreeing with the statement and 45% strongly disagreeing. Respect from coworkers seemed the most positive with only 8% disagreeing and 1% strongly disagreeing (American Federation of Teachers, 2015).

Workplace stress was another major point of emphasis in the survey. When asked how often they feel stressed at work, 73% of respondents indicated that they felt stressed often. Those who were often stressed were also more likely to spend more time on work outside of working hours and felt physically and emotionally exhausted after work. Those often stressed were less likely to have favorable management situations with a lack of decision making ability and low level of administrative support (American Federation of Teachers, 2015).

Listed on the Quality of Worklife Survey were major sources of stress in the workplace. In order from greatest to least were adoption of new initiatives without proper training (71%), negative portrayal of teachers and schools by the media (55%), uncertain job expectations (47%), salary (46%), lack of participation in decision making (40%), fear of job loss (32%), lack of opportunity for advancement (28%), and physical exertion (22%) (American Federation of Teachers, 2015).

The summation of the data collected in the Quality Worklife Survey indicated that other than the issues listed above, almost one fifth of respondents stated they had been threatened with physical violence in a school setting, with nine percent indicating that they had been assaulted. Of respondents, 30% reported having been bullied at work by a supervisor, coworker, parent, or student. Also, 45% reported not having adequate

bathroom breaks, and 26% stated their mental health was not good over the last 30 days (American Federation of Teachers, 2015).

According to the American Federation of Teacher's data from the Quality Worklife Survey, even with the challenges and negative data, only 14% stated they were very likely to leave the profession. Although the percentage of those likely to leave is 14%, the percentage is much higher in subgroups related to minorities. A higher number of minorities leaving the profession takes away from the diversity of the workplace (American Federation of Teachers, 2015).

The Society for Human Resource Management conducts research on job satisfaction. In 2015, the Society for Human Resource Management conducted the Employee Job Satisfaction and Engagement Survey. The purpose of the annual survey was to find factors related to employee job satisfaction and engagement (Society for Human Resource Management, 2016). The respondents consisted of 600 randomly selected individuals who completed the online 2015 Job Satisfaction and Engagement Survey. The survey assessed 43 aspects of job satisfaction. Researchers categorized the aspects of job satisfaction into eight areas: career development, benefits, work environment, engagement opinions, compensation, relationship with management, conditions for engagement, and engagement behaviors (Society for Human Resource Management, 2016).

Data showed that 88% of those reporting were satisfied with their jobs, including 37% reporting being very satisfied. This was the highest level of satisfaction in the last ten years. Despite the high satisfaction rates, the data showed that 45% of employees

would be likely or very likely to look for jobs outside of their current organization (Society for Human Resource Management, 2016).

The top five contributors to job satisfaction were ranked in the Employee Job Satisfaction and Engagement Survey (Society for Human Resource Management, 2016). The top contributor was the respectful treatment of employees with 67% rating it as very important. The second most important contributor was compensation/pay with 63% of employees rating benefits as very important. Pay has been in the top five list of contributors since the first of these Society for Human Resource Management studies in 2002. Overall benefits were rated third with 60% of employees rating it as highly important. Job security was rated fourth with 58% of employees rating it as highly important. The fifth most highly rated contributor to job satisfaction was tied with 55% each between opportunities to use skills and abilities, and trust between employees and management (Society for Human Resource Management, 2016).

Positive and Negative Effects

Job satisfaction factors can have positive and negative effects to overall job satisfaction. Contributing factors to teacher job satisfaction have been separated into several categories including administration, work environment, income, stress, and public perception. Supporting research for the positive and negative effects of each category are described below.

Positive effects of administration. The RESPECT Project (U.S. Department of Education, 2012b) illustrated a vision for leadership in education. In this vision, schools have effective principals who are engaged in developing and supporting teachers. The principals involve teachers in leadership decisions and provide teachers with professional

development that is authentic and job-related. Research has found that there is a relationship between how teachers rate the quality of their schools and how optimistic they are about relationships between teachers and administrators (Humphrey, Nahrgang, & Morgeson, 2007; Markow & Cooper, 2008). The 2004-2005 MetLife Survey indicated a positive relationship between teachers' high ratings of principal leadership and teacher retention (Markow & Cooper, 2008).

The roles of leaders have changed over time. Hoppock (1935) stated that supervision is one of the most influential factors in job satisfaction. Human relation challenges have increased as collaboration and coordination skills have become more dominant in organizations. Leadership proposed by Senge (1999) stressed meeting human relations challenges at all levels. As technology and communication have continued to develop, collaboration and coordination skills must also develop to meet human relation needs in the organization.

Herzberg et al. (2010) listed supervision as a hygiene factor, which is something that is preventative. He stated that supervision deals with the issues of competence, fairness, delegation, education, and efficiency. Company policy and relationships with supervisors can be grouped into the supervision category and can be used as a prevention for job dissatisfaction. Recognition by supervisors, advancement, and skill development are ways in which supervisors can prevent dissatisfaction and increase satisfaction (Herzberg, 1966).

Negative effects of administration. Layton (2015) stated that only 55% of teachers surveyed said they felt supported by administrators. If there is a relationship between how teachers rate the quality of their schools and how they rate relationships

with their administrators (Humphrey, Nahrgang, & Morgeson, 2007; Markow & Cooper, 2008), about half of teachers would have a low rating of their school. Similar research (Markow & Pieters, 2011) showed that teachers felt negatively about other leadership related responsibilities such as addressing the needs of diverse learners, engaging parents and the community, maintaining a supply of effective teachers, implementing new curriculum, and creating a rigorous learning environment.

Herzberg et al. (2010) found management more likely to be listed as a dissatisfier than a motivator. They listed supervision as a factor external to the job itself yet still a hygiene factor. In their definition of supervision, there can be a tendency toward what they called “nagging” in supervision. Company policy, also related to administration, can be a point of dissatisfaction because of malevolent policies and unclear chains of command.

Leadership is an important factor in job satisfaction and confidence in the leader is an important factor in teaching (Strauss, 2013). The 29th annual MetLife Survey of the American Teacher (Markow et al., 2013) indicated that seven out of ten teachers stated that educational leaders had a difficult time meeting diverse learner needs, engaging parents, and improving the education system. Confidence in leadership objectives is also an issue as few teachers have indicated they have confidence in the educational leadership’s adoption of some education initiatives such as Common Core (Strauss, 2013).

Independence and autonomy have been cited as motivators in job satisfaction, but 52% of teachers stated on the 2015 Quality Worklife Survey conducted by the American Federation of Teachers (2015) that they do not feel like they can make decisions on their

own (Layton, 2015). Ingersoll (2000, 2001) stated that lack of support from administrators and lack of teacher influence over decision making were major factors for the 42% of teachers who leave education for reasons of job dissatisfaction.

Teachers were also less likely than administrators to describe the principal-teacher relationship as mutually respectful and supportive (Markow & Scheer, 2003; Markow & Cooper, 2008). The 2004 MetLife Survey linked teacher retention to principal relationships (Markow et al., 2004). New teachers who intended to leave the profession cited not feeling valued by their principal as one of the main reasons for leaving (Markow & Martin, 2004).

Positive effects of work environment. Work environment includes a variety of items that are not necessarily a part of the work. They are related to the environment in which the employee does their job, thus a job-related factor. Davis and Lofquist (1981) said that satisfaction is the result of a worker's appraisal of the extent to which the work environment fulfills the individual's needs. Working conditions can include physical conditions of the work, the amount of work or the facilities available for doing the work. Specific examples include ventilation, lighting, tools, and space and other facility-related issues (Hertzberg 1959).

Mayo (1949) studied human relations in working conditions. His Hawthorne Studies included work on environment factors such as the amount of lighting. These studies showed little effect by the amount of light, but paying attention to workers was a factor that showed a large increase in production. The "Hawthorne Effect," as it is called, proved that worker productivity increases when workers are or think they are being watched.

In 1976, Locke found working conditions to be one of the most important factors in job satisfaction. Hoppock (1935) also found that working conditions were one of the most influential factors in job satisfaction. The work environment of a teacher is different than many jobs. The presence of children, for example, is a unique environmental factor to teaching. This factor has shown in many ways to be positive for teachers.

As stated in the vision statement of the RESPECT Project,

Teachers and school leaders work every day with our nation's children – an intrinsically rewarding and joyful job. We need to redesign the profession so that we unleash the inherent joy in teaching and learning, nurture creativity and innovation in our schools and classrooms, and deliver the outcomes that our children deserve and our country's future demands (U.S. Department of Education, 2012b, par. 5).

A large majority of teachers stated in The Metropolitan Life Survey of the American Teacher that working with children was a source of satisfaction in their career (Leitman et al., 1995). In fact, 60% of teachers said they did not plan on leaving the profession because they did not want to give up on the students (Layton, 2015).

Negative effects of work environment. Herzberg et al. (2010) found work environment more likely to be listed as a dissatisfier than a motivator. When workers reported unhappiness, it was usually not associated with the job, but with the conditions and surroundings of the job. When these external hygiene factors drop to a level that is not acceptable to the employee, the employee feels dissatisfaction for the job.

The 2004-2005 MetLife Survey linked principal leadership and teacher retention. The survey indicated that teachers who were more likely than others to leave the

profession are less likely to have a principal who creates an environment that helps them be an effective teacher (Markow & Cooper, 2008). Most educators said implementing Common Core, creating a rigorous environment, and teacher evaluation were challenging or very challenging (Strauss, 2013).

Urban schools seem to have more environmental challenges than other schools. The environmental challenges may be related to their teacher retention level. According to Strauss (2013), 60% of urban principals say it is difficult to find and keep effective teachers and only a third of teachers and principals at low income schools say their students are performing at or above grade level.

In 1984, 40% of teachers responding to the Metropolitan Life Survey of the American Teacher identified overcrowded classes as their biggest problem and it has remained a problem. In 1985, 49% of teachers responding to the Metropolitan Life Survey of the American Teacher listed overcrowded classes as their top concern, and 53% listed it as their top concern in 1995. In 1985, 79% of teachers responding to the Metropolitan Life Survey of the American Teacher stated that smaller classes would help to increase teacher retention. Class size is an important issue for instruction, budget, teacher workload, student-teacher and student-student relationships, facilities and equipment. Although class size has been a concern for teachers, there has been improvement as the MetLife Survey of the American Teacher from 2008 indicated that teachers are less concerned about class size than teachers in the past (Markow & Cooper, 2008).

Positive effects of income. Argyris (1964) suggested that job satisfaction increased with the status level of the job. As employees move into higher status jobs at

an organization, they will report higher job satisfaction. Centers and Bugental (1966) found that higher level or higher status jobs also produced an increased interest in employees in addressing their higher order needs. Chambers (1999) conducted a study of the job satisfaction of managerial and executive women. She inferred that employees at the executive level had a higher overall job satisfaction than those at lower levels.

Locke's (1976) Range of Affect Theory stated that rewards, including pay, are one of the four facets in job satisfaction. The U.S. Department of Education stated that there was a need to increase potential earnings for teachers to attract more top college students into the profession and to keep teachers from leaving (U.S. Department of Education, 2012b). The U.S. Department of Education also addressed the need to pay teachers based on their quality of work and range of responsibility rather than the typical pay scale which is based on years of service and professional credentials (U.S. Department of Education, 2012b).

Over time, the issue of income and job satisfaction has improved in education. Harris, Libresco, and Parker (1984) showed that 37% of teachers thought their job allowed them to earn a decent income. More recently, that percentage has grown to 66% of teachers thinking that their job allows them to earn a decent income (Markow & Cooper, 2008). Of teachers with fewer than five years of experience, 57% reported that they believe they can earn a decent income. Teachers with more experience reported at a rate of 68% that they believe that can earn a decent income (Markow & Cooper, 2008).

Negative effects of income. According to those involved in the RESPECT Project, teachers and principals reported the intrinsic rewards of being an educator were important, but compensation really mattered (U.S. Department of Education, 2012b).

Compensation mattered so much, in fact, that those involved in the RESPECT Project advised that starting salaries for licensed teachers should start from \$60,000-65,000. In addition to that, salaries should increase faster and have higher potential, and increases should be related to effectiveness and quality work rather than just years of service and credentials (U.S. Department of Education, 2012b).

Herzberg et al. (2010) found that employees were more likely to list income more often as a dissatisfier than a motivator. This may be attributed to more employees feeling dissatisfied with their income, causing job dissatisfaction. Herzberg believed having enough income prevented dissatisfaction rather than income being a motivating factor. An examination of the Hawthorne Studies by Hoy and Miskel (1991) also indicated that income may be a factor in the production level of employees, but other factors such as the employee's beliefs, values, and emotions could also affect productivity and feelings of job satisfaction.

Teacher income may be an issue in schools where low-income is prevalent. These areas tend to have high needs and demands on teachers; consequently, these schools tend to have the most trouble retaining teachers. The U.S. Department of Education suggests that to retain a school staff in these challenging schools, salaries should reflect the challenges faced by those teachers (U.S. Department of Education, 2012b).

Markow and Cooper linked teacher job satisfaction and income from data collected in the 1986 Survey of the American Teacher. Of teachers who had left the profession, 60% reported poor salary as the biggest reason for leaving (Markow &

Cooper, 2008). According to Ingersoll (2000, 2001), 42% of teachers left for reasons of job dissatisfaction or pursuing a better job. For those 42%, low salary was a major factor.

Positive effects of stress. Stress can be a positive factor in work performance and may be motivating. Seyle (1936) defined positive stress as eustress (The American Institute of Stress, n.d.). Nixon (1979) developed the stress response curve as an illustration showing the relationship between stress and performance. As stress rises from zero, so does performance. As stress increases, the performance increases with the demand. However, there is a limit to the positive effects of stress that are related to stress management. The positive effects of stress are only positive to the point that the individual can manage it; after this point the stress negatively impacts performance (Sincero, 2012).

In The Quality of Worklife Survey (American Federation of Teachers, 2015), 73% of teachers stated that they often felt stressed and 24% stated they sometimes felt stressed. Though there were high levels of stress reported in this survey, 60% of teachers from the survey reported they did not plan on leaving their employment (Layton, 2015). Locke (1976) stated in his Range of Affect Theory that value in a particular facet in a job can overcome negatives in other facets. In this case stress does not have to be a positive factor in overall job satisfaction. Stress can be overlooked if other job aspects are more favorable.

In Section VI of the RESPECT Project, Fennell, the Chair of the NEA Commission on Effective Teachers and Teaching said, “it is time to blast open the glass ceiling or glass door of advancement in the profession,” (U.S. Department of Education, 2012b, par. 1). Offering more chances for teachers to advance their careers while staying

in the classroom may help with teacher retention. There are many stages of a teaching career in which advancement could occur, depending on the experience and effectiveness of the teacher (U.S. Department of Education, 2012b).

Negative effects of stress. Stress and working conditions have some connection. Working conditions can often be the reason for the level of stress. Herzberg's hygiene factors (2010) and Maslow's hierarchy of Needs (1954) both prioritize meeting basic human needs, which improves job satisfaction. Not having these needs met is a source of stress. Maslow stated that a person cannot move up in the Hierarchy of Needs if the lower levels are not met (Maslow, 1954). Stress from other factors such as administration, work environment, income, and public perception can make an employee unable to meet their individual basic needs and inhibit the upward mobility of the hierarchy. Along with Maslow, Herzberg implied with his external Hygiene Factors that job dissatisfaction manifests when the conditions deteriorate below what the employee considers acceptable (Herzberg et al., 2010).

Personal life factors such as work schedule, relocation, and work relationships are large contributors to stress. Herzberg (1966) said that a company's demand for an employee to relocate would be a personal life factor which could contribute to job dissatisfaction. Work schedule and hours impact the satisfaction of employees because they affect their personal lives. Three out of four teachers said they spend time working before and after contracted hours which eliminates time for leisure activities (Layton, 2015).

Teachers are familiar with the effects of work related stress, and stress is causing them some negative attitudes toward their jobs. Half of teachers from the 2008 Survey of

the American Teacher stated that they have high stress several days a week and that they feel demoralized (Strauss, 2013). According to other research, seven out of ten teachers say that work is often stressful and eight out of ten teachers say they feel physically and mentally exhausted at the end of the work day (Layton, 2015).

Constant changes in the education system can be frustrating for teachers. Government promoted initiatives such as Changes like No Child Left Behind and Common Core are large systemic changes that effect most teachers. Layton (2015) stated that teachers were anxious about these new initiatives with their limited amount of training. Respondents of The Quality Worklife Survey (2015) indicated that 40% felt stress because of lack of participation in decision-making, 47% felt stress because of uncertain job expectations, and 71% felt stress because of the adoption of new initiatives without proper training.

The American Federation of Teachers survey, Quality of Worklife Survey, asked respondents to respond to the question, “How often do you find your work stressful?” Of the over 31,342 respondents, 73% reported that they often found work stressful, 24% reported that they sometimes found work stressful, 3% rarely found work stressful, and none reported that they never found work stressful (“Quality of Worklife,” 2015, p. 3).

Positive effects of public perception. Part of the intention of the RESPECT Project was to make the profession of teaching as respected and valued as other professions like medicine, law, and engineering (U.S. Department of Education, 2012b). One of the motivators or satisfiers identified by Herzberg (1959) was recognition. Recognition can come from supervisors, peers, or the general public. Because employees can be recognized either positively or negatively, recognition can influence job

satisfaction positively or negatively (Herzberg, 1966; Herzberg et al., 2010). Teachers are in the public eye from a number of different perspectives; parents, media, government. For this reason, public perception is an important factor in teacher job satisfaction.

Public perception of education has changed over time. A Harris Poll taken in 2008 showed the change in how respondents rated the prestige of teachers. Teacher prestige had grown from 29% in 1977 to 51% in 2008 (Corso, 2009). This coincides with the increase of teachers feeling public respect found in the MetLife studies. A MetLife study from 1984 showed 47% of teachers felt respected; then, in 2008, the study showed 66% of teachers felt respected (Markow & Cooper, 2008).

Parent relations are a large part of public perception for teachers. In 1987, 72% of parents rated parent-teacher relationships as strong or good, compared to 60% of teachers. Parents, though, rated the effort of the schools to build parent-teacher relationship lower than the teachers did (Markow & Cooper, 2008). In the same study, the teachers who reported excellent parent-teacher relationships also reported that they were more satisfied with their jobs and less likely to leave.

Negative effects of public perception. Herzberg et al. (2010) related status as a hygiene factor because status was not necessarily related to the job, but it contributed to job satisfaction. Status refers to signs of importance such as company cars, secretaries, and such. As low income related to low job satisfaction, low status also related to low job satisfaction.

As indicated by The Department of Education on the RESPECT Project Vision Statement (2012b), teaching and leading schools is intellectually demanding and

complex. Educators are not acknowledged as professionals with skills and qualifications, so some leave because they feel unsupported and underpaid (U.S. Department of Education, 2012b). Even within their own school district, most teachers have reported feeling disrespected by the board, government, and media (Layton, 2015).

From surveys in the 1980's, a small majority, 54% of teachers, rated parent and community support of their school as excellent or good. This rating increased to 60% over the next decade (Markow & Cooper, 2008). In 1992, most new teachers who said they were likely to leave the teaching profession in the next five years stated parental support as a major factor in their decision. According to the MetLife Survey of the American Teacher in 2008, teachers saw improvements in school relationships with parents, but also indicated that a lack of parental support was a major, continuing challenge to student achievement (Markow & Cooper, 2008).

Summary

The review of literature presents information on the history of job satisfaction research, current job satisfaction research and theory, teacher job satisfaction research, and factors of job satisfaction and their positive or negative effects. Thousands of job satisfaction studies have been conducted since the 1930's (Cranny et al., 1992). The liking or disliking of a job can be related to external factors. Some of these basic external factors have been found to be the most important when it comes to job satisfaction (Hoppock, 1935; Locke, 1976).

Job satisfaction, as defined by different researchers, has been the perceived level of liking or disliking of a job. Five major factors of job satisfaction are present in this literature review. Management and administration is the factor related to supervision and

leadership. Working conditions are the surroundings and the actual tasks of the job. Income and salary are related to the compensation associated with the work. Stress is the amount of anxiety and pressure related to the job. Public perception is how the job and employees are viewed by the public, including individuals, government, and media.

The methodology and procedures used for data collection and analysis are detailed in Chapter 3. Chapter 4 contains a description of the results of the data analysis and its explanation. A summary, discussion, and conclusion of the data and analysis is found in Chapter 5.

Chapter 3

Methods

This chapter contains information about the research methods for this study. This survey study was designed to examine the extent to which there was a relationship between teachers' overall job satisfaction and their satisfaction with the administration in their districts, their work environment, and personal issues. The factors of administration, work environment, and personal issues were analyzed independently with the reported overall job satisfaction. This chapter includes information about the population and how the sample was selected. The instrument used in this study and its validity and reliability is included in this chapter. Data collection, data analysis, and hypothesis testing are described. The chapter concludes with a listing of limitations and a summary of the chapter.

Research Design

Survey use is common among researchers conducting studies that analyze trends and feelings (Creswell, 2009). Survey allow participants to respond in an organized and quantifiable way while being able to give feedback. This study was conducted by means of a quantitative descriptive research design using archived data from a survey. The variables analyzed in this study were the respondents' perceptions as measured by their level of agreement to statements related to job factors including administration, work environment, and personal issues.

Selection of Participants

The sample for this study consisted of volunteer respondents to a staff survey in District X. All staff at the district were e-mailed a request to complete the survey

(Deputy Superintendent, personal communication, 1/4/17). Participants included those who responded voluntarily to the survey link attached to an e-mail from one of the district's assistant superintendents. Participants receiving the e-mail were limited to those working in the district and on the district staff list during January, 2017. Data was collected for teachers responding before the deadline of February 1, 2017. For the purpose of the study, the results were filtered to exclude classified staff and include only the certified/licensed staff.

Measurement. The survey used in this study is used annually to measure the satisfaction of district employees by means of assessing the teachers' perceptions of their jobs. The survey is a climate perception-based survey that district officials use in their decision-making processes (Director of School Improvement, personal communication, June 14, 2017). The survey has been used in the district for over ten years. It was borrowed from a climate study used by the Baldrige Performance Excellence Program. The Baldrige Performance Excellence Program provides organizational assessment tools and educates leaders in business, education, health care, government, and nonprofit agencies about the best practices of successful organizations (National Institute of Standards and Technology, n.d.).

The entire 2016-17 District X Staff Survey can be found in Appendix A. Seventeen of the questions in this survey were related to the factors being studied in this research. Table 1 indicates which survey statements were related to the administration factor, the work environment factor, and the personal issues factor. Survey items one through three were used as demographic data. Data from survey items 7, 8, 10, 11, 12,

16, 17, and 18 were not used in this research because they were not related to the factors in the study.

Table 1

Survey Item Categories

Factor	Items
Administration	5, 6, 9, 15, 21
Work Environment	19, 22, 23, 24, 25
Personal Issues	13, 14, 20, 26, 27, 28, 29

The Likert-type rating scales in the survey used numbers to indicate the favorable and unfavorable feelings and responses of the participants. The response scale to the statements in this survey include: 1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, and 5 = Strongly Disagree. Data related to each of the related factors was compared to the overall job satisfaction of the participants.

The 2016-17 District Staff Survey was sent in an e-mail with a link that connected the district staff members to a SurveyMonkey® page where they could log responses. A copy of the e-mail solicitation from District X is included in Appendix B. Demographic data as well as agreement scale responses were collected in the 2016-17 District Staff Survey. Respondents were able to make one choice for each question.

The first set of questions recorded staff demographic information. Participants were asked their type of employment within the district: certified/ licensed or classified. Next, they were asked in what type of building they worked. The options were elementary, middle school, high school, other school, or support building. The last

demographic question asked the location where they worked. Participants selected their location from a list of buildings within the district.

Survey item number four was about overall job satisfaction. Respondents were asked, "Overall, how satisfied are you with your job?" Likert-type scale responses included the following options: very satisfied, satisfied, neutral, unsatisfied, and very unsatisfied. For the analyses conducted in this study each label was assigned a number: 1 = Very Satisfied, 2 = Satisfied, 3 = Neutral, 4 = Unsatisfied, and 5 = Very Unsatisfied.

The next portion of the survey was grouped into sets of similar items. Respondents could select their level of agreement with statements about each grouped topic. The response options were Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. Survey items 5, 6, 9, 15, and 21 were related to teacher perceptions of administrative factors. Survey items 19, 22, 23, 24, and 25 were related to teacher perceptions of work environment factors. Survey items 13, 14, 20, 26, 27, 28, and 29 were related to teacher perceptions of personal issue factors. Refer to Appendix A for specific statements listed in each set. For the analyses conducted in this study each label was assigned a number: 1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree.

The last portion of the survey gave respondents the opportunity to provide comments that would assist in district planning. Respondents were able to record their name and building location if they wanted someone from the district to contact them. If participants wanted to leave a comment they were given space to type. The last two questions allowed the respondents to provide comments or concerns/solutions in text boxes associated with each of the following specific areas: Athletics & Activities,

Budget, Communication, Facilities, General Climate, Human Resources, Curriculum & Instruction, Instructional Resource, Special Education, Leadership, and Technology.

Validity and Reliability. The three scales were composed of survey items that fell into three main categories of job satisfaction. The items in the administrative factor scale involved perceptions of the Board of Education, district leaders, the superintendent, and work performance feedback. These items were separate from the other items because they were specific to administration and managerial relationships. Item 15, which related to the superintendent's communication and approachability, was lost from the data and was not included in the analysis of administrative factors.

The items in the work environment factor scale involved workplace diversity, personal value, coworkers, and safety. These items were separate from the other items in the survey because they were specific to the work environment and personal relationships. It was important for the study that administrative relationships and coworker relationships were separated.

The items in the personal issue factor scale involved personal growth, benefits, personal appreciation, personal relationships, respect, and usefulness. These items were separate from other items in the survey because they were specific to personal feelings of worth. These items may be more independent of others and more relative to the individual. Survey items and associated factors are listed on Table 1 on page 48.

Cronbach's alpha was calculated to evaluate the reliability of each scale. According to Cronbach, the number of items used to measure a scale to some extent influences the size of the coefficient, with longer scales corresponding to higher alpha coefficients (Cronbach, 1951). The generally accepted threshold for a reliable scale is α

> .70. Therefore, with the low number of items and alpha values all greater than or equal to .76, the results of the reliability analysis used in this study provide strong evidence of the reliability of the three scales for the factor.

Table 2

Reliability Analysis

Factor	Items	α	n
Administration	5, 6, 9, 21	.746	1958
Work Environment	19, 22, 23, 24, 25	.819	1958
Personal Issues	13, 14, 20, 26, 27, 28, 29	.824	1958

Data Collection Procedures

The researcher contacted administrative staff at the district office in regard to permission to conducting research within the district. Administrative staff referred the researcher to the Director of School Improvement and asked to complete an Internal Research Application Request on January 23, 2017. The researcher e-mailed the completed Internal Research Application Request (Appendix C) to the Director of School Improvement on January 23, 2017. The Baker University Institutional Review Board application (Appendix E) was completed by the researcher and e-mailed it to the Director of School Improvement on January 23, 2017. Approval from the Institutional Review Board (Appendix F) was received on July 30, 2017. Approval from District X (Appendix D) was received on October 16, 2017. The researcher sent approval information to the Director of School Improvement requesting access to the data. The data was sent as an Excel file to the researcher where it was kept on a password protected computer on a password protected file.

Data Analysis and Hypothesis Testing

The research questions used for this study addressed what effect the factors of administration, work environment, and personal issues had on teachers' overall job satisfaction. The three research questions with corresponding hypothesis are as follows:

RQ1. To what extent is there a relationship between teacher perceptions of the administration factor and overall job satisfaction?

H1. The relationship between teacher perceptions of the administration factor and overall job satisfaction is statistically significant.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between teacher perceptions of the administration factor and overall job satisfaction. A one-sample *t* test was conducted to test for the statistical significance of the correlation coefficient. The level of significance was set at .05.

RQ2. To what extent is there a relationship between teacher perceptions of the work environment factor and overall job satisfaction?

H2. The relationship between teacher perceptions of the work environment factor and overall job satisfaction is statistically significant.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between teacher perceptions of the environment factor and overall job satisfaction. A one-sample *t*-test was conducted to test for the statistical significance of the correlation coefficient. The level of significance was set at .05.

RQ3. To what extent is there a relationship between teacher perception of personal issue factors and overall job satisfaction?

H3. The relationship between teacher perceptions of the personal issues factor and overall job satisfaction is statistically significant.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between teacher perceptions of the personal issues factor and overall job satisfaction. A one-sample *t*-test was conducted to test for the statistical significance of the correlation coefficient. The level of significance was set at .05.

Limitations

In this study the relationship between the administration factor, the work environment factor, and personal issue factors and teacher job satisfaction were described. The study was limited to the number of participants who responded to the district's request to complete the voluntary survey. The study was also limited by the accuracy of the representation of thoughts and feelings by the respondents.

Summary

This chapter outlined the purpose of the research and the quantitative nature of this survey study. It also included information about the selection of the participants and reiterated the voluntary nature of their participation. The survey used in the study and how it was used to measure the variables in the specified research questions were described. This chapter contains the research questions along with their related hypotheses and the limitations of the study. Chapter 4 contains the analysis of the data collected in this study as well as the study findings.

Chapter 4

Results

This study was designed to determine if there is a relationship between overall job satisfaction of teachers and three different factors, administrative factors, work environment factors, and personal issue factors. The results were measured by using School District X's employee satisfaction survey and limiting the analysis to only responses from certified teachers.

Descriptive Statistics

The sample for this study included 1,958 certified teachers from the district. The frequency tables below contain information on each survey item and the data collected from the survey item. Each table also includes the number and percentage of participants who responded to each response option.

Table 3

Descriptive Statistics for the Results of Q4

Overall, how satisfied are you with your job?	<i>n</i>	%
Very Unsatisfied	15	0.8
Unsatisfied	50	2.6
Neutral	134	6.8
Satisfied	1015	51.8
Very Satisfied	744	38.0

Table 4

Descriptive Statistics for the Results of Q5

Decisions by the Board of Education reflect their focus on student learning.	<i>n</i>	%
Strongly Disagree	5	0.3
Disagree	574	29.3
Neutral	214	10.9
Agree	33	1.7
Strongly Agree	1132	57.8

Table 5

Descriptive Statistics for the Results of Q6

The Board of Education provides resources appropriate for a quality education.	<i>n</i>	%
Strongly Disagree	4	0.2
Disagree	524	26.8
Neutral	221	11.3
Agree	70	3.6
Strongly Agree	1139	58.2

Table 6

Descriptive Statistics for the Results of Q9

District leaders use the Guiding Principles (Children First, Respect for All, Teamwork, Quality and Excellence, Commitment to Individual Needs) in making decisions.	<i>n</i>	%
Strongly Disagree	15	0.8
Disagree	622	31.8
Neutral	224	11.4
Agree	74	3.8
Strongly Agree	1023	52.2

Table 7

Descriptive Statistics for the Results of Q13

I am satisfied with the learning opportunities I am provided.	<i>n</i>	%
Strongly Disagree	23	1.2
Disagree	636	32.5
Neutral	245	12.5
Agree	131	6.7
Strongly Agree	923	47.1

Table 8

Descriptive Statistics for the Results of Q14

I am satisfied with the benefits offered by the district.	<i>n</i>	%
Strongly Disagree	65	3.3
Disagree	260	13.3
Neutral	435	22.2
Agree	289	14.8
Strongly Agree	909	46.4

Table 9

Descriptive Statistics for the Results of Q19

Diversity (i.e. age, culture, gender, languages, race, ethnicity, disabilities, religious perspectives) is valued in my workplace.	<i>n</i>	%
Strongly Disagree	10	0.5
Disagree	982	50.2
Neutral	170	8.7
Agree	58	3.0
Strongly Agree	738	37.7

Table 10

Descriptive Statistics for the Results of Q20

At work, I have input into the decisions that directly affect my work.	<i>n</i>	%
Strongly Disagree	31	1.6
Disagree	711	36.3
Neutral	266	13.6
Agree	123	6.3
Strongly Agree	827	42.2

Table 11

Descriptive Statistics for the Results of Q21

I receive feedback to improve my performance.	<i>n</i>	%
Strongly Disagree	25	1.3
Disagree	649	33.1
Neutral	227	11.6
Agree	122	6.2
Strongly Agree	935	47.8

Table 12

Descriptive Statistics for the Results of Q22

I am valued and appreciated for the work I do.	<i>n</i>	%
Strongly Disagree	29	1.5
Disagree	721	36.8
Neutral	261	13.3
Agree	128	6.5
Strongly Agree	819	41.8

Table 13

Descriptive Statistics for the Results of Q23

The people I work with cooperate and work as a team.	<i>n</i>	%
Strongly Disagree	20	1.0
Disagree	882	45.0
Neutral	153	7.8
Agree	82	4.2
Strongly Agree	821	41.9

Table 14

Descriptive Statistics for the Results of Q24

The people at work are dedicated to improving student achievement.	<i>n</i>	%
Strongly Disagree	2	0.1
Disagree	1034	52.8
Neutral	86	4.4
Agree	31	1.6
Strongly Agree	805	41.1

Table 15

Descriptive Statistics for the Results of Q25

I have a safe and secure work environment.	<i>n</i>	%
Strongly Disagree	21	1.1
Disagree	1090	55.7
Neutral	106	5.4
Agree	39	2.0
Strongly Agree	702	35.9

Table 16

Descriptive Statistics for the Results of Q26

At work, I have someone I can trust and in whom I can confide.	<i>n</i>	%
Strongly Disagree	8	0.4
Disagree	1209	61.7
Neutral	88	4.5
Agree	50	2.6
Strongly Agree	603	30.8

Table 17

Descriptive Statistics for the Results of Q27

My ideas and opinions are respectfully considered.	<i>n</i>	%
Strongly Disagree	23	1.2
Disagree	716	36.6
Neutral	247	12.6
Agree	97	5.0
Strongly Agree	875	44.7

Table 18

Descriptive Statistics for the Results of Q28

In my position, I am able to use my talents and skills.	<i>n</i>	%
Strongly Disagree	14	0.7
Disagree	1000	51.1
Neutral	84	4.3
Agree	42	2.1
Strongly Agree	818	41.8

Table 19

Descriptive Statistics for the Results of Q29

I am proud to tell others I work for the District X Public Schools.	<i>n</i>	%
Strongly Disagree	1	0.1
Disagree	1219	62.3
Neutral	82	4.2
Agree	21	1.1
Strongly Agree	635	32.4

Hypothesis Testing

Data from District X was separated and an analysis of the three research questions was conducted. The research questions and corresponding hypotheses are outlined below along with the method and results of the statistical analysis.

RQ1. To what extent is there a relationship between teacher perceptions of the administration factor and overall job satisfaction?

H1. The relationship between teacher perceptions of the administration factor and overall job satisfaction is statistically significant.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between teacher perceptions of the administration factor and overall job satisfaction. A one-sample t test was conducted to test for the statistical significance of the correlation coefficient. The level of significance was set at .05. The correlation coefficient ($r = .510$) provided evidence for a moderately strong positive relationship between teacher perceptions of the administration factor and overall job satisfaction. The results of the one-sample t test indicated a statistically significant relationship between teacher perceptions of the administration factor and overall job satisfaction, $df = 1956$, $p = .000$. As teacher perceptions of the administration factor become more positive, job satisfaction increases. H1 is supported.

RQ2. To what extent is there a relationship between teacher perceptions of the work environment factor and overall job satisfaction?

H2. The relationship between teacher perceptions of the work environment factor and overall job satisfaction is statistically significant.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between teacher perceptions of the environment factor and overall job satisfaction. A one-sample t test was conducted to test for the statistical significance of the correlation coefficient. The level of significance was set at .05. The correlation coefficient ($r = .548$) provided evidence for a moderately strong positive relationship between teacher perceptions of the environment factor and overall job satisfaction. The results of the one-sample t test indicated a statistically significant relationship between teacher perceptions of the environment factor and overall job

satisfaction, $df = 1956$, $p = .000$. As teacher perceptions of the environment factor become more positive, job satisfaction increases. H2 is supported.

RQ3. To what extent is there a relationship between teacher perception of personal issue factors and overall job satisfaction?

H3. The relationship between teacher perceptions of the personal issues factor and overall job satisfaction is statistically significant.

A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between teacher perceptions of the personal issues factor and overall job satisfaction. A one-sample t test was conducted to test for the statistical significance of the correlation coefficient. The level of significance was set at .05. The correlation coefficient ($r = .607$) provided evidence for a moderately strong positive relationship between teacher perceptions of the personal issues factor and overall job satisfaction. The results of the one-sample t test indicated a statistically significant relationship between teacher perceptions of the personal issues factor and overall job satisfaction, $df = 1956$, $p = .000$. As teacher perceptions of the personal issues factor become more positive, job satisfaction increases. H3 is supported.

Summary

Chapter 4 presented the results of the quantitative data utilizing descriptive statistics for the three research questions. Results of the hypothesis tests revealed that there was a statistical significance between teacher perception of the administration factor and overall job satisfaction, teacher perception of the work environment factor and overall job satisfaction, and teacher perception of the personal issues factor and overall job satisfaction. Chapter 5 presents a study summary including overview of the problem,

purpose statement and research questions, review of methodology, and major findings.

Chapter 5 also includes findings related to literature, conclusions, implications for action, and recommendations for future research.

Chapter 5

Interpretation and Recommendations

This chapter includes a summary of the study, a restatement of the problem, purpose statement, and research questions. The methodology is reviewed and the major findings are discussed. Research findings related to the literature are explained. The chapter includes implications for action based on the findings, recommendations for future research related to this study, and concluding remarks.

Study Summary

Overview of the problem. As educational leaders search for ways to establish a more successful and productive educational system, the factors of teacher job satisfaction need to be taken into consideration. Teachers have been becoming more dissatisfied with their jobs (Markow & Macia, 2013; Strauss, 2013). If teacher job satisfaction affects the rate in which teachers remain in their jobs as Ingersoll (2001) suggested, there may continue to be a high rate of teachers leaving their jobs.

Teachers have a large impact on student performance (Hattie, 2003; Rand Education, 2016). Teachers who are dissatisfied with their jobs or are considering other occupations could become less effective in the classroom. According to Layton (2015) and Perda (2013), nearly 20% to 40% of teachers left the profession in the first five years. If satisfied teachers stay in the profession longer they increase their experience and effectiveness (Rand, 2016).

Previous studies have focused on teacher characteristics as a factor in teacher job satisfaction and retention and have not fully addressed the organizational system (Ingersoll, 2001). Teacher shortages have been a result of the high demand of replacing

teachers who have left, not a lack of qualified candidates seeking teaching position (Ingersoll, 2001). In order to alleviate this problem, it is important to investigate the factors associated with teacher satisfaction and the relationship to overall job satisfaction as they may relate to teacher retention and effectiveness.

Purpose statement and research questions. The purpose of this study was to assess the relationship between the level of teacher job satisfaction as indicated in a satisfaction survey and factors associated with teacher job satisfaction. The factors included in this study were administration, work environment, and personal issues. The specific research questions are as follows:

RQ1. To what extent is there a relationship between teacher perceptions of the administration factor and overall job satisfaction?

RQ2. To what extent is there a relationship between teacher perceptions of the work environment factor and overall job satisfaction?

RQ3. To what extent is there a relationship between teacher perceptions of the personal issues factor and overall job satisfaction?

Review of the methodology. The target population for this study was all certified teachers within District X. The sample for this study included 1,958 certified teachers from the district who responded to the survey in 2017. This study used a quantitative descriptive research design which used archived survey data to address the research questions. The variables used in the study were the perception of teachers in relation to administrative factors, work environment factors, and personal issue factors. These factors were statistically compared to the overall job satisfaction reported in the survey.

The instrument used in this study was used annually to measure the satisfaction of district employees by means of assessing the teachers' perceptions of their jobs. This instrument is a climate perception-based survey that district officials issue annually and use data from in their decision-making processes. A Pearson product moment correlation coefficient was calculated to index the strength and direction of the relationship between teacher perceptions of the administration factor and overall job satisfaction, the work environment factor and overall job satisfaction, and the personal issues factor and overall job satisfaction. A one-sample *t*-test was conducted for each relationship to test for the statistical significance of the correlation coefficient.

Major findings. Results related to the research questions revealed that there was a statistically significant, moderately strong, positive relationship between teacher's overall perception of overall job satisfaction and teacher's perceptions of each of the three tested factors (administration, work environment, and personal issues).

Findings Related to the Literature

Spector (1997) described job satisfaction as how people feel about their jobs. In general, job satisfaction as a term has related to the amount an employee either likes or dislikes their jobs (Hoppock, 1935; Smith, Kendall, & Hulin, 1969; Spector, 1997). This section relates the findings from this study to previous job satisfaction research.

The Society for Human Resource Management (2016) ranked the top five contributors to job satisfaction. The first four listed in order of significance were respectful treatment of employees, compensation/pay, overall benefits, and job security. The fifth most highly rated contributor to job satisfaction was a tie between opportunities to use skills and abilities, and trust between employees and management. This study used

three job satisfaction factors as related to overall teacher job satisfaction: administration, work environment, and personal issues.

This current study revealed that there was a statistical relationship between teacher overall job satisfaction and administrative factors. This is consistent with prior research as both Hoppock (1935) and Herzberg et al. (2010) found that management was a contributing factor to job satisfaction. Ingersoll (2001) stated that lack of support by administration was listed by former teachers a major factor for leaving the profession and significant numbers who departed from their jobs were dissatisfied with administrators. Markow et al. (2013) also found that teacher-principal relationships were also strongly associated with job satisfaction because administrators and teachers tend to have different priorities for leadership.

Employee satisfaction and productivity are linked, so management must acknowledge the importance of human factors to increase job satisfaction (Hai, 2011). Herzberg et al. (2010) also found supervision to be an important job satisfaction variable, but supervision was usually listed as a dissatisfier by employees rather than a motivator. This means that administration is more likely to prevent dissatisfaction rather than create satisfaction.

This study also revealed that there is a significant relationship between teacher overall job satisfaction and work environment factors. Previous research supports the claim that work environment is related to overall job satisfaction (Herzberg et al., 2010; Hoppock, 1935; Ingersoll, 2000, 2001; Locke, 1976). Work environment or work conditions include items like infrastructure, schedule, number of work hours, physical properties of the surroundings, and relationship with coworkers including supervisors,

peers, and subordinates (Ejiogu, 1985, Gopinath & Shibu 2014). External factors such as work environment, and not always the work itself, affect job satisfaction (Herzberg et al., 2010). Basic working conditions are a part of basic human needs and are one of the most important factors in job satisfaction (Hoppock 1935, Locke 1976).

Herzberg looked at working conditions and environment as needs to be met in order to prevent job dissatisfaction, rather than as producers of job satisfaction (2010). New teachers cited working conditions as one of their most important factors in job satisfaction (Ingersol, 2001). The retention of new teachers has been particularly problematic with many citing work environment issues as the reason for leaving the profession (Ingersol 2000, 2001). The United States Department of Education (2000) found that new teachers were often given overwhelming workloads, challenging students, multiple subjects to teach, and assigned extra-curricular activities which may have contributed to the job dissatisfaction. Much of the teacher turnover occurs within the first five years of employment with younger teachers (Ingersol, 2001). The rate of turnover of younger teachers could slow if educational leaders take special consideration of the relationship between newer teachers leaving the profession and work environment.

This current study also revealed that there is a statistical relationship between teacher overall job satisfaction and personal issue factors. Some personal issue factors of job satisfaction include income (Argyris, 1964; Hoppock, 1935; Hoy & Miskel, 1991; Locke, 1976; Maslow, 1954), stress (Layton 2015), and public perception (Herzberg, 1966; Herzberg et al., 1959; Maslow, 1954). Argyris (1964) stated it could be inferred that promotions within an organization or high perception of professionalism for a position related to a higher probability that people will report intrinsic work satisfaction.

In relation to public perception, a Harris poll regarding the prestige of different careers indicated that 51% of those surveyed rated teaching as prestigious (Markow & Cooper, 2008). Markow and Cooper (2008) stated that teachers could become dissatisfied with their jobs if they did not feel professionally compensated. The Survey of the American Teacher (2011) indicated that 65% of teachers reported that teachers' salaries are not fair for the work they do (Markow and Pieters, 2011). This is reiterated with The Survey of the American Teacher (2012), which indicated that teachers did not feel they were earning incomes and incentives relative to other professionals (Markow et al., 2013).

Personal stress is also a factor as Taylor (1911) believed that employees who received high wages with little exhaustion were the most satisfied with work (Locke, 1976). This would infer that employees who receive what they perceive are low wages with high exhaustion as the least satisfied. If Taylor was correct, the 70% of teachers who reported that they were often stressed (American Federation of Teachers, 2015) along with the 65% of teachers who reported that they were underpaid, would create a circumstance for low job satisfaction.

Research has indicated that most teachers felt a high level of stress in their jobs (Layton, 2015, Strauss, 2013). New educational initiatives make some teachers nervous and most teachers have reported feeling mentally and physically exhausted at the end of the day (Layton, 2015). Listed on the Quality of Worklife Survey were contributing sources of stress for teachers in the workplace. In order from greatest to least were; adoption of new initiatives without proper training, negative portrayal of teachers and schools by the media, uncertain job expectations, salary, lack of participation in decision

making, fear of job loss, lack of opportunity for advancement, and physical exertion (American Federation of Teachers, 2015).

Conclusions

This section includes conclusions derived from the study examining the relationship between overall job satisfaction and the factors of administration, work environment, and personal issues. Implications for further action and recommendations for future research are also included in this section. This section ends with concluding remarks.

Implications for action. The results of this current study suggest that the three factors in this study, administration, work environment, and personal issues, are important in relation to overall job satisfaction. The relationship between each of the factors and overall job satisfaction was statistically significant. Leadership from District X as well as leadership from other districts should consider these factors when trying to improve overall job satisfaction of their teachers.

Districts can use this research to decide which factors are used to attract and maintain a teaching staff. The data also suggests that districts should place their finances and effort into administrative issues, work environment issues, and personal issues as they have a strong relation to teacher job satisfaction. The findings also suggest that districts need not only focus on salary to motivate and keep teachers. Creating a more positive work environment, giving teachers more decision-making power, and clarifying job expectations are other more cost-effective factors that can increase the overall job satisfaction of their teachers.

Recommendations for future research. This study did not examine the relationship between overall job satisfaction and teacher retention. Research from the literature review indicated that there was a high level of job dissatisfaction; however, this research did not examine overall job satisfaction or the related factors regarding teacher retention. This study was only used to identify factors of job satisfaction that were related to the overall job satisfaction of teachers. Future research could address overall job satisfaction as it relates to teacher retention and longevity in the profession. The job satisfaction factors of administration, work environment, or personal issues are more important as they may relate to retaining teachers.

This study also did not examine overall job satisfaction of classified personnel as it relates to administration, work environment, and personal issues. A study incorporating or comparing how certified and classified personnel relate to these factors and overall job satisfaction could direct districts as to how they spend their time and money in training, paying, hiring, and working employees. Any of the factors showing a significant difference in job satisfaction could direct district attention to what may be a source of job dissatisfaction. The same comparisons could be conducted for the classified employees of the district in areas such as aides, secretarial, and custodial.

Concluding remarks. Job satisfaction has been studied for decades using similar job satisfaction factors in different ways to identify their significance in job satisfaction. This study focused on teachers and a set of job satisfaction factors to better understand how to increase the satisfaction of teachers. The results of the relationships were statistically significant, but this study is not intended to be a definitive guide to the factors involved in teacher job satisfaction.

Teaching is a dynamic and challenging profession in which the factors not only change from district to district, but from classroom to classroom. Teacher job satisfaction may be impacted by their relationships with administration, their work environment, or in the personal issues that affect them. Teaching is an important part of our culture, development of adults, and future of our country, and those involved deserve to be satisfied in their roles because of the heavy social responsibility they carry.

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Appendices

Appendix A: 2016-17 District Staff Survey

2016-17 District Staff Survey

Introduction

Thank you for participating in the District X Public Schools 2016-17 District Staff Survey. The survey is anonymous. The only data collected is whether your position is certified/licensed or classified and which building is your predominant work location. The survey should take you less than 15 minutes. You may change your responses at any point prior to clicking submit. Thank you for providing your input.

1. What type of position do you have?
 - Certified/Licensed
 - Classified

2. Please select your type of school/building:
 - Elementary (PreK-Grade 5)
 - Middle School
 - High School
 - Other School
 - Support Building

3. At which location do you work? (Home building)

4. Overall, how satisfied are * you with your job?
 - Very Satisfied
 - Satisfied
 - Neutral
 - Unsatisfied
 - Very Unsatisfied

Please rate your level of agreement on the following statements regarding the BOARD OF EDUCATION

(Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree).

5. Decisions by the Board of Education reflect their focus on student learning.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree

6. The Board of Education provides resources appropriate for a quality education.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

This next section asks you to think about the DISTRICT AS A WHOLE. Please rate your level of agreement with the following statements.

7. I know the district's mission (what it is trying to accomplish).

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

8. Students in the District X Public Schools are provided a high quality education.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

9. District leaders use the Guiding Principles (Children First, Respect for All, Teamwork, Quality and Excellence, Commitment to Individual Needs) in making decisions.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

10. I get the information I need about the District X Public Schools.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

11. More information on budget development and district finances would be helpful.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

12. The District X Public Schools help strengthen the community.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

13. I am satisfied with the learning opportunities I am provided.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

14. I am satisfied with the benefits offered by the district.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

15. The superintendent communicates well within the district and is approachable.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

The next section asks you to think about your **INDIVIDUAL WORKPLACE**. Please rate your level of agreement with the following statements.

16. My supervisor/appraiser facilitates an environment that helps me do my job.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

17. My supervisor/appraiser facilitates an environment that promotes legal and ethical behavior.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

18. I am comfortable to report unethical/illegal behavior to my supervisor, the district's compliance officer, or human resources.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

19. Diversity (i.e. age, culture, gender, languages, race, ethnicity, disabilities, religious perspectives) is valued in my workplace.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

20. At work, I have input into decisions that directly affect my work.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

21. I receive feedback to improve my performance.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

22. I am valued and appreciated for the work I do.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

23. The people I work with cooperate and work as a team.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

24. The people at work are dedicated to improving student achievement.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

25. I have a safe and secure work environment.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

26. At work, I have someone I can trust and in whom I can confide.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

27. My ideas and opinions are respectfully considered.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

28. In my position, I am able to use my talents and skills.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

The next question asks you your OVERALL FEELINGS about working in the District X Public Schools.

29. I am proud to tell others that I work for the District X Public Schools.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Please provide any brief comments you have that will assist in planning. Please note your name/location if you would like someone to get back with you. Again, thank you for taking time to provide your thoughts and input.

30. Would you like * to leave a comment?

Yes

No

This section will give you an opportunity to leave a Compliment (Q31) or Concern (Q32).

If you have a specific concern, we would encourage you to speak directly with someone, such as the person(s) with whom you have the concern, your direct supervisor or building administrator, or a district administrator. The survey provides general information about the working environment.

Please be sure to leave your comments in the appropriate section.

31. Compliments: Enter compliments only in the spaces provided below.

Athletics & Activities

Budget

Communication: BOE,

District, Building

Facilities

General Climate

Human Resources

Instruction: Curriculum &

Instruction, Instructional

Resources, Special

Education

Leadership

Technology

32. Concerns/Solutions: Enter concerns only in the spaces provided below.

Athletics & Activities

Budget

Communication: BOE,

District, Building

Facilities

General Climate

Human Resources

Instruction: Curriculum &

Instruction, Instructional

Resources, Special

Education

Leadership

Technology

Thank you for your participation. We value your feedback and will use it to guide our continuous improvement efforts. Results of this survey will be available via Online District X and provided to your building administration in the spring of 2017.

Appendix B: E-mail Solicitation from District X

Your opinion counts! The Staff Survey should take less than 15 minutes!

The survey is completely anonymous. The only data collected is whether your position is certified or classified and which building is your predominant location. Results are sent to each school/support site and analyzed district-wide. Input impacts decision-making. The final date for input is **February 1**.

If you have a **specific concern**, we would encourage you to speak directly with someone, such as the person(s) with whom you have the concern, your direct supervisor or building or a district administrator. The survey provides general information about the working environment.

Please [click below](#) on either the English or Spanish version of the survey. If you know someone who does not have computer access, a paper copy can be obtained from the building administrator or secretary.

Thank you. [REDACTED]

English: [2016-17DistrictStaffSurvey](#)

Spanish: [2016-17DistrictStaffSurvey-Spanish](#)

Dr. [REDACTED] **Deputy Superintendent** [REDACTED] **Public Schools**

[REDACTED]

Appendix C: Internal Research Application Request

Public Schools Research Proposals

The Board of Education encourages research projects for the purpose of improving educational practice. All research projects will be approved by the Superintendent and/or his designee prior to implementation.

ADMINISTRATIVE PROCEDURE

All individuals wishing to conduct research in [REDACTED] must follow these designated procedures.

1. The research proposal with the completed Research Application Request (starting on page 2 of this document) is submitted to [REDACTED].

2. Each application is reviewed at the district level, by gaining input from various personnel, to determine alignment with district philosophy, the district strategic plan and participant responsibilities. This process will take at least two (2) weeks.

3. After review, the research will be approved, not approved, or approved with restrictions. At the conclusion of the study, a copy of the results of the research will be provided to the district.

Each proposal should meet the following criteria:

- Show evidence of careful planning, including a review of current literature, if appropriate.
- Be planned in advance as to minimize interruptions in the regular school program.
- Make no undue demands upon the time of students and staff.
- Respect the rights of privacy of personal data concerning students and staff.
- Include informed consent statements from parents when necessary.
- Provide for the protection of human subjects under the law (45-CFR 46).
- Respect the right of individuals to refrain from participation in research studies.

Administrative Responsibility: Teaching and Learning Department

Added: April 1, 1999 [REDACTED] Board of Education Policies Section IL

The [REDACTED] Public Schools prohibit discrimination on the basis of race, color, national origin, sex, age, religion or disability in its programs, activities or employment, and provides equal access to the Boy Scouts and other designated youth groups to its facilities as required by: Title IX of the Education Amendments of 1972, Title VI and Title VII of the Civil Rights Act of 1964, the Age Discrimination Act of 1975, the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973 and other relevant state and federal laws. Inquiries regarding compliance with applicable civil rights statutes related to ethnicity, gender, age discrimination or equal access may be directed to Staff Counsel, [REDACTED].

[REDACTED] All inquiries regarding compliance with applicable statutes regarding Section 504 of the Rehabilitation Act and the Individuals with Disabilities Education Act and the Americans with Disabilities Act may be directed to the Assistant Superintendent General Administration, [REDACTED]. Interested persons including those with impaired vision or hearing, can also obtain information as to the existence and location of services, activities and facilities that are accessible to and usable by disabled persons by calling the Assistant Superintendent General Administration. (04/13) Internal

Research Application Request-Internal

Applications to conduct research are accepted at three different points during the school year (refer to submission dates). Applications received after the submission date will be denied but may be resubmitted during the next window. *For course work that does not fall within one of the submission windows exceptions will be made on an as needed basis.* Allow a minimum of two (2) weeks for completion of the review process.

Submission Dates:

📄 **Research Submission 1:** If you are wishing to conduct research during the **Fall Semester** – applications may be submitted **September 1 through September 15**. Any applications submitted **after September 15 will be denied**.

📄 **Research Submission 2:** If you are wishing to conduct research during the **Spring Semester** – applications may be submitted **January 15 - through January 30**. Any applications submitted **after January 30 will be denied**.

📄 **Research Submission 3:** If you are wishing to conduct research during the **Summer Semester** – applications may be submitted **May 1 through June 5**. Any applications submitted **after June 5 will be denied**.

INSTRUCTIONS:

Your final application should include submission of the following requirements:

(1) The completed **application** (required for all types of research) – must be typed.

(2) If conducting research as a means to secure an **advanced degree** (doctorate or masters), include a copy of the university/college Human Experimentation Committee project review and approval letter (if applicable), and a letter from your academic advisor/committee (or other appropriate university/college official) indicating that the research project has been reviewed and approved.

(3) If conducting research and/or a survey for the purpose of research that is associated with a **college class assignment** please include documentation from that class regarding purpose and verification of assignment. Include a letter from the instructor and from your principal indicating they give you permission to conduct the research/survey for the college class assignment.

(4) Acknowledgement that you will abide by the [REDACTED] **Public Schools Student Privacy IDAE policy**.

(5) **You will not use or reference the [REDACTED] Public Schools (district or individual school) by name in your study.**

(6) All requirements can be scanned and sent as attachments through email to [REDACTED] [REDACTED] and the assistant [REDACTED]

1. **Applicant(s) Name:** Richard Kessler

2. **Position:** 6th Grade Science Teacher

3. **School/Location:** [REDACTED]

4. **Telephone:** [REDACTED] Internal

5. Email address: [REDACTED]

6. Project Title: Teacher Satisfaction as Rated by the Job Factors; Administration, Work Conditions, Income, Stress, and Public Opinion

7. The proposed research is for: Initial research for a dissertation for Doctorate in Education through Baker University.

Seeking an advanced degree: Yes X No

Conducting research as part of a college class assignment: Yes X No

College Semester: Fall Spring x Summer

Other: please explain

University/College Affiliation Name: Baker University

University/College Name: Baker University

Department: Education

Street Address: 7301 College Blvd.

City, State and Zip Code: Overland Park, KS 66210

Phone Number: 913.491.4432

Fax Number: 913.491.0470

8. Anticipated Dates:

Beginning Date: 3/1/2017

Ending Date: 5/1/2017

Date Final Report Available/Provided to [REDACTED] Public Schools: 6/1/2017

9. Participant Description:

Educational Level of Students involved in the study (preschool, elementary, middle level, high school): No students

Number of schools involved in the study: District teachers

Names of schools you would like to involve in your study: District schools

Number of teachers involved in the study: As many as will respond

Number of students involved in the study: 0

10. Has the project been submitted to a Human Experimentation Committee? Respond Yes or No. No

10a. If no, please explain why your project has not been submitted to a committee on human experimentation. As indicated in the below letter from my major advisor, "His study will be submitted for approval to our Institutional Review Board prior to the gathering of any data."

10b. Paste a copy of the letter from the Human Experimentation Committee regarding your study (Word format) below or attach a scanned copy along with your request.

11. Brief review of the literature:

Teacher job satisfaction has been a topic of research and concern for years. There have been trends of higher and lower teacher satisfaction which could be results of a number of factors. In recent time there have been a number of articles stating conflicting data in teacher job satisfaction. The National Center for Educational Statistics (2016) stated that nine out of ten teachers reported being satisfied with their jobs in the School and Staffing Surveys in 2004, 2008, and 2012. On the contrary, Strauss reports that teacher job satisfaction has dropped twenty-three percent since 2008 and is at the lowest level in twenty-five years (2013). This study will relate teacher job satisfaction levels to the rate in which teachers intend to stay in the profession. With nearly twenty percent of teachers leaving the profession in the first five years (Layton, 2015), it is important to investigate the factors of teacher satisfaction and how it relates to teacher retention.

12. Major research questions and purpose of the study:

Q1: What factors contribute to teachers staying at their jobs?

Q2: What factors contribute to teachers leaving their jobs?

Q3: What factors contribute to teacher satisfaction?

Q4: What factors contribute to teacher dissatisfaction?

The purpose of the study is to find a relationship between teacher job satisfaction and general factors. If a certain factor is more indicative in teacher attrition, it is a factor that can be addressed to increase teacher retention.

13. Methodology (be specific) If administering a survey include survey instrument:

The data will be obtained using a shortened version of Paul Spector's job satisfaction survey. Data will be collected using a Survey Monkey that is sent out to district teachers.

14. Method Summary:

A job satisfaction survey will be sent out by Survey Monkey to district teachers. Job satisfaction data will be collected according to the following factors: administration, work environment, income, stress, and public opinion. Additional information as to if the teacher plans on staying in the profession will be collected. This data will be analyzed in order to establish a pattern as to what factors might be related to teacher retention.

15. Research Design/Data Analysis:

The research will be quantitative in nature and a variety of statistical analyses will be conducted.

16. Perceived Benefits of the Project:

The analysis of the data would show patterns between teacher satisfaction and certain factors that contribute to satisfaction or dissatisfaction. Factors that contribute to satisfaction would show areas that improve teacher retention and factors that contribute to dissatisfaction would show the district areas that could be improved in order to retain experienced and effective teachers.

17. Project Dissemination Plan:

The research will be distributed to district leaders to use as they see most beneficial. The only other dissemination will be in the completion and submission of the dissertation to Baker University.

18. Briefly describe how this research project supports [REDACTED] District curriculum, a district goal, and/or individual school's improvement plan.

As the district prepares students for their future, we acknowledge that there are differences in buildings, teachers, students, and communities. Research shows that experienced and effective teachers increase academic achievement. Retaining these teachers has a positive impact on getting students prepared for their futures.

21. Please provide a letter from your faculty advisor/committee or other appropriate official indicating that the research project has been reviewed and the researcher has met all requirements necessary to conduct the proposed research. Paste an electronic copy of the letter into this section or attach a scanned copy along with your request.

January 23, 2017

Dr. [REDACTED]

Director of School Improvement and Assessment

Instructional Resource Center

[REDACTED] Public Schools

Dear Dr. [REDACTED]

This letter is written as confirmation that as Richard Kessler's major advisor at Baker University, I have received and approved his study. Additionally, I can confirm that his study has been reviewed and approved by one of our research analysts.

If you have any questions or concerns regarding this study, please do not hesitate to contact me.

Internal

Sincerely,
Jim Robins, Ed. D.

22. Please provide a copy of your class syllabus if you are conducting research as part of a class project. Paste an electronic copy of the document into this section or provide a scanned copy when submitting your application.

The research is not for a specific class, but for the culmination of the Doctor of Education degree in the form of a dissertation.

23. I/We acknowledge that we have read and will abide by the [REDACTED] Public Schools Student Privacy IDAE policy.

Respond: Yes or No Yes

24. I/We acknowledge that we will not use or reference the [REDACTED] Public Schools (district or school) by name in the study.

Respond: Yes or No Yes

25. Any other comments regarding your application?

No

Appendix D: Approval to Obtain and Use Data

Dear Rich:

I spoke recently with Dr. Robins (your advisor) and Dr. Waterman (your research analyst) regarding your need for different data for your dissertation. After further work, I believe the attached data will meet your needs. I segmented only certified/licensed data by the questions you had requested previously. Additionally, I removed the building indication. I did not provide you data for Question 15 as that was only data on our temporary, interim superintendent.

Again, we appreciate your confidentiality of this data as we are very conscious not to analyze or share data specific to individual responses. It is a commitment we have made in the district to those completing the survey.

Best wishes.

██████████

Appendix E: Baker University Institutional Review Board Request



SCHOOL OF EDUCATION
GRADUATE DEPARTMENT

Date: _____
IRB PROTOCOL NUMBER _____
(IRB USE ONLY)


IRB REQUEST
Proposal for Research
Submitted to the Baker University Institutional Review Board

I. Research Investigator(s) (Students must list faculty sponsor first)

Department(s) School of Education Graduate Department

Name	Signature	
1. Dr. Jim Robins	_____	Major Advisor
2. Margaret Waterman	_____	Research Analyst
3.		University Committee Member
4.		External Committee Member

Principal Investigator:
Phone:
Email:
Mailing address:

Richard Kessler 
913-221-5297
kessler19@hotmail.com
15735 W. Beckett Lane
Olathe, KS 66062

Faculty sponsor:
Phone:
Email:

Dr. Jim Robins
913-344-1222
jim.robins@bakeru.edu

Expected Category of Review: ___ Exempt Expedited ___ Full

II: Protocol: (Type the title of your study)

The Extent to Which Major Job Factors Affect Teacher Job Satisfaction

Summary

In a sentence or two, please describe the background and purpose of the research.

The purpose of this study was to assess the relationship between the level of teacher job satisfaction as indicated in a satisfaction survey and factors associated with teacher job satisfaction including: administration, work environment, and personal factors.

Briefly describe each condition or manipulation to be included within the study.

There are no conditions or manipulations in this study.

What measures or observations will be taken in the study? If any questionnaire or other instruments are used, provide a brief description and attach a copy.

The investigator has received permission to analyze data from the [REDACTED] School District's 2016-17 District Staff Survey. Documentation of permission is attached as well as a copy of the survey.

Will the subjects encounter the risk of psychological, social, physical, or legal risk? If so, please describe the nature of the risk and any measures designed to mitigate that risk.

There are no psychological, social, physical, or legal risks involved in this study.

Will any stress to subjects be involved? If so, please describe.

There will be no stress on subjects involved in this study.

Will the subjects be deceived or misled in any way? If so, include an outline or script of the debriefing.

The subjects will not be deceived or misled in this study.

Will there be a request for information which subjects might consider to be personal or sensitive? If so, please include a description.

There will be no requests for personal or sensitive information in this study.

Will the subjects be presented with materials which might be considered to be offensive, threatening, or degrading? If so, please describe.

There will be no materials that might be considered offensive, threatening, or degrading presented in this study.

Approximately how much time will be demanded of each subject?

No time will be required of the subjects because the data has already been collected by the school district.

Who will be the subjects in this study? How will they be solicited or contacted? Provide an outline or script of the information which will be provided to subjects prior to their volunteering to participate. Include a copy of any written solicitation as well as an outline of any oral solicitation.

The subjects in the study will be staff members of the [REDACTED] School District who elected to respond to the 2016-17 District Staff Survey. They were contacted via e-mail by the district administration. A copy of the e-mail solicitation is included.

What steps will be taken to insure that each subject's participation is voluntary? What if any inducements will be offered to the subjects for their participation?

The e-mail solicitation from the district did not offer any inducements for participation in the study, nor did it require the survey to be completed.

How will you insure that the subjects give their consent prior to participating? Will a written consent form be used? If so, include the form. If not, explain why not.

The survey was voluntary and personal documentation of participation was not recorded.

Will any aspect of the data be made a part of any permanent record that can be identified with the subject? If so, please explain the necessity.

The survey data collected and analyzed in this study will not be part of any permanent record.

Will the fact that a subject did or did not participate in a specific experiment or study be made part of any permanent record available to a supervisor, teacher or employer? If so, explain.

Participation in the survey will not be part of any permanent record available to a supervisor, teacher, or employer.

What steps will be taken to insure the confidentiality of the data? Where will it be stored? How long will it be stored? What will be done with it after the study is completed?

To insure the confidentiality of the data, it will be safely stored through the defense of the dissertation and then destroyed.

If there are any risks involved in the study, are there any offsetting benefits that might accrue to either the subjects or society?

There are no risks for participants involved in the study.

Will any data from files or archival data be used? If so, please describe.

The data is archived data from a district sent survey regarding job satisfaction.

Appendix F: Baker University Institutional Review Board Approval

Baker University Institutional Review Board

July 30, 2017

Dear Richard Kessler and Dr. Robins,

The Baker University IRB has reviewed your research project application and approved this project under Exempt Status Review. As described, the project complies with all the requirements and policies established by the University for protection of human subjects in research. Unless renewed, approval lapses one year after approval date.

Please be aware of the following:

1. Any significant change in the research protocol as described should be reviewed by this Committee prior to altering the project.
2. Notify the IRB about any new investigators not named in original application.
3. When signed consent documents are required, the primary investigator must retain the signed consent documents of the research activity.
4. If this is a funded project, keep a copy of this approval letter with your proposal/grant file.
5. If the results of the research are used to prepare papers for publication or oral presentation at professional conferences, manuscripts or abstracts are requested for IRB as part of the project record.

Please inform this Committee or myself when this project is terminated or completed. As noted above, you must also provide IRB with an annual status report and receive approval for maintaining your status. If you have any questions, please contact me at EMorris@BakerU.edu or 785.594.7881.

Sincerely,



Erin Morris PhD
Chair, Baker University IRB

Baker University IRB Committee
Joe Watson PhD
Nate Poell MA
Susan Rogers PhD
Scott Crenshaw