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TEACHING SATISFACTIONS OF ELEMENTARY
SCHOOL TEACHERS IN ISOLATED RURAL
TEXAS COUNTIES

DISSERTATION

Presented to the Graduate Council of the
North Texas State University in Partial
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DOCTOR OF EDUCATION

By

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The problem of this study was to determine the relationships of certain categories of job satisfaction to selected personal characteristics of teachers who were teaching in rural communities located in isolated rural Texas counties.

A group of 443 elementary public school teachers, who were teaching in seventy-eight rural community school districts, was selected to participate in this study. Of the 443 teachers, 320 (72.2 per cent) completed and returned their job-satisfaction scales. The scale used in this study is divided into four categories of job satisfaction including salary, administration and supervision, teaching conditions, and general living conditions. The cover sheet of the scale asked for information on age, sex, marital status, ages of children, teaching experience, degree held, teaching certificate held, place of residence, home ownership, spouse's occupation, location of spouse's occupation, teacher's ethnic identification, student's ethnic identification, and background of the teachers in

terms of where they lived while attending public schools. The total subject group was divided into subgroups for the analysis of each of the preceding personal and professional characteristics. For example, marital status was dichotomized and arranged into two subgroups, "married" and "unmarried." Fisher's T-test was used to determine whether there were significant differences among the several subgroup means on the overall job-satisfaction scale. Hotelling's T-squared test was used to determine whether there were significant differences among the means of the several subgroups on each of the job-satisfaction categories. Tests of significance were made at the .05 level.

Findings from the tests of hypotheses revealed that teachers

1. who were thirty years old or older were significantly more satisfied teaching in rural communities than were those who were under thirty years old;

2. with over three years of teaching experience were significantly more satisfied teaching in rural communities than were those with three years of teaching experience or less;

3. who had been reared in rural communities were significantly more satisfied teaching in rural communities than were those who were reared in cities;

4. who owned their homes were significantly more

satisfied teaching in rural communities than were those who rented their houses;

5. who were married were significantly more satisfied with their general living conditions than were those who were unmarried;

6. who were thirty years old or older were significantly more satisfied with their general living conditions and salaries than were those who were under thirty years old;

7. with over three years of teaching experience were significantly more satisfied with their general living conditions and salaries than were those with three years of teaching experience or less;

8. who were reared in rural communities were significantly more satisfied with their general living conditions, teaching conditions, and administration than were those who were reared in cities;

9. who owned their homes were significantly more satisfied with their general living conditions, teaching conditions, administration and supervision, and salaries than were those who rented their homes.

Several questions emerged from this study which suggest the need for further investigation.

1. How do isolated rural school teachers compare with urban area teachers in relation to job satisfaction?

2. How do isolated rural school teachers compare with urban area teachers in relation to professional quality?

3. Is there a relationship between teacher quality and job satisfaction?

4. What are some school and community incentives which can be applied to enhance teacher quality and job satisfaction?

TABLE OF CONTENTS

	Page
LIST OF TABLES	v
LIST OF ILLUSTRATIONS	xii
Chapter	
I. INTRODUCTION	1
Statement of the Problem	
Hypotheses	
Definition of Terms	
Delimitations	
Basic Assumption	
Background and Significance	
Analyses of Additional Data	
Chapter Bibliography	
II. RELATED LITERATURE	10
Motivation-Hygiene Theory	
The Motivation-Hygiene Theory and Teachers	
Personal and Professional Characteristics of Teachers in Relation to Job Satisfaction	
Implications for Administrators	
Implications for Society	
Chapter Bibliography	
III. PROCEDURES FOR COLLECTION AND TREATMENT OF DATA	24
Selection of Subjects	
Instrument	
Statistical Procedures	
Testing of Hypotheses	
Chapter Bibliography	

IV. PRESENTATION AND ANALYSIS OF FINDINGS	Page 33
Personal and Professional Characteris- tics of the Population	
Tests of Hypotheses	
Analyses of Additional Data	
V. FINDINGS AND IMPLICATIONS.	143
Findings Related to the Personal and Professional Characteristics of the Population	
Findings from the Tests of Hypotheses	
Findings from the Analyses of Additional Data	
Implications	
APPENDIX A	154
Job Satisfaction Scale	
APPENDIX B	163
Isolated Rural Texas Counties	
APPENDIX C	165
Correspondence	
BIBLIOGRAPHY	172

LIST OF TABLES

Table	Page
I. Distribution of Responding Teachers According to Age	34
II. Distribution of Responding Teachers According to Marital Status	34
III. Distribution of Responding Teachers According to Places of Residence While Attending Public Schools	35
IV. Distribution of Responding Teachers According to Location of Spouses' Employment	36
V. Distribution of Responding Teachers According to Ethnic Identification	37
VI. Distribution of Responding Teachers According to Status of Home Ownership	38
VII. Distribution of Responding Teachers Living In and Outside the Teaching Community	38
VIII. Distribution of Responding Teachers According to Highest Degree Held	39
IX. Distribution of Responding Teachers According to Teaching Certificates Held	40
X. Distribution of Responding Teachers According to Years of Teaching Experience in Present School District	40
XI. Distribution of Responding Teachers According to Total Years of Teaching Experience	41
XII. Distribution of Responding Teachers According to Spouse's Occupation	42

Table	Page
XIII. Distribution of Responding Teachers According to Numbers of Own Children . . .	43
XIV-A. Distribution of Responding Teachers According to Percentages of Anglo Students in Their Classes	44
XIV-B. Distribution of Responding Teachers According to Percentages of Black Students in Their Classes	44
XIV-C. Distribution of Responding Teachers According to Percentages of Spanish- Surnamed Students in Their Classes	45
XIV-D. Distribution of Responding Teachers According to Percentages of Other Students in Their Classes	45
XV. Distribution of Responding Teachers According to Age Grouping and Marital Status	46
XVI. Distribution of Responding Teachers According to Age Grouping and Years of Teaching Experience in the Present School District	47
XVII. Distribution of Responding Teachers According to Age Grouping and Total Years of Teaching Experience	48
XVIII. Distribution of Responding Teachers According to Age Grouping and Residence While Attending Public Schools	50
XIX. Distribution of Responding Teachers According to Marital Status and Years of Teaching Experience in Present School District	51
XX. Distribution of Responding Teachers According to Marital Status and Total Years of Teaching Experience	52
XXI. Distribution of Responding Teachers According to Marital Status and Residence While Attending Public Schools	54

Table	Page
XXII. Percentage Distribution of Responding Teachers According to Selected Personal and Professional Characteristics	56
XXIII. Comparison of Responses of the Married and Unmarried Subgroups on the Overall Job-Satisfaction Scale	60
XXIV. Comparison of Responses of the Married and Unmarried Subgroups on the Four Categories of Job Satisfaction	62
XXV. Comparison of Responses of the Male and Female Subgroups on the Overall Job Satisfaction Scale	64
XXVI. Comparison of Responses of the Male and Female Subgroups on the Four Categories of Job Satisfaction	66
XXVII. Comparison of Responses of the "Thirty Years Old or Over" and "Under Thirty Years Old" Subgroups on the Overall Job-Satisfaction Scale	67
XXVIII. Comparison of Responses of the "Thirty Years Old or Over" and "Under Thirty Years Old" Subgroups on the Four Categories of Job Satisfaction	69
XXIX. Comparison of Responses of the "Over Three Years of Local Teaching Experience" and "Three Years of Local Teaching Experience or Less" Subgroups on the Overall Job-Satisfaction Scale	72
XXX. Comparison of Responses of the "Over Three Years of Local Teaching Experience" and "Three Years of Local Teaching Experience or Less" Subgroups on the Four Categories of Job Satisfaction	74
XXXI. Comparison of Responses of the "Over Three Years of Total Teaching Experience" and "Three Years of Total Teaching Experience or Less" Subgroups on the Overall Job-Satisfaction Scale	76

Table	Page
XXXII. Comparison of Responses of the "Over Three Years of Total Teaching Experience" and "Three Years of Total Teaching Experience of Less" Subgroups on the Four Categories of Job Satisfaction	78
XXXIII. Comparison of Responses of the "Childhood Residence in Rural Communities" and "Childhood Residence in Cities" Subgroups on the Overall Job-Satisfaction Scale . .	81
XXXIV. Comparison of Responses of the "Childhood Residence in Rural Communities" and "Childhood Residence in Cities" Subgroups on the Four Categories of Job Satisfaction	82
XXXV. Comparison of Responses of the "Current Residence in Teaching Communities" and "Current Residence Outside Teaching Communities" Subgroups on the Overall Job-Satisfaction Scale	85
XXXVI. Comparison of Responses of the "Current Residence in Teaching Communities" and "Current Residence Outside Teaching Communities" Subgroups on the Four Categories of Job Satisfaction	87
XXXVII. Comparison of Responses of the "Home Owner" and "Home Renting" Subgroups on the Overall Job-Satisfaction Scale	88
XXXVIII. Comparison of Responses of the "Home Owner" and "Home Renting" Subgroups on the Four Categories of Job Satisfaction	90
XXXIX. Comparison of Responses of the "Spouses Employed in Teaching Communities" and "Spouses Employed Outside Teaching Communities" Subgroups on the Overall Job-Satisfaction Scale	92
XL. Comparison of Responses of the "Spouses Employed in Teaching Communities" and "Spouses Employed Outside Teaching Communities" Subgroups on the Four Categories of Job Satisfaction	94

Table	Page
XLI. Comparison of Responses of the "Childhood Residence in Teaching Communities" and "Childhood Residence in Other Communities" Subgroups on the Overall Job-Satisfaction Scale	96
XLII. Comparison of Responses of the "Childhood Residence in Teaching Communities" and "Childhood Residence in Other Communities" Subgroups on the Four Categories of Job Satisfaction	97
XLIII. Comparison of Responses of the Population Subgroups, "Same Ethnic Background" and "Different Ethnic Background," on the Overall Job-Satisfaction Scale	103
XLIV. Comparison of Responses of the Population Subgroups, "Same Ethnic Background" and "Different Ethnic Background," on the Four Categories of Job Satisfaction	105
XLV. Comparison of Responses of the Population Subgroups, "Married Women" and "Unmarried Women," on the Overall Job-Satisfaction Scale	106
XLVI. Comparison of Responses of the Population Subgroups, "Married Women" and "Unmarried Women," on the Four Categories of Job Satisfaction	108
XLVII. Comparison of Responses of the Married Female Subgroups, "Thirty Years Old or Over" and "Under Thirty Years Old," on the Overall Job-Satisfaction Scale	110
XLVIII. Comparison of Responses of the Married Female Subgroups, "Thirty Years Old or Over" and "Under Thirty Years Old," on the Four Categories of Job Satisfaction	112
XLIX. Comparison of Responses of the Married Female Subgroups, "Over Three Years of Local Teaching Experience" and "Three Years of Local Teaching Experience or Less," on the Overall Job-Satisfaction Scale	114

Table	Page
L. Comparison of Responses of the Married Female Subgroups, "Over Three Years of Local Teaching Experience" and "Three Years of Local Teaching Experience or Less," on the Four Categories of Job Satisfaction	116
LI. Comparison of Responses of the Married Female Subgroups, "Over Three Years of Total Teaching Experience" and "Three Years of Total Teaching Experience or Less," on the Overall Job-Satisfaction Scale . . .	119
LII. Comparison of Responses of the Married Female Subgroups, "Over Three Years of Total Teaching Experience" and "Three Years of Total Teaching Experience or Less," on the Four Categories of Job Satisfaction . . .	121
LIII. Comparison of Responses of the Married Female Subgroups, "Current Residence in Teaching Communities" and "Current Residence Outside Teaching Communities," on the Overall Job-Satisfaction Scale	123
LIV. Comparison of Responses of the Married Female Subgroups, "Current Residence in Teaching Communities" and "Current Residence Outside Teaching Communities," on the Four Categories of Job Satisfaction	125
LV. Comparison of Responses of the Married Female Subgroups, "Home Owner" and "Home Renter," on the Overall Job-Satisfaction Scale . . .	126
LVI. Comparison of Responses of the Married Female Subgroups, "Home Owner" and "Home Renter," on the Four Categories of Job Satisfaction	128
LVII. Comparison of Responses of the Married Female Subgroups, "Spouses Employed in Teaching Communities" and "Spouses Employed Outside Teaching Communities," on the Overall Job-Satisfaction Scale	130

Table	Page
LVIII. Comparison of Responses of the Married Female Subgroups, "Spouses Employed in Teaching Communities" and "Spouses Employed Outside the Teaching Communities," on the Four Categories of Job Satisfaction	132
LIX. Comparison of Responses of the Married Female Subgroups, "Childhood Residence in Rural Communities" and "Childhood Residence in Cities," on the Overall Job-Satisfaction Scale	133
LX. Comparison of Responses of the Married Female Subgroups, "Childhood Residence in Rural Communities" and "Childhood Residence in Cities," on the Four Categories of Job Satisfaction	135
LXI. Comparison of Responses of the Married Female Subgroups, "Childhood Residence in Teaching Communities" and "Childhood Residence in Other Rural Communities," on the Overall Job-Satisfaction Scale	137
LXII. Comparison of Responses of the Married Female Subgroups, "Childhood Residence in Teaching Communities" and "Childhood Residence in Other Rural Communities," on the Four Categories of Job Satisfaction	139

LIST OF ILLUSTRATIONS

Figure	Page
1. Significant Relationships of Overall Job Satisfaction and of the Categories of Job Satisfaction to the Personal Characteristics of the Population	99
2. Significant Relationships of Overall Job Satisfaction and of the Categories of Job Satisfaction to the Personal Characteristics of:	
A. The Total Population Surveyed	
B. The Married Female Teachers	142
3. A Map of Texas Showing Isolated Rural Texas Counties and the Standard Metropolitan Statistical Areas	164

CHAPTER I

Students in elementary teacher education appear to be opposed to teaching in rural communities. There seems to be a marked preference for teaching positions in large cities or suburban areas. According to Rhodes (5, p. 17), the advantages accruing from such positions are higher compensation, more specialized teaching assignments, better teaching facilities, and a broader choice of cultural opportunities. If beginning teachers do not succeed in obtaining positions in large cities or metropolitan areas, then they may, as a last resort, accept positions in rural communities. Many teaching positions that are available today are in rural communities.

The problem that concerns the beginning teacher is whether or not he or she will be satisfied teaching in a rural community. Therefore, a knowledge of factors related to job satisfaction of elementary teachers who teach in rural communities could be valuable to the prospective

teacher. This information might also be worthwhile for the superintendents of rural community school districts who are responsible for optimum employment conditions in their schools. Furthermore, information that provides clues as to the kinds of persons likely to be satisfied in teaching in rural communities would be useful both to teacher educating institutions and to employing officials in rural school districts.

Statement of the Problem

The problem of this study was to determine the relationships of certain categories of job satisfaction to selected personal characteristics of teachers who were teaching in rural communities located in isolated rural Texas counties.

Hypotheses

To carry out this study, the following hypotheses were formulated.

In relation to the satisfaction categories of salary, administration and supervision, teaching conditions, and general living conditions, respectively:

1. Rural elementary public school teachers who are married will be significantly more satisfied teaching in a rural community than those who are unmarried.

2. Rural elementary public school teachers who are male will be significantly more satisfied teaching in a rural community than those who are female.

3. Rural elementary public school teachers who are thirty years of age or older will be significantly more satisfied teaching in a rural community than those who are under thirty years of age.

4. Rural elementary public school teachers who have taught for more than three years will be significantly more satisfied teaching in a rural community than those who have taught for three years or less.

5. Rural elementary public school teachers who were reared in rural communities will be significantly more satisfied teaching in a rural community than those who were reared in cities.

6. Rural elementary public school teachers who live in the communities in which they teach will be significantly more satisfied teaching in a rural community than those who live outside the communities in which they teach.

7. Rural elementary public school teachers who own their homes will be significantly more satisfied teaching in a rural community than those who rent.

8. Rural elementary public school teachers whose spouses' occupations are located in the communities in which they teach will be significantly more satisfied teaching in

a rural community than those whose spouses' occupations are located outside the communities in which they teach.

9. Rural elementary public school teachers who were reared in the communities in which they teach will be significantly more satisfied teaching in a rural community than those who were reared in different communities from those in which they teach.

Definition of Terms

For the purpose of this study, the following terms were defined:

City. Any place with a population of 2,500 or more inhabitants.

Isolated Rural Texas County: A Texas county in which the largest city has a population of fewer than 5,000 inhabitants, and which is neither a part of nor adjacent to a Standard Metropolitan Statistical Area, as defined by the United States Bureau of the Census (see Appendix B).

Job Satisfaction Categories: The categories or dimensions of job satisfaction chosen for analysis in this study: salary, administration and supervision, teaching conditions, and general living conditions.

Personal Characteristics: An individual's status with regard to age, sex, marital status, teaching experience, location of spouse's occupation, place of residence, home ownership, highest degree held, teaching certificate held,

ethnic identification of the teacher and of the pupils, and residence while attending public school.

Rural Community: A community with a population of fewer than 2,500 inhabitants, located in one of the isolated rural Texas counties.

Rural Elementary Public School Teacher: Elementary public school teacher who is teaching in a rural community.

Standard Metropolitan Statistical Area: According to the United States Bureau of the Census (6, pp. 71-109), an area consisting of a county or group of counties containing at least one city (or twin cities) having a population of 50,000 or more, plus adjacent counties which are metropolitan in character and are economically and socially integrated with the central city. (See Appendix B.)

Delimitations

The school districts which were included in the initial scope of this study were all of those which were located in rural communities in isolated rural Texas counties. Furthermore, no school district was included in this study which was located within twenty-five miles of a city with a population of 10,000 or more.

Basic Assumption

It was assumed that the responses of the rural elementary public school teachers who completed and returned the

job satisfaction scale would be representative of all the rural elementary public school teachers as defined in this study.

Background and Significance of the Study

According to Graham (3, p. 272), rural schools have fewer qualified teachers than do urban schools. Those schools generally pay lower salaries. The alleged provincialism, stifling restraints put upon teachers, and limited cultural resources and social activities discourage beginning teachers from taking jobs in rural schools. However, it would be beneficial to the prospective teachers to know that classes are frequently smaller, and pupils more tractable, responsive and appreciative, and that relationships with colleagues and people in the community generally are friendlier in rural than in urban communities. Graham pointed out further that the educational level of rural areas is lower than that of cities but that the level is rising at a faster rate than that of the urban areas. Many of the prohibitions put upon the teacher's extra-professional conduct have been removed. The improved transportation and communication that are urbanizing rural habitats also enable teachers to combine the rewards of teaching in the country with the modern conveniences of the city.

Manning (4, 1954) claimed that job satisfaction is not dependent upon salary alone, but rather upon one's reaction to the overall job and its location. There is a need for those concerned with teacher education to point out the faults and merits of both rural and urban teaching positions and to help future teachers analyze more scientifically and carefully the many specifics involved in the selection of a satisfying job.

Charles (1, 1969) stated that rural teachers need to be prepared differently than urban teachers. If rural people have common experiences and interests, they will have to have teachers who understand and can interact with them. Teacher education programs are not meeting the needs of teachers for rural schools particularly in those scholastic areas which have a definite rural orientation. Charles stated further that personal identification with and liking for the rural community are important factors in teacher satisfaction with the rural school.

There have been very few studies focused upon the personal characteristics of rural school teachers who are satisfied with teaching and living in rural communities. According to Evans (2, 1965), a knowledge of such characteristics could have three major values: (1) the findings could be used in all teacher education institutions to influence fine prospective teachers to consider careers in

rural schools; (2) the findings could be used by administrators and supervisors of rural community schools in their recruitment of prospective teachers; and (3) the findings could be used to inform those identified with rural schools in the state of the personal characteristics necessary for satisfaction in teaching in isolated rural Texas counties.

Analysis of Additional Data

Certain additional data were analyzed in order to facilitate a more thorough search into the problem of this study. This involved the analysis of the relationships of selected personal characteristics of teachers to the four categories of job satisfaction. The personal characteristics of the teachers included in this analysis are as follows.

1. Ethnic backgrounds of the teachers and of their students.
2. Marital status of women teachers.
3. Married teachers' age groupings, teaching experience, current residence, status of home ownership, location of spouse's employment, and childhood residence.

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CHAPTER II

RELATED LITERATURE

Why measure job satisfactions? According to Smith (16, pp. 2, 3), understanding the sources of job satisfactions and dissatisfactions has important implications for mental health. Improved understanding of job satisfaction would contribute to the general psychology of motivation, preferences, and attitudes, and the improvement of job satisfaction can be of general humanitarian value. Smith (16, p. 6) stated that job satisfaction is defined as the positive feelings a worker has about his job and is not the result of "good" conditions, and it is not necessarily followed by increased effort and productivity.

Motivation-Hygiene Theory

A study by Herzberg (3, pp. 71-91) was designed to test the concept that man has two sets of needs: his need as an animal to avoid pain and his need as a human to grow psychologically. In Herzberg's study, two hundred engineers and accountants, who represented a cross-section of Pittsburgh industry, were interviewed. They were asked about events they had experienced at work which either had

resulted in marked improvement in their job satisfaction or had led to marked reduction of job satisfaction.

Five factors stood out as strong determiners of job satisfaction: achievement, recognition, work itself, responsibility, and advancement. The last three were of greater importance for lasting change of attitude. Furthermore, these five factors appeared very infrequently when the respondents described events that paralleled job dissatisfaction feelings.

When the factors involved in the job dissatisfaction events were coded, an entirely different set of factors evolved. These factors served only to bring about job dissatisfaction and were rarely involved in events that led to positive job attitudes. The dissatisfiers were company policy and administration, supervision, salary, interpersonal relations, working conditions, benefits, and job security.

Herzberg (3, pp. 71-91) concluded that the five factors which determine job satisfaction seem to describe man's relationship to what he does. The dissatisfaction factors describe his relationship to the context or environment in which he does his job. Since the dissatisfaction factors cause job dissatisfaction and the rectifying of these factors prevents or reduces job dissatisfaction, they have been named "hygiene" (or maintenance) factors. The job satisfaction factors were named the "motivators" since they

are effective in motivating the individual to superior performance and effort.

The essential finding derived from Herzberg's study (3, pp. 71-91) was that the factors involved in producing job satisfaction were separate and distinct from the factors that led to job dissatisfaction. Thus, the opposite of job satisfaction would not be job dissatisfaction, but rather no job satisfaction; similarly, the opposite of job dissatisfaction is not satisfaction with one's job, but rather the absence of feelings of dissatisfaction. Therefore, job satisfaction-dissatisfaction is made up of two unipolar clusters of conditions.

The Motivation-Hygiene Theory and Teachers

In applying the Herzberg Theory to teachers, Sergiovanni (14, pp. 74, 75, 79), reported that the factors which accounted for high job feelings of teachers and the factors which accounted for low job feelings of teachers were mutually exclusive. Further, it was found that factors which accounted for high attitudes of teachers were related to the work itself and factors which accounted for low attitudes of teachers were related to the conditions or environment of work. The results of Sergiovanni's study (14, p. 76) indicated that achievement, recognition, and responsibility were factors which contributed predominantly to teacher job satisfaction. Interpersonal relations with

subordinates, interpersonal relations with peers, supervision-technical conditions, school policy and administration, personal life, and fairness-unfairness conditions were factors which contributed predominantly to teacher job dissatisfaction.

In another article, Sergiovanni (15, p. 262) stated that "task-oriented" behavior (organizing and planning work, implementing and facilitating goal achievement) emerges as an important and direct contributor to teacher job satisfaction. To the extent that this is true, administrators apparently should permit and encourage teachers to (1) exercise more autonomy in making decisions, (2) increase individual responsibility in developing and implementing teaching programs, and (3) develop professional skills. These variables appeared likely to be related to increased teacher identification with school tasks and purposes. Task identification appears, according to Sergiovanni, to be a crucial prerequisite for focusing on achievement as a means to personal and professional success and subsequent job satisfaction.

Personal and Professional Characteristics of Teachers in Relation to Job Satisfaction

Morgan (10, pp. 28 and 60) found that secondary school teachers who were fifty-one years old or over maintained the greatest mean morale score on a teacher morale survey; whereas the thirty-one to forty age group possessed the

lowest mean morale score. The morale of secondary school teachers possessing greater numbers of years of teaching experience was higher than those with fewer years. Teachers who had been employed in their school systems for over sixteen years had the highest mean morale score, and the group of teachers with five to seven years of experience recorded the lowest. Similarly, it was found that teachers with fourteen to sixteen years of experience possessed the highest morale, and the group with five to seven years had the lowest. The National Education Association (11, p. 6) noted that the older teachers and those with the greatest number of years of experience were usually more satisfied with their economic status, work load, supplies, and pupils because of a seniority system which provides these teachers with the best assignments, pupils, rooms, salaries, teaching schedules and other advantages which result in job satisfaction.

A very significant relationship between the sex of teachers and morale scores prevailed. The mean morale score for female teachers was considerably higher than the mean morale score for male teachers. The National Education Association (11, p. 7) reported that married women are the most satisfied and men as a group are the least satisfied in their teaching positions, presumably because the married women are less dependent for their total satisfaction with life on their careers than are men. As Ellenburg pointed

out (2, p. 38), a married man who is just beginning to teach might be discouraged with his salary, whereas a single woman with many years of experience might be delighted with the same salary.

According to Bentley and Rempel (1, p. 537), teachers holding the master's degrees had significantly higher mean morale scores than those holding the bachelor's degrees because the teachers with master's degrees enjoy more prestige and receive higher salaries than those with bachelor's degrees. Hughes and McGreal (4, p. 403) reported that teachers whose backgrounds included residence in rural communities tend to stay longer and perform better in rural schools than do urban- and suburban-oriented teachers.

The study reported here is related to the preceding studies with respect to sex, age, number of years of teaching experience, marital status, degree held and background. In addition to the foregoing personal and professional characteristics of teachers, an attempt was made in this study to determine the relationships of job satisfaction to some other personal characteristics of teachers as follows: (1) ethnic identification of the teachers and of their students, (2) home ownership, (3) location of spouse's occupation, and (4) place of residence.

Implications for Administrators

According to McClurkin (8, p. 25), the most difficult and persistent problem facing the small rural school is that of employing and keeping well-qualified teachers. Redfern and Sebold (13, pp. 18 and 19) also stated that recruitment of a teaching staff is a complex and difficult problem for any school system, but it is especially so for schools in rural areas. A companion problem is retaining competent personnel once they have been hired. In many cases, rural areas are simply intern-training centers from which teachers move when opportunities become available in larger, often urban, systems. The whole physical environment which surrounds rural teaching makes it difficult to retain qualified teachers in rural areas. The teacher is usually expected to do all the adjusting to the new environment. School officials and community leaders have been slow to recognize their responsibilities in satisfying the personal needs and interests of the new teacher. Obviously, this effort needs to be sufficiently supported by such factors as adequate salary and an attractive living and teaching environment on a par with other school districts.

The two ways in which school officials can improve the teaching environment, as suggested by Ellenburg (2, p. 43), are important to all school districts, but especially to rural schools. First, the administrator should strive to keep the lines of communication open at all times between himself and

his staff as well as within the staff. Second, he should strive to support his staff publicly as much as possible. In addition, McPherran stated (9, p. 12) that the administrator should include staff members in the development of school policies concerning personnel, promotion, discipline, grading, and testing. Staff participation should also be allowed in decision making, curriculum development, and building planning. Leiman (7, p. 41) found that teachers who participate in school administration have higher morale, have more positive attitudes toward their principals, their colleagues and their pupils, and have higher regard for themselves and for the teaching profession. Furthermore, it was determined by Strickland (17, 1962) that the most significant factors having a tendency to raise teacher morale were, in order of importance from highest to lowest: (1) cooperative and helpful co-workers who share ideas and materials; (2) a helpful and cooperative principal; (3) appreciative and cooperative parents; (4) adequate supplies and equipment; (5) freedom in classroom teaching; (6) respectful pupils; (7) an adequate school plant; (8) pupils interested in school work; (9) a helpful supervisor; and (10) a well-organized school with formulated policies. All of these teacher morale factors are directly related to the educational philosophy and actions of the administrator.

Morgan recommended (10, p. 63) that the administrator should remain continuously aware of the morale of the

teachers by conducting periodic morale surveys to determine teacher attitudes toward the profession. Results of these surveys would, according to Johnson (6, 1967), assist the administration in providing an organizational climate which would eliminate forces affecting teacher dissatisfaction and provide for teacher creativity, happiness, and growth.

Implications for Society

As reported by the President's National Advisory Commission on Rural Poverty (12, p. 4) rural adults and youth are the product of an educational system that has historically short-changed rural people. According to the Governor's Committee on Public School Education (5, p. 23), the restricted programs, lower salaries, reduced effort, and lower teacher qualifications of many small districts often combine to limit student development. The American College Testing Program reported to the Governor's Committee that students from graduating classes with fewer than ninety-nine students ranked three to four points below State averages in all areas: English, social studies, mathematics, and natural science.

The Office of Education's 1969 Report on Rural Education (19, p. 20) reported that an aggressive and systematic effort must be launched to recruit and challenge a greater proportion of our most competent and dedicated youth to prepare for teaching careers in rural America. The problem

of staffing rural schools is similar to that experienced by inner-city schools. To attract and retain well-qualified personnel, salaries need to be raised in both kinds of communities, but higher salaries may have to be conditioned on teachers' meeting certain educational standards. Legislation seeking to overcome staffing problems in this country's inner cities needs to be amended in order to benefit poor rural communities in which the need for competent personnel is as pressing as is that of the urban school systems. In providing extra funds to rural communities, care must be taken to avoid rewarding inefficiently small school systems which are able but unwilling to merge with other local educational agencies.

According to McClurkin (8, p. 26), the usual teacher preparation program does not orient or educate teachers for the unique professional tasks in rural education. Furthermore, McClurkin (8, p. 4) stated that specialists in rural education maintain that teachers should be prepared specifically for rural schools. Every major nationwide study of teacher education has recommended some specific preparation for teaching in rural schools. McClurkin stated further that, at the present time, concern for rural education is at an all-time low in teacher education. Tamblyn (18, p. 2) observed that programs designed for the continued professional growth and development of rural teachers are also needed. According to the Office of

Education's 1969 Report on Rural Education (19, pp. 22,23), opportunities for in-service education for rural teachers are even more inadequate than the preparation of future teachers. Teachers need to be given time and money for further training. Workshops, summer studies, and fellowships need to be provided. In-service training should also include leadership programs for school administrators and community groups which are involved in school affairs.

Tamblyn (18, p. 21) observed that a far more complicated cost-based problem is that of facilities, equipment, and instructional materials. Aside from funding, the problem relates to the proposition that equipment and materials are needed even though they are to be used for only a few pupils. As great a variety of science equipment, for example, is required for a school enrolling 100 as for a school enrolling 1,000 students. Thus the per pupil cost of equipment in the smaller school is higher, and in turn, the smaller schools are financially less able to provide it. Adequate means of instruction must be provided, not only to educate children, but also to satisfy and retain the most competent teachers.

Tamblyn (18, p. 21) concluded that to solve the problems of recruiting and holding highly competent teachers in rural America is a matter of commitment and dedication. Once this basic decision is made, legislation and money will follow. A prime reason the nation is caught in this dilemma

may be due to insufficient concern from all levels of government, the educational enterprise, professional agencies and organizations, and the public.

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CHAPTER III

PROCEDURES FOR COLLECTION AND TREATMENT OF DATA

Selection of Subjects

The subjects who were selected to participate in this study included all of the elementary public school teachers who were teaching in rural communities located in forty isolated rural Texas counties. On March 7, 1975, letters were mailed to each of the superintendents of seventy-eight rural community school districts asking them to send lists of all their elementary school teachers and their school addresses. Along with the letter, each of the superintendents was sent a copy of a job satisfaction scale and a business reply envelope. After two weeks of the March 7 mailing date, a follow-up letter and a business reply envelope were sent to the superintendents who had failed to respond. Four weeks after the March 7 mailing date, the superintendents who had not responded were telephoned. Also, each of the elementary school principals was sent a copy of a job satisfaction scale and a letter informing him or her of the study. (See Appendix C.) By May 7, 1975, sixty-four (82.05 per cent) of the seventy-eight superintendents had responded, fifty-two (81.25 per cent) of the sixty-four indicated that they

approved of this study's being done in their school district, and only twelve (18.75 per cent) of the sixty-four indicated disapproval. Of the seventy-eight superintendents, 66.65 per cent indicated approval, 15.40 per cent indicated disapproval and 17.95 per cent did not respond.

Immediately upon receipt of the lists of teachers and their school addresses, job satisfaction scales with accompanying letters and business reply envelopes were mailed to a total of 443 elementary public school teachers. After two weeks, follow-up letters and additional scales and business reply envelopes were mailed to the teachers who had not responded. (See Appendix C.) Of the 443 teachers, 320 (72.2 per cent) completed and returned their job satisfaction scales.

There were only forty isolated rural Texas counties which met all the criteria for this study. Approximately sixty-eight per cent of these counties are located either west of or adjacent to the one-hundredth degree west meridian. Of the forty counties, thirty-three (82.5 per cent) were represented in this study. Seven of the forty counties (17.5 per cent) were not represented in this study because the superintendents of the school districts located in these counties either did not respond or did not want the study to be conducted in their school districts. Twenty-five (75.7 per cent) of the thirty-three counties that were represented in this study are located either

west of or adjacent to the one-hundredth degree west meridian, and these twenty-five counties also represent 62.5 per cent of the forty isolated rural Texas counties. (See Appendix B.)

Instrument

The job satisfaction scale used in this study was developed and used in a similar study in the state of Indiana (see Appendix A). In the Indiana study by Manning (2, 1954), the categories of the scale included salary, administration and supervision, teaching conditions, and general living conditions. The items that were selected for the scale were secured from the following sources: (1) authorities in the field of education, (2) public school teachers, (3) school administrators, (4) placement directors of teacher education institutions, and (5) future teachers. Editing of the items for the Indiana study resulted in a scale composed of ninety-five items, with twenty-five covering the area of general living conditions, twenty-five covering the area of teaching conditions, twenty-five covering the area of administration and supervision, and twenty covering the area of salary.¹

Manning (2, 1954) presented the ninety-five item scale to a number of different teachers and educators in order to discover whether or not there were any confusing

¹The job satisfaction scale was slightly modified to adapt it to conditions in Texas.

statements. Finally, after some revision in the items based on discoveries made in the trial presentation, the scale was presented to several authorities who were asked whether there were any important factors that had been overlooked or any which obscured the meaning. Since none was found, the scale was adopted.

In order to secure responses to the scale, a three-point continuum was set up to permit the subject to answer "yes", "uncertain", or "no". These were defined on each form as follows:

Y--means "yes, I agree, or it is true in my situation."

U--means "uncertain; I have no feeling one way or the other; or the item does not apply to my situation."

N--means "no, I disagree; or it is not true in my situation."

In the explanation which preceded the items, subjects were urged to indicate their usual feeling about the statement, and they were assured that complete anonymity would be preserved. The cover sheet of the scale used in this study asked for information on age, sex, marital status, ages of children, teaching experience, degree held, teaching certificate held, place of residence, home ownership, spouse's occupation, location of spouse's occupation, teacher's ethnic identification, students' ethnic identification, and background of the teachers in terms of where they lived while attending public schools.

According to Manning (2, 1954), the ninety-five items of the job-satisfaction scale were scored with a favored response which indicated job satisfaction for each item. On fifty-one of the items the favored response was "yes"; on forty-four of the items the favored response was "no". The responses were arranged without any bias or pattern throughout the range of the ninety-five item total. At no time was "uncertain" counted as a favored response. Each correct response was counted "1"; thus it was possible to earn a score of ninety-five on the scale, and the actual score earned was counted as the job satisfaction score. No attempt was made to record any given individual's score.

Statistical Procedures

For the purpose of analysis the population was classified according to the following sub-groups:

- (a) married or unmarried;
- (b) male or female;
- (c) under thirty years of age or thirty or over;
- (d) teachers having three years of teaching experience or less or those having over three years of teaching experience;
- (e) spouses employed in the teaching community or spouses employed outside the teaching community;
- (f) current residence in the teaching community or current residence outside the teaching community;
- (g) home ownership and/or home rental;

- (h) teacher's ethnic identification: Anglo, Black, Spanish-surnamed, or other;
- (i) students' ethnic identification: Anglo, Black, Spanish-surnamed, or other;
- (j) no degree held, Bachelor's degree held, or Master's degree held;
- (k) temporary teaching certificate held, emergency teaching certificate held, provisional teaching certificate held, or professional teaching certificate held; and
- (1) childhood residence in the teaching community, childhood residence in another rural community, or childhood residence in a city.

Frequencies and percentages were computed separately for each of the subgroups. As was done in Manning's study (2, 1964), mean scores for the subgroups (except for "degree held" subgroups and "teaching certificate held" subgroups) were secured on the overall scale and on each of the following job satisfaction categories: (1) general living conditions, (2) teaching conditions, (3) administration and supervision, and (4) salary.

Testing of Hypotheses

In order to test Hypotheses One through Nine, Fisher's T-test was used to determine whether or not there were significant differences among the several subgroup

means on the overall job satisfaction scale. The null hypothesis that was tested is stated as follows:

$$H_0: u_1 - u_2 = 0$$

If an hypothesized difference was found to be significant at a level in excess of .05, then the related null hypothesis was rejected.

Hotelling's T squared test was used to determine whether or not there were significant differences among the means of the several subgroups of each of Hypotheses One through Nine on each of the job satisfaction categories. The null hypothesis that was tested is stated as follows:

$$H_0: \begin{matrix} u_{11} & u_{21} \\ u_{12} & u_{22} \\ u_{13} & u_{23} \\ u_{14} & u_{24} \end{matrix} =$$

According to Bounds (1, pp. 178-183), u_{11} was the population mean of the first group of the first dependent variable and u_{21} was the population mean of the second group of the first dependent variable, u_{12} was the population mean of the first group of the second dependent variable and u_{22} was the population mean of the second group of the second dependent variable, et cetera.

If an hypothesized difference was found to be significant at a level in excess of .05, then the null hypothesis

was rejected. A significant T square indicated that the means of the subgroups differed significantly on at least one of the dependent variables. A significant result in a multivariate t-test of two groups required further analysis to determine exactly which dependent variable(s) contributed to the overall significant difference. The use of simultaneous confidence intervals was the follow-up procedure applied in this study to determine which dependent variable(s) were significantly different.

In the chapter which follows, findings are presented which summarize the personal and professional characteristics of the population. Also, the results of the tests of hypotheses and of the analyses of certain additional data are discussed. The procedures followed in the analyses of the additional data were similar to those used in the tests of hypotheses.

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CHAPTER IV

PRESENTATION AND ANALYSIS OF FINDINGS

The first section of this chapter includes the presentation of the personal and professional characteristics of the population studied. The second section includes the results of the tests of the hypotheses, which were tested in the null form. The third section includes the analyses of additional data obtained with regard to the subjects of the study.

Personal and Professional Characteristics of the Population

The following tables illustrate the personal and professional characteristics of the elementary public school teachers who were teaching in isolated rural Texas counties during the spring of 1975. Of the 443 teachers who were asked to participate in this study, 320 responded, including thirty-six (11.25 per cent) male and 284 (88.75 per cent) female teachers.

Table I indicates the numbers and percentages of male and female teachers under thirty years of age and thirty years of age or over.

TABLE I
DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO AGE

Age of Teachers	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
Under 30	11 (30.56%)	76 (26.76%)	87 (27.19%)
30 or Over	25 (69.44%)	208 (73.24%)	233 (72.81%)
Total	36 (100.00%)	284 (100.00%)	320 (100.00%)

Table II indicates the numbers and percentages of male and female teachers who were married and unmarried.

TABLE II
DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
MARITAL STATUS

Marital Status	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
Married	30 (83.33%)	231 (81.34%)	261 (81.56%)
Unmarried	6 (16.67%)	53 (18.66%)	59 (18.44%)
Total	36 (100.00%)	284 (100.00%)	320 (100.00%)

Table III indicates the numbers and percentages of male and female teachers who lived in their teaching communities, in other rural communities, and in cities while attending public schools.

TABLE III
DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
PLACES OF RESIDENCE WHILE ATTENDING
PUBLIC SCHOOLS

Teacher's Residence While in Public School	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
Lived in Teaching Community	8 (22.22%)	75 (26.41%)	83 (25.94%)
Lived in Another Rural Community (fewer than 2,500 people)	15 (41.67%)	130 (45.77%)	145 (45.31%)
Lived in a City (2,500 or more people)	13 (36.11%)	79 (27.82%)	92 (28.75%)
Total	36 (100.00%)	284 (100.00%)	320 (100.00%)

Table IV indicates the numbers and percentages of male and female teachers whose spouses were employed in their

respective teaching communities, whose spouses were employed outside the teaching communities, and who did not specify where their spouses were employed.

TABLE IV
DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
LOCATIONS OF SPOUSES' EMPLOYMENT

Spouse's Place of Employment	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
Employed in the Teaching Community	22 (61.11%)	164 (57.75%)	186 (58.13%)
Employed Outside the Teaching Community	3 (8.33%)	54 (19.01%)	57 (17.81%)
Did Not Specify*	11 (30.56%)	66 (23.24%)	77 (24.06%)
Total	36 (100.00%)	284 (100.00%)	320 (100.00%)

*This is presumed to include the responses of teachers who were unmarried, those whose spouses were unemployed and those who for other reasons left this question unanswered.

Table V indicates the numbers and percentages of male and female teachers who were Anglo, Black, Spanish sur-named, and other.

TABLE V
DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
ETHNIC IDENTIFICATION

Ethnic Identification	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
Anglo	31 (86.11%)	264 (92.95%)	295 (92.18%)
Black	2 (5.56%)	8 (2.82%)	10 (3.13%)
Spanish Surnamed	2 (5.56%)	6 (2.11%)	8 (2.50%)
Other	1 (2.78%)	6 (2.11%)	7 (2.19%)

Table VI (see page 38) indicates the numbers and percentages of male and female teachers who owned their homes, rented their homes, and did not specify.

Table VII (see page 38) indicates the numbers and percentages of male and female teachers who lived in the teaching communities and outside the teaching communities.

Table VIII (see page 39) indicates the numbers and percentages of male and female teachers who held no degrees, a Bachelor's degree, and a Master's degree.

TABLE VI
DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
STATUS OF HOME OWNERSHIP

Status of Home Ownership	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
Own Their Homes	20 (55.55%)	215 (75.70%)	235 (73.43%)
Rent Their Homes	10 (27.78%)	58 (20.42%)	68 (21.26%)
Did Not Specify	6 (16.67%)	11 (3.88%)	17 (5.31%)
Total	36 (100.00%)	284 (100.00%)	320 (100.00%)

TABLE VII
DISTRIBUTION OF RESPONDING TEACHERS LIVING IN AND
OUTSIDE THE TEACHING COMMUNITY

Place of Residence	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
Live in the Teaching Community	31 (86.11%)	223 (78.52%)	254 (79.38%)
Live Outside the Teaching Community	5 (13.89%)	61 (21.48%)	66 (20.62%)
Total	36 (100.00%)	284 (100.00%)	320 (100.00%)

TABLE VIII
DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
HIGHEST DEGREES HELD

Highest Degree Held*	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
Bachelor's Degree	25 (69.44%)	247 (86.97%)	272 (85.00%)
Master's Degree	11 (30.56%)	37 (13.03%)	48 (15.00%)
Total	36 (100.00%)	284 (100.00%)	320 (100.00%)

*No teacher reported having no degree.

Table IX (see page 40) indicates the numbers and percentages of male and female teachers who held temporary teaching certificates, emergency teaching certificates, provisional teaching certificates, and professional teaching certificates; and those who did not specify.

Table X (see page 40) indicates the numbers and percentages of male and female teachers who had three years of teaching experience or less in the present school district and over three years of teaching experience in the present school district.

TABLE IX

DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
TEACHING CERTIFICATES HELD

Teaching Certificate Held	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
Temporary	0	1 (0.35%)	1 (0.31%)
Emergency	3 (8.33%)	5 (1.76%)	8 (2.50%)
Provisional	11 (30.56%)	115 (54.58%)	126 (39.38%)
Professional	22 (61.11%)	155 (54.58%)	177 (55.31%)
Did not Specify	0	8 (2.82%)	8 (2.50%)
Total	36 (100.00%)	284 (100.00%)	320 (100.00%)

TABLE X

DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
YEARS OF TEACHING EXPERIENCE IN PRESENT
SCHOOL DISTRICT

Teaching Experience in the Present School District	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
3 Years or Less	15 (41.67%)	108 (38.03%)	123 (38.44%)
Over 3 Years	21 (58.33%)	176 (61.72%)	197 (61.56%)
Total	36 (100.00%)	284 (100.00%)	320 (100.00%)

Table XI indicates the numbers and percentages of male and female teachers who had a total of three years of teaching experience or less and over three years of teaching experience.

TABLE XI
DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
TOTAL YEARS OF TEACHING EXPERIENCE

Total Teaching Experience	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
3 Years or Less	10 (27.78%)	59 (20.77%)	69 (21.56%)
Over 3 Years	26 (72.22%)	225 (79.23%)	251 (78.44%)
Total	36 (100.00%)	284 (100.00%)	320 (100.00%)

Table XII (see page 42) indicates the numbers and percentages of teachers who specified the several occupations of their spouses.

Table XIII (see page 43) indicates the numbers and percentages of teachers reporting numbers of their own children.

TABLE XII
DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
SPOUSE'S OCCUPATION

Spouse's Occupation	Numbers and Percentages of Teachers*
Unmarried	59 (18.44%)
Agriculture	69 (21.56%)
Rancher	23 (33.33%)
Farmer	30 (43.48%)
Rancher/Farmer	16 (23.19%)
Education	56 (17.50%)
School Administrator	11 (19.64%)
School Teacher	45 (80.36%)
Business and/or Sales	31 (9.69%)
Labor and/or Construction	15 (4.69%)
Government (all levels)	14 (4.38%)
Vocational-Technical	12 (3.75%)
Retired or Unemployed	10 (3.12%)
Housewife	7 (2.19%)
Religion	6 (1.88%)
Did Not Specify	41 (12.81%)
Total	320 (100.00%)

*Includes both male and female teachers.

TABLE XIII

DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
NUMBERS OF OWN CHILDREN

Number of Own Children	Numbers and Percentages of Teachers*
None	99 (30.94%)
1	53 (16.56%)
2	87 (27.19%)
3	47 (14.69%)
4	23 (7.19%)
5	8 (2.50%)
Over 5	3 (0.93%)
Total	320 (100.00%)

*Includes both male and female teachers, and may include some union duplication resulting from responses from both parents of the same children.

Table XIV-A (see page 44) indicates the numbers and percentages of teachers who reported having certain percentages of Anglo students in their classes.

Table XIV-B (see page 44) indicates the numbers and percentages of teachers who reported having certain percentages of Black students in their classes.

Table XIV-C (see page 45) indicates the numbers and percentages of teachers who reported having certain percentages of Spanish-surnamed students in their classes.

TABLE XIV-A

DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
PERCENTAGES OF ANGLO STUDENTS IN THEIR CLASSES

Percent of Anglo Students	Numbers and Percentages of Teachers
None	60 (18.75%)
1-25	18 (5.62%)
26-50	60 (18.75%)
51-75	90 (28.13%)
76-100	92 (28.75%)
Total	320 (100.00%)

TABLE XIV-B

DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
PERCENTAGES OF BLACK STUDENTS IN THEIR CLASSES

Percent of Black Students	Numbers and Percentages of Teachers
None	189 (59.06%)
1-25	101 (31.56%)
26-50	26 (8.12%)
51-75	3 (0.93%)
76-100	1 (0.31%)
Total	320 (100.00%)

TABLE XIV-C

DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
PERCENTAGES OF SPANISH SURNAMED STUDENTS
IN THEIR CLASSES

Percent of Spanish Surnamed Students	Numbers and Percentages of Teachers
None	94 (29.38%)
1-25	121 (37.81%)
26-50	73 (22.81%)
51-75	18 (5.62%)
76-100	14 (4.38%)
Total	320 (100.00%)

Table XIV-D indicates the numbers and percentages of teachers who reported having certain percentages of other* students in their classes.

TABLE XIV-D

DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
PERCENTAGES OF OTHER* STUDENTS IN THEIR CLASSES

Percent of Other* Students	Numbers and Percentages of Teachers
None	303 (94.69%)
1-25	10 (3.12%)
26-50	2 (0.62%)
51-75	0
76-100	5 (1.56%)
Total	320 (100.00%)

*"Other" refers to students who were not reported as Anglo, Black, or Spanish-surnamed.

Table XV indicates the numbers and percentages of male and female teachers who were:

- A. under thirty years of age and
 1. married
 2. unmarried
- B. thirty years of age or over and
 1. married
 2. unmarried

TABLE XV
DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
AGE GROUPING AND MARITAL STATUS

Age Grouping and Marital Status	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
Under 30 Years Old	11 (30.56%)	76 (26.76%)	87 (27.19%)
Married	7 (19.44%)	54 (19.01%)	61 (19.06%)
Unmarried	4 (11.11%)	22 (7.75%)	26 (8.13%)
30 Years Old or Over	25 (69.44%)	208 (73.24%)	233 (72.81%)
Married	23 (63.89%)	177 (62.32%)	200 (62.50%)
Unmarried	2 (5.56%)	31 (10.92%)	33 (10.31%)
Total	36 (100.00%)	284 (100.00%)	320 (100.00%)

Table XVI indicates the numbers and percentages of male and female teachers who were:

- A. under thirty years of age and had
 1. three years of teaching experience or less or

2. over three years of teaching experience in the present school district
- B. thirty years of age or over and had
1. three years of teaching experience or less or
 2. over three years of teaching experience

TABLE XVI

DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
AGE GROUPING AND YEARS OF TEACHING EXPERIENCE
IN THE PRESENT SCHOOL DISTRICT

Age Grouping and Teaching Experience in Present School District	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
Under 30 Years Old With 3 Years or Less Over 3 Years	11 (30.56%)	76 (26.76%)	87 (27.19%)
	9 (25.55%)	59 (20.77%)	68 (21.25%)
	2 (5.56%)	17 (5.98%)	19 (5.94%)
30 Years Old or Over, With 3 Years or Less Over 3 Years	25 (69.44%)	208 (73.24%)	233 (72.81%)
	6 (16.67%)	49 (17.25%)	55 (17.19%)
	19 (52.78%)	159 (55.99%)	178 (55.62%)
Total	36 (100.00%)	284 (100.00%)	320 (100.00%)

Table XVII indicates the numbers and percentages of male and female teachers who were:

- A. under thirty years of age and had a total of
 1. three years of total teaching experience or less
 2. over three years of total teaching experience
- B. thirty years of age or over and had a total of
 1. three years of total teaching experience or less
 2. over three years of total teaching experience.

TABLE XVII
DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
AGE GROUPING AND TOTAL YEARS OF TEACHING
EXPERIENCE

Age Grouping and Total Teaching Experience	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
Under 30 Years Old With 3 Years or Less Over 3 Years	11 (30.56%)	76 (26.76%)	87 (27.19%)
	7 (19.44%)	43 (15.14%)	50 (15.62%)
	4 (11.11%)	33 (11.62%)	37 (11.56%)
30 Years Old of Over With 3 Years or Less Over 3 Years	25 (69.44%)	208 (73.24%)	233 (72.81%)
	3 (8.33%)	19 (6.69%)	22 (6.88%)
	22 (61.11%)	189 (66.55%)	211 (65.93%)
Total	36 (100.00%)	284 (100.00%)	320 (100.00%)

Table XVIII (see page 50) indicates the numbers and percentages of male and female teachers who:

- A. were under thirty years of age and, while attending public school, had lived in
 - 1. their teaching communities
 - 2. other rural communities
 - 3. cities
- B. were thirty years of age or over and, while attending public school, had lived in
 - 1. their teaching communities
 - 2. other rural communities
 - 3. cities.

Table XIX (see page 51) indicates the numbers and percentages of male and female teacher who were:

- A. married and had
 - 1. three years of teaching experience or less
 - 2. over three years of teaching experience in the present school district
- B. unmarried and had
 - 1. three years of teaching experience or less
 - 2. over three years of teaching experience in the present school district.

TABLE XVIII

DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
AGE GROUPING AND RESIDENCE WHILE ATTENDING
PUBLIC SCHOOLS

Age Grouping and Residence While in Public Schools	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
Under 30 Years old	11 (30.56%)	76 (26.76%)	87 (27.19%)
Who Lived in Teaching Community	3 (8.33%)	13 (4.58%)	16 (5.00%)
Lived in Another Rural Com- munity (fewer than 2,500 people)	2 (5.56%)	28 (9.86%)	30 (9.38%)
Lived in a City (2,500 or more people)	6 (16.67%)	35 (12.32%)	41 (12.81%)
30 Years Old or Over	25 (69.44%)	208 (73.24%)	233 (72.81%)
Who Lived in Teaching Community	5 (13.89%)	64 (22.53%)	69 (21.56%)
Lived in Another Rural Com- munity (fewer than 2,500)	13 (36.11%)	100 (35.22%)	113 (35.31%)
Lived in City (2,500 or more)	7 (19.44%)	44 (15.49%)	51 (15.94%)
Total	36 (100.00%)	284 (100.00%)	320 (100.00%)

TABLE XIX

DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
MARITAL STATUS AND YEARS OF TEACHING EXPERIENCE
IN PRESENT SCHOOL DISTRICT

Marital Status and Teaching Experience in Present School District	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
Married, With 3 Years or Less Over 3 Years	30 (83.33%)	231 (81.34%)	261 (81.56%)
	11 (30.55%)	83 (29.23%)	94 (29.38%)
	19 (52.78%)	148 (52.11%)	167 (52.18%)
Unmarried, With 3 Years or Less Over 3 Years	6 (16.67%)	53 (18.66%)	59 (18.44%)
	4 (11.11%)	25 (8.80%)	59 (18.44%)
	2 (5.56%)	28 (9.86%)	30 (9.38%)
Total	36 (100.00%)	284 (100.00%)	320 (100.00%)

Table XX indicates the numbers and percentages of male and female teachers who were:

- A. married and had a total of
 1. three years of teaching experience or less
 2. over three years of teaching experience
- B. unmarried and had a total of

1. three years of teaching experience or less
2. over three years of teaching experience.

TABLE XX

DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
MARITAL STATUS AND TOTAL YEARS OF
TEACHING EXPERIENCE

Marital Status and Total Teaching Experience	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
Married, With 3 Years or Less Over 3 Years	30 (83.33%)	231 (81.34%)	261 (81.56%)
	7 (19.44%)	44 (15.49%)	51 (15.95%)
	23 (63.89%)	187 (65.85%)	210 (65.62%)
Unmarried, With 3 Years or Less Over 3 Years	6 (16.67%)	53 (18.66%)	59 (18.44%)
	3 (8.33%)	18 (6.34%)	21 (6.56%)
	3 (8.33%)	35 (12.32%)	38 (11.88%)
Totals	36 (100.00%)	284 (100.00%)	320 (100.00%)

Table XXI indicates the numbers and percentages of male and female teachers who were:

- A. married and, while attending public school, had lived in
 1. their teaching communities

2. other rural communities
 3. cities
- B. unmarried and, while attending public school, had lived in
1. their teaching communities
 2. other rural communities
 3. cities

TABLE XXI

DISTRIBUTION OF RESPONDING TEACHERS ACCORDING TO
MARITAL STATUS AND RESIDENCE WHILE ATTENDING
PUBLIC SCHOOLS

Marital Status and Residence While in Public School	Numbers and Percentages of Teachers by Sex		
	Males	Females	Total
Married, who Lived in teaching community Lived in another rural community (fewer than 2,500 people) Lived in city (2,500 or more people)	30 (83.33%)	231 (81.34%)	261 (81.56%)
	6 (16.67%)	63 (22.18%)	69 (21.56%)
	14 (38.89%)	109 (38.38%)	123 (38.44%)
	10 (27.78%)	59 (20.77%)	69 (21.56%)
Unmarried, Who Lived in teaching community Lived in another rural community (fewer than 2,500 people) Lived in city (2,500 or more)	6 (16.67%)	53 (18.66%)	59 (18.44%)
	2 (5.56%)	14 (4.93%)	16 (5.00%)
	1 (2.78%)	20 (7.04%)	21 (6.56%)
	3 (8.33%)	19 (6.69%)	22 (6.88%)
Total	36 (100.00%)	284 (100.00%)	320 (100.00%)

Summary

Table XXII indicates the percentages of male and female teachers according to selected personal and professional characteristics. Almost all of the characteristics surveyed were simply dichotomized (e.g., "married"- "unmarried"). This table presents only those characteristics reported by a majority of the respondents. Footnotes to the table describe those instances in which the responses were not dichotomized.

The purpose of Table XXII (see pages 56, 57) is to present an overview of typical men and women elementary school teachers who were teaching in isolated rural Texas counties during the spring of 1975.

TABLE XXII
 PERCENTAGE DISTRIBUTION OF RESPONDING TEACHERS
 ACCORDING TO SELECTED PERSONAL AND
 PROFESSIONAL CHARACTERISTICS

Personal and Professional Characteristics	Percentages of Teachers by Sex		
	Males n=36	Females n=284	Total n=320
30 Years Old or Older	69.44%	73.24%	72.81%
Married	83.33%	81.34%	81.56%
Reared in a Rural Community ¹	53.89%	72.18%	71.25%
Spouse Employed in Teaching Community	61.11%	57.75%	58.13%
Anglo ²	86.11%	92.95%	92.18%
Home Owners	55.55%	75.70%	73.43%
Current Residence in Teaching Community	86.11%	78.52%	79.38%
Bachelor's Degree	69.44%	86.97%	85.00%

¹Includes teachers who were reared in the teaching communities or in other rural communities but not those who were reared in cities.

²As opposed to being Black, Spanish-Surnamed or other.

TABLE XXII--Continued

Personal and Professional Characteristics	Percentages of Teachers by Sex		
	Males n=36	Females n=284	Total n=320
Professional Teaching Certificate ³	61.11%	54.58%	55.31%
Over 3 Years of Local Teaching Experience	58.33%	61.97%	61.56%
Over 3 Years of Total Teaching Experience	72.22%	79.23%	78.44%
Spouse Employed in Agriculture, Education, Business or Construction ⁴			53.44%
Have from No Children to Two Children			74.70%
Have from 51 to 100 per cent of Anglo Students in Their Classes ⁵			56.88%
30 Years Old or Older and Married ⁶	63.89%	62.32%	62.50%

³As opposed to having an emergency teaching certificate, a temporary teaching certificate, or a provisional teaching certificate.

⁴Out of a list of nine different occupations, these four accounted for more than 50 per cent of the spouse's employment. Percentages for male and female teachers were not available.

⁵As opposed to having from 51 to 100 per cent of Black or Spanish-surnamed or other students in their classes.

⁶Percentages for the other three combinations of characteristics were insignificant.

TABLE XXII--Continued

Personal and Professional Characteristics	Percentages of Teachers by Sex		
	Males n=36	Females n=284	Total n=320
30 Years Old or Older With Over 3 Years of Local Experience ⁷	52.78%	55.99%	55.62%
30 Years Old or Older With Over 3 Years of Total Teaching Experience ⁸	61.11%	66.55%	65.93%
30 Years Old or Older and Reared in a Rural Community ⁹	50.00%	57.75%	56.87%
Married, with Over 3 Years of Local Teaching Experience ¹⁰	52.78%	52.11%	52.18%
Married, With Over 3 Years of Total Teaching Experience ¹¹	63.89%	65.85%	65.62%
Married and Reared in a Rural Community ¹²	55.56%	60.56%	60.00%

⁷Percentages for the other three combinations of characteristics were insignificant.

⁸Ibid.

⁹Ibid.

¹⁰Ibid.

¹¹Ibid.

¹²Ibid.

Tests of Hypotheses

This section is organized so as to permit the discussion of each hypothesis according to the following format:

- A. Statement of the hypothesis (all hypotheses were tested in the null form, as explained in Chapter III).
- B. Presentation of an analysis of the hypothesized subgroupings under consideration on the overall job satisfaction scale.
- C. Discussion of the analysis of the hypothesized subgroupings under consideration on the overall job satisfaction scale.
- D. Presentation of analyses of the hypothesized subgroupings under consideration in terms of four categories of job satisfaction: (1) general living conditions, (2) teaching conditions, (3) administration and supervision, and (4) salary. (The null hypotheses for these four job-satisfaction categories were explained in Chapter III.)
- E. Discussion of the analyses of the hypothesized subgroupings under consideration on the four categories of job satisfaction.

Hypothesis 1

Rural elementary public school teachers who are married will be found to be significantly more satisfied teaching in a rural community than will those who are unmarried.

Table XXIII presents a comparison of responses of the married and unmarried subgroups on the overall job satisfaction scale. The table indicates the numbers of observations, weighted means, standard deviations and T-value.

TABLE XXIII
COMPARISON OF RESPONSES OF THE MARRIED AND
UNMARRIED SUBGROUPS ON THE OVERALL JOB
SATISFACTION SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
Married	262	1.4463	0.2922	1.88
Unmarried	58	1.3671	0.2800	

At the .05 level of significance with 318 degrees of freedom, the critical T-value is 1.96. Table XXIII discloses that the computed T-value was 1.88. It is evident from this analysis that there is no reason to reject the null hypothesis. In other words, no significant difference was found to exist between the means of the married and unmarried subgroups on the overall job-satisfaction scale.

Table XXIV presents a comparison of responses of the married and unmarried subgroups on the four categories of job satisfaction. Table XXIV-(A) presents the weighted means, standard deviations, number of observations, and F-ratio¹ of the four categories of job satisfaction for the married subgroup. Table XXIV-(B) presents the weighted means, standard deviations, number of observations, and F-ratio¹ of the four categories of job satisfaction for the unmarried subgroup. Table XXIV-(C) presents the analysis of the simultaneous confidence intervals.²

¹The most frequently used table of critical values in univariate analyses is the F-table; and, since most statistics texts do not have tables of critical values for Hotelling's T-square, the computed value of T-square customarily is transformed into an F-ratio. Therefore, the computed value for a multivariate T-test appears in this study as an F-ratio, not a T-square. Furthermore, in a multivariate analysis, the initial results pertain to the entire set of dependent variables and have been adjusted for correlations among the dependent variables.

²In the analysis of a simultaneous confidence interval, if $(C\sqrt{S_i} \geq (X_1 - X_2))$, then there is no significant difference between the means. If, however, $(C\sqrt{S_i}) < (X_1 - X_2)$, then there is a significant difference between the means. The statistical symbols used in the preceding discussion are explained as follows:

- a. $(C\sqrt{S_i})$ is a constant times the square root of a covariance matrix.
- b. $(X_1 - X_2)$ is the difference between the means of two subgroupings in relation to a dependent variable.

TABLE XXIV

COMPARISON OF RESPONSES OF THE MARRIED AND UNMARRIED
SUBGROUPS ON THE FOUR CATEGORIES OF JOB SATISFACTION

A. Married Subgroups				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5083	0.2815	262	3.18
Teaching Conditions	1.5705	0.2686		
Administration and Supervision	1.4739	0.3992		
Salary	1.1493	0.5011		
B. Unmarried Subgroups				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.3711	0.3181	58	3.18
Teaching Conditions	1.5234	0.3000		
Administration and Supervision	1.4034	0.3959		
Salary	1.0983	0.5061		

TABLE XXIV--Continued

C. Analysis of the Simultaneous Confidence Intervals			
Categories of Job Satisfaction	$C\sqrt{S_i}$	$X_1 - X_2$	$(C\sqrt{S_i}) - (X_1 - X_2)$
General Living Conditions	0.1304	0.1372	-0.0068
Teaching Conditions	0.1241	0.0471	0.0770
Administration and Supervision	0.1802	0.0705	0.0097
Salary	0.2270	0.0510	0.1760

At the .05 level of significance with degrees of freedom four and 315, the critical F-ratio is 2.40. Table XXIV discloses that the computed F-ratio was 3.18. It is evident from this analysis that there is a significant F-ratio on the T-square test. Therefore, further analyses were necessary to determine which category or categories of job satisfaction accounted for the significant F-ratio on the T-square test. Table XXIV-(C) discloses that no significant differences were found to exist between the means of the married and unmarried subgroups on the categories of teaching conditions, administration and supervision, or salary; but there was a significant difference

on the category of general living conditions. It is evident from this analysis that there are no reasons to reject the null hypotheses on the categories of teaching conditions, administration and supervision, and salary; however, the null hypothesis was rejected on the category of general living conditions. The teachers who were married were found to be significantly more satisfied with their general living conditions than were those who were unmarried.

Hypothesis 2

Rural elementary public school teachers who are male will be found to be significantly more satisfied teaching in a rural community than will those who are female. Table XXV presents a comparison of responses of the male and female

TABLE XXV
COMPARISON OF RESPONSES OF THE MALE AND FEMALE
SUBGROUPS ON THE OVERALL JOB SATISFACTION
SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
Male	36	1.4394	0.2742	0.1736
Female	284	1.4304	0.2930	

subgroups on the overall job satisfaction scale. The table

indicates the numbers of observations, weighted means, standard deviations, and T-value.

At the .05 level of significance with 318 degrees of freedom, the critical T-value is 1.96. Table XXV discloses that the computed T-value was 0.1736. It is evident from this analysis that there is no reason to reject the null hypothesis. In other words, no significant difference was found to exist between the means of the male and female subgroups on the overall job-satisfaction scale.

Table XXVI presents a comparison of responses of the male and female subgroups on the four categories of job satisfaction. Table XXVI-(A) presents the weighted means, standard deviations, number of observations and F-ratio of the four categories of job satisfaction for the male subgroup. Table XXVI-(B) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the female subgroup.

At the .05 level of significance with degrees of freedom four and 315, the critical F-ratio is 2.40. Table XXVI discloses that the computed F-ratio was 0.959. It is evident from this analysis that there is not a significant F-ratio on the T-square test. Therefore, no further analyses were needed. In other words, no significant differences were found to exist between the means of

TABLE XXVI
COMPARISON OF RESPONSES OF THE MALE AND FEMALE
SUBGROUPS ON THE FOUR CATEGORIES OF JOB
SATISFACTION

A. Male Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5056	0.2771	36	0.959
Teaching Conditions	1.5250	0.3101		
Administration and Supervision	1.4975	0.3455		
Salary	1.1495	0.4940		
B. Female Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.4796	0.2939	284	0.959
Teaching Conditions	1.5661	0.2696		
Administration and Supervision	1.4558	0.4049		
Salary	1.1391	0.5036		

the male and female subgroups on any of the four categories of job satisfaction. In this case, all four null hypotheses were retained.

Hypothesis 3

Rural elementary public school teachers who are thirty years of age or older will be found to be significantly more satisfied teaching in a rural community than will those who are under thirty years of age. Table XXVII presents a comparison of responses of the "thirty years old or over" and "under thirty years old" subgroups on the

TABLE XXVII

COMPARISON OF RESPONSES OF THE "THIRTY YEARS OLD OR OVER" AND "UNDER THIRTY YEARS OLD" SUBGROUPS ON THE OVERALL JOB SATISFACTION SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
30 or Over	234	1.4722	0.2839	4.086
Under 30	87	1.3264	0.2845	

overall job-satisfaction scale. The table indicates the numbers of observations, weighted means, standard deviations, and T-value.

At the .05 level of significance with 319 degrees of freedom, the critical T-value is 1.96. Table XXVII discloses that the computed T-value was 4.086. It is evident from this analysis that a significant difference was found to exist between the means of the "thirty years old or over" and "under thirty years old" subgroups on the overall job-satisfaction scale. In this case, the null hypothesis was rejected. The teachers who were thirty years old or over were found to be significantly more satisfied teaching in a rural community than were those who were under thirty years old.

Table XXVIII presents a comparison of responses of the "thirty years old or over" and "under thirty years old" subgroups on the four categories of job satisfaction.

Table XXVIII-(A) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "thirty years old or over" subgroup.

Table XXVIII-(B) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "under thirty years old" subgroup.

Table XXVIII-(C) presents the analysis of the simultaneous confidence intervals.

TABLE XXVIII

COMPARISON OF RESPONSES OF THE "THIRTY YEARS
OLD OR OVER" AND "UNDER THIRTY YEARS OLD"
SUBGROUPS ON THE FOUR CATEGORIES
OF JOB SATISFACTION

A. Thirty Years Old or Over Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5314	0.2706	234	7.66
Teaching Conditions	1.5836	0.2701		
Administration and Supervision	1.4890	0.4021		
Salary	1.2111	0.4950		
B. Under Thirty Years Old Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.3566	0.3121	87	7.66
Teaching Conditions	1.5056	0.2793		
Administration and Supervision	1.3884	0.3810		
Salary	0.9540	0.4718		

TABLE XXVIII--Continued

C. Analysis of the Simultaneous Confidence Intervals			
Categories of Job Satisfaction	$C\sqrt{S_i}$	$X_1 - X_2$	$(C\sqrt{S_i}) - (X_1 - X_2)$
General Living Conditions	0.1105	0.1748	-0.0643
Teaching Conditions	0.1067	0.0780	0.0287
Administration and Supervision	0.1552	0.1006	0.0546
Salary	0.1913	0.2571	-0.0658

At the .05 level of significance with degrees of freedom four and 316, the critical F-ratio is 2.40. Table XXVIII discloses that the computed F-ratio was 7.66. It is evident from this analysis that there is a significant F-ratio on the T-square test. Therefore, further analyses were necessary to determine which category or categories of job satisfaction accounted for the significant F-ratio on the T-square test. Table XXVIII-(C) discloses that no significant differences were found to exist between the means of the "thirty years old or over" and "under thirty years old" subgroups on the categories of teaching conditions and administration and supervision; but there were

significant differences on the categories of general living conditions and salary. It is evident from this analysis that there are no reasons to reject the null hypotheses on the categories of teaching conditions and administration and supervision; however, the null hypotheses were rejected on the categories of general living conditions and salary. The teachers who were thirty years old or over were found to be significantly more satisfied with their general living conditions and salaries than were those who were under thirty years old.

Hypothesis 4

Rural elementary public school teachers who have taught for more than three years will be found to be significantly more satisfied teaching in a rural community than will those who have taught for three years or less.

Hypothesis 4 is divided into two sets of analyses. The analysis presented and discussed below pertains to the number of years of teaching experience in the present school districts. The other analysis which is presented and discussed later, pertains to the total number of years of teaching experience.

Table XXIX presents a comparison of responses of the "over three years of local teaching experience" and "three years of local teaching experience or less" subgroups on the overall job satisfaction scale. The table indicates

the numbers of observations, weighted means, standard deviations, and T-value.

TABLE XXIX

COMPARISON OF RESPONSES OF THE "OVER THREE YEARS OF LOCAL TEACHING EXPERIENCE" AND "THREE YEARS OF LOCAL TEACHING EXPERIENCE OR LESS" SUBGROUPS ON THE OVERALL JOB SATISFACTION SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
Over 3 Years	197	1.4807	0.2747	3.87
3 Years or Less	123	1.3538	0.3006	

At the .05 level of significance with 318 degrees of freedom, the critical T-value is 1.96. Table XXIX discloses that the computed T-value was 3.87. It is evident from this analysis that a significant difference was found to exist between the means of the "over three years of local teaching experience" and "three years of local teaching experience or less" subgroups on the overall job-satisfaction scale. In this case, the null hypothesis was rejected. The teachers with over three years of teaching experience in the present school districts were found to be significantly more satisfied teaching in a rural community than were those with three years of teaching experience or less in the present school districts.

Table XXX presents a comparison of responses of the "over three years of local teaching experience" and "three years of local teaching experience or less" subgroups on the four categories of job satisfaction.

Table XXX-(A) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "over three years of local teaching experience" subgroup.

Table XXX-(B) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "three years of local teaching experience or less" subgroup.

Table XXX-(C) presents the analysis of the simultaneous confidence intervals.

At the .05 level of significance with degrees of freedom four and 315, the critical F-ratio is 2.40. Table XXX discloses that the computed F-ratio was 8.26. It is evident from this analysis that there is a significant F-ratio on the T-square test. Therefore, further analyses were necessary to determine which category or categories of job satisfaction accounted for the significant F-ratio on the T-square test. Table XXX-(C) discloses that no significant differences were found to exist between the means of the "over three years of local teaching experience" and "three years of local teaching experience or less" subgroups on the categories of teaching conditions

TABLE XXX

COMPARISON OF RESPONSES OF THE "OVER THREE YEARS OF LOCAL TEACHING EXPERIENCE" AND "THREE YEARS OF LOCAL TEACHING EXPERIENCE OR LESS" SUBGROUPS ON THE FOUR CATEGORIES OF JOB SATISFACTION

A. Over Three Years of Local Teaching Experience Subgroup

Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5431	0.2556	197	8.26
Teaching Conditions	1.5883	0.2662		
Administration and Supervision	1.4874	0.3921		
Salary	1.2340	0.4800		

B. Three Years of Local Teaching Experience of Less Subgroup

Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.3879	0.3228	123	8.26
Teaching Conditions	1.5199	0.2837		
Administration and Supervision	1.4187	0.4075		
Salary	0.9897	0.5008		

TABLE XXX--Continued

C. Analysis of the Simultaneous Confidence Intervals			
Categories of Job Satisfaction	$C\sqrt{S_i}$	$X_1 - X_2$	$(C\sqrt{S_i}) - (X_1 - X_2)$
General Living Conditions	0.1013	0.1552	-0.0539
Teaching Conditions	0.0977	0.0684	0.0293
Administration and Supervision	0.1424	0.0687	0.0737
Salary	0.1746	0.2443	-0.0697

and administration and supervision; but there were significant differences on the categories of general living conditions and salary. It is evident from this analysis that there are no reasons to reject the null hypotheses on the categories of teaching conditions and administration and supervision; however, the null hypotheses were rejected on the categories of general living conditions and salary. The teachers with over three years of teaching experience in the present school districts were found to be significantly more satisfied with their general living conditions and salaries than were those with three years of teaching experience or less in the present school districts.

The analyses presented and discussed below pertain to the total number of years of teaching experience. Table XXXI presents a comparison of responses of the "over three years of total teaching experience" and "three years of total teaching experience or less" subgroups on the overall job-satisfaction scale. The table indicates the numbers of observations, weighted means, standard deviations, and T-value.

TABLE XXXI

COMPARISON OF RESPONSES OF THE "OVER THREE YEARS OF TOTAL TEACHING EXPERIENCE" AND "THREE YEARS OF TOTAL TEACHING EXPERIENCE OR LESS" SUBGROUPS ON THE OVERALL JOB-SATISFACTION SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
Total of Over 3 Years	249	1.4715	0.2795	4.80
Total of 3 Years or Less	69	1.2871	0.2924	

At the .05 level of significance with 316 degrees of freedom, the critical T-value is 1.96. Table XXXI discloses that the computed T-value was 4.80. It is evident from this analysis that a significant difference was found to exist between the means of the "over three years of total teaching experience" and "three years of total

teaching experience or less" subgroups on the overall job-satisfaction scale. In this case, the null hypothesis was rejected. The teachers with over three years of total teaching experience were found to be significantly more satisfied teaching in a rural community than were those with three years of total teaching experience or less.

Table XXXII presents a comparison of responses of the "over three years of total teaching experience" and "three years of total teaching experience or less" subgroups on the four categories of job satisfaction.

Table XXXII-(A) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "over three years of total teaching experience" subgroup.

Table XXXII-(B) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "three years of total teaching experience or less" subgroup.

Table XXXII-(C) presents the analysis of the simultaneous confidence intervals.

At the .05 level of significance with degrees of freedom four and 313, the critical F-ratio is 2.40. Table XXXII discloses that the computed F-ratio was 9.08. It is evident from this analysis that there is a significant F-ratio on the T-square test. Therefore, further analyses were necessary to determine which category or categories

TABLE XXXII

COMPARISON OF RESPONSES OF THE "OVER THREE YEARS
OF TOTAL TEACHING EXPERIENCE" AND "THREE YEARS
OF TOTAL TEACHING EXPERIENCE OR LESS"
SUBGROUPS ON THE FOUR CATEGORIES
OF JOB SATISFACTION

A. Over Three Years of Total Teaching Experience Sub- group				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5218	0.2688	249	9.08
Teaching Conditions	1.5919	0.2623		
Administration and Supervision	1.4874	0.3988		
Salary	1.2123	0.4941		
B. Three Years of Total Teaching Experience or Less Subgroup				
Categories of Job Satisfactions	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.3433	0.3345	69	9.08
Teaching Conditions	1.4523	0.2942		
Administration and Supervision	1.3616	0.3907		
Salary	0.8794	0.4491		

TABLE XXXII--Continued

C. Analysis of the Simultaneous Confidence Intervals			
Categories of Job Satisfaction	$C\sqrt{SI}$	$X_1 - X_2$	$(C\sqrt{SI}) - (X_1 - X_2)$
General Living Conditions	0.1204	0.1785	-0.0581
Teaching Conditions	0.1141	0.1396	-0.0255
Administration and Supervision	0.1681	0.1258	0.0423
Salary	0.2053	0.3329	-0.1276

of job satisfaction accounted for the significant F-ratio on the T-square test. Table XXXII-(C) discloses that no significant difference was found to exist between the means of the "over three years of total teaching experience" and "three years of total teaching experience or less" sub-groups on the category of administration and supervision; but there were significant differences on the categories of general living conditions, teaching conditions and salary. It is evident from this analysis that there are no reasons to reject the null hypotheses on the category of administration and supervision; however, the null hypotheses were rejected on the categories of general

living conditions, teaching conditions, and salary. The teachers with over three years of total teaching experience were found to be significantly more satisfied with their general living conditions, teaching conditions, and salaries than were those with three years of total teaching experience or less.

Hypothesis 5

Rural elementary public school teachers who were reared in rural communities will be found to be significantly more satisfied teaching in a rural community than will those who were reared in cities.

Table XXXIII presents a comparison of responses of the "childhood residence in rural communities: and "childhood residence in cities" subgroups on the overall job satisfaction scale. The table indicates the numbers of observations, weighted means, standard deviations, and T-value.

At the .05 level of significance with 317 degrees of freedom, the critical T-value is 1.96. Table XXXIII discloses that the computed T-value was 4.21. It is evident from this analysis that a significant difference was found to exist between the means of the "childhood residence in rural communities" and "childhood residence in cities" subgroups on the overall job-satisfaction scale. In this case, the null hypothesis was rejected. The teachers who had been reared in rural communities were found to be

TABLE XXXIII
 COMPARISON OF RESPONSES OF THE "CHILDHOOD
 RESIDENCE IN RURAL COMMUNITIES" AND
 "CHILDHOOD RESIDENCE IN CITIES" SUB-
 GROUPS ON THE OVERALL JOB SATIS-
 FACTION SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
Childhood Residence in Rural Communities	227	1.4760	0.2756	4.21
Childhood Residence in Cities	92	1.3281	0.3042	

significantly more satisfied teaching in a rural community than were those who were reared in cities.

Table XXXIV presents a comparison of responses of the "childhood residence in rural communities" and "childhood residence in cities" subgroups on the four categories of job satisfaction.

Table XXXIV-(A) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "childhood residence in rural communities" subgroup.

Table XXXIV-(B) presents the weighted means, standard deviations, number of observations, and F-ratio of the

four categories of job satisfaction for the "childhood residence in cities" subgroup.

Table XXXIV-(C) presents the analysis of the simultaneous confidence intervals.

At the .05 level of significance with degrees of freedom four and 314. the critical F-ratio is 2.40. Table XXXIV discloses that the computed F-ratio was 5.20. It is evident from this analysis that there is a significant F-ratio on the T-square test. Therefore, further analyses were necessary to determine which category or categories of job satisfaction accounted for the significant F-ratio on the T-square test.

TABLE XXXIV

COMPARISON OF RESPONSES OF THE "CHILDHOOD RESIDENCE IN RURAL COMMUNITIES" AND "CHILDHOOD RESIDENCE IN CITIES" SUBGROUPS ON THE FOUR CATEGORIES OF JOB SATISFACTION

A. Childhood Residence in Rural Communities Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5280	0.2851	227	5.20
Teaching Conditions	1.5992	0.2454		
Administration and Supervision	1.5108	0.3804		
Salary	1.1846	0.4912		

TABLE XXXIV--Continued

B. Childhood Residence in Cities Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.3762	0.2870	92	5.20
Teaching Conditions	1.4775	0.3207		
Administration and Supervision	1.3454	0.4194		
Salary	1.0325	0.5128		

C. Analysis of the Simultaneous Confidence Intervals

Categories of Job Satisfaction	$C\sqrt{SI}$	$X_1 - X_2$	$(C\sqrt{SI}) - (X_1 - X_2)$
General Living Conditions	0.1100	0.1518	-0.0418
Teaching Conditions	0.1036	0.1217	-0.0181
Administration and Supervision	0.1508	0.1654	-0.0146
Salary	0.1915	0.1521	0.0394

Table XXXIV-(C) discloses that no significant difference was found to exist between the means of the "childhood residence in rural communities" and "childhood residence in

cities" subgroups on the category of salary; but there were significant differences on the categories of general living conditions, teaching conditions, and administration and supervision. It is evident from this analysis that there is no reason to reject the null hypothesis on the category of salary; however, the null hypotheses were rejected on the categories of general living conditions, teaching conditions, and administration and supervision. The teachers who were reared in rural communities were found to be significantly more satisfied with their general living conditions, teaching conditions, and administration and supervision than were those who were reared in cities.

Hypothesis 6

Rural elementary public school teachers who live in the communities in which they teach will be found to be significantly more satisfied teaching in a rural community than will those who live outside the communities in which they teach.

Table XXXV presents a comparison of responses of the "current residence in teaching communities" and "current residence outside teaching communities" subgroups on the overall job-satisfaction scale. The table indicates the numbers of observations, weighted means, standard deviations and T-value.

TABLE XXXV
 COMPARISON OF RESPONSES OF THE "CURRENT
 RESIDENCE IN TEACHING COMMUNITIES"
 AND "CURRENT RESIDENCE OUTSIDE
 TEACHING COMMUNITIES" SUBGROUPS
 ON THE OVERALL JOB SATISFACTION
 SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
Current Residence in Teaching Communities	249	1.4227	0.2964	0.84
Current Residence Outside Teaching Community	66	1.4564	0.2707	

At the .05 level of significance with 313 degrees of freedom, the critical T-value is 1.96. Table XXXV discloses that the computed T-value was 0.84. It is evident from this analysis that no significant difference was found to exist between the means of the "current residence in teaching communities" and "current residence outside teaching communities" subgroups on the overall job-satisfaction scale. In this case, the null hypothesis was retained.

Table XXXVI presents a comparison of responses of the "current residence in teaching communities" and "current

residence outside teaching communities" subgroups on the four categories of job satisfaction.

Table XXXVI-(A) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "current residence in teaching communities" subgroup.

Table XXXVI-(B) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "current residence outside teaching communities" subgroup.

At the .05 level of significance with degrees of freedom four and 310, the critical F-ratio is 2.40. Table XXXVI discloses that the computed F-ratio was 0.68. It is evident from this analysis that there is not a significant F-ratio on the T-square test. Therefore, no further analyses were necessary. In other words, no significant differences were found to exist between the means of the "current residence in teaching communities" and "current residence outside teaching communities" subgroups on any of the four categories of job satisfaction. In this case, all four of the null hypotheses were retained. (See page 87.)

Hypothesis 7

Rural elementary public school teachers who own their homes will be found to be significantly more satisfied teaching in a rural community than will those who rent.

TABLE XXXVI

COMPARISON OF RESPONSES OF THE "CURRENT RESIDENCE IN TEACHING COMMUNITIES" AND "CURRENT RESIDENCE OUTSIDE TEACHING COMMUNITIES" SUBGROUPS ON THE FOUR CATEGORIES OF JOB SATISFACTION

A. Current Residence in Teaching Communities Subgroup

Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.4709	0.3010	249	0.68
Teaching Conditions	1.5614	0.2744		
Administration and Supervision	1.4543	0.4076		
Salary	1.1197	0.5116		

B. Current Residence Outside Teaching Communities Subgroup

Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5185	0.2628	66	0.68
Teaching Conditions	1.5608	0.2813		
Administration and Supervision	1.4752	0.3687		
Salary	1.2005	0.4598		

Table XXXVII presents a comparison of responses of the "home renting" subgroups on the overall job-satisfaction scale. The table indicates the numbers of observations, weighted means, standard deviations, and T-value.

TABLE XXXVII
COMPARISON OF RESPONSES OF THE "HOME OWNER" AND
"HOME RENTING" SUBGROUPS ON THE OVERALL JOB-
SATISFACTION SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
Home Owner	236	1.4761	0.2672	4.76
Home Renting	68	1.2917	0.3267	

At the .05 level of significance with 302 degrees of freedom, the critical T-value is 1.96. Table XXXVII discloses that the computed T-value was 4.76. It is evident from this analysis that a significant difference was found to exist between the means of the "home owner" and "home renting" subgroups on the overall job-satisfaction scale. In this case, the null hypothesis was rejected. The teachers who own their homes were found to be significantly more satisfied teaching in a rural community than were those who rent their homes.

Table XXXVIII presents a comparison of responses of the "home owner" and "home renting" subgroups on the four categories of job satisfaction.

Table XXXVIII-(A) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "home owner" subgroup.

Table XXXVIII-(B) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "home renting subgroup.

Table XXXVIII-(C) presents the analysis of the simultaneous confidence intervals.

At the .05 level of significance with degrees of freedom four and 299, the critical F-ratio is 2.40. Table XXXVIII discloses that the computed F-ratio was 6.22. It is evident from this analysis that there is a significant F-ratio on the T-square test. Therefore, further analyses were necessary to determine which category or categories of job satisfaction accounted for the significant F-ratio on the T-square test.

Table XXXVIII-(C) discloses that significant differences were found to exist between the means of the "home owner" and "home renting" subgroups on all of the categories of job satisfaction: general living conditions, teaching conditions, administration and supervision, and

TABLE XXXVIII

COMPARISON OF RESPONSES OF THE "HOME OWNER" AND
 "HOME RENTING" SUBGROUPS ON THE FOUR CATEGORIES
 OF JOB SATISFACTION

A. Home Owner Supgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5254	0.2653	236	6.22
Teaching Conditions	1.5934	0.2482		
Administration and Supervision	1.5058	0.3746		
Salary	1.2033	0.4834		
B. Home Renting Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.3559	0.3495	68	6.22
Teaching Conditions	1.4743	0.3284		
Administration and Supervision	1.3169	0.4481		
Salary	0.9151	0.4739		

TABLE XXXVIII--Continued

C. Analysis of the Simultaneous Confidence Intervals			
Categories of Job Satisfaction	$C\sqrt{Si}$	$X_1 - X_2$	$(C\sqrt{Si}) - (X_1 - X_2)$
General Living Conditions	0.1225	0.1695	-0.0470
Teaching Conditions	0.1148	0.1191	-0.0043
Administration and Supervision	0.1679	0.1889	-0.0210
Salary	0.2060	0.2882	-0.0822

salary. Based upon this analysis, the null hypotheses on all four categories of job satisfaction were rejected. The teachers who own their homes were found to be significantly more satisfied with their general living conditions, teaching conditions, administration and supervision, and salaries than were those who rent their homes.

Hypothesis 8

Rural elementary public school teachers whose spouses' occupations are located in the communities in which they teach will be found to be significantly more satisfied

teaching in a rural community than will those whose spouses' occupations are located outside the communities in which they teach.

Table XXXIX presents a comparison of responses of the "spouses employed in teaching communities" and "spouses employed outside teaching communities" subgroups on the

TABLE XXXIX

COMPARISON OF RESPONSES OF THE "SPOUSES EMPLOYED IN TEACHING COMMUNITIES" AND "SPOUSES EMPLOYED OUTSIDE TEACHING COMMUNITIES" SUBGROUPS ON THE OVERALL JOB-SATISFACTION SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
Spouses Employed in Teaching Communities	187	1.4495	0.2909	0.43
Spouses Employed Outside Teaching Communities	57	1.4305	0.3010	

overall job-satisfaction scale. The Table indicates the numbers of observations, weighted means, standard deviations, and T-value.

At the .05 level of significance with 242 degrees of freedom, the critical T-value is 1.96. Table XXXIX discloses that the computed T-value was 0.43. It is evident

from this analysis that no significant difference was found to exist between the means of the "spouses employed in teaching communities" and "spouses employed outside teaching communities" subgroups on the overall job-satisfaction scale. In this case, the null hypothesis was retained.

Table XL presents a comparison of responses of the "spouses employed in teaching communities" and "spouses employed outside teaching communities" subgroups on the four categories of job satisfaction.

Table XL-(A) presents the weighted means, standard deviations, numbers of observations, and F-ratio of the four categories of job satisfaction for the "spouses employed in teaching communities" subgroup.

Table XL-(B) presents the weighted means, standard deviations, numbers of observations, and F-ratio of the four categories of job satisfaction for the "spouses employed outside teaching communities" subgroup.

At the .05 level of significance with degrees of freedom four and 239, the critical F-ratio is 2.41. Table XL discloses that the computed F-ratio was 0.29. It is evident from this analysis that there is not a significant F-ratio on the T-square test. Therefore, no further analyses were needed. In other words, no significant differences were found to exist between the means of the "spouses employed in teaching communities" and "spouses employed outside teaching communities" subgroups on any

TABLE XL

COMPARISON OF RESPONSES OF THE "SPOUSES EMPLOYED IN TEACHING COMMUNITIES" AND "SPOUSES EMPLOYED OUTSIDE TEACHING COMMUNITIES" SUBGROUPS ON THE FOUR CATEGORIES OF JOB SATISFACTION

A. Spouses Employed in Teaching Communities Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5039	0.2746	187	0.29
Teaching Conditions	1.5766	0.2705		
Administration and Supervision	1.4832	0.3935		
Salary	1.1516	0.5066		

B. Spouses Employed Outside Teaching Communities Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5124	0.2945	57	0.29
Teaching Conditions	1.5511	0.2752		
Administration and Supervision	1.4538	0.4279		
Salary	1.1175	0.5135		

of the four categories of job satisfaction. In this case, all four of the null hypotheses were retained.

Hypothesis 9

Rural elementary public school teachers who were reared in the communities in which they teach will be found to be significantly more satisfied teaching in a rural community than will those who were reared in different communities from those in which they teach.

Table XLI presents a comparison of responses of the "childhood residence in teaching communities" and "childhood residence in other communities" subgroups on the overall job-satisfaction scale. The table indicates the numbers of observations, weighted means, standard deviations, and T-value.

At the .05 level of significance with 305 degrees of freedom, the critical T-value is 1.96. Table XLI discloses that the computed T-value was 1.16. It is evident from this analysis that no significant difference was found to exist between the means of the "childhood residence in teaching communities" and "childhood residence in other communities" subgroups on the overall job-satisfaction scale. In this case, the null hypothesis was retained. (See page 96.)

Table XLII presents a comparison of responses of the "childhood residence in teaching communities" and "childhood

TABLE XLI

COMPARISON OF RESPONSES OF THE "CHILDHOOD RESIDENCE IN TEACHING COMMUNITIES" AND "CHILDHOOD RESIDENCE IN OTHER COMMUNITIES" SUBGROUPS IN THE OVERALL JOB SATISFACTION SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
Childhood Residence in Teaching Communities	71	1.4670	0.2368	1.16
Childhood Residence in Other Communities	236	1.4209	0.3088	

residence in other communities subgroups on the four categories of job satisfaction.

Table XLII-(A) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "childhood residence in teaching communities" subgroup.

Table XLII-(B) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "childhood residence in other communities" subgroup.

At the .05 level of significance with degrees of freedom four and 302, the critical F-ratio is 2.40. Table XLII discloses that the computed F-ratio was 1.67. It is

TABLE XLII

COMPARISON OF RESPONSES OF THE "CHILDHOOD RESIDENCE IN TEACHING COMMUNITIES" AND "CHILDHOOD RESIDENCE IN OTHER COMMUNITIES" SUBGROUPS ON THE FOUR CATEGORIES OF JOB SATISFACTION

A. Childhood Residence in Teaching Communities Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5360	0.2309	71	1.67
Teaching Conditions	1.6073	0.2120		
Administration and Supervision	1.4529	0.4061		
Salary	1.722	0.4389		

B. Childhood Residence in Other Communities Subgroup

Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.4662	0.3110	236	1.67
Teaching Conditions	1.5461	0.2937		
Administration and Supervision	1.4529	0.4061		
Salary	1.1411	0.5189		

evident from this analysis that there is not a significant F-ratio on the T-square test. Therefore, no further analyses were necessary. In other words, no significant differences were found to exist between the means of the "childhood residence in teaching communities" and "childhood residence in other communities" subgroups on any of four categories of job satisfaction. In this case, all four of the null hypotheses were retained.

Summary

It was determined from the preceding analyses that significant relationships were found to exist between job satisfaction and certain personal characteristics of the rural elementary public school teachers.

Figure 1 presents significant relationships of overall job satisfaction and of the categories of job satisfaction to the personal characteristics of the population. Each arrow points to a personal characteristic which was found to be significantly related to job satisfaction. For example, the arrow under "general living conditions," which points to the term "married," indicates that the married teachers were significantly more satisfied with their general living conditions than were the unmarried teachers. The cells containing no arrows indicate that there were no significant relationships between the characteristics involved and the several categories of job satisfaction.

Personal Characteristics	Overall Job Satisfaction	Categories of Job Satisfaction				Personal Characteristics
		General Living Conditions	Teaching Conditions	Administration and Supervision	Salary	
Unmarried		→				Married
Home Renter	→	→	→	→	→	Home Owner
Under 30 Years Old	→	→			→	30 Years Old Or Older
Taught Total of 3 Years or Less	→	→	→		→	Taught Total of More Than 3 Years
Taught in Present District 3 Years or Less	→	→			→	Taught in Present District More Than 3 Years
Reared in City	→	→	→	→	→	Reared in Rural Community

Fig. 1--Significant relationships of overall job satisfaction and of the categories of job satisfaction to the personal characteristics of the population.

No significant relationships were found to exist between overall job satisfaction or any of the categories of job satisfaction and the following personal characteristics:

1. sex
2. current residence (in or outside teaching communities)
3. spouse's employment (in or outside teaching communities)
4. childhood residence (in teaching communities or in other communities).

Analyses of Additional Data

This section contains analyses of additional data related to the job satisfactions of rural elementary public school teachers. The organization of this section is similar to that of the preceding section. Instead of focusing on hypotheses, however, this section involves the analysis of certain questions in terms of the relationships among selected population subgroups on the overall job-satisfaction scale and on the four categories of job satisfaction. These questions are as follows:

Question 1.-Is job satisfaction related to similarity of ethnic background of the teacher and his or her students? Specifically, were teachers who had 60 per cent or more students of the same ethnic background as those of the teachers significantly more satisfied teaching in rural

communities than those who had 60 per cent or more students of different ethnic background from those of the teachers?

Question 2.--Were married women significantly more satisfied teaching in rural communities than unmarried women?

Question 3.--Is the age of the teacher related to her level of job satisfaction in a rural school? Were the married female teachers thirty years old or over significantly more satisfied teaching in rural communities than those under thirty years old?

Question 4.--Were the married female teachers with over three years of teaching experience in the present school districts significantly more satisfied teaching in rural communities than those with three years of teaching experience or less in the present school districts?

Question 5.--Were the married female teachers with over three years of total teaching experience significantly more satisfied teaching in rural communities than those with three years of total teaching experience or less?

Question 6.--Were the married female teachers residing in the teaching communities significantly more satisfied teaching in rural communities than those residing outside the teaching communities?

Question 7.--Were the married female teachers owning their homes significantly more satisfied teaching in rural communities than those who rent their homes?

Question 8.--Were the married female teachers whose spouses are employed in the teaching communities significantly more satisfied teaching in rural communities than those whose spouses are employed outside the teaching communities?

Question 9.--Were the married female teachers who were reared in rural communities significantly more satisfied teaching in rural communities than those who were reared in cities?

Question 10.--Were the married female teachers who were reared in their teaching communities significantly more satisfied teaching in rural communities than those who were reared in other communities?

Question 1

Is job satisfaction related to similarity of ethnic background of the teacher and his or her students? Specifically, were teachers who had 60 per cent or more students of the same ethnic background as those of the teachers significantly more satisfied teaching in rural communities than those who had 60 per cent or more students of different ethnic background from those of the teachers?

Table XLIII presents a comparison of responses of the population subgroups, "same ethnic background" and different ethnic background," on the overall job-satisfaction

scale. The table indicates the numbers of observations, weighted means, standard deviations, and T-value.

TABLE XLIII

COMPARISON OF RESPONSES OF THE POPULATION SUBGROUPS, "SAME ETHNIC BACKGROUND" AND "DIFFERENT ETHNIC BACKGROUND," ON THE OVERALL JOB-SATISFACTION SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
Same Ethnic Background	171	1.4903	0.2713	2.46
Different Ethnic Background	46	1.3724	0.3453	

At the .05 level of significance with 215 degrees of freedom, the critical T-value is 1.96. Table XLIII discloses that the computed T-value was 2.46. It is evident from this analysis that a significant difference was found to exist between the means of the "same ethnic background" and "different ethnic background" subgroups on the overall job-satisfaction scale. The teachers who had 60 per cent or more students of the same ethnic background as their own were found to be significantly more satisfied than those who had 60 per cent or more students of different ethnic backgrounds from their own.

Table XLIV presents a comparison of responses of the population subgroups, "same ethnic background" and "different ethnic background," on the four categories of job satisfaction. (See page 105.)

Table XLIV-(A) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "same ethnic background" subgroup.

Table XLIV-(B) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "different ethnic background" subgroup.

At the .05 level of significance with degrees of freedom four and 212, the critical F-ratio is 2.41. Table XLIV discloses that the computed F-ratio was 1.91. It is evident from this analysis that there is not a significant F-ratio on the T-square test. Therefore, no further analyses were necessary. In other words, no significant differences were found to exist between the means of the "same ethnic background" and "different ethnic background" subgroups on any of the four categories of job satisfaction.

TABLE XLIV

COMPARISON OF RESPONSES OF THE POPULATION SUBGROUPS,
 "SAME ETHNIC BACKGROUND" AND "DIFFERENT ETHNIC
 BACKGROUND," ON THE FOUR CATEGORIES OF
 JOB SATISFACTION

A. Same Ethnic Background Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Numbers of Observations	F-ratio
General Living Conditions	1.5368	0.2650	171	1.91
Teaching Conditions	1.5967	0.2354		
Administration and Supervision	1.5379	0.3649		
Salary	1.2143	0.5223		
B. Different Ethnic Background Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Numbers of Observations	F-ratio
General Living Conditions	1.4437	0.3331	46	1.91
Teaching Conditions	1.5116	0.3433		
Administration and Supervision	1.3630	0.4385		
Salary	1.0941	0.5201		

Question 2

Were married women significantly more satisfied teaching in rural communities than unmarried women?

Table XLV presents a comparison of responses of the population subgroups, "married women" and "unmarried women," on the overall job-satisfaction scale. The table indicates the numbers of observations, weighted means, standard deviations, and T-value.

TABLE XLV

COMPARISON OF RESPONSES OF THE POPULATION SUBGROUPS,
"MARRIED WOMEN" AND "UNMARRIED WOMEN," ON THE
OVERALL JOB-SATISFACTION SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
Married Women	231	1.4470	0.2922	2.11
Unmarried Women	52	1.3526	0.2879	

At the .05 level of significance with 281 degree of freedom, the critical T-value is 1.96. Table XLV discloses that the computed T-value was 2.11. It is evident from this analysis that a significant difference existed between the means of the "married women" and "unmarried women" on the overall job-satisfaction scale. Married

women were found to be significantly more satisfied teaching in rural communities than their unmarried colleagues.

Table XLVI presents a comparison of responses of the population subgroups, "married women" and "unmarried women," on the four categories of job satisfaction.

Table XLVI-(A) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "married women" subgroup.

Table XLVI-(B) presents the weighted means, standard deviations, numbers of observations, and F-ratio of the four categories of job satisfaction for the "unmarried women" subgroup.

Table XLVI-(C) presents the analysis of the simultaneous confidence intervals.

At the .05 level of significance with degrees of freedom four and 278, the critical F-ratio is 2.40. Table XLVI discloses that the computed F-ratio was 2.95. It is evident from this analysis that there is a significant F-ratio on the T-square test. Therefore, further analyses were necessary to determine which category or categories of job satisfaction accounted for the significant F-ratio on the T-square test.

Table XLVI-(C) discloses that no significant differences were found to exist between the means of the "married women" and "unmarried women" subgroups on the categories of

TABLE XLVI

COMPARISON OF RESPONSES OF THE POPULATION SUBGROUPS,
 "MARRIED WOMEN" AND "UNMARRIED WOMEN," ON THE
 FOUR CATEGORIES OF JOB SATISFACTION

A. Married Women Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Numbers of Observations	F-ratio
General Living Conditions	1.5059	0.2807	231	2.95
Teaching Conditions	1.5760	0.2622		
Administration and Supervision	1.4686	0.4031		
Salary	1.1555	0.5011		
B. Unmarried Women Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Numbers of Observations	F-ratio
General Living Conditions	1.3593	0.3246	52	2.95
Teaching Conditions	1.5192	0.3003		
Administration and Supervision	1.3946	0.4143		
Salary	1.0584	0.5132		

TABLE XLVI--Continued

C. Analyses of the Simultaneous Confidence Intervals			
Categories of Job Satisfaction	$C\sqrt{S_i}$	$(X_1 - X_2)$	$(C\sqrt{S_i}) - (X_1 - X_2)$
General Living Conditions	0.1383	0.1466	-0.0083
Teaching Conditions	0.1289	0.0568	0.0721
Administration and Supervision	0.1939	0.0740	0.1199
Salary	0.2408	0.0971	0.1437

teaching conditions, administration and supervision, or salary; but there was a significant difference on the category of general living conditions. Married women were found to be significantly more satisfied with their general living conditions in rural communities than were the unmarried women.

The remaining analyses pertain to the relationships of overall job satisfaction and the categories of job satisfaction to selected personal characteristics of the married female teachers only. This particular group was

selected for further analyses because it represented 72.19 per cent of the population.

Question 3

Is the age of the teacher related to her level of job satisfaction in a rural school? Were the married female teachers thirty years old or over significantly more satisfied teaching in rural communities than those under thirty years old?

Table XLVII presents a comparison of responses of the married female subgroups, "thirty years or over" and "under thirty years old," on the overall job satisfaction scale. The table indicates the numbers of observations, weighted means, standard deviations, and T-value.

TABLE XLVII

COMPARISON OF RESPONSES OF THE MARRIED FEMALE SUBGROUPS,
"THIRTY YEARS OLD OR OVER" AND "UNDER THIRTY YEARS
OLD," ON THE OVERALL JOB SATISFACTION SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
30 or Over	177	1.4773	0.2917	2.90
Under 30	54	1.3475	0.2737	

At the .05 level of significance with 229 degrees of freedom, the critical T-value is 1.96. Table XLVII discloses that the computed T-value was 2.90. It is evident from this analysis that a significant difference existed between the means of the married female subgroups, "thirty years old or over" and "under thirty years old," on the overall job satisfaction scale. Married female teachers who were thirty years old or over were found to be significantly more satisfied teaching in rural communities than were those under thirty years old.

Table XLVIII present a comparison of responses of the married female subgroups, "thirty years old or over" and "under thirty years old," on the four categories of job satisfaction.

Table XLVIII-(A) presents the weighted means, standard deviations, numbers of observations, and F-ratio of the four categories of job satisfaction for the "thirty years old or over" subgroup.

Table XLVIII-(B) presents the weighted means, standard deviations, numbers of observations, and F-ratio of the four categories of job satisfaction for the "under thirty years old" subgroup.

Table XLVIII-(C) presents the analysis of the simultaneous confidence intervals.

At the .05 level of significance with degrees of freedom four and 226, the critical F-ratio is 2.41.

TABLE XLVIII

COMPARISON OF RESPONSES OF THE MARRIED FEMALE SUBGROUPS,
 "THIRTY YEARS OLD OR OVER" AND "UNDER THIRTY YEARS
 OLD," ON THE FOUR CATEGORIES OF JOB SATISFACTION

A. Thirty Years Old or Over Subgroup

Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5349	0.2765	177	3.93
Teaching Conditions	1.5888	0.2604		
Administration and Supervision	1.4924	0.4404		
Salary	1.2202	0.5022		

B. Under Thirty Years Old Subgroup

Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.4108	0.2756	54	3.93
Teaching Conditions	1.5342	0.2662		
Administration and Supervision	1.3909	0.3925		
Salary	0.9434	0.4386		

TABLE XLVIII--Continued

C. Analyses of the Simultaneous Confidence Intervals			
Categories of Job Satisfaction	$C\sqrt{S_i}$	$(X_1 - X_2)$	$(C\sqrt{S_i}) - (X_1 - X_2)$
General Living Conditions	0.1343	0.1241	0.0102
Teaching Conditions	0.1272	0.0546	0.0726
Administration and Supervision	0.1953	0.1015	0.0938
Salary	0.2374	0.2768	-0.0394

Table XLVIII discloses that the computed F-ratio was 3.93. It is evident from this analysis that there is a significant F-ratio on the T-square test. Therefore, further analyses were necessary to determine which category or categories of job satisfaction accounted for the significant F-ratio on the T-square test. Table XLVIII-(C) discloses that no significant differences were found to exist between the means of the married female subgroups, "thirty years old or over" and "under thirty years old" on the categories of general living conditions, teaching conditions, or administration and supervision; but there was a significant difference on the category of salary.

Married female teachers thirty years old or over were found to be significantly more satisfied with their salaries than those who were under thirty years old.

Question 4

Were the married female teachers with over three years of local teaching experience significantly more satisfied teaching in rural communities than those with three years of local teaching experience or less?

Table XLIX presents a comparison of responses of the married female subgroups, "over three years of local teaching experience" and "three years of local teaching experience of less," on the overall job satisfaction scale. The

TABLE XLIX

COMPARISON OF RESPONSES OF THE MARRIED FEMALE SUBGROUPS,
"OVER THREE YEARS OF LOCAL TEACHING EXPERIENCE"
AND "THREE YEARS OF LOCAL TEACHING EXPERIENCE OR
LESS," ON THE OVERALL JOB SATISFACTION SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
Over 3 Years of Local Teaching Experience	148	1.4921	0.2847	3.28
3 Years Local Teaching Experience of Less	82	1.3626	0.2895	

table indicates the numbers of observations, weighted means, standard deviations, and T-value.

At the .05 level of significance with 228 degrees of freedom, the critical T-value is 1.96. Table XLIX discloses that the computed T-value was 3.28. It is evident from this analysis that a significant difference existed between the means of the married female subgroups, "over three years of local teaching experience" and "three years of local teaching experience or less," on the overall job satisfaction scale. Married female teachers with over three years of local teaching experience were found to be significantly more satisfied teaching in rural communities than were those with three years of local teaching experience or less.

Table L presents a comparison of responses of the married female subgroups, "over three years of local teaching experience" and "three years of local teaching experience or less," on the four categories of job satisfaction.

Table L-(A) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "over three years of local teaching experience" subgroup.

Table L-(B) presents the weighted means, standard deviations, number of observations, and F-ratio of the

TABLE L

COMPARISON OF RESPONSES OF THE MARRIED FEMALE SUBGROUPS,
 "OVER THREE YEARS OF LOCAL TEACHING EXPERIENCE"
 AND "THREE YEARS OF LOCAL TEACHING EXPERIENCE
 OR LESS," ON THE FOUR CATEGORIES OF
 JOB SATISFACTION

A. Over Three Years of Local Teaching Experience Subgroup

Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5563	0.2585	148	5.97
Teaching Conditions	1.5946	0.2607		
Administration and Supervision	1.4987	0.4013		
Salary	1.2497	0.4838		

B. Three Years of Local Teaching Experience or Less Subgroup

Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.4128	0.2977	82	5.97
Teaching Conditions	1.5407	0.2641		
Administration and Supervision	1.4114	0.4043		
Salary	0.9805	0.4891		

TABLE L--Continued

C. Analysis of the Simultaneous Confidence Intervals			
Categories of Job Satisfaction	$C\sqrt{Si}$	$(X_1 - X_2)$	$(C\sqrt{Si}) - (X_1 - X_2)$
General Living Conditions	0.1173	0.1435	-0.0262
Teaching Conditions	0.1125	0.0539	0.0586
Administration and Supervision	0.1729	0.0873	0.0856
Salary	0.2086	0.2692	-0.0606

four categories of job satisfaction for the "three years of local teaching experience or less" subgroup.

Table L-(C) presents the analysis of the simultaneous confidence intervals.

At the .05 level of significance with degrees of freedom four and 225, the critical F-ratio is 2.41. Table L discloses that the computed F-ratio was 5.97. It is evident from this analysis that there is a significant F-ratio on the T-square test. Therefore, further analyses were necessary to determine which category or categories of job satisfaction accounted for the significant F-ratio on the

T-square test. Table L-(C) discloses that no significant differences were found to exist between the means of the married female subgroups, "over three years of local teaching experience" and "three years of local teaching experience or less," on the categories of teaching conditions and administration and supervision; but there were significant differences on the categories of general living conditions and salary.

Married female teachers with over three years of local teaching experience were found to be significantly more satisfied with their general living conditions and salaries than those with three years of local teaching experience or less.

Question 5

Were the married female teachers with over three years of total teaching experience significantly more satisfied teaching in rural communities than those with three years of total teaching experience or less?

Table LI presents a comparison of responses of the married female subgroups, "over three years of total teaching experience" and "three years of total teaching experience or less," on the overall job satisfaction scale. The table indicates the numbers of observations, weighted means, standard deviations, and T-value.

TABLE LI

COMPARISON OF RESPONSES OF THE MARRIED FEMALE SUBGROUPS,
 "OVER THREE YEARS OF LOCAL TEACHING EXPERIENCE"
 AND "THREE YEARS OF LOCAL TEACHING EXPERIENCE
 OR LESS," ON THE OVERALL JOB SATISFACTION
 SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
Over 3 Years Total Teaching Experience	187	1.4804	0.2874	3.96
3 Years or Less Total Teaching Experience	41	1.2862	0.2718	

At the .05 level of significance with 226 degrees of freedom, the critical T-value is 1.96. Table LI discloses that the computed T-value was 3.96. It is evident from this analysis that a significant difference existed between the means of the married female subgroups, "over three years of total teaching experience" and "three years of total teaching experience or less," on the overall job-satisfaction scale.

Married female teachers with over three years of total teaching experience were found to be significantly more satisfied teaching in rural communities than were those with three years of total teaching experience or less.

Table LII presents a comparison of responses of the married female subgroups, "over three years of total teaching experience" and "three years of total teaching experience or less," on the four categories of job satisfaction.

Table LII-(A) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "over three years of total teaching experience" subgroup.

Table LII-(B) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "three years of total teaching experience or less" subgroup.

Table LII-(C) presents the analysis of the simultaneous confidence intervals.

At the .05 level of significance with degrees of freedom four and 223, the critical F-ratio is 2.41. Table LII discloses that the computed F-ratio was 5.42. It is evident from this analysis that there is a significant F-ratio on the T-square test. Therefore, further analyses were necessary to determine which category or categories of job satisfaction accounted for the significant F-ratio on the T-square test. Table LII-(C) discloses that no significant differences existed between the means of the married female subgroups, "over three

TABLE LII

COMPARISON OF RESPONSES OF THE MARRIED FEMALE SUBGROUPS,
 "OVER THREE YEARS OF TOTAL TEACHING EXPERIENCE"
 AND "THREE YEARS OF TOTAL TEACHING EXPERIENCE
 OR LESS," ON THE FOUR CATEGORIES OF
 JOB SATISFACTION

A. Over Three Years of Total Teaching Experience Subgroup

Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5337	0.2707	187	5.42
Teaching Conditions	1.5997	0.2562		
Administration and Supervision	1.4964	0.4013		
Salary	1.2181	0.5003		

B. Three Years of Total Teaching Experience or Less Subgroup

Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.3729	0.2955	41	5.42
Teaching Conditions	1.4624	0.2685		
Administration and Supervision	1.3298	0.3987		
Salary	0.8608	0.4101		

TABLE LII--Continued

C. Analysis of the Simultaneous Confidence Intervals			
Categories of Job Satisfaction	$C\sqrt{S_i}$	$(X_1 - X_2)$	$(C\sqrt{S_i}) - (X_1 - X_2)$
General Living Conditions	0.1483	0.1608	-0.0125
Teaching Conditions	0.1392	0.1373	0.0019
Administration and Supervision	0.2159	0.1666	0.0493
Salary	0.2616	0.3573	-0.0957

years of total teaching experience" and "three years of total teaching experience or less," on the categories of teaching conditions or administration and supervision; but there were significant differences on the categories of general living conditions and salary. Married female teachers with over three years of total teaching experience were found to be significantly more satisfied with their general living conditions and salaries than those with three years of total teaching experience or less.

Question 6

Were the married female teachers residing in the teaching communities significantly more satisfied teaching in rural communities than those residing outside the teaching communities?

Table LIII presents a comparison of responses of the married female subgroups, "current residence in teaching communities" and "current residence outside teaching communities," on the overall job-satisfaction scale. The table indicates the numbers of observations, weighted means, standard deviations, and T-value.

TABLE LIII

COMPARISON OF RESPONSES OF THE MARRIED FEMALE SUBGROUPS, "CURRENT RESIDENCE IN TEACHING COMMUNITIES" AND "CURRENT RESIDENCE OUTSIDE TEACHING COMMUNITIES," ON THE OVERALL JOB SATISFACTION SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
Current Residence in Teaching Communities	173	1.4438	0.2948	0.067
Current Residence Outside Teaching Communities	53	1.4469	0.2884	

At the .05 level of significance with 224 degrees of freedom, the critical T-value is 1.96. Table LIII discloses that the computed T-value was 0.067. It was evident from this analysis that no significant difference existed between the means of the married female subgroups, "current residence in teaching communities" and "current residence outside teaching communities," on the overall job-satisfaction scale.

Table LIV presents a comparison of responses of the married female subgroups, "current residence in teaching communities" and "current residence outside teaching communities," on the four categories of job satisfaction.

Table LIV-(A) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for "current residence in teaching communities" subgroup.

Table LIV-(B) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "current residence outside teaching communities" subgroup.

At the .05 level of significance with degrees of freedom four and 221, the critical F-ratio is 2.41. Table LIV discloses that the computed F-ratio was 0.16. It is evident from this analysis that there is not a significant F-ratio on the T-square test. Therefore, further analyses were not necessary. In other words, no significant

TABLE LIV

COMPARISON OF RESPONSES OF THE MARRIED FEMALE SUBGROUPS,
 "CURRENT RESIDENCE IN TEACHING COMMUNITIES" AND
 "CURRENT RESIDENCE OUTSIDE TEACHING
 COMMUNITIES," ON THE FOUR
 CATEGORIES OF JOB
 SATISFACTION

A. Current Residence in Teaching Communities Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5010	0.2829	173	0.16
Teaching Conditions	1.5790	0.2542		
Administration and Supervision	1.4674	0.4086		
Salary	1.1431	0.5071		
B. Current Residence Outside Teaching Communities Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5094	0.2819	53	0.16
Teaching Conditions	1.5648	0.2932		
Administration and Supervision	1.4612	0.3929		
Salary	1.780	0.4863		

differences were found to exist between the means of these married female subgroups on any of the four categories of job satisfaction.

Question 7

Were the married female teachers owning their homes significantly more satisfied teaching in rural communities than those who rented their homes?

Table LV presents a comparison of responses of the married female subgroups, "home owner" and "home renter," on the overall job-satisfaction scale. The table indicates the numbers of observations, weighted means, standard deviations, and T-value.

TABLE LV
COMPARISON OF RESPONSES OF THE MARRIED FEMALE SUBGROUPS,
"HOME OWNER" AND "HOME RENTER," ON THE OVERALL
JOB-SATISFACTION SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
Home Owner	188	1.4800	0.2737	4.54
Home Renter	36	1.2500	0.3156	

At the .05 level of significance with 222 degrees of freedom, the critical T-value is 1.96. Table LV discloses

that the computed T-value was 4.54. It is evident from this analysis that a significant difference existed between the means of the married female subgroups, "home owner" and "home renter," on the overall job-satisfaction scale.

Married female teachers who owned their homes were found to be significantly more satisfied teaching in rural communities than were those who rented their homes.

Table LVI presents a comparison of responses of the married female subgroups, "home owner" and "home renter," on the four categories of job satisfaction.

Table LVI-(A) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "home owner" subgroup.

Table LVI-(B) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "home renter" subgroup.

Table LVI-(C) presents the analysis of the simultaneous confidence intervals.

At the .05 level of significance with degrees of freedom four and 219, the critical F-ratio is 2.41. Table LVI discloses that the computed F-ratio was 5.44. It is evident from this analysis that there is a significant F-ratio on the T-square test. Therefore, further analyses were necessary to determine which category or categories

TABLE LVI

COMPARISON OF RESPONSES OF THE MARRIED FEMALE SUBGROUPS,
 "HOME OWNER" AND "HOME RENTER," ON THE FOUR CATEGORIES
 OF JOB SATISFACTION

A. Home Owner Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5290	0.2713	188	5.44
Teaching Conditions	1.6020	0.2394		
Administration and Supervision	1.5083	0.3784		
Salary	1.2036	0.4902		
B. Home Renter Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.3689	0.3087	36	5.44
Teaching Conditions	1.4144	0.3227		
Administration and Supervision	1.2333	0.4629		
Salary	0.8668	0.4652		

TABLE LVI--Continued

C. Analysis of the Simultaneous Confidence Intervals			
Categories of Job Satisfaction	$C\sqrt{S_i}$	$(X_1 - X_2)$	$(C\sqrt{S_i}) - (X_1 - X_2)$
General Living Conditions	0.1578	0.1601	-0.0023
Teaching Conditions	0.1446	0.1876	-0.0430
Administration and Supervision	0.2234	0.2750	-0.0516
Salary	0.2766	0.3368	-0.0602

of job satisfaction accounted for the significant F-ratio on the T-square test. Table LVI-(C) discloses that significant differences existed between the means of the married female subgroups, "home owner" and "home renter," on all four of the categories of job satisfaction: general living conditions, teaching conditions, administration and supervision, and salary.

Married female teachers who owned their homes were found to be significantly more satisfied with their general living conditions, teaching conditions, administration and supervision, and salaries than were those who rented their homes.

Question 8

Were the married female teachers whose spouses are employed in the teaching communities significantly more satisfied teaching in rural communities than those whose spouses are employed outside the teaching communities?

Table LVII presents a comparison of responses of the married female subgroups, "spouses employed in teaching communities" and "spouses employed outside the teaching communities," on the overall job-satisfaction scale. The table indicates the numbers of observations, weighted means, standard deviations, and T-value.

TABLE LVII

COMPARISON OF RESPONSES OF THE MARRIED FEMALE SUBGROUPS,
"SPOUSES EMPLOYED IN TEACHING COMMUNITIES" AND
"SPOUSES EMPLOYED OUTSIDE TEACHING
COMMUNITIES," ON THE OVERALL
JOB-SATISFACTION SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
Spouses Employed in Teaching Communities	163	1.4500	0.2906	0.40
Spouses Employed Outside Teaching Communities	54	1.4317	0.2934	

At the .05 level of significance with 215 degrees of freedom, the critical T-value is 1.96. Table LVII discloses

that the computed T-value was 0.40. It is evident from this analysis that no significant difference existed between the means of the married female subgroups, "spouses employed in teaching communities" and "spouses employed outside the teaching communities," on the overall job-satisfaction scale.

Table LVIII presents a comparison of responses of the married female subgroups, "spouses employed in teaching communities" and "spouses employed outside the teaching communities," on the four categories of job satisfaction.

Table LVIII-(A) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for "spouses employed in teaching communities" subgroup.

Table LVIII-(B) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for "spouses employed outside the teaching communities" subgroup.

At the .05 level of significance with degrees of freedom four and 212, the critical F-ratio is 2.41. Table LVIII discloses that the computed F-ratio was 0.30. It is evident from this analysis that there is not a significant F-ratio on the T-square test. Therefore, further analyses were not necessary. In other words, no significant differences were found to exist between the means of

TABLE LVIII

COMPARISON OF RESPONSES OF THE MARRIED FEMALE SUBGROUPS,
 "SPOUSES EMPLOYED IN TEACHING COMMUNITIES" AND
 "SPOUSES EMPLOYED OUTSIDE TEACHING
 COMMUNITIES," ON THE FOUR CAT-
 EGORIES OF JOB SATISFACTION

A. Spouses Employed in Teaching Communities Subgroup

Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5030	0.2745	163	0.30
Teaching Conditions	1.5808	0.2611		
Administration and Supervision	1.4814	0.3950		
Salary	1.1521	0.5084		

B. Spouses Employed Outside the Teaching Communities Subgroup

Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5120	0.2851	54	0.30
Teaching Conditions	1.5545	0.2676		
Administration and Supervision	1.4405	0.4301		
Salary	1.1374	0.5006		

these married female subgroups on any of the four categories of job satisfaction.

Question 9

Were the married female teachers who were reared in rural communities significantly more satisfied teaching in rural communities than those who were reared in cities?

Table LIX presents a comparison of responses of the married female subgroups, "childhood residence in rural communities" and "childhood residence in cities," on the overall job-satisfaction scale. The table indicates the numbers of observations, weighted means, standard deviations, and T-value.

TABLE LIX

COMPARISON OF RESPONSES OF THE MARRIED FEMALE SUBGROUPS,
"CHILDHOOD RESIDENCE IN RURAL COMMUNITIES"
AND "CHILDHOOD RESIDENCE IN CITIES," ON
THE OVERALL JOB-SATISFACTION SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	T-Value
Childhood Residence in Rural Communities	170	1.4815	0.2817	2.97
Childhood Residence in Cities	59	1.3516	0.3056	

At the .05 level of significance with 227 degrees of freedom, the critical T-value is 1.96. Table LIX discloses

that the computed T-value was 2.97. It is evident from this analysis that a significant difference existed between the means of the married female subgroups, "childhood residence in rural communities" and "childhood residence in cities," on the overall job-satisfaction scale.

Married female teachers, who were reared in rural communities, were found to be significantly more satisfied teaching in rural communities than were those who were reared in cities.

Table LX presents a comparison of responses of the married female subgroups, "childhood residence in rural communities" and "childhood residence in rural communities" and "childhood residence in cities," on the four categories of job satisfaction.

Table LX-(A) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for "childhood residence in rural communities" subgroup.

Table LX-(B) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for "childhood residence in cities" subgroup.

Table LX-(C) presents the analysis of the simultaneous confidence intervals.

TABLE LX

COMPARISON OF RESPONSES OF THE MARRIED FEMALE SUBGROUPS,
 "CHILDHOOD RESIDENCE IN RURAL COMMUNITIES"
 AND "CHILDHOOD RESIDENCE IN CITIES," ON
 THE FOUR CATEGORIES OF JOB
 SATISFACTION

A. Childhood Residence in Rural Communities Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5380	0.2773	170	2.56
Teaching Conditions	1.6015	0.2412		
Administration and Supervision	1.5148	0.3885		
Salary	1.1899	0.4959		
B. Childhood Residence in Cities Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.4148	0.2770	59	2.56
Teaching Conditions	1.5119	0.3066		
Administration and Supervision	1.3431	0.4206		
Salary	1.0530	0.5072		

TABLE LX--Continued

C. Analyses of the Simultaneous Confidence Intervals			
Categories of Job Satisfaction	$C\sqrt{Si}$	$(X_1 - X_2)$	$(C\sqrt{Si}) - (X_1 - X_2)$
General Living Conditions	0.1308	0.1232	0.0076
Teaching Conditions	0.1224	0.0896	0.0328
Administration and Supervision	0.1873	0.1717	0.0156
Salary	0.2354	0.1369	0.0985

At the .05 level of significance with degrees of freedom four and 224, the critical F-ratio is 2.41. Table LX discloses that the computed F-ratio was 2.56. It is evident from this analysis that there is a significant F-ratio on the T-square test. Therefore, further analyses were necessary to determine which category or categories of job satisfaction accounted for the significant F-ratio on the T-square test. Table LX-(C) discloses that no significant differences were found to exist between the means of the married female subgroups, "childhood residence in rural communities" and "childhood residence in cities," on any of the categories of job satisfaction.

Question 10

Were the married female teachers who were reared in their teaching communities significantly more satisfied teaching in rural communities than those who were reared in other rural communities?

Table LXI presents a comparison of responses of the married female subgroups, "childhood residence in teaching communities" and "childhood residence in other rural communities," on the overall job-satisfaction scale. The table indicates the numbers of observations, weighted means, standard deviations, and T-value.

TABLE LXI

COMPARISON OF RESPONSES OF THE MARRIED FEMALE SUBGROUPS,
"CHILDHOOD RESIDENCE IN RURAL COMMUNITIES"
AND "CHILDHOOD RESIDENCE IN OTHER RURAL
COMMUNITIES," ON THE OVERALL JOB
SATISFACTION SCALE

Subgroups	Numbers of Observations	Weighted Means	Standard Deviations	F-Value
Childhood Residence in Teaching Communities	61	1.4630	0.2392	0.465
Childhood Residence in Other Rural Communities	168	1.4426	0.3106	

At the .05 level of significance with 227 degrees of freedom, the critical T-value is 1.96. Table LXI discloses

that the computed T-value was 0.465. It is evident from this analysis that no significant difference existed between the means of the married female subgroups, "childhood residence in teaching communities" and "childhood residence in other rural communities," on the overall job-satisfaction scale.

Table LXII presents a comparison of responses of the married female subgroups, "childhood residence in teaching communities" and "childhood residence in other rural communities," on the four categories of job satisfaction.

Table LXII-(A) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "childhood residence in teaching communities" subgroup.

Table LXII-(B) presents the weighted means, standard deviations, number of observations, and F-ratio of the four categories of job satisfaction for the "childhood residence in other rural communities" subgroup.

At the .05 level of significance with degrees of freedom four and 224, the critical F-ratio is 2.41. Table LXII discloses that the computed F-ratio was 1.07. It is evident from this analysis that there is not a significant F-ratio on the T-square test. Therefore, further analyses were not necessary. In other words, no significant differences were found to exist between the means of

TABLE LXII

COMPARISON OF RESPONSES OF THE MARRIED FEMALE SUBGROUPS,
 "CHILDHOOD RESIDENCE IN RURAL COMMUNITIES"
 AND "CHILDHOOD RESIDENCE IN OTHER RURAL
 COMMUNITIES," ON THE OVERALL JOB
 SATISFACTION SCALE

A. Childhood Residence in Teaching Communities Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.5316	0.2314	61	1.07
Teaching Conditions	1.6112	0.1941		
Administration and Supervision	1.4982	0.3785		
Salary	1.1125	0.4479		
B. Childhood Residence in Other Rural Communities Subgroup				
Categories of Job Satisfaction	Weighted Means	Standard Deviations	Number of Observations	F-ratio
General Living Conditions	1.4971	0.2982	168	1.07
Teaching Conditions	1.5665	0.2821		
Administration and Supervision	1.4605	0.4124		
Salary	1.1699	0.5197		

these married female subgroups on any of the four categories of job satisfaction.

Summary

It was determined from the preceding analyses that significant relationships were found to exist between job satisfaction and certain personal characteristics of both the total population and married female teachers.

Figure 2 presents significant relationships of overall job satisfaction and of the categories of job satisfaction to the personal characteristics of:

- A. the total population surveyed, and
- B. the married female teachers.

Each arrow points to the personal characteristic which was found to be significantly related to job satisfaction. For example, the arrows under "overall job satisfaction" and "general living conditions" which point to the term "married women," indicate that the married women teachers were significantly more satisfied teaching in rural communities in general and with their general living conditions than were the unmarried women teachers. The cells containing no arrows indicate that there were no significant relationships between the characteristics involved and any of the categories of job satisfaction. Further analyses of significant relationships between job satisfaction and the personal characteristics of unmarried

women or of men teachers were omitted because of insufficient numbers of respondents in these categories.

No significant relationships were found to exist between overall job satisfaction or any of the categories of job satisfaction and the following personal characteristics:

1. Current residence (in or outside teaching communities).
2. Spouse's employment (in or outside teaching communities).
3. Childhood residence (in teaching communities or in other communities).

Ethnic background of the students and childhood residence (in rural communities or in cities), however, were related to overall job satisfaction, but were not related to any of the categories of job satisfaction. (See Figure 2, page 142.)

A. The Total Population Surveyed

Personal Characteristics	Overall Job Satisfaction	Categories of Job Satisfaction				Personal Characteristics
		General Living Conditions	Teaching Conditions	Administration and Supervision	Salary	
Different Ethnic Background	→					Same Ethnic Background
Unmarried Women	→	→				Married Women
<u>B. The Married Female Teachers</u>						
Under Thirty	→				→	Thirty Years Old or Older
Taught in Present District 3 Years or Less	→	→			→	Taught in Present District More Than 3 Years
Taught Total of 3 Years or Less	→	→			→	Taught Total of More Than 3 Years
Home Renters	→	→	→		→	Home Owners
Reared in City	→					Reared in Rural Community

Fig. 2--Significant relationships of overall job satisfaction and of the categories of job satisfaction to the personal characteristics of the total population surveyed and the married female teachers.

CHAPTER V

FINDINGS AND IMPLICATIONS

Findings Related to the Personal and Professional Characteristics of the Population

It was readily determined from Chapter IV that a majority of elementary school teachers teaching in isolated rural Texas counties were married women, thirty years old or older. More than 50 per cent of them had been reared in rural communities. Approximately three-fourths had families consisting of one or two or no children. Generally, their spouses were employed within the school district as farmers, ranchers, school administrators or teachers, businessmen, construction workers or laborers. Usually their places of residence were within the teaching communities, where they owned their own homes. These teachers were predominantly Anglo and were teaching a majority of Anglo students. More than one-half had Bachelor's degrees, held professional teaching certificates and had over three years of teaching experience.

The personal and professional characteristics of a majority of men teachers were similar in all aspects to the women, except that they were less likely to have owned their own homes, and to have been reared in rural communities. Probably the reason why a lesser proportion of men owned their homes was that they may have been more transient than women teachers.

Since about 80 per cent of women were married, their home ownership status probably was determined by their spouse's employment and home ownership status within their respective communities.

Findings from the Tests of Hypotheses

According to data presented in Chapter IV and in reference to the hypotheses described in Chapter I, the analysis of teachers' responses regarding conditions related to overall job satisfaction revealed that

1. teachers who were thirty years old or older were significantly more satisfied teaching in rural communities than were those who were under thirty years old;
2. teachers with over three years of local teaching experience were significantly more satisfied teaching in rural communities than were those with three years of local teaching experience or less;
3. teachers with over three years of total teaching experience were significantly more satisfied teaching in rural communities than were those with three years of total teaching experience or less;
4. teachers who had been reared in rural communities were significantly more satisfied teaching in rural communities than were those who were reared in cities; and

5. teachers who owned their homes were significantly more satisfied teaching in rural communities than were those who rented their homes.

No significant relationships were found to exist between overall job satisfaction and the following personal characteristics.

1. Marital status.
2. Sex.
3. Current residence in or outside the teaching communities.
4. Spouse's employment in or outside the teaching communities.
5. Childhood residence in the teaching communities or in other communities.

On the four categories of job satisfaction, it was found that

1. teachers who were married were significantly more satisfied with their general living conditions than were those who were unmarried;

2. teachers who were thirty years old or older were significantly more satisfied with their general living conditions and salaries than were those who were under thirty years old;

3. teachers with over three years of teaching experience were significantly more satisfied with their

general living conditions and salaries than were those with three years of teaching experience or less;

4. teachers with over three years of total teaching experience were significantly more satisfied with their living conditions, teaching conditions, and salaries than were those with three years of total teaching experience or less;

5. teachers who were reared in rural communities were significantly more satisfied with their general living conditions, teaching conditions, and administration and supervision than were those who were reared in cities;

6. teachers who owned their homes were significantly more satisfied with their general living conditions, teaching conditions, administration and supervision, and salaries than were those who rented their homes.

No significant relationships were found to exist between any of the categories of job satisfaction and the following personal characteristics.

1. Sex.
2. Current residence in or outside the teaching communities.
3. Spouse's employment in or outside the teaching communities.
4. Childhood residence in the teaching communities or in other communities.

Findings from the Analyses of Additional Data

The analysis of teachers' responses regarding conditions related to overall job satisfaction revealed that

1. rural elementary public school teachers who had 60 per cent or more students of the same ethnic background as those of the teachers were significantly more satisfied teaching in rural communities than those who had 60 per cent or more students of different ethnic backgrounds from those of the teachers;

2. married women were significantly more satisfied teaching in rural communities than were the unmarried women.

The married women teachers were selected for further analyses because they represented 72.19 per cent of the population. The analysis of responses of this particular group of teachers revealed that significant relationships among selected personal characteristics and overall job satisfaction were similar to the total population. Also, the personal characteristics which were not significantly related to overall job satisfaction were similar to the total population.

Significant relationships among certain personal characteristics and the four categories of job satisfaction were similar to the total population except for the following.

1. No significant relationship was found to exist between age of married women and general living conditions.

2. No significant relationships were found to exist between childhood residence of married women and general living conditions, teaching conditions, and administration and supervision.

Implications

This study made no attempt to compare job-satisfaction conditions of rural teachers with those of teachers in other community settings. This fact, of course, limits the range of interpretation which can be drawn from this study. It might be true, for example, that older, more experienced teachers in cities who own their own homes are also more satisfied as teachers than their younger, less-experienced and home-renting colleagues. In this regard, some of the findings of this study may be generally applicable and may contain suggestions for both the educators and employers of teachers in all situations.

One distinction between rural and urban living conditions, however, is the limited choice of homes or apartments for rent in isolated rural communities. Moreover, those which are available may not be particularly desirable or well situated in the community. It is quite likely that the home renters in this study were unable to find the modern apartment complexes which are common features of urban areas. On the other hand, home renters may have owned their homes in other communities but had to rent their places of residence because school policy may have required them to live in teaching communities.

When considering the backgrounds of teachers, some distinctions between rural and urban living conditions can also be pointed out. For instance, the younger,

unmarried teachers who had lived in cities during most of their formative years probably found small town social life to be necessarily limited and unstimulating and recreational facilities insufficient or inadequate. Furthermore, the nurturing of friendships may have been hindered by the paucity of unmarried, college educated, young people and by the familiar, idle talk of country folks. All of these factors were likely to have contributed to the less than satisfying perceptions of living conditions of younger, unmarried teachers, particularly if they were accustomed to urban lifestyles.

It was expected that significant relationships would be found to exist between job satisfaction and the sex of the respondents. Surprisingly, no such relationships were found. One explanation may be that a considerably larger number of women (284) responded than did men (36), possibly because a large majority of the teachers were women. If the numbers of men and women had been approximately the same, significant relationships between job satisfaction and the sex of the respondents might have been found to exist. Another explanation may be that both husband and wife might have been employed as teachers in the same school districts.

What, then, is a rational explanation for each of the relationships discussed: home ownership, age, experience, and background? Probably all describe the same

population--a group of married, over thirty people who have lived in the country and have lived and taught in their school districts for several years. Probably, satisfaction with this arrangement is a factor in this group's staying in the country school.

The data of this study did not indicate teacher quality in these isolated rural communities. Are the teachers who are teaching in these isolated rural schools doing so because they were unable to acquire positions in more favorably located districts? Even though teachers are relatively satisfied, possess Bachelor's or Master's degrees and are properly certified, are they of the quality that (most likely) would be found in urbanized areas? Do these rural school teachers compare favorably with urban teachers in relation to grade point average, teaching competence or general employability?

What are the hiring practices of country school superintendents? Do they hire those who meet minimum state requirements without regard to their actual performance records? Do these superintendents have to hire whomever they can just to make certain that every class has a "teacher"? What can these school districts or communities do to attract and retain quality teachers? It is important to have teachers who are satisfied with their jobs and living conditions, but it is equally important to have quality teaching.

Good salaries, pleasant teaching conditions and democratic administrations are incentives usually employed to recruit and hold quality teachers; however, these may be insufficient if living conditions are intolerable. Therefore, should country schools concentrate on providing decent and affordable housing for their teachers? Additional studies, some of which are outlined below, may offer solutions to these problem areas.

1. How do isolated rural school teachers compare with urban area teachers in relation to job satisfaction?

2. How do isolated rural school teachers compare with urban area teachers in relation to quality?

3. Is there a relationship between teacher quality and job satisfaction?

4. What relationships exist between job dissatisfaction and teacher quality?

5. What are some school and community incentives which can be applied to enhance teacher quality and job satisfaction?

APPENDIX

APPENDIX A

JOB-SATISFACTION SCALE

Section I

Personal Information (circle the numbers applicable)

A. Sex

1. Male
2. Female

B. Age

1. Under 30
2. 30 or over

C. Marital status: Ages of children (if any)

1. Married _____
2. Unmarried

D. Your background in terms of where you lived while attending public school. (Circle one only.)

1. Reared in community where you now teach.
2. Reared in another rural community (fewer than 2,500 people).
3. Reared in city (2,500 or more people).

E. Spouse's occupation (please specify: _____)

1. Spouse's occupation is in the community where you teach.
2. Spouse's occupation is outside the community where you teach.

F. Your ethnic identification

1. Anglo
2. Black
3. Spanish surname (Mexican-American)
4. Other (such as German-American, Czech-American;
please specify: _____)

G. Home ownership

1. Own your own home
2. Rent

H. Place of residence

1. Live in the community where you teach
2. Live outside the community where you teach
(Number of miles you commute: _____)

Professional Information (circle the numbers applicable)

A. Highest degree held

1. None
2. Bachelor's degree
3. Master's degree

B. Teaching certificate held

1. Temporary
2. Emergency
3. Provisional
4. Professional

C. Years of teaching experience in this district (Include current year as one full year)

1. 3 years or less
2. Over 3 years

- D. Total years of teaching experience (include the current year as one full year)
1. 3 years or less
 2. Over 3 years
- E. Ethnic composition of your students (approximately to the nearest tenth)
- ___ ___ % Anglo
- ___ ___ % Black
- ___ ___ % Spanish surname (Mexican-American)
- ___ ___ % Other (such as German-American, Czech-American; please specify: _____)

Section II

The following statements present a variety of possible facts about teaching situations and possible ideas which teachers may have about them. This form is being checked by all types of teachers from various types of schools; hence it is necessary to put some of the statements in general terms.

Your response to each of the ninety-two statements should indicate YOUR USUAL feeling about it under conditions which exist this year. Neither your name or the name of your school or community is asked for nor will any attempt be made to discover this information. YOU CAN BE SURE THAT WHEN YOUR RESPONSES ARE ANALYZED, NO ONE WILL KNOW WHERE THE RESPONSES CAME FROM OR WHO MADE THEM.

DIRECTIONS: In the left-hand margin, record your feeling about each statement by encircling one (and only one) of the three symbols--Y, U, N--corresponding to the number of the statement.

Y--means "Yes, I agree; or it is true in my situation."

U--means "Uncertain; I have no feeling one way or the other; or the item does not apply to my situation."

N--means, "No, I disagree; or it is not true in my situation."

- Y U N 1. My social life in this community is pleasant.
- Y U N 2. I have a comfortable place in which to live.
- Y U N 3. My salary is sufficient to enable me to live comfortably here.
- Y U N 4. I like the prestige that is associated with the teaching profession.
- Y U N 5. My school room is attractive and comfortable.
- Y U N 6. My teaching load is usually such that it enables me to do effective work.
- Y U N 7. This community is too isolated.
- Y U N 8. Provisions for doing school work where I live are satisfactory.
- Y U N 9. The major reason I would want to leave teaching is to earn more money.
- Y U N 10. I want a job which gives me more freedom than I have in teaching.
- Y U N 11. My salary is sufficient to enable me to do some traveling.
- Y U N 12. Administrators in this school usually give recognition to teachers for jobs well done.
- Y U N 13. A satisfactory salary scale helps to keep me contented.

- Y U N 14. Poor arrangement of fixed equipment makes my work much harder than it otherwise would be.
- Y U N 15. This community is too small to be interesting.
- Y U N 16. I feel "at home" most of the time in this place.
- Y U N 17. Single teachers seem to have less opportunity here to meet congenial eligible men than do single women who are teaching in other places.
- Y U N 18. Being in a profession I like is very vital to me.
- Y U N 19. My administrators are interested in improving my area of work.
- Y U N 20. My job is so heavy it is difficult to have time to participate in professional organizations.
- Y U N 21. Shopping facilities are adequate in this community.
- Y U N 22. I am able to make arrangements for satisfactory living quarters here.
- Y U N 23. My salary is too small to permit adequate savings for security.
- Y U N 24. Our teachers' meetings are worthwhile.
- Y U N 25. The major reason I would want to leave teaching is to improve my general living conditions.
- Y U N 26. The kind of school in which I teach is satisfactory.
- Y U N 27. I have a reasonable work load.
- Y U N 28. Most people in this community cooperate with the teachers.
- Y U N 29. I have sufficient privacy where I live.
- Y U N 30. The long vacations which teachers have help make the job attractive to me.
- Y U N 31. The administrators here are concerned about my personal welfare.

- Y U N 32. I believe some unskilled laborers in this community earn as much or more than the teachers.
- Y U N 33. Teaching would give greater satisfaction if I knew the administrators thought my program effective.
- Y U N 34. I am teaching (or hoping to teach) after marriage because I like teaching in this school.
- Y U N 35. Some teachers in this school have an unsympathetic attitude toward my program.
- Y U N 36. It is difficult to get into and out of this community.
- Y U N 37. I need to get a teaching job which pays better than this one.
- Y U N 38. My teaching program is light enough so that I have time for home visits.
- Y U N 39. I am free to entertain my friends at the place where I live.
- Y U N 40. The equipment I have to work with is inadequate.
- Y U N 41. The administrators here are concerned about my working conditions.
- Y U N 42. I believe there is considerable feeling in this community against married women teaching.
- Y U N 43. The supervision here is merely inspection.
- Y U N 44. My salary is sufficient for me to own an adequate automobile.
- Y U N 45. The number of pupils I teach permits me to do effective work with them.
- Y U N 46. The major reason I would want to leave teaching is to improve the conditions under which I work.
- Y U N 47. Many of my pupils are of low social and/or mental levels.

- Y U N 48. The parents here are difficult to please.
- Y U N 49. The instructional program here suffers from lack of supervision.
- Y U N 50. My present salary is insufficient to permit the additional training essential for advancement.
- Y U N 51. My salary here is sufficient to enable me to some day own my own home.
- Y U N 52. The supervision here is undemocratic.
- Y U N 53. I am afraid to express my opinion on controversial issues here.
- Y U N 54. My teaching load is such as to enable me to engage in personal and social activities that are important to me.
- Y U N 55. In my position here I have a fine opportunity to help pupils develop in worthwhile ways.
- Y U N 56. I would like to work under another administrator.
- Y U N 57. Teachers here are accepted as belonging to the community.
- Y U N 58. My present salary prevents my joining organizations to which I believe I should belong.
- Y U N 59. Teaching here enables me to participate in stimulating cultural activities.
- Y U N 60. The major reason I want to leave the teaching profession is to improve the kind of administration and supervision I work under.
- Y U N 61. My teaching position here is a stimulating intellectual experience.
- Y U N 62. My pupils seem to enjoy helping to plan their work.
- Y U N 63. I have to get ready for too many conferences and school meetings.
- Y U N 64. The people in this community are interested in education.

- Y U N 65. I believe most of our teaching in this school is the one textbook per subject type.
- Y U N 66. Satisfactory salary adjustments are being made or seem likely to be made.
- Y U N 67. I dislike the monotonous routine of teaching.
- Y U N 68. The administrator(s) in this school is (are) autocratic in methods of dealing with teachers.
- Y U N 69. My teaching schedule provides time for doing the varied jobs I am expected to do at school.
- Y U N 70. People in this community are critical of many things teachers do.
- Y U N 71. I believe the teachers I work with here are lacking in training and professional competency.
- Y U N 72. I believe my salary is similar, generally speaking, to that of other professional persons with equal training and experience.
- Y U N 73. There is a fine spirit in this school.
- Y U N 74. The library facilities in this school are adequate.
- Y U N 75. Living expenses here are unreasonable high.
- Y U N 76. My salary is sufficient to enable me to meet family responsibilities.
- Y U N 77. The supervision here is too much like "snoopervision."
- Y U N 78. Too many community jobs are expected of a teacher here.
- Y U N 79. We have adequate equipment to enable successful teaching to be done.
- Y U N 80. Too many people in this community object to teachers doing things which are generally accepted when done by others.

- Y U N 81. My salary is a major factor in determining whether I stay in teaching.
- Y U N 82. This community provides adequate health services.
- Y U N 83. This community provides adequate financial support for its schools.
- Y U N 84. My salary is sufficient to enable me to have a standard of living that is middle class or above.
- Y U N 85. I would feel secure in my job here with or without tenure.
- Y U N 86. Keeping records and reports is a heavy duty here that adds too much to an already full schedule.
- Y U N 87. It is very difficult to raise enough taxes here to support a decent school.
- Y U N 88. The administrator(s) here fail to protect teachers from unfair criticism.
- Y U N 89. The administrator(s) here is (are) often lacking in essential qualities of professional leadership.
- Y U N 90. My salary is sufficient to enable any children I have (or might have) to have an opportunity to attend college.
- Y U N 91. Teachers here help administrators plan school policies.
- Y U N 92. My salary buys more here than it would if I taught in some other places I know.

APPENDIX B

Isolated Rural Texas Counties

The Isolated Rural Texas Counties are listed below:

- | | |
|------------------|-------------------|
| 1. Bailey | 21. Kinney |
| 2. Borden | 22. Knox |
| 3. Briscoe | 23. Lipscomb |
| 4. Cochran | 24. Mason |
| 5. Collingsworth | 25. McMullen |
| 6. Colorado | 26. Mills |
| 7. Comanche | 27. Motley |
| 8. Cottle | 28. Parmer |
| 9. Dickens | 29. Presidio |
| 10. Donley | 30. Real |
| 11. Edwards | 31. Sabine |
| 12. Fayette | 32. San Augustine |
| 13. Foard | 33. San Saba |
| 14. Freestone | 34. Sherman |
| 15. Hall | 35. Sutton |
| 16. Hansford | 36. Terrell |
| 17. Jeff Davis | 37. Throckmorton |
| 18. Karnes | 38. Trinity |
| 19. Kent | 39. Wheeler |
| 20. King | 40. Yoakum |

Texas Almanac (Dallas, 1974-75), pp. 193-376.

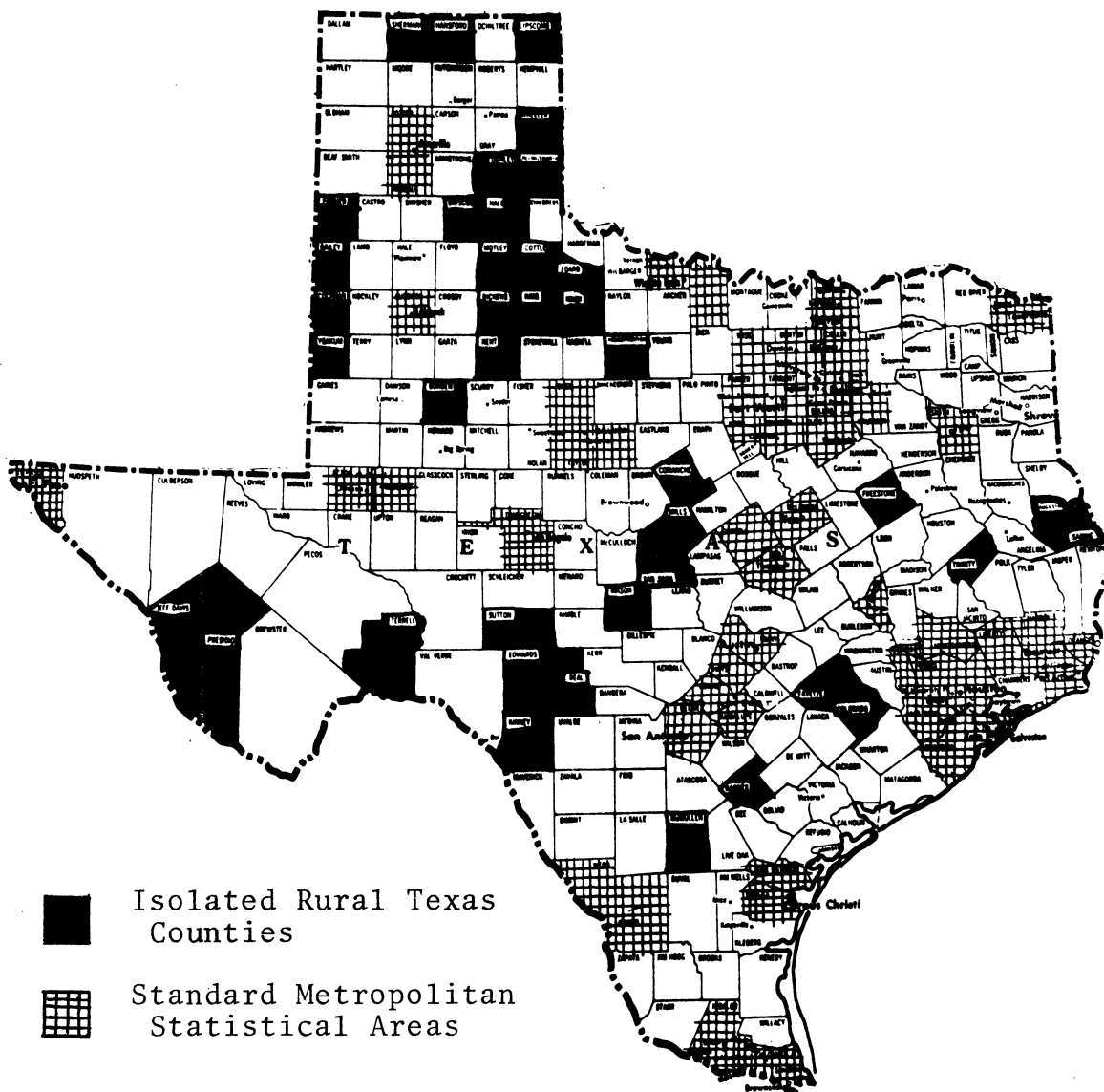


Fig. 3--A map of Texas showing isolated rural Texas counties and the standard metropolitan statistical areas.

APPENDIX C

Correspondence

Letter to Walton Manning, Ed.D.

February 5, 1975

Dr. Walton Manning
P. O. Box 64
Portland, Oregon 97207

Dear Dr. Manning:

Please recall our telephone conversation regarding my using your job satisfaction scale for my dissertation study.

Please indicate your approval of my using your job satisfaction scale for my dissertation study by returning the lower portion of this letter, along with your signature, in the enclosed self-addressed and stamped envelope.

Thank you for your cooperation.

Sincerely,

James M. Boswell

James M. Boswell

(Please cut along dotted line and return lower portion)

James M. Boswell has my permission to use my job satisfaction scale for his dissertation study.

Signature: *Walton Manning Prof. Educ.*
Date: *Feb 14, 1974*

Letter to the Superintendents

March 7, 1975

A dissertation study is being undertaken in the Department of Education at North Texas State University to determine the teaching satisfactions of teachers assigned to kindergarten through the sixth grade in isolated rural Texas counties. Your school district is one of the seventy-eight from which information is desired. If you approve of this study's being done in your school district, then a job-satisfaction scale will be sent to each elementary school teacher in your district. They will be asked to complete the scale and return it to me as soon as possible.

Neither your name, the names of your school or community, nor the names of your elementary school teachers or principals will be divulged in this study. You can be assured that when the responses of your teachers have been analyzed, no one will know where the responses came from or who made them. The analyses will be based upon a composite of all seventy-eight school districts and not upon any individual school district, county, or region.

Enclosed, please find a copy of the job-satisfaction scale which is to be used in this study. A copy of this scale is being sent to you for your information, and you do not have to return it to me. If you desire a summarization of this study, it will be provided.

Would you please indicate approval or disapproval of this study's being done in your school district by signing on the appropriate line on the enclosed form and returning the form to me in the enclosed business-reply envelope. If you approve, please list all the elementary school teachers in your school district on the enclosed form and include the school address of each teacher.

Thank you for your cooperation.

Sincerely,

James M. Boswell

Endorsed by:

Charles M. Clarke
Faculty Advisor

APPROVE: _____

DATE: _____

DISAPPROVE: _____

Elementary School Teachers' Names: (K-6 only)	School Address of each Teacher

Follow-up Letter to the Superintendents

March 21, 1975

On March 7, a letter was sent to you asking approval to include your school district in a study of teaching satisfactions. To allow sufficient time for your elementary teachers to complete and return their job-satisfaction scales before the end-of-school pressures develop, it would be helpful if you would mail your approval immediately.

As you are undoubtedly aware, there are very few studies related to the rural teaching environment. One of the purposes of this study, therefore, is to create interest in rural teaching on the part of educators and beginning teachers alike. The assistance provided by you and other superintendents is, however, necessary for the successful completion of this study.

For your convenience, a duplicate approval form is enclosed, along with a postage-paid business reply envelope. Thank you for your cooperation.

Sincerely,

James M. Boswell

Letter to the Elementary School Teachers

A dissertation study is being undertaken in the Department of Education at North Texas State University to determine the teaching satisfactions of teachers assigned to kindergarten through the sixth grade in isolated rural Texas counties. Your school district is one of seventy-eight from which information is desired. Your superintendent has approved your participation in this study.

Neither your name, the names of your school or community, nor the names of your principal or superintendent will be divulged in this study. You can be assured that when your responses have been analyzed, no one will know where the responses came from or who made them. The analyses will be based upon a composite of all seventy-eight school districts and not upon any individual school district, county, or region.

Please find enclosed a copy of a job-satisfaction scale for you to complete. In the upper left-hand corner of Page One of Section One, there is an asterisk followed by a series of numbers. These numbers are for the purpose of allowing the researcher to identify the teachers who have not responded to the scale. Those teachers who do not respond to the scale within ten days will be sent a follow-up letter and another job-satisfaction scale. The instructions on the scale will inform you as to how to respond to the items. After completing the scale, please return it in the enclosed business reply envelope as soon as possible.

Thank you for your cooperation.

Sincerely,

James M. Boswell

Endorsed by:

Charles M. Clarke
Faculty Advisor

Follow-up Letter to the Elementary School Teachers

A few weeks ago a letter and a job-satisfaction scale were sent to you requesting that you complete and return the scale as soon as possible.

Since your response has not been recieved, an additional scale is being enclosed with this letter, along with a postage-paid business reply envelope, for your convenience.

Your cooperation is appreciated, and your response will greatly enhance the authenticity of this study.

Sincerely,

James M. Boswell

Letter to the Elementary School Principals

A dissertation study is being undertaken in the Department of Education at North Texas State University to determine the teaching satisfactions of teachers assigned to kindergarten through the sixth grade in isolated rural Texas counties. Your school district is one of seventy-eight from which information is desired. Your superintendent has approved this study's being done in your school district; therefore, a job-satisfaction scale is being sent to each of your elementary school teachers.

Neither your name, the names of your school or community, nor the names of your elementary school teachers or superintendent will be divulged in this study. You can be assured that when the responses of your teachers have been analyzed, no one will know where the responses came from or who made them. The analyses will be based upon a composite of all seventy-eight school districts and not upon any individual school district, county, or region.

Enclosed, please find a copy of the job-satisfaction scale which is being sent to your elementary school teachers. This scale is being sent to you for your information, and you do not have to return it to me. A summarization of this study will be sent to your superintendent upon his request.

Please encourage your teachers to complete the job-satisfaction scale and to return it as soon as possible. Your cooperation will be greatly appreciated.

Sincerely,

Endorsed by:

James M. Boswell

Charles M. Clarke
Faculty Advisor

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