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A STUDY OF EDUCATOR HEALTH, MOTIVATION, AND SATISFACTION

AT MIDDLE TOWNSHIP HIGH SCHOOL

By
Karen Buesing

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Arts Degree in the Graduate Division
Rowan University
May, 1998

Approved by

_____
/Professor

Date Approved___ May 1998_____

ABSTRACT

Karen Buesing

A Study of Educator Health,
Motivation, and Satisfaction
at Middle Township High School
1997-1998
Dr. Ronald L. Capasso Ed.D
Educational Leadership

The purpose of the study was to increase the effectiveness of communication between administration and faculty within a secondary educational organization. Forty-three educators within a total population of 73 participated in the study and completed a survey instrument that examined teacher health, motivation, and satisfaction. The survey yielded quantitative and qualitative data within the areas of demographics, orientation to teaching, areas of satisfaction and dissatisfaction, commitment to life goals, and health. Quantitative data was computer-generated, and narrative responses were categorized within general areas related to the teaching profession. All data was presented and discussed within the structure of specific framing questions. The study revealed that the faculty had become complacent and dissatisfied with many aspects of the teaching profession due to ineffective leadership and poor communication, yet faculty members still viewed students as their primary focus. Shared decision making will result in the selection of a new administrator with the skills necessary to revitalize personnel, establish a strong communication network, and facilitate educational improvement.

MINI-ABSTRACT

Karen Buesing

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The purpose of the study was to increase the effectiveness of communication between administration and faculty within a secondary educational organization. The study revealed that the faculty had become complacent and dissatisfied with many aspects of the teaching profession due to ineffective leadership and poor communication, yet faculty members still viewed students as their primary focus.

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INTRODUCTION: FOCUS OF THE STUDY

Product Outcome Statement

Communication on all levels and in all directions is vital to the success of any organization. In fact, research agrees that poor interaction can result in a breakdown of productivity and a lowering of morale (Johnston, 1994). As communication has gained greater importance in organizations, it has actually become synonymous with effective leadership. Current literature offers leaders extensive advice in all areas of communication techniques in order to help ensure organizational effectiveness.

It is the educational leader's responsibility to hone the communication tools necessary to motivate the professionals within the academic environment. It is widely believed that "nothing can be achieved in an educational organization without the cooperative action of people (Boyle, 1996)."

Prior to 1992 a very strong and dynamic principal served for thirteen years at Middle Township High School. His complementary administrator was a career vice principal who had spent his entire career, instructional and administrative, at Middle Township. Rounding out the district administrative team was a superintendent with a vision who had been in his position for seventeen years.

With the departure of the principal and the superintendent, and the untimely death of the vice principal, the administrative organization of Middle Township High

School went into a tailspin. From the start of the new principal's arrival, essential elements of effective communication began to break down. The morale of the faculty faltered, and the human element seemed to be missing from daily interaction. For example, a predominantly veteran teaching staff became almost paranoid as the new administration utilized the same evaluation instrument employed for years, yet in more cases than not, teachers were receiving "N"'s on their evaluative reports, indicating "needs improvement." Previously, evaluators had made recommendations concerning elements of instruction and teaching without using the "scarlet 'N'."

Since 1992, communication in the organization has suffered, and some would say at present, it is virtually non-existent. The effects of this breakdown have influenced teachers, support staff, students, parents, and the community. It is clear that the effectiveness of communication must be increased at all levels if quality education is to be provided to the students of Middle Township High School.

Purpose of the Study

The communication project will accomplish several objectives. Participants in the study -- all high school personnel -- will have the opportunity to reflect on all aspects of their job, focusing on degrees of satisfaction in various realms. Teachers, counselors, support staff, and administrators will also examine and determine leadership styles evident in the organizational culture.

Using the data collected through the research instruments, a committee will make recommendations for the development of a plan to address any areas of weakness within the communication structure of the educational organization. The intended product outcome is to increase the effectiveness of communication between

administration and faculty as a result of a communication audit and accompanying articulation plan.

The communication project will also have far-reaching value for the intern with respect to personal leadership development. The specific product outcomes in this realm include skill development in fact finding, questioning techniques and categorization of information. The intern will also develop the skills and instruments necessary to analyze the communication structure of an educational organization and will gain experience with promoting positive interaction among individuals and in groups.

If the project's product outcome is achieved, there will also be growth within the total organization. In developing an articulation plan that focuses on any identified communication weaknesses, the administration and faculty will be able to implement recommended strategies designed to improve the effectiveness of communication. The organization will benefit as people learn to listen to each other and work together to provide a positive educational climate that fosters learning for all students.

Definitions

The following words and phrases are unique to this study of effective communication within an organization:

1. **communication audit** - an objective report on the internal communication structure of an organization.

2. **organizational culture** - a pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new

members as the correct way to perceive, think, and feel in relation to those problems (Schein, 1992)

3. **organizational communication** - message transmissions for achieving shared meaning among administrators, teachers, students, parents, and other constituencies (Schein, 1992)

4. **professional talk** - method of communication which involves awareness, anticipation, and attention; opposite of teacher-talk (Johnston, 1994)

5. **synergy** - two or more people working together to effect a positive outcome

6. **MBWA** - management by walking around

7. **KISS** - Keep it short and simple or Keep it simple, stupid!

8. **channeling** - ways in which messages are transmitted within a message structure

Limitations of the Study

The resulting research findings of this study can not be generalized beyond the walls of Middle Township High School. Everything about the study is unique -- the people involved, the status of the communication structure, and the prevailing leadership styles. Even with three other schools in the district, the information garnered in this study is specific to the school in which the study occurred.

The accompanying recommendations for adjustment in the various communication components might benefit another organization, however, communication in a specific culture is as varied as the communicators involved. This specificity is certainly a limitation for generalization to other entities.

Setting of the Study

Cape May County and Middle Township

Middle Township is a unique community which encompasses more than 72 square miles located in the center of Cape May County. According to the 1990 Census results, Cape May County has a population of 95,089 - 93% Caucasian, 6% African- American, and 1% other races (Cape May County, 1993). At the time of the study there were 14,685 school age children in the County, with 7,482 being male and 7,203 being female. There were a total of 85,537 housing units, but only 37,856 of those units are occupied because Cape May County is a resort area, and many houses are used seasonally for recreation. The median household income was $30,435, and the per capita income was $15,538.

Cape May Court House is home to Middle Township Public Schools. The town was originally known as Middletown, but the name was changed when the post office was established in 1803. Today, "Court House" is one of the many neighborhoods that make up Middle Township. It is also the host community for the County Government of five Freeholders as well as the County Seat. In addition to Cape May Court House, Middle Township encompasses the neighborhoods of Burleigh, Dias Creek, Del Haven, Goshen, Grassy Sound, Green Creek, Reed's Beach, Rio Grande, Swainton, and Whitesboro.

Middle Township has an ever-increasing population of 14,771 according to the 1990 Census results. Of this total, 85% are Caucasian, 13% are African-American, and 2% account for other races. Middle Township has 20% of the County's school age children enrolled in its schools (Cape May County, 1993).

Middle Township is governed by three elected officials -- one mayor and two committeemen. The Township Committee has always supported Middle Township Public Schools; in fact, one of the Committeemen is a teacher at the high school. The two organizations have worked closely together for years and have recently developed both formal and informal interlocal agreements. The school district and the Township share busing, grounds and maintenance, paving, and police services.

Middle Township School District

Middle Township Public Schools is a K-12 district which draws students from all the neighborhoods of Middle Township. In addition, three K-8 sending districts (Avalon, Stone Harbor, and Dennis Township) send students to Middle Township High School and pay tuition.

Middle Township Public Schools consist of four schools servicing grades K-12. Elementary #1 includes grades K-2, Elementary #2 houses grades 3-5, Elementary #4, or the Middle School, includes grades 6-8, and Middle Township High School is home to grades 9-12. The diverse areas from which the students come result in a mixed culture of values and beliefs in each building. Because there is only one school for each respective grade level, all students are fully integrated.

At the time of the study there was a total of 2,830 students enrolled in Middle Township School District. This figure includes resident students as well as those received from sending districts, and the total represents a 22% minority population.

A total of 246 teachers are employed by the district. Forty-nine percent of these instructors less than ten years of teaching experience, and only 27% have a master's degree or higher. This low figure is due in part to the fact that the closest

institution offering graduate level studies is 55 miles north of Cape May County. During the last few years, however, more and more courses have been offered in Cape May County through the Education Institute of Rowan University and also through Rutgers University. Many teachers are taking advantage of this opportunity to further their educations.

Middle Township Public Schools is run by an elected nine member Board of Education, all of whom reside in Middle Township. Due to enrollment figures, the sending district of Dennis Township also has representation on the Board, but this member may only vote on matters that relate to the high school.

The administrative structure for the Middle Township School District begins at the top with the Superintendent of Schools, Dr. Robert D. Elder, who began his tenure in August, 1996. The next level of administration includes the Director of Special Education, Supervisor of Curriculum and Instruction, and the building principals. Included in the next level are the Transportation Supervisor, Supervisor of Maintenance, assistant principals, and subject area department chairpersons.

Middle Township School District operates within a total budget of $23,659,143.59 and is funded by a combination of New Jersey state aid, local taxes and other sources such as federal aid and local district surplus. Middle Township receives 45.6% of it revenues from State Aid. This seemingly high amount of State funding is due in part to Middle's classification as a District Factor Grouping (DFG) B. Districts are rated by using various factors including parental education, occupations, income, poverty level families, unemployment, and urbanization. All districts in New Jersey are divided into ten groups and labeled from A to J. Middle Township is in one

of the lowest groups which contains almost all of the cities and poor rural districts in the state.

The local taxes contribute 44.1% of the revenues, and 10.2% comes from other resources. From the total budget, 46.4% is spent on instruction. Overall, the district spends $6,341 per pupil which is below the state average of $7,573.

Middle Township High School

The present high school building is the fourth to house the high school. From 1907 to the present, the enrollment has grown from 39 students to over 1,000 students. This enrollment includes Middle Township students along with students from Dennis Township, Stone Harbor and Avalon. The present building is located on Bayberry Drive which is off the Garden State Parkway. The Parkway and Routes 47 and 55 provide easy access to the high school from all directions.

Groundbreaking ceremonies for the construction of the present building took place in October, 1960, and the first classes moved into the building early in 1962. The original structure had three wings referred to as A, B, and C, but its blueprint contained plans for an additional wing. D wing was added in 1970 and an addition to C wing was built in 1973. In 1992, a 7 million dollar Performing Arts Center was constructed which included a 1,000 seat auditorium, a new band room, choral room, and four small classrooms. Presently, the building includes 48 teaching classrooms, a guidance suite, administrative offices, a gym with four teaching stations, and a media center including a writing lab used for group instruction or for independent student work. Adequate playing fields are located on the east side of the building and two trailers have been positioned on the south side of the school. One of these trailers

houses internal suspension, and the other provides department chairpersons with office space.

Middle Township High School is a community of learning whose common purpose is to educate and train its diverse population of students to be literate, understanding, and active citizens who can perpetuate the tradition of an educated, productive life in a complex, ever-changing, democratic society. It is believed that life, experience, and reality are a continuum, and that the high school is merely an interlude in students' lives that they all must pass through on their way to their respective futures. Every student is offered the opportunity to acquire the intellectual, physical, and social skills necessary to successfully function in society today. These skills are presented through a flexible program of interaction and instruction in basic skills, general knowledge, and cultural appreciation, with additional opportunities in career education, economic skills, occupational competency, and preparation for a changing society (Middle Township High School Philosophy Statement, 1992 Middle States Report).

Middle Township High School's curriculum reflects a traditional approach to education. Emphasis is placed on skills development and the ability to use the skills effectively. There are three basic instructional programs available for students: School-to-Success, College Preparatory, and Honors. Cape May County Technical High School provides full day and shared time programs for vocationally oriented students as well as for students with special needs.

Academically talented students are offered a full range of scholastically demanding and college preparatory subjects. Honors courses are available in English,

social studies, science, and math. Advanced Placement courses are also available in these disciplines as well as computer science. Presently, Middle Township High School offers a total of eight Advanced Placement courses and offers three dual credit science courses through an agreement with Cumberland County College.

A full college preparatory program is offered with specialized sciences, math through calculus, computer science, computer programming, and four levels of foreign language in French, Latin, and Spanish. A School-to-Success program is also offered which leads to shadowing, mentoring, and work study programs in Cooperative Office Education and Cooperative Industrial Education. Special Education and Compensatory Education in English and math are also available for students needing specialized assistance.

Students must accumulate 120 credits in order to graduate from Middle Township High School. Of these 120 credits, 85 must be in required courses. Each student is required to complete one year of computer education.

The administrative staff of Middle Township High School includes Mr. Charles A. Eck, Principal; Mr. Michael Wilbraham, Vice Principal; and Mr. Robert Manning, Vice Principal. One administrator is a minority, and both vice principals are first year administrators.

There are 76 teachers in the high school, 40 male and 36 female. There are only six minority teachers. Approximately 29% of the total teaching staff have earned a master's degree and only two staff members possess a doctorate. The number of faculty members allows for a student-teacher ratio of 15:1.

The support staff consists of nine secretaries, one library assistant, one teacher's aide, and five custodians. Middle Township High School has one school nurse and four guidance counselors.

There are 1,055 students enrolled at Middle Township High School. Of the 1,055 enrolled, 559 are male and 496 are female. Approximately 83% of the total student population are Caucasian, 14% are African-American , and 3% represent other races. Approximately 33% of the school population are from the sending districts of Stone Harbor, Avalon, and Dennis Township.

All Middle Township students are encouraged to take the Scholastic Aptitude Test (SAT), but on the average, approximately 150 students take the test. The average verbal score for the 1996-97 school year was 511, and the average math score was 501. These scores reflect a steady increase over the past three years.

On the Eleventh Grade High School Proficiency Test (HSPT11) taken in October of 1996, 93% of all juniors tested passed the reading section, 91% passed the mathematics portion, and 94% passed the writing section. In all categories, Middle Township scored above the state average and the average for schools in District Factor Grouping A.

The overview of the community, school district, its staff, and its students provides the foundation on which the internship experience was built. More specifically, the communication project resulted in complete interaction with the entire high school community.

Importance of the Study

A communication structure provides the foundation for an organization. If the foundation is strong, its strength and effectiveness will permeate throughout, touching and affecting every player.

The major responsibility of all educators is to provide quality instruction to students within a safe and secure environment. Teachers and support personnel feel what the administrators project. Students, in turn, assume the attitude of their instructors and more often than not, share these attitudes with parents and community members. The educational organization is a most inclusive culture, and it is a professional leader's responsibility to monitor communication processes in order to ensure overall effectiveness in education. A communication audit and suggested plan for effective articulation will result in a stronger, more positive and productive organization. The ultimate winners will be the students, yet all involved will benefit.

Organization of the Study

Chapter 2 presents a Review of the Literature related to organizational communication. Chapter 3 details the Design of the Study, including the development of the research design and the research instruments utilized to obtain data on various aspects of communication including job satisfaction, leadership style, and message structure. This chapter will also include a description of the sample population, the data collection approach, and the data analysis plan. Chapter 4 will present the Research Findings and Chapter 5 will discuss conclusions, implications, and the need for further study.

CHAPTER 2

REVIEW OF THE LITERATURE

Communication is an underlying process present in all organizations and is something that is often taken for granted. "By communication, we mean the art of listening carefully and expressing views clearly and concisely - skills essential for anyone in a leadership position (Smith, 1997, p. 304)" It is often believed that if a person can write and speak clearly, he or she is communicating effectively. In reality, however, the process of effective communication is much more complex and is so vital to an organization that poor interaction may cause a breakdown in the morale and productivity of an organization (Johnston, 1994).

Current research agrees that the communication process can be broken down into basic elements. Although various authors use differing terms, the components include: (1) source/encoder, (2) channels, (3) message, (4) receiver/decoder, (5) feedback, (6) noise, and (7) situation (Wilson, 1991). Most of the elements of communication are self-explanatory. The source initiates the exchange of information and sends the message through a medium or channel to another person, or the receiver. "Noise" is the term for any interference, physical, psychological, or physiological, which might disrupt our ability to receive a message. Finally, "situation" refers to the physical and psychological environment that surrounds the communication (Wilson,

1991). In order to produce effective communication, all aspects of the process must be successfully in place.

Turning specifically to the educational environment and the school administrator, research indicates that leaders spend 70% of their waking hours in some form of communication. This figure includes writing, speaking, and listening (Smith, 1997). Stephen Covey, author of *The Seven Habits of Highly Effective People*, believes "the best communicators are people who make listening and understanding their first priority (Smith, 1997, p. 305)." This concept of mutual understanding is at the heart of productive communication.

Many researchers view listening as the most essential element of overall communication and believe that listening is a learned behavior that can be improved. Andrew Beale outlines three major categories within which listening errors occur: disconcerting manner, inappropriate verbal response and interruptions. Beale feels that if administrators recognize these pitfalls and avoid them, specific results will follow. Effective listening demonstrates a personal caring for the speaker, an affinity which often becomes reciprocal. Additionally, patient listening often results in conflict resolution and contributes to building positive rapport (Beale, 1990).

Nonverbal communication also comes into play when discussing effective listening. Two researchers, Okum and Brammer, define "attending skills" as those physical behaviors used while listening. Attending skills are thought to enhance and encourage communication and include elements such as natural eye contact, distance between communicators, and posture (Beale, 1990).

Looking more specifically at nonverbal communication, research indicates that 70% of our communication is nonverbal and if a speaker's physical cues do not match his or her words, the listener tends to rely on the nonverbal cues. Body language conveys fairly consistent meaning with eye contact, smiles and nodding being the most welcomed. On the negative side, rolling eyes indicate disbelief with raised eyebrows warning of suspicion. Crossed arms may reflect tension, anger, or impatience, while one's hands supporting one's chin emits boredom or fatigue (Price, 1991). Professionals interacting for the majority of their working day need to be conscious of such body movements and positions and learn to monitor them in order to establish trust as a communicator.

As mentioned previously, in addition to one's manner as a listener, certain verbal responses can either inhibit or perpetuate communication. Advice giving, counter-argument, questioning, and diverting are roadblocks to communication, while passive listening with simple verbal cues like "uh huh," "uhmm," or "tell me more" encourage one to continue to speak, knowing someone is, indeed, listening (Beale, 1990).

A third listening error that educational administrators should avoid is interruption. Often, the listener's concern with solving a problem quickly results in repeated interruptions. What researchers refer to as "me too-isms" often hinder effective communication as the listener strives to share similar experiences. Such comments, if overused, tend to alienate the speaker rather than produce empathy. According to Beale, "Communication itself is unavoidable. Effective communication is possible, and listening is at the very heart of effective communication (1990, p.94)."

Christine Johnston, in her work with "professional talk," outlines three skills required for effective communication. These skills include "awareness, anticipation. and attention (1994, p. 40)." One needs to be aware of one's scripts, anticipate any potential problems in the interaction, and then pay attention to the details that make messages more understandable. In educational communication with colleagues and superiors, one needs to move away from "teacher-talk" and work to develop "professional talk" (Johnston, 1994).

Carolyn Mamchur confirms the importance of effective communication as she stated, "In the education world, the most successful leaders are the ones who work best with people, who best put their ideas to others and who recognize what language their colleagues can and cannot hear and respond to (1988, p.52)." Her research focused on the relationship between Jung's psychological type theory and effective communication. For example, interaction may differ when dealing with a feeling type or thinking type or a sensing or intuitive type. The contention here is that by determining the psychological types of your colleagues, perhaps through the Myers-Briggs Type Indicator, an educational leader will be a better communicator (Mamchur, 1988).

Judy D'Onofrio concurs with Mamchur in believing that principals can get more out of teachers if they understand how they think and work. She does, however, make the point that people don't necessarily fit neatly into the role of intuitor, thinker, sensor, or feeler, but that usually one communication style prevails (1992).

To examine the four styles more closely, intuitors tend to be innovative and enjoy the challenge of solving problems. They are often identified by being seemingly

disorganized yet have the ability to ignite innovation in those with whom they work. Thinkers, on the other hand, are systematic and organized. They are precise and cautious which often results in needing a lot of information before making a decision. In contrast to the thinker, sensors look for immediate answers and are considered action people. They are quick to implement projects yet tend to overlook details. Finally, feelers are sensitive and are excellent listeners. They are emotional and tend to bring out the best in people around them (D'Onofrio, 1992).

By learning to identify these communication styles in faculty members, not only can administrators improve one-to-one communication, but they can also form more effective teaching teams and more productive committees by organizing them around such styles. A group of teachers representing all four communication styles would certainly be advantageous for problem-solving as all angles would be covered. An effective administrator knows his staff and utilizes them for the best educational results.

Similar to Mamchur and D'Onofrio's approach is a communication model that has been used by NASA for fifteen years. Many school districts also use the The Process Communication Model which is grounded on knowing your own personality characteristics as well as those of the people with whom you interact. In this way, everyone in the communication process can better interact. The personality types in this model include reactors, persisters, workaholics, dreamers, rebels, and promoters. Within each type are different sets of behaviors, perceptions, and motivators. Being trained to recognize such factors could have profound consequences in communication in and out of education (Gilbert, 1996).

Focusing again on the role of the principal in an educational community, two studies were conducted by the Association of Secondary School Principals and both concluded that "the one constant of able principals in a broad variety of settings was strong interpersonal relationships with constituents (Smith, 1997, p. 313)." Researchers are also quick to point out that faulty communication between principals and faculty can actually rob a school of its overall effectiveness. It would also be foolish to think that the messages we send are always the ones that are received, however, those in leadership positions should concentrate on eliminating the noise that can cloud the substance of a message (Kowalski, 1993).

There are also certain administrative approaches that have been documented for improving communication within schools. One research-grounded suggestion is that the principal remain "open and accessible" (Smith, 1997, p. 314). The leader should encourage and welcome personal contact in order to really get to know the staff and monopolize on their talents. "A good communications climate leads to effective teamwork," and isn't that what should be happening in our schools (Smith, 1997, p. 314)?

Another element of communication that repeatedly surfaces in the related literature is the use of humor by administrators and other leaders. In one particular study, five elementary principals were interviewed, shadowed and observed for five days. The focus of the study was to determine the number of humorous incidents initiated by the principals in their interpersonal contacts with teachers. The research findings suggested four major purposes for the use of humor in an educational organization. These include: 1) to create and improve school climate; 2) to relate to

teachers the principal's understanding of the demands and complexities of their worklife; 3) to dissolve the rigid bureaucratic structure by humanizing interpersonal communication; and 4) to deliver sanctions or unpleasantries to teachers, when appropriate. In summary, "Interpersonal communication networks which were open, supportive, and appropriately seasoned with humor created a climate of connectedness between principals and teachers (Pierson, 1993, p. 530)." In fact, one group of researchers identified the effective use of humor as the seventh sense necessary for effective school leadership (Pierson, 1993).

Researchers also have found that managers and administrators can often take their positions too seriously although their roles are extremely important ones. According to Peter Boyle, "Humor is the best possible lubricant for effective transactions in business and education. The existence of an upbeat atmosphere in the workplace promotes lateral thinking, brainstorming, creativity, and innovation (1996, p. 8)."

Yet another interesting element in the study of organizational communication is the fact that many situations and research findings from the corporate structure can also be applied to the realm of education. The superior-subordinate relationship exists in both arenas, and problems in communication are similar, if not identical, in both work environments.

For example, given the fact that up to two-thirds of a superior's time is spent in verbal, person-to-person communication with subordinates, one would expect superiors and subordinates to think similarly about many issues. Research does not confirm this, but rather reveals a significant difference in both members' perceptions of

relevant organizational concerns. Researchers refer to this gap in understanding as "semantic-information distance," and it is as prevalent in educational organizations as it is in other workplace environments (Eisenberg, 1993).

Semantic-information distance often results in what is known as upward distortion of information. Researchers have identified four common types of distortion and make the point that while some of these types are not necessarily problematic, others can be devastating. The four types of distortion include: 1) gatekeeping, when not all received information is passed upward; 2) summarization, or changing the emphasis given to various parts of the message; 3) withholding, or selectively keeping things from superiors; and 4) general distortion, or wholesale changing the message to suit one's own motives (Eisenberg, 1993).

One suggested approach for fighting upward distortion is MBWA - management by walking around -- which is also a recommended approach in an educational setting. In this way, a manager or administrator can learn what is really happening in the organization. Eisenberg (1993) and Boyle (1996) both encourage MBWA as their research reveals that face-to-face communications are ten times more valuable than the written word.

In contrast to upward distortion is the concept of downward communication from superior to subordinate. Numerous studies conducted at Purdue University concluded that there is a positive relationship between superior openness and subordinate satisfaction with the relationship. The better superiors tend to be communication-minded, willing listeners, and are sensitive to feelings (Eisenberg, 1993). Again, these findings are applicable to all organizational cultures.

Also from the business world comes a study that investigated a group of industrial manages regarding their use of and training in communication skills. It was found that on an average 10% of managers' time was spent in reading while 60% of their training was in reading; 15% of managers' time was spent writing with 30% of their training being in that same area; talking took up 30% of a manager's time even with only 10% training time; and 45% of a manager's time was spent in listening, an area where no training was received. "In view of the vast discrepancy between the amount of time spent listening and the training received, it is not surprising that leaders in industry, business, and education seek to improve their ability to communicate, especially in the art of 'active listening' (Price, 1991)."

With specific regard to teacher training, Scott D. Johnson reported findings in "A National Assessment of Secondary School Principals' Perceptions of Teaching-Effectiveness Criteria" which focus on communication skills and preparation. Johnson found that "communication-related skills factors and courses were rated highest in importance by principals as they assess candidates for teaching positions and as they consider candidates' preparatory coursework (Tice, 1994, p. 42)."

Although studies concerning communication may appear to yield primarily qualitative data, many professionals from both the business sector and the educational realm provide solid suggestions for assessing communication within an organization. Kenneth J. Tewel contends that two things must be done in order to ensure open channels of communication within the school community. The educational leader must be able to recognize dangers to good communication and should periodically conduct a teacher poll or survey to formulate a comprehensive overview of the human

realities of the school organization. To complement a quantitative survey, interviews with selected staff members will provide qualitative findings, highlighting various conditions throughout the organization. Findings from such instruments should include information and attitudes about morale, informal organization, major communication channels, and leadership. Based on the findings, leaders should then review existing conditions, initiate a morale-building program if necessary, facilitate upward communication, and expedite downward communication by utilizing groups such as a faculty forum. As Tewel states, "In the final analysis, it is the principal who must decide whether to be isolated or not (1990, p. 41)."

An extensive study was conducted in the Midwest that examined teachers' satisfaction with their principals' interpersonal communication. A sixteen-item survey was utilized to measure teachers' perceived communication satisfaction with principals, teachers' satisfaction with feedback from principals, and teachers' perceived adequacy of instructions from principals. Satisfaction varied with age, gender, and years of experience. The study found that as teachers' ages increased so did their satisfaction with communication, and for male and female teachers, increasing years of experience contributed most to satisfaction. An important conclusion drawn from this study is that an instrument does exist for analyzing the communication in an organization (Reyes, 1992).

Although the majority of an educational leader's communication is verbal, the written word still remains vital to the communication structure in an educational setting. Sonja Yates offers administrators common sense advice regarding written correspondences that assist in earning public confidence. For example, "unusual

occurrence" letters should be sent home with students if anything happens at school involving serious injury or police involvement. This type of official communication immediately puts a lid on rumor and speculation. Another form of written communication that administrators use effectively is the unexpected note of appreciation and recognition or sometimes a caring admonition. A simple post-a-note from the principal on a report card saying such things as "Great improvement" or "Watch those absences" goes a long way toward deposits in the bank of human relationships (Yates, 1996).

A synthesis of current literature related to organizational communication underscores the fact that the dynamics of a communiation structure are very complex. Successful leaders must gain insight into the multi-faceted art of communication and then use that knowledge to create an organizational culture in which everyone feels and, indeed, is "connected." According to Edgar Schein, "a fully connected network can only work if high trust exists among all the participants and that high trust is partly a function of leader assumptions that people can be trusted and have constructive intent (1992, p.370)."

Goldring and Rallis (1993) describe the educational leader or building principal as "the balancer," as they are faced with the challenge of finding their place in the educational hierarchy while at the same time keeping communication channels open with the superintendent, Board of Education, faculty, students, parents, and community members. Through close links with those above and below him in the complex hierarchy, the principal will be able to facilitate the internal workings of the school, primarily teaching and learning.

In summary, effective communication, in all its forms and dimensions, is vital to a successful organization and should never be taken for granted. Educational leaders should study communication, monitor it, and utilize it efficiently in order to create a positive culture where optimal learning occurs.

CHAPTER 3

THE DESIGN OF THE STUDY

Research Design

Given the importance of consistent satisfaction within an educational organization, an audit was conducted of Middle Township High School through the utilization of a comprehensive survey which included components related to teacher health, motivation, and overall satisfaction with teaching. The information gathered from the respondents -- teachers and administrators -- was then shared with a school-based committee who, developed a plan to address all areas of reported weakness.

Positive climate in an educational environment is essential for optimal learning, and the research study allowed the high school staff and administration to look closely at its make-up and day-to-day functioning. Seventy-six surveys were distributed, and the data received were analyzed within the five major sections of the instrument - demographics, orientation, satisfaction, commitment, and health. Results in all areas were discussed in reference to others; conclusions were drawn and corresponding implications were formulated.

Development and Design of Research Instrument

Originally, the research proposal outlined three areas of focus within the study. These elements included job satisfaction, leadership style, and message structure. It

was planned to ask teachers and administrators to complete three questionnaires, one within each designated realm.

The first survey was designed to address job satisfaction. The intern submitted an original survey to the field mentor, the superintendent of schools, for approval. He did not give the necessary approval even after several modifications to the instrument. The field mentor was concerned that the focus of the study would be directed to the building principal, who, as presented in Chapter 1, was having a very difficult time developing and utilizing leadership skills.

The second survey submitted was one created by Scantron and designed to evaluate overall school climate. It included statements about such topics as administration, working conditions, curriculum, communication, and morale. Participants were to respond to what level they agreed or disagreed with each statement. This instrument also met with the field mentor's disapproval because it contained specific statements about the principal, and again, he felt the criticism would be overwhelming.

A third instrument was discovered, deemed appropriate by the intern, and shared with the field mentor. It was the "Communication Satisfaction Questionnaire" by Downs and Hazen. This instrument had been repeatedly mentioned in the current literature on organizational communication and included information on reliability and validity. The intern felt the search was over when it was noted that Downs and Hazen concluded, "It is possible that the various dimensions of communication satisfaction can provide a barometer of organizational functioning, and the concept of communication satisfaction can be a useful tool in an audit of organizational

communication (Clampitt, 1996, p. 114)." The Downs and Hazen "Communication Satisfaction Questionnaire" was found to provide "a uniquely theoretical and empirically sound method of gathering information about organizational communication (Clampitt, 1996, p. 114)." Unfortunately, this instrument was not approved either, with the field mentor reiterating the previously articulated concerns.

Convinced that an acceptable survey instrument would never be found or developed that would meet with the approval of the field mentor, the intern thought of making major modifications to the originally proposed project. However, the university mentor emerged with an appropriate instrument, one that contained elements of all focus areas of the study, thus eliminating the need for more than one survey.

Ironically, the university mentor had just become part of an international study of teacher health, motivation, and satisfaction, involving Australia, New Zealand, Great Britain, Canada, Scotland, Germany, and the United States. It was agreed that this survey instrument included relevant information for the intern's project, and the resulting data could also contribute to the larger international study. After the field mentor, university mentor, and intern met and examined the survey, it was approved for administration.

Looking more specifically at the approved research instrument, it contained five major foci. Section One asked for basic demographic information. Section Two was a true/false segment focused on orientation to teaching. The third section zeroed in on satisfaction and/or dissatisfaction with teaching. This section utilized a Likert scale ranging from "Highly Dissatisfying" through "Neutral" to "Highly Satisfying."

Section Four was part of the internationally used and validated Novacek-Lazarus Commitment Instrument. This section presented goals and used a Likert scale ranging from "Not At All Important" to "Extremely Important." The final segment of the total instrument dealt with general health and asked the respondents to evaluate their health over the past few weeks.

The approved research instrument included a majority of responses in Scantron form. There were, however, opportunities throughout the survey to respond to open-ended questions regarding overall satisfaction and dissatisfaction with teaching. The instrument was fourteen pages long, which immediately introduced the fatigue factor in dealing with the sample population. As was evident, the total instrument was very comprehensive and yielded an inclusive profile of teacher health, motivation, and satisfaction.

Description of the Sample

The sample for this research study included 76 teachers and administrators of Middle Township High School. This total population figure was comprised of 40 males and 36 females. In the original project proposal, the sample was to include support staff, as well as counselors, custodians, and cafeteria personnel. With the selection of the specific research instrument, these sub-groups were eliminated from the total sample as the instrument was designed specifically for teachers and building administrators.

Since the study sample continued to be in a very volatile position, resulting from the overall climate in the organization, request for participation in the research study had to be conducted with extreme caution. As previously mentioned, another

contributing factor to the delicacy of the requests was the fatigue factor in completing a fourteen page document.

Given these impacting factors, the request for participation began with a gourmet cookie tray being placed in the high school faculty room on a Friday close to a two-week holiday break. Accompanying the treats was a note from the intern stating, "Thanking you in advance and best wishes for a happy holiday." Needless to say, curiosity was heightened, and the treats were consumed. Later that same day, all faculty members and administrators received a memorandum inviting them to a brief faculty meeting the following Monday. The thought process behind this series of events involved the opportunity to explain the research project and instrument to as many participants as possible in person, rather than just placing the survey in their mailboxes with an accompanying written request for participation. This procedure, along with providing teachers with the holiday break as the timeframe for completion of the instrument, was used in order to optimize the return rate. Forty-one teachers attended the voluntary faculty meeting, and those who did not attend received the instruments in their school mailboxes the following morning.

Data Collection Approach and Analysis Plan

Participants in the research study were given exactly two weeks to complete and return the survey. Although a substantial number were returned by the deadline, a follow-up written request was required, and as a result, still more surveys were submitted. The questionnaire asked for 149 responses of varying types, and should have taken approximately thirty minutes to complete. This expediency of completion was a result of a simple response format -- an answer sheet requiring simple numeral

responses, along with blank space for written responses. The objective responses were scored by a computer program at the Rowan University Test Center, and the subjective responses yielded qualitative data.

A total of forty-three surveys were returned, representing a 56% return rate. The data was then examined very closely within each section. Section One would yield a profile of the respondents which would contribute to making a connection between specific profiles and degrees of satisfaction and commitment. Section Two results also complemented the respondent profile, adding the dimension of initial attraction or orientation to teaching as a profession. Section Three results would provide the major thrust of the study in that the 78 questions examine satisfaction in all areas of teaching. Section Four, dealing with commitment, added information that would actually underscore attitudes recorded in other areas of the survey. Finally, even though upon first glance the section of the instrument dealing with overall health may seem irrelevant, a teacher's health usually has a direct impact on job satisfaction and commitment; therefore, results in this area would be most important.

By identifying weaknesses or limitations within an organization, conscious efforts can be made to improve a negative situation or to enhance a positive environment. Conclusions can be drawn, composite profiles developed, and articulation effected. The research study and resulting audit enabled an educational organization to closely examine its inner workings and motivational factors, in order to move toward acquiring an overall organizational climate that would best enhance student success.

CHAPTER FOUR

PRESENTATION OF THE RESEARCH FINDINGS

Educational research has established that many factors contribute to an educator's overall satisfaction with his or her profession. Such determining elements include but are not limited to health, motivation, and communication. The study conducted at Middle Township High School yielded very significant data, all of which relate back to the major goal of the research project: to increase the effectiveness of communication between administration and faculty as a result of a communication audit and accompanying articulation plan.

As previously noted, forty-one teachers attended a voluntary meeting where the Study of Teacher Health, Motivation, and Satisfaction was distributed and explained. A total population sample of 76 teachers received the instrument, and in the end, 43 teachers completed and returned the survey.

The entire instrument required participants to respond to 147 questions. Due to the large number of questions in the survey, the resulting data could best be presented within the structure of specific framing questions, each directing focus to a particular aspect of the teaching profession and teachers in particular. The framing questions included:

1. *What characteristics contribute to a demographic profile of respondents?*

2. *What factors influenced you to choose teaching as an occupational endeavor?*

3. *What factors or issues contribute to your satisfaction or dissatisfaction with teaching?* This framework encompasses the largest segment of the study and was further broken down into the following areas: teacher-student interaction, capacity to change student attitude and behavior, working with various types of students, conditions of work, images of teachers, and recognition, interpersonal relationships within the educational environment, professional development, leadership, decision making, educational change, and district policies and procedures.

4. *To what extent are you committed to various life goals?*

5. *How do health factors contribute to satisfaction or dissatisfaction with teaching?*

It is within this framework that the data was examined and analyzed.

The first nine questions fall within the framing question, *What characteristics contribute to a demographic profile of the respondents?* Responses provided a composite of the study's participants and resulted in a "typical respondent" profile, upon which all succeeding data was built.

The first question of the survey asked each respondent to identify their age range. Forty percent of all teachers who participated were between 46 and 55 years of age, with 33% falling in the 36-45 age bracket. Twenty-four percent were between 26 and 35 years old, and the remainder of the sample were over 55. The sample population was basically a veteran staff with 27.9% having been in education more

than 25 years, and only 7% having taught less the five years. Twenty-six percent were in education 11-15 years, and 23.3% had been teaching between 16-20 years.

Coupled with these statistics were data reflecting their number of years at Middle Township High School. These percentages did not closely correspond with the number of reported years of service. More specifically, 16.3% had been at the school less than five years, while 18.6% taught at Middle for 6-10 years. The largest percentage, or 27.9, worked at the school for 11-15 years, while 14% fell into the 16-20 year range. Although only 7% of all respondents recorded having been in education between 21-25 years, 9.3% have worked at the high school for 21-25 years. Finally, 14% spent more than 25 years at Middle Township High School.

Of the 43 respondents onlt two split their time between the high school and middle school. The percentages of males to females was very close, 48.8% of the participants male and 51.2% female. Sixty-eight percent of the population were classroom teachers while the remaining 32% included one principal, one vice principal, six department chairpersons, two master teachers, and four "others." Those who recorded "other" were most likely the four high school guidance counselors. Rounding out the respondent profile, all 43 professionals involved were born in this country and speak only English. Fifty-six percent hold a master's degree while two respondents have their doctorate. The remaining 39% have an undergraduate degree which certified them to teach.

The data yielded from the second section of the survey instrument can be best discussed within the framing question, *What factors influenced you to choose teaching as an occupational endeavor?* Participants were required to respond to statements

using "True" or "False." When asked if they had always wanted to be a teacher, 51.2% indicated "False," while 48.8% said "True." For 53.3% of all respondents, teaching was not their first choice of a career, yet 90.7% responded "False" to becoming a teacher due to lack of other options.

Within the same section involving orientation to teaching, 100% felt no pressure from their families to become a teacher. Only 39.5% were attracted to teaching because of the hours and vacations, and the same exact percentage felt that teaching would fit in well with family commitments. Ninety-four percent of all those surveyed responded "False" to being attracted to teaching because of the salary. Finally, when asked if they had a realistic view of teaching prior to beginning their teacher training, the majority, or 65.1%, indicated that they did hold a realistic view, and 53.5% went on to respond "True" to having received adequate training in preparation for teaching. The statistics for Section Two of the study are presented in Table 1.

Section Three of the total study provides the majority of data, as respondents reacted to 77 questions best examined within the framing question, *What factors or issues contribute to your satisfaction or dissatisfaction with teaching?* Teachers indicated their feelings by recording a reaction using a Likert scale of 1-7 with "1" being "Highly Dissatisfying," while "4" was "Neutral," and "7" indicated "Highly Satisfying." Nuances of meaning in some of these questions yielded interesting results.

Table 1

Factors Influencing Decision to Teach
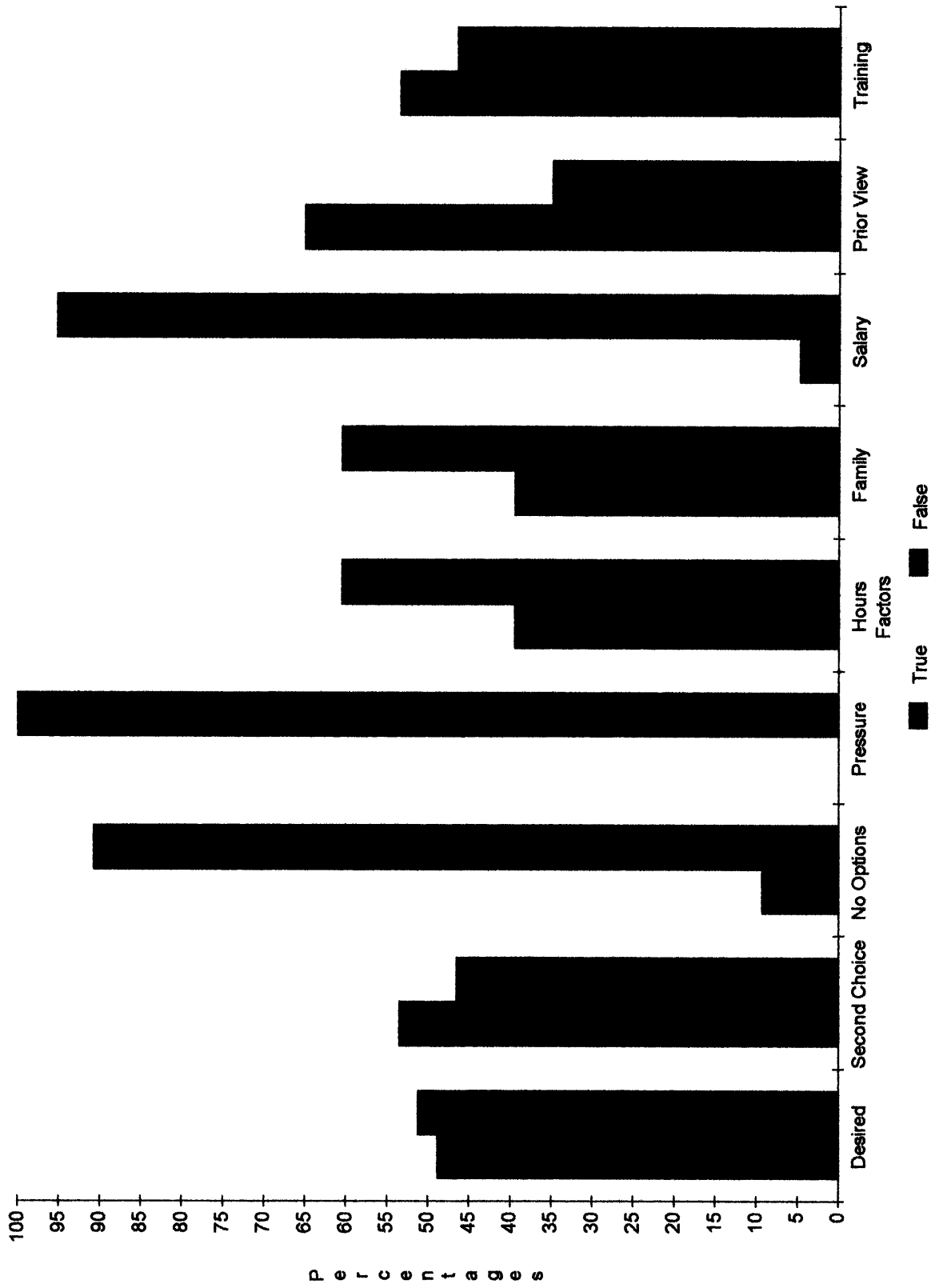
Breaking this section of the survey down even more, certain threads ran through the questions. For example, the first twelve questions called on respondents to evaluate themselves within the framework of teacher-student interaction within the school environment. For example, 51.2% responded with a "6" to the satisfaction associated with their capacity to influence student achievement, and 62.8% found it highly satisfying ("7") when their students achieved success in some way. The percentage of responses to a question concerning the satisfaction gained by the respondents' capacity to contribute to "whole school progress" were more equally distributed across the scale. The highest concentration fell between "4" and "6" with percentages of 18.6, 20.9, and 37.2, respectively.

The next two questions dealt with the satisfaction associated with a teacher's capacity to change student attitudes and the feeling one gets when a teacher changes student attitudes in a positive way. The majority of respondents, or 39.5%, chose a rating of "6" out of "7" in reaction to their capacity to change student attitudes. Twenty-one percent recorded a "5" and 16.3% indicated a "7." With regard to the satisfaction felt when student attitudes change positively, no one scored a "1," "2," or "3," so all responses were on the satisfied side. More specifically, 4.7% were neutral ("4"), 7% recorded "5," 32.6% indicated a "6," and 55.8% were highly satisfied ("7") with this occurrence.

The next two questions were worded very similarly, but dealt with student behavior rather than attitude. Again, the highest percentages occurred in the "5," "6," and "7" rankings with 34.9% in both "5" and "6" and 14% indicating "7." The scores recorded in association with the satisfaction felt when students make positive

behavioral changes was, once again, skewed to the satisfied end of the scale with 44.2% indicating "6" and 46.5% rating a "7." Again there were no ratings of "1," "2," or "3."

Still in the realm of student attitude and behavior, 32.6% of the respondents rated the feeling associated with student attitudes in general in the high school as a "5," with only 4.7% indicating a "6" and no one recording a "7." When asked to react to the same question but within the context of behavior, the percentages were more equitably distributed. The highest concentration occurred at the levels of "3" and "5," each representing 27.9%. Sixteen percent recorded a "2" and 14% were neutral. Only 9.3% recorded a "6," and again, there were no "7's."

The final three questions in this first part of Section Three dealt with the satisfaction or dissatisfaction associated with working with different types of students. For example, respondents were asked, *How satisfying do you find working with students experiencing difficulties out of school?* No one registered a "1" or "2" and the largest concentrations were in the "4" and "6" responses, 32.6% offering a "4," and 34.9% indicating satisfaction at the "6" level. There was a 7% response rate at level "7." The responses related to the satisfaction in dealing with low achievers covered every point on the 1-7 scale. The highest percentage, or 32.6, fell at the "6." When asked the same question with regard to high achievers, no one recorded a "1," "2," or "3." The percentages, respectively, for scale points 4-7 were 23.3, 14, 32.6, and 27.9, again, all responses falling in the satisfaction arena.

The focus changed in the next twelve questions in Section Three as the emphasis turned to conditions of work, images of teachers, and recognition. Teachers

were first asked how satisfied they find the official school hours and vacation breaks. Forty percent rated this aspect a "7" with 32.6% indicating a "6." Interesting to note, however, is how the satisfaction scale shifted when the question was altered to the satisfaction related to the community's opinion of those school hours and vacations. In that case there were absolutely no "7's," and the greatest concentrations were at the "2" and "3" scale points, reflecting 27.9% and 23.3%, respectively.

Teachers were then asked how satisfied they were with their current salary. Thirty-three percent indicated a "6" rating, with 23.3% recording a "5." Nineteen percent of the respondents rated salary as a "4" and another 19% recorded "3." Three percent were highly dissatisfied with salary and 4.7% were highly satisfied. The satisfaction associated with teachers' opportunities for promotion was concentrated in the neutral, or "4," zone, representing 48.8% of the participants, and the scale dipped into the dissatisfied realm when teachers responded to the satisfaction felt in the physical working environment. In that area, 16.3% registered a "1" or "Highly Dissatisfying," 34.9% fell on scale point "2," and 27.9% recorded a "3." Twenty-one percent of all respondents rated their physical working environment on points "4," "5," and "6," with no "7's" being recorded.

The next three questions dealt with teacher recognition from various groups -- colleagues, district office personnel, and parents/community. In all cases, the majority of responses occurred at scale point "4", or neutral. This attitude culminated in a "3" when assessing the satisfaction level associated with the perceived status of teachers in society, as 32.6% felt that way. Teachers were also dissatisfied with the image of teaching portrayed in the media, with the highest percentages, 25.6, 23.3, and 23.3

occurring at scale points "2," "3," and "4," respectively. A combined total of 81.4% of the surveyed teachers felt satisfied with their reputation in the school, yet percentages were more spread out across the scale when evaluating the reputation of the school in the community, with the largest percentage, 37.2, falling at a "6."

Focus then turned to a consideration of time associated with preparation and teaching. For example, 82.8% of the total participants fell on the satisfied side of the scale in reacting to the amount of preparation time and effort put into teaching activities, and the same basic results occurred when assessing the satisfaction associated with "successfully organizing teaching activities," with 88.3% recording a "5," "6," or "7." Satisfaction related to the amount of time and overall involvement in extracurricular activities yielded a majority at the neutral point of "4" in both cases.

Again the focus changed, as the succeeding set of questions dealt with satisfaction and dissatisfaction in the realm of various interpersonal relationships within the educational environment. Percentages began on the high end of satisfaction when looking at relations with teachers and also more specifically with senior staff. In both cases the highest percentages fell at the scale point of "6." This was also the case with satisfaction in dealing with students, where the scale points of "5," "6," and "7" represented 86.1% of the total population. Reactions shifted somewhat when assessing the satisfaction associated with dealing with parents; here, the majority (83.8%) fell within the range of "4," "5," and "6." The satisfaction at levels "4" and "6" were also where most scores fell in reaction to "dealings with community members" and "dealings with district personnel outside your school." In both instances, the highest percentages were found at scale point "6" (30.2% and 34.9%).

Within the interpersonal realm, teachers were asked to examine their satisfaction in dealing with the teachers' union. Thirty-three percent of all respondents felt satisfied to the level of "5" with the way the state teachers' union represents teachers' interest and works for the betterment of education. The majority turned to dissatisfaction when evaluating how state officials work for the betterment of education, with a combined total of 70.1% feeling dissatisfied and recording in the 2-4 range.

Professional development is an integral part of the overall teaching experience. The next set of questions examined this aspect. Interesting to note is that even though teachers felt somewhat dissatisfied with the range of inservice programs offered, and more specifically with the specific inservice courses they have taken, 76.7% felt very satisfied with their degree of mastery of teaching content, and 86% were highly satisfied with their degree of development of professional skills. The degree of satisfaction slipped into the dissatisfied range with 30.2% feeling disheartened by the supervision received, yet overall, 68.5% of the teachers surveyed felt extremely satisfied with the degree to which they have achieved their professional goals.

Perhaps the most important component in any educational environment is leadership, which in turn, determines the overall school climate. Teachers were asked to rate a set of statements involving various aspects of leadership and climate. Although when assessing the degree of collegiality, the majority, or 65.1% recorded scores in the satisfied realm, 60.5% felt dissatisfied with the leadership in the school. Seventy-seven percent of the teachers surveyed were also dissatisfied with the

communication methods utilized, and 86% felt neutral with regard to the satisfaction associated with "opportunities for exercising leadership."

Other areas that contribute to the development of an effective school climate yielded some positive results. For example, teachers indicated satisfaction in assisting other teachers, with 81.4% responding in the 5-7 range, and a majority also recorded satisfaction with opportunities to socialize with staff outside of school. Thoughts became neutral again when examining community involvement. A score point of "4" yielded majority percentages in assessing the concept of community involvement in the school and the actual degree of that involvement.

Decision making goes hand in hand with leadership and climate, as 30.2% of all participants felt neutral ("4") about the "opportunities for involvement in school decision making." The concept and actual degree of student involvement in decision making also yielded a majority neutral response, with 32.6% at level "4" in reaction to the concept and 41.9% at "4" for the degree. Forty percent of those surveyed reacted neutrally to their amount of administrative responsibilities while the scores for the feelings about their current workload yielded a very equitable distribution ranging from "2" to "7." Such an equitable distribution also resulted when teachers were asked to determine the satisfaction of the effects of teaching on their family life.

The next segment of Section Three examined educational change and other current issues. Once again, most statements resulted in a response of neutral, or "4." Forty percent felt neutral about recent changes to curricula, while 55.8% felt the same about recent changes in school responsibility, such as site-based management. Satisfaction with the amount of educational change yielded similar results, with 41.9%

falling at scale point "4," and 44.2% were neutral about support provided to implement change.

Reaction scores spread out more when discussing "current criteria for promotion," but once again the majority percentage, or 37.2, fell at "4." That neutral point also reflected the majority, or 39.5%, on the concept of schools hiring their own teachers without district involvement. Surprisingly, scores shifted more to the satisfied end of the scale in response to the concept of community input in hiring administrators, with a combined total of 60.5% falling between "5" and '7."

The final set of questions in Section Three dealt with various district policies and procedures and participants' accompanying satisfaction levels. It is within this segment that responses definitely slid toward the dissatisfied end of the scale. Although 48.8% of the teachers surveyed indicated "neutral" to current transfer procedures, dissatisfaction with class size was clear as 83.8% scored between 1-4. Teachers were also dissatisfied with the amount of support staff and 88.4% were highly dissatisfied with the school's financial resources. Material resources were also a source of dissatisfaction, with 81.4% scoring between 1-3.

Teachers were also dissatisfied with the support structures in place for various populations within the total educational environment. For example, 83.8% of the respondents fell into the dissatisfaction realm when assessing support structures for special needs students, and 86.1% reflected dissatisfaction with support structures for teacher physical and mental well-being.

To fully complete this extensive section of the survey, teachers were asked to rate their current overall level of satisfaction with teaching. These results ran from one

end of the scale to the other and are presented in Table 2. Respondents were also asked to determine whether they are currently more or less satisfied than when they began teaching. Again, these answers represented every scale score point and are represented in Table 3.

A very interesting part of the survey asked participants to divide a "pie of life" into segments indicating the percentage of time spent in each area of their professional life. All but six respondents completed this segment, the average results of which are presented in Table 4.

The question, "To what extent are you committed to various goals in life?" provided the framework for Section Four of the survey instrument. In responding to goals that relate to all aspects of their lives, survey participants once again utilized a Likert scale ranging from "Not At All Important" ("1") to "Extremely Important ("7").

Reacting to the goal of "Wanting to have close and satisfying relationships with others," 34.9% responded with a "6," while 23.3% rated the goal "Extremely Important." Twenty-eight percent reacted to "Wanting to obtain rewards and recognition" with a "5," with "3" and "4" receiving 23.8% and 21.4%, respectively. Interesting to note is that 27.9% of the participants scored "Wanting to be more open-minded" with a "5" while 30.2% felt the same importance associated with "Wanting to help others in need."

Teachers' reactions to "Desiring an easy life" clustered around the median with 20.9% registering a "3," 34.9% a "4," and 18.6% a "5." "Wanting to have fun" and "Needing to feel a sense of belonging" yielded similar reactions with 39.5% recording

Table 2

Current Overall Satisfaction

Frequency of Responses

17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0

Satisfaction Ratings

- Dissatisfying - 1
- Dissatisfying - 2
- Dissatisfying - 3
- Neutral - 4
- Satisfying - 5
- Satisfying - 6-7

Table 3

Satisfaction - Past vs. Present

Frequency of Responses

17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0

Satisfaction Ratings

■ Dissatisfying - 1   ■ Dissatisfying - 2   ■ Dissatisfying - 3
□ Neutral - 4   ■ Satisfying - 5   ■ Satisfying - 6-7

45
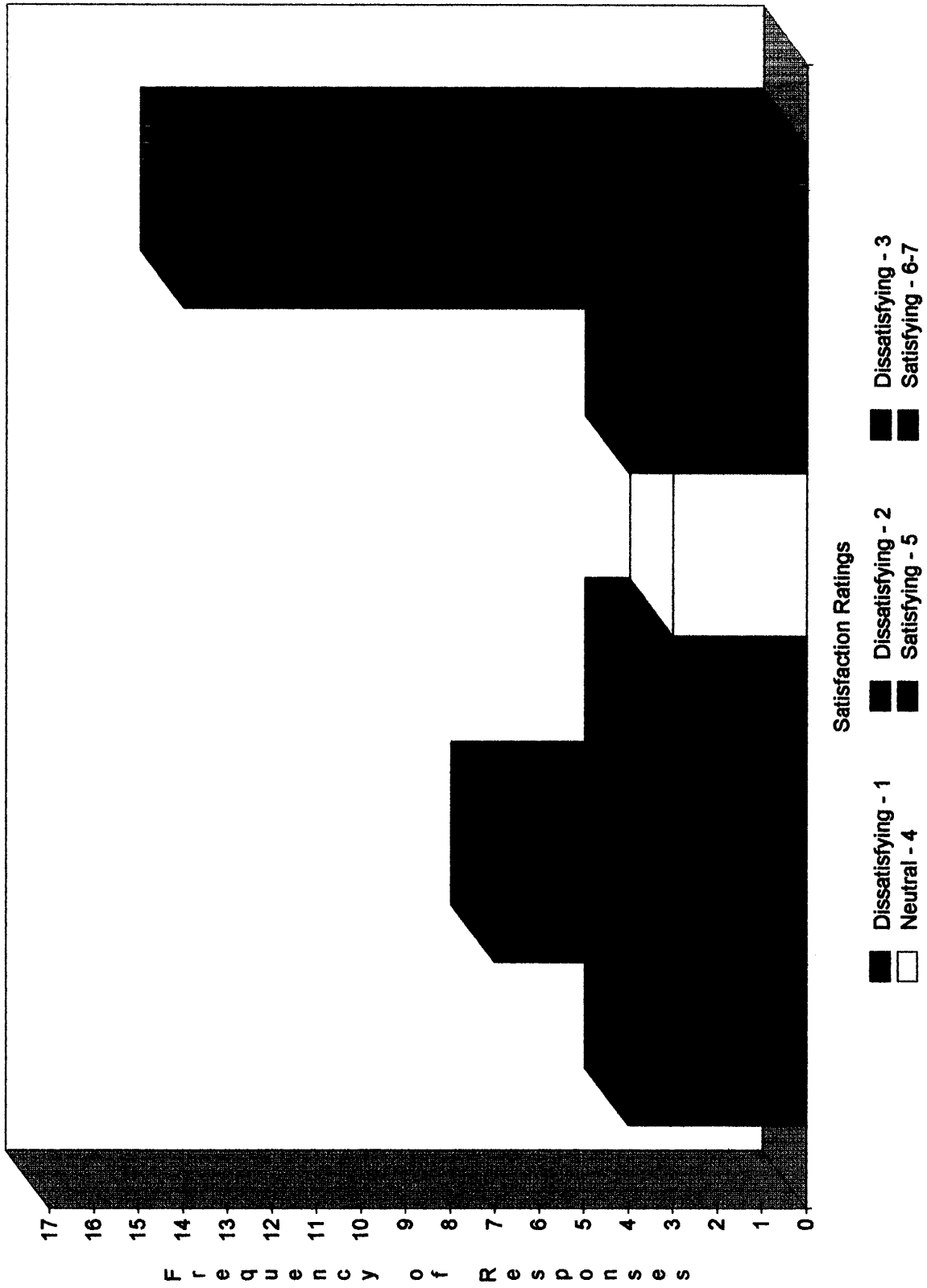
Table 4
Professional Life Pie

Face to Face Teaching (31.0%)

Prep. for Teaching (17.0%)

Grading (10.0%)

Supervison (11.0%)

Prof. Study (6.0%)

Meetings (7.0%)

Paper Work (9.0%)

Extra Curricular (7.0%)

Other (2.0%)
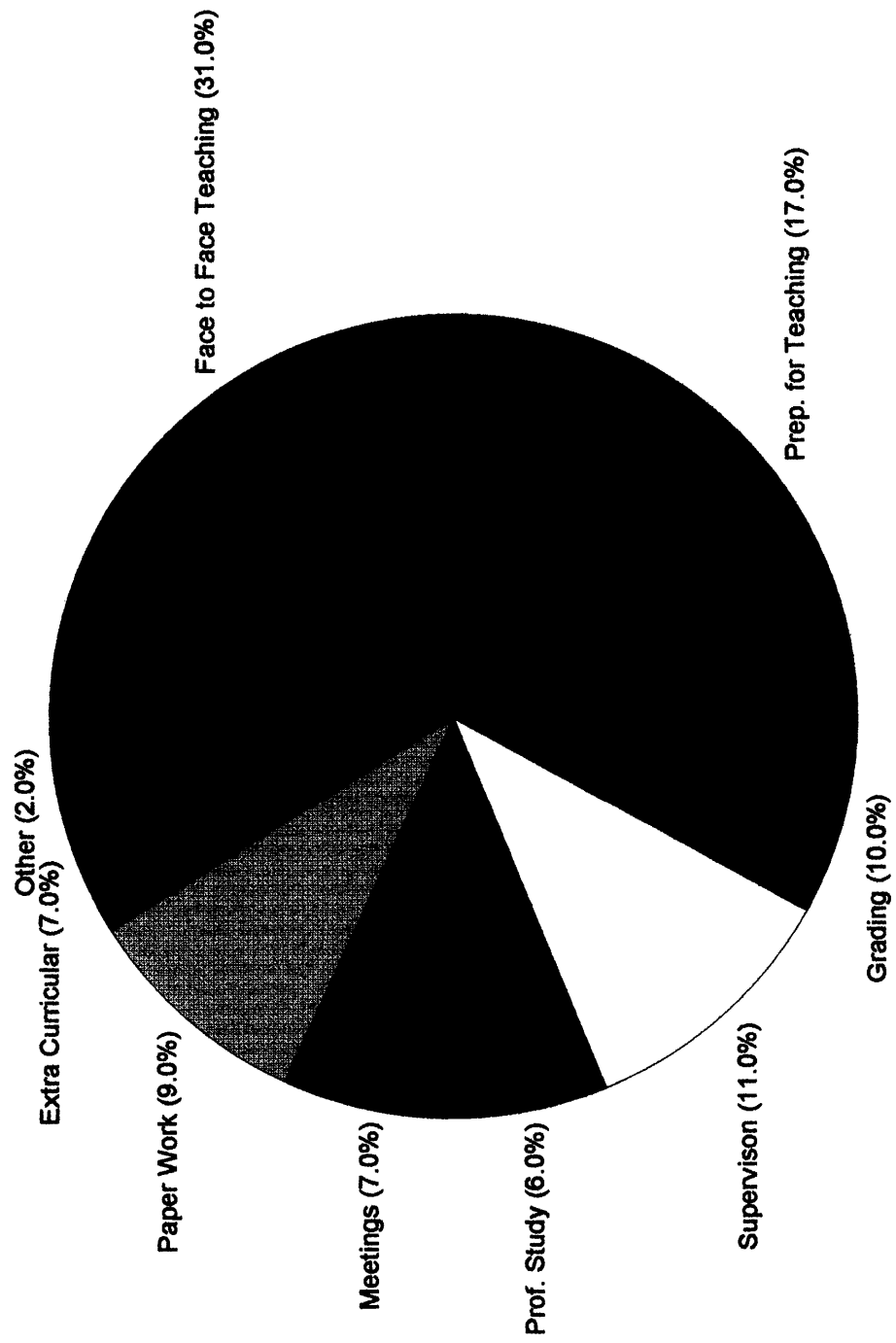
a "6" for fun and 34.9% registering a "6" for belonging. The higher percentages shifted to the low end of the scale when reacting to "Desiring to be popular and accepted." Twenty-eight percent recorded a "4" while the same percentage rated the goal a "5." Very few respondents felt popularity to be very important.

The area of responsibility yielded positive results in that 44.2% rated "Trying to be responsible" with a "7," indicating its extreme importance. Responses to "Wanting to avoid blame and criticism" ran the gamut from 1-7, with 25.6% recording a "3," 23.3% a "4," and 14% a "5." "Needing sexual pleasure" yielded the largest percentages in the "4" through "7" range with the greatest concentration, 27.9%, occurring at "4." Twenty-six percent reacted with a "6" and 11.6% indicated a "7."

There were no "1" or "2" scores for "Aspiring to be well off financially," and the greatest percentage, 34.9, occurred at "5." Sixty-one percent of the participants responded with a "7" to "Aspiring to be a fair and ethical person," while 48.8% registered a "5" in reaction to "Wanting to make sacrifices for others."

The next goal drew an interesting reaction in that the greatest percentage, 37.2, rated "Trying to avoid conflict" as a "4." Twenty-six percent of all respondents scored a "5" in reaction to "Wanting an exciting life," while 34.9% "Want to receive affection and love in life." As one can imagine, 32.6% of the teachers rated "Wanting to avoid stress" as extremely important ("7"), and 41.9% felt a need "to develop a strong sense of who I am" on the "6" level of importance.

When continuing to look at characteristics that contribute to one's personal life, 32.6% of the participants felt that trying to have enough free time was important, as they rated it a "6." A rating of "6" was also the majority focus rating of those

respondents "Wanting to be involved and intimate with others," as was the majority rating of those "Wanting to be able to influence others." A strong majority, 46.5%, rated "Trying to be supportive of others close to you" as a "6," while 41.9% of the professionals involved in the survey felt that "aspiring to have a stable life" was extremely important ("7").

The responses for "Aspiring to have new and different experiences" were equitably distributed from scale points 4-7, with a "5" and "6" each recording 25.6% A similar spread of responses also occurred in response to "Wanting to compete successfully," with "5" and "6" again yielding identical percentages of 20.9.

Stronger percentages were evident in the realm of family commitment. Fifty-six percent scored a "7" for "Wanting to be a good parent," while 37.2% responded to "Aspiring to have closer family ties" with a "6." Forty-seven percent of those surveyed indicated that being "a good partner" rises to the level of "7," while "Wanting to have a career" ranks at "6" for the majority, or 46.5%, of the respondents. A rating of "6" was also applied most frequently to "Needing personal growth" with 46.5% reflecting that scale score point.

Guilt, assertiveness, and rejection were interesting areas of goal commitment in that 37.2% of the teachers rated "Wanting to avoid feeling guilty" with a neutral rating of "4." In reaction to the goal of "Trying to be assertive," again the majority, or 62.8%, of the responses were clustered at the "4" and "5" marks. This same cluster area represented 67.5% of the responses to "Wanting to avoid rejection." Rounding out the survey section on commitment to goals, the higher results for those "Desiring to be a leader or organizer" spread from 4-7, with the percentages of 20.9, 25.6, 23.3,

and 14, respectively. Responses to "Trying to avoid failure" were interesting in that the highest percentage, 27.9, fell at "4," and that same percentage occurred at "7."

The final section of the total survey can be best examined within the framing question, *How do health factors contribute to satisfaction or dissatisfaction with teaching?* Respondents were asked questions about their general health, which allowed a profile to emerge. The majority of respondents (69.8%) had "been able to concentrate" and 53.5% had lost no more sleep over worry than usual. Sixty-three percent felt that they were "playing a useful part in things," and 74.4% felt capable of making decisions.

A physically and emotionally healthy profile continued as 58.1% of the surveyed teachers felt no more strain than usual and in reaction to the statement, "Been thinking of yourself as a worthless person," a strong 75% responded, "Not at all." Fifty-eight percent of the teachers involved continued to be able to enjoy day to day activities and a strong 88.4% were able to "face up to problems." Reactions to "feeling unhappy and depressed" yielded 32.6% at "Not at all" and 44.2% at "No more than usual." A combined total of 83.7% felt no loss of confidence in themselves, and finally, the statement, "Been feeling reasonably happy, all things considered," resulted in 81.4% of all respondents recording "Same as usual." Cumulatively, the data concerning the health of teachers presented a very positive profile.

Along with the quantitative data gathered from the study, qualitative information resulted from two additional questions. The first asked respondents to share any other factors which contribute to their satisfaction with teaching. Only 16 teachers provided information which can best be examined within general categories

including product satisfaction, interpersonal relationships, client relations, leadership, and community image.

Looking first at client relations, teachers were satisfied because they respect their students and have the ability to "connect." Teachers enjoyed working with students where things differ every day. Client relations are closely linked with product satisfaction, and additional qualitative data was shared in this category. For example, satisfaction occurred when teachers watched students mature every year and when teachers knew that students are learning. Observing student growth brought satisfaction to teachers as did assisting people in "running with an idea" and watching students achieve success. These statements validated or underscored the quantitative findings which dealt with student attitudes and achievement where the majority percentages were clearly on the satisfied end of the scale.

Job conditions add to a teacher's satisfaction in areas such as preparation time and extended instructional time in order to meet individual needs. These comments differed, however, from aspects of the physical working conditions in a school which, in this study, resulted in a primarily dissatisfying rating. Interpersonal relationships contributed greatly to a teacher's satisfaction level as indicated by the overall positive ratings in assessing relations with colleagues, parents, and students.

Teachers who participated in the study placed importance on the "Opportunities to work with parents and community" and on the professional opportunities to exchange teaching strategies. As one respondent stated, "Feelings of warmth and humor among faculty make any day bearable." Community image also came into play as teachers felt that teaching is an important part of society's

anticipated growth and success. The satisfied teacher also felt that he or she is working for the future of our society. Finally, one positive comment was shared regarding leadership which stated that satisfaction with teaching is enhanced by the effort and enthusiasm of an administrator who supports and encourages the staff.

Turning to the second question yielding qualitative data, participants were asked to comment on additional factors which contribute to dissatisfaction with teaching. Again, the responses can be best discussed within the categories of conditions of work, client relations, leadership, negative collegiality, and community image. In this section, 21 teachers shared their feelings.

The factors contributing to dissatisfaction with teaching within the realm of working conditions included elements such as large class size, insufficient technology and the unavailability of copying machines. Teacher duties such as cafeteria or hall monitoring also resulted in dissatisfaction as did an "overwhelming schedule of responsibilities." Other less than desirable work conditions included lack of preparation space, lack of materials, and "low work standards among co-workers and students."

Client relations also contributed to feelings of dissatisfaction with teaching. Teachers had problems with students' lack of respect for authority and felt frustrated with chronic student behavior problems. Another prevailing observation was that students' overall attitude toward learning is poor and that it is a battle to focus attention on academics.

The realm of collegiality is closely linked to leadership and in the study both are seen by some to contribute to dissatisfaction. Although the quantitative findings

regarding collegiality fell primarily in the neutral zone, several respondents spoke of low morale and the lack of cohesiveness in the staff. Others felt that the staff lacked the desire to better themselves and that a professional attitude among colleagues was missing.

When looking specifically at leadership, the quantitative data clustered again in the neutral span, yet teachers expressed rather strong dissatisfying feelings in writing. Teachers felt that administrative changes have resulted in instability and lack of consistency and that years have been wasted on non-productive committee work. Factors contributing to dissatisfaction such as lack of scheduling flexibility, large class size, and lack of a clearly communicated vision can also be attributed to leadership.

Finally, community image emerged again as respondents felt that the demands of society for the school to be parents as well as educators contributed to their dissatisfaction, along with changes in society causing a decrease in reading and writing levels. Interesting to note, however, 37.2% of all respondents felt very satisfied with the reputation of their school in the community.

Overall, the qualitative data confirmed the statistical information within the emerging threads of focus. The majority of elements in the realm of dissatisfaction were directly related to leadership.

So then what, does all this information mean, and how can it be used to improve the educational community? The statistics presented for all items in the survey can be quite overwhelming, but if the data is reviewed and examined closely, major tendencies emerge, and the pieces of the puzzle begin to fit.

The faculty of Middle Township High School can be considered a veteran or seasoned staff. They felt that they were prepared when they entered the occupational field of teaching, and they felt that they continue to be prepared. The teachers expressed sincere satisfaction in dealing with students of all academic levels. Perhaps the greatest satisfaction for these educators came from their interaction with students within the school environment. A degree of anxiety, however, entered the scenario when it came to communicating with parents and community members.

The teachers surveyed felt very strongly about commitment to personal goals including elements like family, financial stability, and overall happiness in life. Such commitment contributes to the overall strength of a person in any profession. This sense of commitment was not evident, however, in the teachers' evaluation of factors within their professional lives that contribute to satisfaction or dissatisfaction with teaching. As the data was being examined and presented, it became clear that a "4" or "neutral" was definitely the rating of choice. One wonders what might have caused educators to be so non-committal in reaction to some very important components of their chosen profession.

An answer to the aforementioned concern became clear as the areas of dissatisfaction were analyzed. The major study segments which yielded ratings of dissatisfaction occurred in the areas dealing with educational leadership and communication. Teachers have become disheartened by what they perceive to be a stagnant administration with no real sense of direction. Feelings of dissatisfaction emerged also in the areas of recognition, supervision, morale, and working conditions, which are clear functions of the educational leader. A correlation can surely be seen

between teachers' disappointment with leadership and their prevailing "neutral" attitude. In the absence of a strong leader, enthusiasm is drained from any organization, and complacency sets in. Why worry or care about things if your leaders don't? Why work to move the educational organization forward if no support is offered? Thus, the seemingly flat data actually reveals a major problem in the total educational community.

Under these circumstances, it was encouraging to discover that the faculty is healthy. One can't help but think that such prolonged complacency might lead to a physical manifestation of dissatisfaction. Fortunately, for the students of Middle Township High School, this phenomenon had not occurred.

When all of the peripheral aspects of teaching are stripped away, the student remains as the motivating force, and the main focus of the entire teaching process. Fortunately, the faculty of Middle Township High School had not lost sight of this, as the major source of satisfaction for teachers continued to be the students.

CHAPTER FIVE

CONCLUSIONS, IMPLICATIONS, AND FURTHER STUDY

The major conclusions of the Study of Teacher Health, Motivation, and Satisfaction can best be presented within the structure of the framing questions previously presented to discuss the research findings. It is within these questions that specific aspects of the educational organization emerged as strengths or weaknesses, which would then be focused upon in developing an improvement plan, if necessary.

In answer to *What characteristics contribute to a demographic profile of respondents?* an "average respondent" shared specific qualities. The "average respondent" was between 46 and 55 years of age and had been in education for more than twenty-five years. Eleven to fifteen years of teaching had been spent at Middle Township High School, and the majority of respondents possessed a master's degree. The "average respondent" was also a female, born in the United States who speaks only English. In summary, the "average respondent" was truly a veteran educator, having spent most of his or her career at Middle Township High School.

The next framing question, *What factors influenced you to choose teaching as an occupational endeavor?* resulted in yet another conclusive professional composite. Teachers had a realistic view of teaching prior to their involvement and felt adequately prepared although for most, teaching was not their first career choice. Virtually no one was attracted to the profession because of the salary, and no one felt pressure from

their families to become a teacher. A somewhat surprising conclusion was that the majority was not attracted by the hours and vacations associated with the profession of teaching.

A large number of conclusions were drawn from the data within the framing question, *What factors or issues contribute to your satisfaction or dissatisfaction with teaching?* For example, teachers were satisfied with their interaction with students on many levels, as well as with their ability to change student attitude and behavior in a positive manner. Teachers also enjoyed working with students on varying ability levels.

Satisfaction continued with regard to hours and vacations, yet dissatisfaction was associated with the teachers' perception of the community's attitude toward the same elements. Teachers were satisfied with their salaries yet highly dissatisfied with physical working conditions.

Recognition of teachers from all related constituencies yielded a neutral rating, and teachers were dissatisfied with the media's image of educators, yet very satisfied with their own reputation in the school. Educators also felt satisfied with their allotted preparation time and with their success in organizing teaching activities.

With regard to interpersonal relationships, teachers felt most satisfied with their relations with colleagues and students. Teacher satisfaction with relationships with parents and community was somewhat lower. Dissatisfaction resulted in the area of interacting with state officials and, to an extent, with union representatives.

Still within the framing question of the issues and factors that contribute to satisfaction or dissatisfaction with teaching, teachers were most satisfied with

professional opportunities as well as with their mastery of teaching content. Unfortunately, however, the area of teacher supervision resulted in a dissatisfaction rating.

Perhaps the most important conclusion of the entire study dealt with leadership within the educational environment. The majority of leadership factors, such as decision making, communication networks, change, and existing support structures resulted in teachers being dissatisfied. The message was clear; effective leadership was missing from Middle Township High School.

When teachers were asked the framing question, *To what extent are you committed to various goals in life?* the majority rating, in most cases, was neutral. Not even areas such as sexual pleasure, avoiding conflict, avoiding rejection, and guilt rated more than neutral. Goals within the realm of family commitment yielded a stronger degree of satisfaction as did the goal of desiring a stable life.

A cumulative conclusion can be drawn from the gathered data. The veteran staff of Middle Township High School remained focused on the students and felt dissatisfied with the leadership structure in place. Since an educational leader impacts so many areas of the total organization, this feeling of dissatisfaction had far-reaching ramifications. Even though the staff was healthy, their responses resulted in an aura of complacency within the organization. Motivating forces were absent, as were enthusiasm and the desire to improve and/or change. The teachers were functioning within a static environment, and as a result, even though the greatest satisfaction lay with student involvement, those young men and women cannot be receiving the quality of education that they deserve.

The intern's leadership development was greatly enhanced by the administration of this study along with the analysis of the data. For example, the intern used unique interpersonal skills, written and verbal, to help maximize participation in the study. The intern also realized the type of leadership needed for success in this particular educational organization. A leader at Middle Township High School must be communicative, personable, and transformative. He or she must work from the foundation of a vision yet must have the ability to transform that vision to one that is shared. The leader must facilitate, allowing others to participate in decision making and planning. It is only in this way that Middle Township High School will move successfully into the future.

Finally, the study also had an effect on organizational change and will continue to impact future educational developments. The results of the study were shared with the faculty, as promised, and provided a composite profile of the Middle Township High School staff with regard to overall satisfaction and dissatisfaction with many components of teaching.

The study results will be far-reaching in that the educational leader, the principal of five years, retired effective at the end of the school year. He was very reluctant to hold a faculty meeting to announce his retirement for fear of faculty reaction. The intern and the superintendent were able, however, to convince him of the importance of sharing the information before the staff heard it at a Board meeting or "on the street."

As a new leader takes charge, all personnel can learn from the state-of-the-school as reflected in the study data. One leader can learn from another's mistakes,

and all can start off from a positive foundation. Already the faculty and support staff have been invited to participate in the selection process of the new leader. In essence, the lines of communication have been opened. Teachers and staff were asked to list qualities they felt were essential for a principal to possess and were also asked to serve on a selection committee. This is an example of shared decision making, which had previously been virtually non-existent at Middle Township High School. Examination of the results of the study can surely help school personnel to focus on the characteristics of both the leader and the environment that can result in the greatest satisfaction.

Now with the promise of new leadership, there will be implications for further study. Periodic monitoring of satisfaction and dissatisfaction will provide an on-going assessment of the health, motivation, and satisfaction of the teachers as leadership and communication continue to be the areas of greatest emphasis. The new principal can immediately engage staff in the development of a communication network that optimizes organizational satisfaction. The effectiveness of communication between administration and faculty can surely continue to increase by building on the information revealed in the Study of Teacher Health, Motivation, and Satisfaction.

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APPENDIX A

SURVEY INSTRUMENT

Most of the questions can be answered by filling in the circles in black ink. Unless otherwise indicated please only fill one circle when answering each question. Other questions should be answered where there are lines provided. As some terms vary from country to country, please select the answer that best describes your view.

Shade circles like this ●

| Not like this | ∅ |
| or this | ✗ |

1. Respondent data

1.1 Age .... years.
Please also fill out your age in the circles below

eg if your age was 35
the 3 circle would be filled in on the a line
and the 5 circle would be filled in on the b line

	0	1	2	3	4	5	6	7	8	9
a	O	O	O	O	O	O	O	O	O	O
b	O	O	O	O	O	O	O	O	O	O

1.2 Years of Service : .... years
Please also fill in your years of service in the circles below

eg if you have 7 years of service then
the a line would have 0 filled in
the b line would have 7 filled in
likewise 15 years a line would be 1
b line would be 5

	0	1	2	3	4	5	6	7	8	9
a	O	O	O	O	O	O	O	O	O	O
b	O	O	O	O	O	O	O	O	O	O

1.3 Years at this school : .... years
Please also fill in circles below

	0	1	2	3	4	5	6	7	8	9
a	O	O	O	O	O	O	O	O	O	O
b	O	O	O	O	O	O	O	O	O	O

1.4 Sex :

Male   Female

O   O

1.5 What is your current position ?
Please use this key:

1 Principal
2 Assistant Principal
3 Dept. / Faculty Chair
4 Master Teacher
5 Classroom teacher
6 Substitute Teacher
7 Other - please specify ....

1	2	3	4	5	6	7
O	O	O	O	O	O	O

1.6 What is your highest qualification / years of training?

Please indicate your highest educational qualification using this key:

1 - 2 yr u/grad. qual. :- education
2 - 3 yr u/grad. qual. :- education
3 - 4 yr u/grad. qual. :- education
4 - 4 yr u/grad degree + 1 yr. educ. qual.
5 - Masters Degree
6 - Doctorate

1	2	3	4	5	6
O	O	O	O	O	O

1.7 In what type of school do you do most of your teaching / you are qualified (if non-teaching)

Use this code to fill out the circles below:

1 Elementary / Primary School
2 Middle School / Junior High
3 High School
4 Other specialist school
(please specify)................................

1	2	3	4
O	O	O	O

1.8 Were you born in this country?   Yes   No

O   O

1.9 Do you have a first language other than English?   Yes   No

O   O

If yes, which language..................................

2. ORIENTATION TO TEACHING

Below are reasons some teachers have given for entering teaching and their initial views of teaching. Please mark each either true or false to show the reason(s) which influenced you to become a teacher or how you felt about teaching.

	True	False
2.1 I always wanted to become a teacher	O	O
2.2 Teaching was not my first choice of career	O	O
2.3 I became a teacher because of a lack of other options	O	O
2.4 There was pressure from my family to become a teacher	O	O
2.5 I was attracted to teaching because of the hours and holidays / vacations	O	O
2.6 I thought that teaching would fit in well with family commitments	O	O
2.7 I was attracted to teaching because of the salary	O	O
2.8 I had a realistic view of teaching before I began my training	O	O
2.9 My training adequately prepared me for teaching	O	O

3. Below is a list of factors or issues that teachers/ principals have suggested can contribute to their satisfaction or dissatisfaction with teaching.

Please use the following scale and indicate the degree to which each gives you satisfaction/ dissatisfaction by filling in the circle under the appropriate number for each item.

A rating of 4 indicates that an issue is neither satisfying nor dissatisfying. Ratings of 1-3 indicate some degree of dissatisfaction, while ratings of 5 to 7 indicate some degree of satisfaction.

1...............2...................3...................4...............5.............6...............7
Highly Dissatisfying   Neutral   Highly Satisfying

	1	2	3	4	5	6	7
3.1 How satisfying do you find your capacity to influence student achievement?	O	O	O	O	O	O	O
3.2 How satisfying do you find it when your students achieve success in some way?	O	O	O	O	O	O	O
3.3 How satisfying do you find your capacity to contribute to whole school progress?	O	O	O	O	O	O	O
3.4 How satisfying do you find your capacity to change student attitudes?	O	O.	O	O	O	O	O
3.5 How satisfying do you find it when you change student attitudes in a positive way?	O	O	O	O	O	O	O
3.6 How satisfying do you find your capacity to change student behaviour?	O	O	O	O	O	O	O
3.7 How satisfying do you find it when you change student behaviour in a positive way?	O	O	O	O	O	O	O
3.8 How satisfying do you find student attitudes generally in your school?	O	O	O	O	O	O	O
3.9 How satisfying do you find student behaviour generally in your school?	O	O	O	O	O	O	O
3.10 How satisfying do you find working with students experiencing difficulties out of school ?	O	O	O	O	O	O	O
3.11 How satisfying do you find working with students of lower academic performance?	O	O	O	O	O	O	O
3.12 How satisfying do you find working with students of higher ability?	O	O	O	O	O	O	O
3.13 How satisfying do you find the "official" school hours and vacation breaks for teachers?	O	O	O	O	O	O	O

1........2........3........4........5........6........7
Highly   Neutral   Highly
Dissatisfying   Satisfying

	1	2	3	4	5	6	7

3.14 How satisfying do you find the community's opinion of "official" school hours and vacation breaks for teachers?

O	O	O	O	O	O	O

3.15 How satisfying do you find your current salary?

O	O	O	O	O	O	O

3.16 How satisfying do you find your opportunities for promotion?

O	O	O	O	O	O	O

3.17 How satisfying do you find the physical working environment of your school?

O	O	O	O	O	O	O

3.18 How satisfying do you find the amount of recognition you receive for your efforts from people in your school?

O	O	O	O	O	O	O

3.19 How satisfying do you find the amount of recognition you receive for your efforts from your district / superintendent's office?

O	O	O	O	O	O	O

3.20 How satisfying do you find the amount of recognition you receive for your efforts from parents and the community?

O	O	O	O	O	O	O

3.21 How satisfying do you find the status of teachers in society?

O	O	O	O	O	O	O

3.22 How satisfying do you find your status/reputation in your school?

O	O	O	O	O	O	O

3.23 How satisfying do you find the reputation of your school in the community?

O	O	O	O	O	O	O

3.24 How satisfying do you find the image of teachers portrayed in the media?

O	O	O	O	O	O	O

3.25 How satisfying do you find the amount of time and effort you put into teaching activities eg preparation, grading, planning ?
(or, if a principal, the time you spend helping others with these activities?)

O	O	O	O	O	O	O

3.26 How satisfying do you find successfully organizing teaching activities ? (or, if a principal, when teachers under your supervision successfully organise teaching activities ?)

O	O	O	O	O	O	O

3.27 How satisfying do you find the amount of time and effort you put into extra-curricular activities e.g., athletics, plays, student clubs? (or, if a principal, helping others to successfully organize extra- curricular activities?)

O	O	O	O	O	O	O

3.28 How satisfying do you find your involvement in extra-curricular activities ?

O	O	O	O	O	O	O

3.29 How satisfying do you find your work relations with teachers in your school ?

O	O	O	O	O	O	O

1.........2.........3.........4.........5.........6.........7							
Highly Neutral Highly Dissatisfying Satisfying	1	2	3	4	5	6	7
3.30 How satisfying do you find your work relations with senior staff at your school?	O	O	O	O	O	O	O
3.31 How satisfying do you find your dealings with students?	O	O	O	O	O	O	O
3.32 How satisfying do you find your dealings with parents?	O	O	O	O	O	O	O
3.33 How satisfying do you find your dealings with community members?	O	O	O	O	O	O	O
3.34 How satisfying do you find your dealings with district level personnel you deal with outside your school?	O	O	O	O	O	O	O
3.35 How satisfying do you find the way your state's teacher union represents the interests of its members?	O	O	O	O	O	O	O
3.36 How satisfying do you find the way your state's teacher union works for the betterment of education in this state?	O	O	O	O	O	O	O
3.37 How satisfying do you find the way educational professional associations work for the betterment of education in this state?	O	O	O	O	O	O	O
3.38 How satisfying do you find the way elected state officials work for the betterment of education?	O	O	O	O	O	O	O
3.39 How satisfying do you find the range of professional inservice courses / programs / consultancy / support offered to teachers by the local district?	O	O	O	O	O	O	O
3.40 How satisfying do you find the inservice courses that you have undertaken / been involved in ?	O	O	O	O	O	O	O
3.41 How satisfying do you find the quality of supervision received by staff in your school ?	O	O	O	O	O	O	O
3.42 How satisfying do you find your degree of mastery of teaching content since you began teaching ?	O	O	O	O	O	O	O
3.43 How satisfying do you find your degree of development / acquisition of professional skills since you began teaching ?	O	O	O	O	O	O	O
3.44 How satisfying do you find the degree to which you have achieved your professional goals?	O	O	O	O	O	O	O
3.45 How satisfying do you find the quality of leadership in your school ? (overall not just the principal)	O	O	O	O	O	O	O

	1	2	3	4	5	6	7
1.........2.........3.........4.........5.........6.........7 Highly Neutral Highly Dissatisfying Satisfying							

	1	2	3	4	5	6	7
3.46 How satisfying do you find the degree of feeling of belonging / collegiality / teamwork in your school ?	O	O	O	O	O	O	O
3.47 How satisfying do you find formal or official communication methods in your school ?	O	O	O	O	O	O	O
3.48 How satisfying do you find the opportunities you have for exercizing leadership in your school ?	O	O	O	O	O	O	O
3.49 How satisfying do you find assisting other teachers ?	O	O	O	O	O	O	O
3.50 How satisfying do you find the opportunities to socialize with other staff in and out of school ?	O	O	O	O	O	O	O
3.51 How satisfying do you find the concept of community involvement in schools ?	O	O	O	O	O	O	O
3.52 How satisfying do you find the degree of involvement of the local community in your school ?	O	O	O	O	O	O	O
3.53 How satisfying do you find the opportunity for your involvement in school decision making ?	O	O	O	O	O	O	O
3.54 How satisfying do you find the concept of student involvement in school decision making ?	O	O	O	O	O	O	O
3.55 How satisfying do you find the degree of student involvement in decision making at your school ?	O	O	O	O	O	O	O
3.56 How satisfying do you find the amount of your current administrative responsibilities ?	O	O	O	O	O	O	O
3.57 How satisfying do you find your current workload overall ?	O	O	O	O	O	O	O
3.58 How satisfying do you find the effects of teaching on your personal / family life ?	O	O	O	O	O	O	O
3.59 How satisfying do you find recent changes to curricula ?	O	O	O	O	O	O	O
3.60 How satisfying do you find recent changes to school responsibilities e.g., site based management?	O	O	O	O	O	O	O
3.61 How satisfying do you find the amount of educational change in recent years ?	O	O	O	O	O	O	O

```
1.........2.........3.........4.........5.........6.........7
Highly              Neutral                    Highly
Dissatisfying                                  Satisfying
```

	1	2	3	4	5	6	7
3.62 How satisfying do you find the degree of support provided by the district/ superintendent's office to implement change ?	O	O	O	O	O	O	O
3.63 How satisfying do you find the concept of promotion on merit rather than seniority/ graduate credits?	O	O	O	O	O	O	O
3.64 How satisfying do you find current criteria for promotion in your school district?	O	O	O	O	O	O	O
3.65 How satisfying do you find the concept of schools hiring their own teaching staff with out district involvement?	O	O	O	O	O	O	O
3.66 How satisfying do you find the concept of local school and community input to hiring of principals and assistant principals?	O	O	O	O	O	O	O
3.67 How satisfying do you find the current procedures for transfer between schools within districts?	O	O	O	O	O	O	O
3.68 How satisfying do you find class sizes in your school ?	O	O	O	O	O	O	O
3.69 How satisfying do you find the amount of support staff in your school eg janitors, office staff?	O	O	O	O	O	O	O
3.70 How satisfying do you find your school's financial resources?	O	O	O	O	O	O	O
3.71 How satisfying do you find your school's material resources / equipment?	O	O	O	O	O	O	O
3.72 How satisfying do you find support structures for students with special needs in your school?	O	O	O	O	O	O	O
3.73 How satisfying do you find support structures for students with special needs in your district?	O	O	O	O	O	O	O
3.74 How satisfying do you find support structures for teacher physical and mental wellbeing in your school?	O	O	O	O	O	O	O
3.75 How satisfying do you find support structures for teacher physical and mental wellbeing in your district?	O	O	O	O	O	O	O

3.76 Imagine the circle below represents your professional life. Divide the circle into segments representing the amount of time spent on each of the following:

- FACE TO FACE TEACHING   FF

- PREPARATION FOR TEACHING   PT

- GRADING   GR

- STUDENT ASSISTANCE, SUPERVISION   SA

- PROFESSIONAL READING /
  INSERVICE / STUDY   ST

- MEETINGS   MT

- ADMINISTRATION / PAPER WORK   AT

- COACHING / TRAINING /
  REHEARSALS ETC   ET

- OTHER
  PLEASE SPECIFY ....   OT

Please use the initials next to each category to identify the segment which represents it.
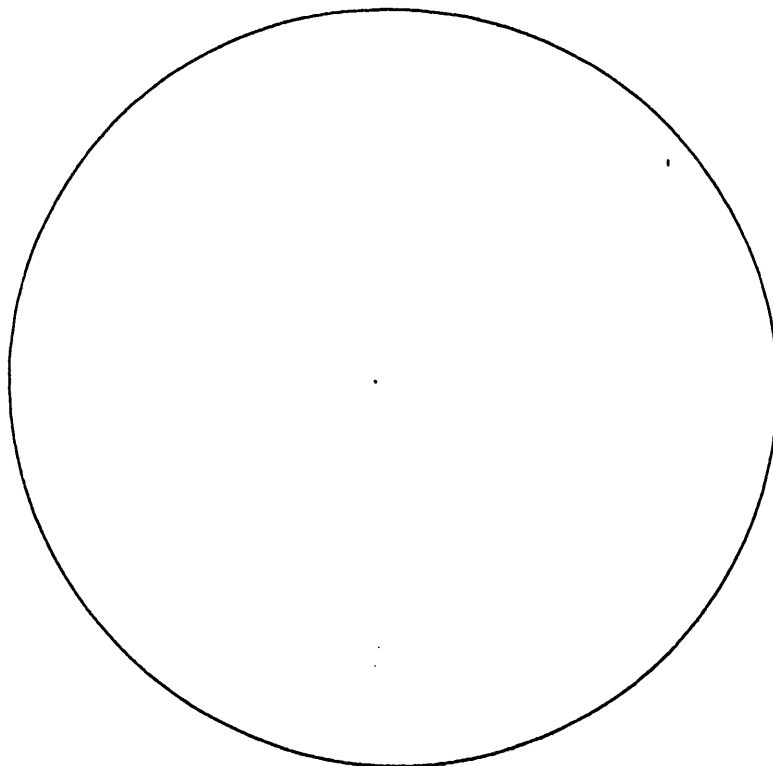
3.77a If there are other factors which contribute to your SATISFACTION with teaching, could you please provide these below:

1..
....

2..
....

3..
....

3.77b If there are other factors which contribute to your DISSATISFACTION with teaching, provide these below:

1..
....

2..
....

3..
....

3.77c Could you please provide an OVERALL RATING below for your CURRENT level of satisfaction with teaching:

1   O .. Highly Dissatisfied

2   O   .

3   O

4   O .. Neutral

5   O

6   O

7   O .. Highly Satisfied

3.78 Changed satisfaction with teaching: Thinking about how satisfied you were when you began teaching, please indicate below whether you are NOW more or less satisfied than you were then.

1   O ... Now More Highly Dissatisfied

2   O

3   O

4   O ... No Change

5   O

6   O

7   O ... Now More Highly Satisfied

4. Please rate how important your commitment is to each of the following goals. Please use the following scale and indicate your degree of agreement by filling in the circle under the appropriate number for each item.
N.B. This section and section 5 are internationally used and validated instruments.

1........2........3........4........5........6........7 Not at All Extremely Important Important	1	2	3	4	5	6	7
4.1 Wanting to have close and satisfying relationships with others	O	O	O	O	O	O	O
4.2 Wanting to obtain rewards and recognition	O	O	O	O	O	O	O
4.3 Wanting to be more open minded	O	O	O	O	O	O	O
4.4 Wanting to help others in need	O	O	O	O	O	O	O
4.5 Desiring an easy life	O	O	O	O	O	O	O
4.6 Wanting to have fun	O	O	O	O	O	O	O
4.7 Needing to feel a sense of belonging	O	O	O	O	O	O	O
4.8 Desiring to be popular and accepted	O	O	O	O	O	O	O
4.9 Trying to be responsible	O	O	O	O	O	O	O
4.10 Needing to be committed to a cause	O	O	O	O	O	O	O
4.11 Wanting to avoid blame and criticism	O	O	O	O	O	O	O
4.12 Needing sexual pleasure	O	O	O	O	O	O	O
4.13 Wanting to give affection and love	O	O	O	O	O	O	O
4.14 Aspiring to be well off financially	O	O	O	O	O	O	O
4.15 Aspiring to be a fair and ethical person	O	O	O	O	O	O	O
4.16 Wanting to make sacrifices for others	O	O	O	O	O	O	O

1.........2.........3.........4.........5.........6.........7	1	2	3	4	5	6	7
Not at All Important Extremely Important							
4.17 Trying to avoid conflict	O	O	O	O	O	O	O
4.18 Wanting an exciting life	O	O	O	O	O	O	O
4.19 Wanting to receive affection and love	O	O	O	O	O	O	O
4.20 Wanting to develop a personal philosophy of life	O	O	O	O	O	O	O
4. 21 Wanting to participate in a religious organization	O	O	O	O	O	O	O
4.22 Wanting to avoid stress	O	O	O	O	O	O	O
4.23 Trying to have enough free time	O	O.	O	O	O	O	O
4.24 Wanting to be involved and intimate with others	O	O	O	O	O	O	O
4.25 Wanting to be able to influence others	O	O	O	O	O	O	O
4.26 Needing to develop a strong sense of who I am	O	O	O	O	O	O	O
4.27 Trying to be supportive of others close to you	O	O	O	O	O	O	O
4.28 Aspiring to have a stable life	O	O	O	O	O	O	O
4.29 Aspiring to have new and different experiences	O	O	O	O	O	O	O
4.30 Wanting to be a good parent	O	O	O	O	O	O	O
4.31 Wanting to compete successfully	O	O	O	O	O	O	O
4.32 Trying to be assertive	O	O	O	O	O	O	O

	1	2	3	4	5	6	7

1.........2.........3.........4.........5.........6.........7

Not at
All
Important

Extremely
Important

	1	2	3	4	5	6	7
4.33 Wanting to avoid feeling guilty	O	O	O	O	O	O	O
4.34 Aspiring to have closer family ties	O	O	O	O	O	O	O
4.35 Wanting to have a career	O	O	O	O	O	O	O
4.36 Needing personal growth	O	O	O	O	O	O	O
4.37 Wanting to avoid rejection	O	O	O	O	O	O	O
4.38 Wanting to be a good husband / wife / boyfriend / girlfriend	O	O	O	O	O	O	O
4.39 Desiring to be a leader or organizer	O	O	O	O	O	O	O
4.40 Trying to avoid failure	O	O	O	O	O	O	O

5   GENERAL HEALTH QUESTIONNAIRE

The following are questions about your general health. We would like to know if you have had any medical complaints and how your health has been over THE PAST FEW WEEKS. Please indicate the answer that you think most nearly applies to you.

	1	2	3	4

5.1. Been able to concentrate on what you are doing.
- 1 - Better than usual
- 2 - Same as usual
- 3 - Less than usual
- 4 - Much less than usual

	1	2	3	4
	O	O	O	O

5.2. Lost much sleep over worry.
- 1 - Not at all
- 2 - No more than usual
- 3 - Rather more than usual
- 4 - Much more than usual

	O	O	O	O

5.3. Feel that you were playing a useful part in things.
- 1 - More so than usual
- 2 - Same as usual
- 3 - Less than usual
- 4 - Much less than usual

	O	O	O	O

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	1	2	3	4
5.4. Felt capable of making decisions about things. 　　1 - More so than usual 　　2 - Same as usual 　　3 - Less so than usual 　　4 - Much less capable	O	O	O	O
5.5. Felt constantly under strain. 　　1 - Not at all 　　2 - No more than usual 　　3 - Rather more than usual 　　4 - Much more than usual	O	O	O	O
5.6. Felt that you could not overcome your difficulties. 　　1 - Not at all 　　2 - No more than usual 　　3 - Rather more than usual 　　4 - Much more than usual	O	O	O	O
5.7. Been able to enjoy your normal day-to -day activities. 　　1 - More so than usual 　　2 - Same as usual 　　3 - Less than usual 　　4 - Much less than usual	O	O	O	O
5.8. Been able to face up to your problems. 　　1 - More so than usual 　　2 - Same as usual 　　3 - Less than usual 　　4 - Much less than usual	O	O	O	O
5.9. Been feeling unhappy and depressed. 　　1 - Not at all 　　2 - No more than usual 　　3 - Rather more than usual 　　4 - Much more than usual	O	O	O	O
5.10. Been losing confidence in yourself. 　　1 - Not at all 　　2 - No more than usual 　　3 - Rather more than usual 　　4 - Much more than usual	O	O	O	O
5.11. Been thinking of yourself as a worthless person. 　　1 - Not at all 　　2 - No more than usual 　　3 - Rather more than usual 　　4 - Much more than usual	O	O	O	O
5.12. Been feeling reasonably happy, all things considered. 　　1 - More so than usual 　　2 - Same as usual 　　3 - Less than usual 　　4 - Much less than usual	O	O	O	O

6. We are interested in any comments you might like to make, either about matters raised in the survey, or matters concerning your welfare as a teacher not included in the above items. Suggestions for additional areas that we should consider are also welcome.

Thank you for your co-operation.

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BIOGRAPHICAL DATA

Name:	Karen Buesing
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