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# Job satisfaction of experienced Lay Catholic school teachers

Robert Voboril

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**JOB SATISFACTION OF  
EXPERIENCED LAY CATHOLIC SCHOOL TEACHERS**

**A Field Project**

**Presented to the**

**Department of Educational Administration**

**and the**

**Faculty of the Graduate College**

**University of Nebraska**

**In Partial Fulfillment**

**of the Requirements for the Degree**

**Specialist in Education**

**University of Nebraska at Omaha**

**by**

**Robert Voboril**

**April, 1990**

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PROPOSED FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of Nebraska, in partial fulfillment of the requirements for the degree Specialist in Education, University of Nebraska at Omaha.

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A special thanks is due my two secretaries, Sandy Taylor and Cindy Finken, who worked from dawn until midnight on their free time so that I could complete this project in the midst of several other major commitments.

## Dedication

I dedicate this work to my wife, Pam, to our children: Millie, Katie, Tommy, Betty, and Jakub, and to all those families and teachers whose sacrifices make our Catholic schools special signs of God's presence.

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## CHAPTER ONE

### Introduction

More than 19,000 students are enrolled in the 81 Catholic schools of the Archdiocese of Omaha which serves Omaha and 23 counties of northeast Nebraska. These 19,000 students and 81 schools comprise the third largest school system in Nebraska. More than 70% of these students are enrolled in the 42 schools in metropolitan Omaha, that is, Douglas and Sarpy Counties.

These Catholic schools depend upon the voluntary contributions of parishioners and the tuition paid by parents to finance their programs. This is, of course, in contrast to Nebraska's public schools which are financed from taxes paid by residents, businesses, consumers, and property owners. Public schools can levy the taxes necessary to meet operational requirements; Catholic schools must limit expenditures to the revenues which can be raised.

A school district's greatest single expenditure is for personnel. At one time Catholic schools could equalize the financial disparity between Catholic and public schools by relying upon consecrated women religious of unquestioned religious conviction to staff the schools for minimum compensation. In 1987-88, however, of the

1,097 full-time teachers in the archdiocese, 89% of the elementary teachers and 79% of the secondary teachers were lay teachers. (Bredeweg, 1988; Guerra, 1988) Just twenty years ago, only about 44% of the full-time teachers were lay. The archdiocese's elementary teachers received an average annual salary of \$14,500 in 1987-88; secondary teachers, \$19,500. (Voboril, 1988) This contrasts with a state public school average of \$23,000. (Rosse, December, 1988) It would appear, then, that Catholic schools would not be as attractive to teachers as the public schools.

However, research about why teachers select and remain in the teaching profession indicates that salary is far from the only reason why teachers accept and remain in a particular position. Intrinsic as well as extrinsic factors other than compensation affect the decisions teachers make about their careers. Some researchers believe that different kinds and locations of schools satisfy different needs of teachers. (Pastor and Erlandson, 1982) However, little research has been done to identify the reasons why teachers choose to continue teaching in the Catholic schools.

Recent trends indicate that enrollment in the Catholic schools of the Archdiocese of Omaha is stable. (The Catholic Voice, 1988) Various committees are investigating the feasibility of establishing up to three new elementary schools and one new high school in the

suburban areas of Omaha. It would seem then that the need for teachers who want to work in the Catholic schools will not decrease soon. With the limited material resources at its disposal, therefore, it would seem prudent for the Archdiocese of Omaha to address those factors which motivate teachers to continue to teach in its Catholic schools.

#### Statement of the Problem

What are the reasons given by experienced lay teachers for continuing to teach in the Catholic schools of the Archdiocese of Omaha?

#### Purposes of the Study

1. What factors motivate teachers to continue teaching in Catholic schools?
2. What are the demographic characteristics of the teachers in the metropolitan Catholic schools of the Archdiocese of Omaha, and is there a relationship between these characteristics and the factors which motivate teachers to continue to teach in Catholic schools?
3. Are there "religious" factors or factors unique to the Catholic school setting which motivate teachers to continue teaching in the Catholic schools?

#### Assumptions

This study assumes that Catholic schools are different from public schools because the two systems report different goals, are funded differently, and have

differing governing bodies and regulations. It is also assumed that because of these differences there may also be substantial differences between teachers in the public schools and the Catholic schools about what motivates them to continue teaching.

#### Limitations

1. This study includes only lay teachers. Its conclusions may or may not be valid for groups of consecrated men and women religious.
2. This study involves only teachers with five or more years of experience. Research indicates that new or less experienced teachers often have different reasons for teaching.
3. This study applies research previously done with public school personnel to Catholic school personnel. The results do not necessarily negate earlier conclusions about the motivations of public school teachers.
4. This study involves the teachers of the schools of the Archdiocese of Omaha located in the metropolitan area (Douglas and Sarpy Counties). As of September, 1989, there are 33 elementary schools and 8 high schools in this area. The results of this study should be applied to other schools only after due consideration for demographic and geographic differences in the populations.
5. This study includes only Catholic school teachers. While the author has some confidence that the results

may be applicable to the traditional Protestant and Jewish school settings, he would be hesitant to apply any of these findings to the newer, evangelical Christian schools.

### Definitions

Catholic School: any school under the canonical supervision of a Roman Catholic bishop or archbishop.

Archdiocese of Omaha: that territory of northeast Nebraska which includes those parishes, schools, and institutions under the jurisdiction of the Catholic Archbishop of Omaha.

Lay Teacher: any teacher who is not an ordained Catholic priest or consecrated member of a women's or men's Catholic religious order.

Experienced Teacher: any teacher currently employed full-time as a teacher in Catholic schools who has taught in Catholic schools for at least five years.

Needs: those forces within the individual or from the outside environment which determine individual behavior.

Intrinsic Factor: force from within the individual which determines individual behavior.

Extrinsic Factor: force from the environment which determines individual behavior.

Religious Factor: force based on individual's religious conviction or Catholic school environment which influences individual behavior. This force may be either intrinsic or extrinsic in nature but is defined by the degree to which it separates the Catholic school environment from other

school environments.

Job Satisfaction: In this study, job satisfaction will be determined by the decision to continue to teach in a Catholic school after five years of full-time teaching.

## CHAPTER TWO

### Review of Related Research

The study of teacher motivation has its roots in the medical profession's attempts to cure mental illness by understanding human behavior. Thus Freud described an id and superego at war on his couch over the ego's drive to be satisfied. Adler argued for the person's insatiable drive to control one's life. After spending World War II in a concentration camp, Frankl spoke about an inherent will to find meaning in life.

In a 1938 report entitled "Explorations in Personality," however, Murray asserted that all people, not just the ill, have needs that must be satisfied. (Liebert and Spiegler, 1970) Murray argued that the concept of need is necessary to understand differences in the intensity or direction of behavior in response to the same stimuli. Murray attempted to catalog needs and determine their relationships to one another. In Murray's need theory, the individual and the environment must be considered together as an interaction. He defined forces from within the individual as needs, forces from without as press. Murray categorized 23 needs into two major divisions: primary or viscerogenic needs (an organism's physical requirements) and secondary or psychogenic needs (power, communication, affiliation, defense of self, and ambition).



Murray thus provided the philosophical foundation for later discussions about higher and lower order need satisfaction.

Maslow (1954) then postulated his construct of a hierarchy of need satisfaction. Maslow suggested that the lower order needs, security and affiliation, must be satisfied before the higher order needs, esteem, autonomy, and self-actualization, could be satisfied. He pioneered the notion that a healthy person could grow beyond being "not sick" to a self-actualized, "fully functioning" state of wellness.

Herzberg (1968) suggested that there was a close link between type of need and level of job satisfaction. Herzberg saw motivator factors (intrinsic to the work itself) that satisfied higher order needs as the primary cause of satisfaction. The lower order or hygenic needs could not bring job satisfaction, Herzberg argued, but when an employee was dissatisfied, the primary cause would be because a hygenic need had not been met. One corollary of Herzberg's two-factor theory would be that pay does not motivate because it is an hygenic need, but it can be a source of dissatisfaction.

Researchers of employee motivation soon examined this theory of higher and lower order needs more closely. Alderfer (1972) suggested that each individual has both higher and lower order needs of existence, relatedness,

and growth. He theorized that satisfaction varies directly with environmental returns and inversely with individual needs. Hackman and Oldham (1975) developed the original job diagnostic surveys to measure higher order need strengths as they related to job characteristics and employee satisfaction. Hackman's and Oldham's research indicated that higher internal motivation, high work satisfaction, high quality performance, and low absenteeism and turnover result when employees experience meaningfulness, responsibility for outcomes, and knowledge of results.

#### Extrinsic and Intrinsic Factors

Much of the research during the last 15 years has focused on whether extrinsic or intrinsic factors are more significant in determining teacher satisfaction and dissatisfaction. The sociologist Lortie (1979) theorized that teachers were highly motivated intrinsically and that their greatest satisfaction came when they were successful in reaching students. While he was convinced that extrinsic factors only interfered with the achievement of intrinsic goals, his research forced him to acknowledge that teachers' career choices are determined by a combination of extrinsic and intrinsic factors. (1975)

Other early researchers contended that only intrinsic factors could motivate teachers. Sergiovanni (1969) identified the three key factors as autonomy, variety, and use of valued skills. Argyris (1973) found that

individuals are more productive when their jobs are challenging, require high level skills, and provide greater autonomy and less supervisory control. An American Association of School Administrators study found that professional autonomy, recognition, and involvement in decision-making were key factors in building teacher morale. (Brodinsky, 1984) Rydell (1986) surveyed active and former teachers in Maine and found that service to others was identified by teachers as the most satisfying aspect of their work. Seiler and Pearson (1984) surveyed university faculty and concluded that key personality (intrinsic) factors were goal-orientation, self-confidence, assertiveness, and idealism. Other important factors included a sense of collegiality and scheduling regular time for recreation. In a study of kindergarten teachers in Israel, Avi-Hzhak (1983) attempted to apply Maslow's theories to teacher satisfaction. She confirmed Maslow's central thesis that since lower needs, security and affiliation, are satisfied first, higher needs, esteem, autonomy, and self-actualization, are most in need of fulfillment. This may indicate that teachers are highly motivated intrinsically because lower needs have been satisfied.

However, more recent studies have not supported such a blanket conclusion. Although Ornstein (1983) also suggested that intrinsic factors were the most powerful motivators, his research identified both intrinsic and

extrinsic motivating factors: helping society and young people, career rewards, time off, job security, pay, advancement, and prestige. Kleinfeld and McDiarmid (1986) found that isolated rural teachers in Alaska identified relationships with students (intrinsic) and pay benefits (extrinsic) as the two most satisfying factors. The chief dissatisfying factors they found were all extrinsic: amenities, academic progress of students, and administrative relationships.

In a study involving middle school teachers, satisfying factors also included both intrinsic (desire to help youth, moral and religious obligation, and personal growth) and extrinsic (faculty cooperation, curriculum, working conditions, community and family support) factors. (Chissom, 1986). The most dissatisfying characteristics identified by Chissom were again all extrinsic: working conditions, poor professional prestige, student behavior, bureaucracy, inadequate materials, administration, and job stress.

Research involving experienced teachers demonstrates that both intrinsic and extrinsic factors are involved in retaining teachers. Key higher order needs identified by Pastor and Erlandson (1982) were participation in decision-making, use of skills and abilities, freedom and independence, challenge, expression of creativity, and the opportunity to learn. Important lower order needs

identified were pay, job security, friendly co-workers, and considerate supervision. While involvement with students and evidence of competence are important sources of satisfaction for suburban teachers, so may be the time teaching affords for friends, family, and outside activities. (Farber, 1984) Matthes and Carlson (1986) investigated teacher motivation in rural, suburban, and urban public schools and found different priorities among each group. Rural teachers favored the pace, cost of living, and community support of their schools. Suburban teachers cited cultural and educational opportunities, professional autonomy, district reputation, salary, and tenure as most important to them. Urban teachers also identified cultural opportunities, autonomy, starting salary, and rewards as most important. All saw administrative support and financial rewards as good reasons to transfer from one type of district to another.

Farrugia (1986) went so far as to make statistical conclusions based on his studies of Maltese teachers. He concluded that about two-thirds of teachers teach for intrinsic reasons such as a desire to work with young people, pass on knowledge, and serve the community. About one-third, Farrugia suggests, are attracted to teaching for extrinsic reasons: best job available at time, job security, working conditions, attractive salary, and time for leisure pursuits. Once again, the leading frustrators

were extrinsic factors, lack of parental support and administrative interference.

Fruth (1982) concluded that intrinsic motivation must be the most powerful link to secondary teacher performance, and that performance could best be improved by increased attention to such internalized motivators as sense of worth and professional well-being because there are few extrinsic incentives that an organization could allocate differentially in order to affect performance. In a review of research on this topic, Johnson (1986) agreed that while financial incentives such as merit pay can promote specific behaviors and direct teacher focus, they do not improve general performance. She went further to suggest that when extrinsic rewards are made more prominent, the potency of intrinsic rewards is often diminished. Kreis (1983) also found some evidence that as income increases, job satisfaction declines, and that those making the least family income claim to be the most satisfied.

Clay (1984) concluded that intrinsic rewards originally make teaching a calling, but such factors are diminished as extrinsic factors become more important. Clay cited as evidence increased findings that older teachers remain in teaching for both intrinsic and extrinsic reasons. Pastor and Erlandson (1982) supported Farrugia's conclusion that about two-thirds of the secondary

teachers interviewed teach to fulfill higher order needs, it is equally clear that in some schools lower order needs teachers are more satisfied than in others. Johnson (1986) concurred by pointing out that there is increasing evidence that the incentives that attract teachers are not the same as the incentives that will improve their practice and those that will retain them.

#### Dissatisfaction of Experienced Teachers

Researchers trying to identify factors which satisfy teachers have often failed to convey the level of dissatisfaction among experienced teachers. Mark and Anderson (1978) found that only about 60% of teachers last more than four years and that at least 10% of all teachers drop out of the profession each year. Dubrin (1979) found that between 1961 and 1976 the percentage of teachers with twenty years experience had been cut in half to 14%. Reed (1979) reported that when New York City laid off 9,000 teachers, only 2,400 returned. McGuire (1979) found that only 60% of teachers surveyed planned to remain in the profession until retirement. Sparks (1979) found that nearly half (46%) of the teachers surveyed would not again choose teaching as a career. Ornstein (1983) reported that one-third of all teachers college graduates never teach and more drop out within two years. Tincher and Brogdan (1986) explored the attitudes of top ACT performers toward nine features of teaching and found that six of the

nine features were unappealing to these top students. Unappealing characteristics included job autonomy and independence, working conditions, availability of jobs, professional status of teachers, opportunities for advancement, and salary. Early studies found that salaries, low professional status, and too much paperwork (working conditions) were the chief sources of teacher dissatisfaction. (Kyriacou and Sutcliffe, 1978) Tension between administrator and teacher is often cited as a key concern. (Cichon and Koff, 1978) Litt and Turk (1985) concluded that working conditions, supervisor conflict, salaries, low professional prestige, and paper overload were the highest predictors of dissatisfaction among teachers with 5-15 years experience.

Bloch (1977) suggested that teachers who are obsessional, idealistic, and dedicated as identified by the MMPI were prone to "battered teachers syndrome" or burnout. Pratt (1978) found that while about one-third of the general population and one-half of all professionals in a sample perceived their jobs as more stressful than other comparable professionals, 60% of the teachers surveyed perceived their jobs as more stressful than other professionals. Materka (1980) supports this thesis. In a review of the research on teachers and stress, Materka found that teachers experience significantly lower "quality of worklife" than the typical American worker for such reasons as health and safety hazards, the work environment, work hours, compensation, work load, poor job mobility, and job



security. Farber (1984) investigated this phenomenon further. He found that 47% of the teachers he surveyed rarely or never felt that they received suitable emotional rewards. Thirty-three percent frequently felt that they would not choose to become teachers if they had to do it again. Sixty-six percent never or rarely felt that parents make things easier. Eighty percent never or rarely were satisfied with teachers' standing in society. Seventy-three percent never or rarely felt that salaries are commensurate with the work they do. Eighty-seven percent never or rarely felt that administrative meetings are helpful, and 61% never or rarely felt a sense of community in their schools. It is clear that whatever the motives for entering teaching, those motives are not being satisfied for a substantial percentage of teachers.

#### Demographic Characteristics

It seems clear that the factors that motivate teachers to enter the teaching profession are not sufficient to explain why teachers stay in the profession. Nias (1981) suggests that both intrinsic and extrinsic factors can be at work for the same person. Kaufman (1984) contends that there are two different groups of people with different needs who come into teaching. Kreis (1983) postulated that needs cannot necessarily be understood hierarchically because not all of a person's needs in the hierarchy are fulfilled by teaching but may be fulfilled someplace else.

Pastor and Erlandson (1982) found that in some schools lower order need teachers are more satisfied than in others. Lundy and Warne (1985) found significant differences among part-time college faculty between those who were willing part-timers and those who were reluctant to teach part-time. It seems that those whose personal, family, or professional lives change also may change their reasons for teaching.

What are the significant environmental factors that change teacher motivation? Bromley (1981) suggests that job satisfaction is a function of increased employability outside the profession as in the case of science and mathematics teachers. Others suggest that experienced faculty with higher pay scales may be the most satisfied. (Locke, 1983) It may be related to desire for religious ministry. (Wilson, 1984) It could be that males cope more easily with stress. (Pearlin and Schooler, 1978) Wangberg et al. (1982) suggest that changing perceptions of women's roles affect women's job satisfaction. Pastor and Erlandson (1982) found that the subject's status as a family main wage earner was significant. Age and the availability of other jobs were also important determiners of job satisfaction.

Clay (1984) did find a significant correlation between age and perceived needs. She found that newer teachers identified personal growth potential and youth development opportunities as their highest needs while older teachers were more likely to cite both intrinsic and extrinsic

needs. Top students were said to avoid teaching because the profession lacks economic and prestige incentives.

Farber (1984) concluded that teacher satisfaction does not differ greatly as a function of most variables including sex, marital status, experience, or class size. Farber does contend, however, that teacher commitment is inversely affected by age and directly related to size of school and grade level with junior high being the most stressful. He suggests that perhaps the 31-40 year age period may be particularly stressful because the teacher is putting down "final roots" and is deciding whether or not to make a permanent commitment to the profession. Kreis (1983) concurs. She found that job satisfaction and length of service have a curvilinear relationship with the unhappiest teachers being those with 5-20 years of experience. Farber interprets this to mean that the teacher may feel too locked in to leave, too young to retire, and the job market too uncertain to enter. (New York United Teachers Survey, 1980)

Kreis's research indicates that age or gender by themselves may not be significant factors in predicting teacher dissatisfaction, but marital relationships do seem to correlate with job satisfaction. (Kreis, 1983) Recent research by Lester (1986) indicates that age and sex are significant factors when considered in combination with other variables. Men and women teachers in her

study chose teaching because of the opportunity to work with young people and the summer vacation. Older teachers more frequently identified subject field interest and job security as reasons for job satisfaction while substantially more women reported that they had never considered any other career or that family reasons affected their decisions. Lester concludes that men see teaching as a means to career development while more women view teaching as being compatible with family responsibilities. It appears, then, that the relationship between demographic variables and job satisfaction is not a simple or direct one but seems to be related to the responsibilities and needs that people acquire with time or family.

#### Differences Between Catholic and Public School Teachers

How do Catholic school teachers differ from public school teachers, and how are they similar? The most recent profile of Archdiocesan Catholic school teachers was prepared by Luvern Gubbels in 1979. He found that 47% of the primary grade teachers in the metropolitan area were under 30 years of age, 42% from 30 to 50, and only 18% over 50. It is important to note that this sample included women religious as well as lay teachers. Gubbels found that 40% of the teachers had four or fewer years of experience in Catholic schools, 38% had 5-15 years of experience, and only 20% had more than 15 years of experience. Fifty-nine percent of the teachers had their bachelor's

degree from a Catholic institution. Again, this result is greatly affected by the inclusion of women religious in the sample. The median salary of these teachers was in the \$8,000-\$8,999 range with 78% of the salaries under \$10,000. Fewer than half of the teachers reporting received free insurance coverage.

Guerra (1988) reported that the average beginning salary for a lay secondary teacher in 1987-88 was \$14,500; the average highest salary was \$26,200; and the median lay salary was \$19,700. The author (1988) found that the average salary for all full-time elementary lay teachers in the Archdiocese of Omaha was \$14,500. The average salary for secondary lay teachers in the archdiocese was \$19,500. By comparison, the current average salary for Nebraska public school teachers is \$23,000. (Rosse, 1988)

Nebraska Department of Education statistics indicate that there is a higher percentage of women teaching in the private schools of the state than in the public schools. In elementary schools, 88% of the public school teachers and 90% of the private school teachers are women. In the secondary schools, 47% of the public school teachers and 51% of the private school teachers are women. Overall, 77% of the private school teachers as opposed to 69% of the public school teachers are women. (Nebraska Department of Education, 1988) The Department only publishes data on the actual experience of public

or private school teachers in their current districts, not overall experience. A spot check of 10 selected public schools in the Omaha, Bellevue, Ralston, Millard, and Papillion School Districts yields a range of 7 (Millard Norris Elementary) - 15 (Bellevue Logan Fontanelle Junior High) years of experience in that district with 60 (Millard Andersen Middle School) - 88% (Logan Fontanelle) of the teachers having been in the district five or more years. A similar look at eight selected Catholic schools in the Omaha metropolitan area reveals a range of 4-9 years of experience in that system with a range of 25-74% of the teachers having five or more years of experience. This preliminary data would suggest that a greater percentage of private school teachers are in the first five years in their current district than that of public school teachers.

#### Summary

1. Research seems to support the thesis that there is a strong correlation between need fulfillment and job satisfaction. Attempts to apply Maslow's theory that lower order needs must be satisfied before higher order needs can be met have produced contradictory findings when applied to the occupational setting alone.
2. Most teachers seem to report that they enter teaching for intrinsic reasons.
3. The chief causes of teacher dissatisfaction and departure from the profession seem to be extrinsic factors. Therefore,

factors that attract teachers are not sufficient by themselves to retain teachers.

4. Extrinsic factors seem to become more important to the job satisfaction of experienced teachers than they were at the time of entrance into the profession.
5. A substantial percentage of teachers seem to be dissatisfied.
6. Such variables as age, experience, and family interact to affect teacher motivation. Individual variables alone do not seem to account for changes in teacher motivation.
7. Most research thus far has been with public school teachers. Applicability of research findings to Catholic school teachers has yet to be demonstrated.
8. There is some limited evidence (Chissom et al., 1986; Wilson, 1984) that religious conviction may play some role in explaining teacher motivation.
9. Catholic school teachers in the Archdiocese of Omaha appear to be more likely to be female, less well paid, and less experienced than public school teachers.

## CHAPTER THREE

### Design of the Study

#### Population

This study included all full-time lay teachers in the metropolitan Catholic schools of the Archdiocese of Omaha who had at least five years of teaching experience in Catholic schools. These teachers were identified by their building administrators.

#### Procedures

The dependent variable being investigated in this study was job satisfaction, that is, the decision to continue to teach in Catholic schools after five years of Catholic school experience. A survey of related research and literature was made to determine if there was an instrument available to gather the necessary data and to identify those independent variables which may have the most effect on the decision of teachers to continue to teach in Catholic schools for more than five years. It was determined that no suitable instrument for use with Catholic school teachers was available or could be adapted for the purposes of this study. Therefore a survey instrument was designed to assist in the collection and analysis of data relevant to the purposes of the study. This instrument utilized those factors found to be most significant throughout the literature.

Copies of the survey instrument were sent through



the building principals to every full-time teacher in the Omaha metropolitan area Catholic schools who had at least five years of teaching experience in Catholic schools. The completed surveys were returned via the mail by the principals.

### Survey Instrument

The Catholic School Teacher Survey consisted of two sections. The questions in Section I yielded information about key demographic factors identified in the literature: gender, type of school, age, experience teaching in Catholic schools, Catholic school experiences, salary range, wage earner status, and perceived job mobility. The final questions of this section were developed to identify the teacher's perceived job satisfaction.

In Section II the teacher was asked to rank statements about teaching in the order in which those statements best explained why the teacher chose to continue to teach in Catholic schools. Each statement reflected one of three factors - intrinsic, extrinsic, or religious. The religious factor statements contained both intrinsic and extrinsic factor elements that related directly to the environment of a Catholic school. There were six statements for each factor. The statements were based upon the factors identified in the research as those which motivate teachers to continue or leave teaching. The statements follow.

Extrinsic Factor Statements

1. I can advance in the education profession.
2. Teaching allows me to pursue my interest in my subject field.
3. The predictable schedule is compatible with my lifestyle and family responsibilities.
4. The teaching profession is an honored and respected one.
5. This is the best career opportunity for me at this time.
6. The salary and benefits are of critical importance.

Intrinsic Factor Statements

1. It is a challenge for me to develop and refine my teaching skills.
2. I can make an important contribution to society by teaching.
3. I feel I am an effective and successful teacher.
4. I like the autonomy to find ways to meet each student's needs.
5. My competence as a teacher gives me a sense of accomplishment.
6. Teaching helps me grow as a person.

Religious Factor Statements

1. I feel a part of a close-knit community of teachers, students, and parents.
2. Teaching is my ministry of service to the Catholic Church.
3. Decisions can be made on-site rather than in a centralized district office.
4. I can teach both religious values and academic skills.
5. I can form the whole child - body, mind, and soul.
6. Teaching helps me become a better Catholic.

Each of the questions in Section II contained three statements about teaching. Each of the 18 statements appeared four times. The first twelve questions each contained three statements: one related to each of the three factors - extrinsic, intrinsic, and religious. The statements were arranged in random order but were grouped according to perceived relationships among the statements. For instance, the statements "Teaching is the best career opportunity for me at this time", "Teaching helps me grow as a person", and "Teaching helps me become a better Catholic" were grouped together because all three statements appeared to investigate whether career, faith, or personal goals were the teacher's highest priority. Other statements were grouped as they seemed to reflect philosophy, priorities, goals, or satisfaction. Two questions included only statements based on extrinsic factors. Two others included only statements based on intrinsic factors while two more include only statements based on religious factors.

This procedure was a modification of the Delphi approach in which groups independently surface priority statements and then in succeeding sessions refine the statements until the groups reach consensus. In the procedure used here, the priority statements under consideration were surfaced from the research (previous

groups). Each individual then responded to different sets of statements paired in different and reoccurring combinations. Thus statements and factors that were repeatedly chosen by all the teachers as the most important established a type of consensus as to the most important reasons why teachers continue to teach in Catholic schools.

#### Data Analysis

These data were collected to help identify those factors which most contribute to the decision of experienced Catholic school teachers to continue teaching in the Catholic schools. The procedures for analyzing this data, therefore, were established to report those statements and factors identified by the teachers themselves as most important and to determine the possible relationships of several demographic characteristics to the factors prioritized by the teachers.

The responses for each question in Section I were tallied. Responses for age, teaching experience, and salary were each grouped into three equal categories. In Section II the teachers ranked each of three statements in the order in which the statements best explained why they continue to teach in Catholic schools. When the results were tabulated, the choices were given a reverse weighting (1=3, 3=1) and then added for each statement and factor. The totals for all surveys were then added together to yield total overall rankings.

for every statement as well as each factor.

The survey totals were reported in separate tables for each demographic group indentified in Section I by rank order using the sum of the ranking from all individuals of that group. Results and possible implications of these findings were then presented and discussed.

## CHAPTER FOUR

### Presentation of Data

Of the 41 schools asked to participate in the Catholic School Teacher Survey, all 41 schools responded (100%). Of the 329 surveys sent to elementary school teachers, 235 were returned (71%). Of the 200 surveys sent to high school teachers, 110 were returned (55%). The total response was 345 out of 529 (65%). Of the 184 surveys not returned, more than three-fourths were because the school administrator had incorrectly requested surveys for teachers who were not lay, full-time, experienced teachers. For example, surveys were requested for vowed religious, part-time teachers, or non-teaching personnel.

Of the surveys returned, 34 were incomplete in some form. Of these, 24 (22%) of the secondary teachers' surveys and 10 (4%) of the elementary teachers' surveys were incomplete. In most cases, the respondent selected one of three choices for the items in Section II instead of ranking the three as directed. In two cases, one page of the survey was skipped. Miscellaneous background items such as salary range or gender were occasionally skipped. Five surveys were too incomplete to be used at all.

#### Background Information

Items 1-13 of the Catholic School Teacher Survey

identify certain demographic characteristics of experienced lay Catholic school teachers: religious affiliation, gender, age, years of teaching experience, teaching assignments, salary, Catholic school experience, wage earner status, perceived job satisfaction, and perceived status of current compensation.

Table 1 shows the religious affiliation of the lay teachers. Catholics comprise 91% of all the experienced teachers while 9% are non-Catholic.

Table 1

Religious Affiliation

	Total	Percent
Catholic	305	91%
Non-Catholic	<u>30</u>	<u>9%</u>
Total	335	100%

As indicated in Table 2, males account for only 16% of all the experienced lay teachers while 84% are female.

Table 2

Gender

	Total	Percent
Female	278	84%
Male	<u>52</u>	<u>16%</u>
Total	330	100%

Table 3 shows the age range of experienced lay Catholic school teachers. About one-fourth (26%) of these teachers are less than 35 years of age; 42% are 35-44 years of age; the oldest 32% are over 44 years of age.

Table 3

Age

	Total	Percent
25-34 years of age	88	26%
35-44 years of age	143	42%
44 + years of age	<u>108</u>	<u>32%</u>
Total	339	100%

Experienced lay Catholic school teachers are most likely to have less than 15 years of service. Table 4 indicates that 60% of the teachers have less than 15 years of experience while 40% have 15 or more years of experience.

Table 4

Teaching Experience

	Total	Percent
5-9 years	106	31%
10-14 years	99	29%
15 + years	<u>134</u>	<u>40%</u>
Total	339	100%



Table 5 shows that 68% of the teachers responding were elementary school teachers, and 32% were high school teachers.

Table 5

Teaching Level

	Total	Percent
Elementary School	232	68%
Secondary School	<u>108</u>	<u>32%</u>
Total	340	100%

Of these 232 elementary teachers, Table 6 indicates that 7% were teaching in pre-school or kindergarten while 35% were assigned to a primary grade (Grades 1-3). Another 30% were teaching intermediate grades (Grades 4-6), and 21% were teaching upper grades. An additional 7% of the

Table 6

Elementary Teachers' Assignments

	Total	Percent
Early Childhood (PreS-K)	16	7%
Primary (Grades 1-3)	82	35%
Intermediate (Grades 4-6)	69	30%
Upper (Grades 7-8)	48	21%
Multi-level	<u>17</u>	<u>7%</u>
Total	232	100%

elementary school teachers taught several grade levels. Usually these teachers were music, art, or physical education instructors.

Of the 108 secondary teachers, Table 7 indicates that 7% were teaching arts; 44%, humanities; and 27%, science or social studies. Religion teachers comprised 9% of the secondary teachers; 6% taught physical education or coached. An additional 6% taught industrial arts.

Table 7

Secondary Teachers' Area of Specialization

	Total	Percent
Arts (Music, Art, Drama)	8	7%
Humanities (Math, English)	48	44%
Sciences (Natural or Social)	29	27%
Religion or Campus Ministry	10	9%
Industrial Arts	7	6%
Physical Education/ Coaching	<u>6</u>	<u>6%</u>
Total	108	100%

The range of salaries of experienced lay teachers is presented in Table 8. Nearly one-fourth of the teachers (23%) reported that their salaries were below \$16,000. Almost half (49%) were paid between \$16,000 and \$21,999 while the top 28% of the teachers made more than \$22,000. The median salary was between \$19,000 and \$20,000.

Table 8

Annual Salary Range

	Total	Percent
Less than \$16,000	75	23%
\$16,000 - \$21,999	160	49%
More than \$22,000	<u>93</u>	<u>28%</u>
Total	328	100%

Table 9 summarizes the teachers' experiences with Catholic schools. Nearly two-thirds of the teachers surveyed completed their elementary education in a Catholic school; 59% graduated from a Catholic high school; and

Table 9

Catholic School Experiences

	Total	Percent
completed elementary education in a Catholic school	225	66%
graduated from Catholic high school	201	59%
received B.S. from Catholic institution	156	46%
hold catechist certification	153	45%
children currently attend or graduated, from Catholic elementary school	148	45%
children currently attend or graduated from Catholic high school	92	27%
children did not attend Catholic school	42	12%

45% received their bachelor's degree from a Catholic college. In addition, 45% of the teachers surveyed hold catechist certification.

Another part of Table 9 presents the results of teacher reports regarding the Catholic school experience of their children. The teachers surveyed reported that 45% of them had children currently attending or who had graduated from Catholic elementary school. Twenty-seven percent had children who currently attend or graduated from Catholic high school, and 12% reported that their children did not attend Catholic school. These last three statistics may be misleading, however, because they include all the teachers who do not have children. If these teachers are removed from the count, 78% of the teachers with children reported having enrolled them in a Catholic school while 22% did not.

Table 10 shows the wage earner status of the teachers surveyed. For example, 26% of the teachers were not married and had no children to support while 47% provide the smaller of two incomes, and 7% provide the same income as their spouse. Only 13% provide the larger of two incomes, and 7% of the teachers surveyed provide the only income for their families. For the purposes of this table, two items from this question on the survey were combined: not married with no children to support and single and living at home.

Table 10

Wage Earner Status

	Total	Percent
provide same income as spouse	24	7%
provide family's only income	25	7%
provide larger of two incomes	44	13%
not married/ no dependent children	87	26%
provide smaller of two incomes	<u>159</u>	<u>47%</u>
Total	339	100%

Items 11, 12, and 13 of the Catholic School Teacher Survey were this study's measure of teacher satisfaction. Item 11 measured satisfaction with Catholic school teaching as compared to alternative positions that might be available outside Catholic schools. Item 12 measured teachers' perceptions of current compensation compared to compensation for other positions the teacher might obtain. Item 13 measured the teachers' satisfaction with teaching in Catholic schools as a career choice.

Table 11 shows that 22% of the teachers felt that they could very likely find greater or equal satisfaction outside Catholic education while 53% were uncertain that they could obtain such satisfaction, and 25% felt that it was very unlikely that they would find equal or greater satisfaction outside Catholic schools.

Table 11

Perceived Job Satisfaction in Different Position

If you were to seek employment outside Catholic education, how likely is it that you would find a position of equal or greater satisfaction?

	Total	Percent
Very likely	74	22%
Unsure	180	53%
Very unlikely	<u>85</u>	<u>25%</u>
Total	339	100%

As indicated in Table 12, 82% of the teachers surveyed felt that they could find a position of equal or greater compensation while 14% said they were uncertain, and only 4% thought that it would be very unlikely.

Table 12

Perceived Comparable Compensation

If you were to seek employment outside Catholic education, how likely is it that you would find a position of equal or greater compensation?

	Total	Percent
Very likely	277	82%
Unsure	46	14%
Very unlikely	<u>13</u>	<u>4%</u>
Total	336	100%

Table 13 shows that 58% of the teachers would very likely choose to teach in a Catholic school again. About one-third (31%) of the teachers surveyed were uncertain whether or not they would choose to teach in Catholic schools again while 12% reported that it was very unlikely that they would choose to teach in Catholic schools again.

Table 13

Career Choice Satisfaction

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If you were beginning your career now, would you choose to teach in a Catholic school again?

	Total	Percent
Very likely	196	58%
Uncertain	104	31%
Very unlikely	<u>39</u>	<u>12%</u>
Total	339	100%

---

Teacher Motivation

In Section II of the Catholic School Teacher Survey, teachers were asked to rank statements in the order in which the statements best explained their reasons for continuing to teach in Catholic schools. Statements represented one of three factors: religious, intrinsic, or extrinsic. There were six statements for each factor. When the rankings for each set of statements were totaled, respondents chose intrinsic factors

most often, then religious factors, and finally extrinsic factors as best describing why they chose to continue teaching in Catholic schools. This ranking of the factors is stable for all demographic groups.

Table 14 shows how the teachers surveyed ranked the eighteen statements in relationship to each other. Three of the five highest ranking statements and six of the top ten are intrinsic factor statements while the other four are religious. The four lowest ranked statements are all extrinsic factor statements. The highest ranked extrinsic statement was only eleventh of the eighteen statements. In Table 14 it should be noted that the statements are identified as Extrinsic (E), Intrinsic (I), or Religious (R).

Table 14

Rank Order of Factor Statements

	Statements
1.	(I) I am an effective and successful teacher.
2.	(R) I can form the whole child...
3.	(I) My competence as a teacher gives me a sense of accomplishment.
4.	(R) I can teach both religious values and academic skills.
5.	(I) Teaching helps me grow as a person.
6.	(I) I can make an important contribution to society...
7.	(R) Teaching is my ministry of service to the Catholic Church...



Table 14, continued

- 
8. (R) I am a part of a close-knit community...
  9. (I) I have the autonomy to find ways to meet needs.
  10. (I) I am challenged to develop teaching skills.
  11. (E) Teaching is the best career opportunity for me...
  12. (R) Decisions can be made on-site...
  13. (E) I can pursue interest in my subject field.
  14. (R) Teaching helps me become a better Catholic.
  15. (E) I like the predictable daily schedule.
  16. (E) Teaching is an honored and respected profession.
  17. (E) I can advance in the education profession.
  18. (E) The salary and benefits are of critical  
importance.
- 

This study also investigates the possible relationships between certain demographic characteristics and the factors which motivate teachers to continue to work in Catholic schools. In the Catholic School Teacher Survey, teachers were asked three questions about job satisfaction. Did they perceive that there are other positions that could satisfy them as much or more than teaching in a Catholic school? Did they perceive that there are other jobs that could compensate them as much or more than teaching in Catholic schools? Would they choose to teach in a Catholic school if they were beginning their careers again?

Table 15 (see page 42) presents the teachers' responses to the first question, "Is there another position that could satisfy you as much or more than teaching in a Catholic school?" The results are organized according to the responses given by 25 different sub-groups. Overall, 22% of the teachers responded that it was very likely that they could find a position of equal or greater satisfaction outside the Catholic school system. Half of the teachers (53%) were uncertain while 25% thought that it was very unlikely that they could find such a position.

The findings for the sub-groups vary little from the overall averages, and for each sub-group, nearly half of the respondents reported that they were uncertain whether or not they could find a position of equal or greater satisfaction. The youngest teachers as well as those who provide the only income for their families were most likely to respond that they could find a more satisfying position. Men and women differed the most from each other with 26% of the women but only 19% of the men stating that it was unlikely that they could find as much or more satisfaction outside the Catholic school system.

Table 16 presents the teachers' responses to the question, "If you were to seek employment outside

Table 15

Job Satisfaction of Different Position by Sub-group

If you were to seek employment outside Catholic education, how likely is it that you would find a position of equal or greater satisfaction?

<u>Group</u>	<u>Very likely</u>	<u>Uncertain</u>	<u>Very unlikely</u>
All Respondents	22%	53%	25%
<u>Religious Affiliation</u>			
Catholic	21%	53%	26%
Non-Catholic	23%	53%	23%
<u>Gender</u>			
Female	21%	53%	26%
Male	25%	56%	19%
<u>Age</u>			
25-34	27%	50%	22%
35-44	18%	58%	24%
45 +	22%	48%	30%
<u>Experience</u>			
5-9 years	23%	55%	22%
10-14 years	22%	52%	26%
15 + years	21%	52%	27%
<u>Teaching Level</u>			
Elementary school	22%	51%	26%
Secondary school	21%	57%	22%

Table 15, continued

Group	Very likely	Uncertain	Very unlikely
<u>Annual Salary Range</u>			
\$ 5,000 - \$15,999	21%	57%	21%
\$16,000 - \$21,999	19%	52%	28%
\$22,000 +	22%	54%	24%
<u>Catholic School Attendance</u>			
graduated from Catholic elementary or high school	22%	53%	25%
graduated from Catholic college	21%	51%	27%
<u>Children &amp; Catholic School</u>			
children attend Catholic elementary school	20%	52%	28%
children attend Catholic high school	20%	48%	32%
children did not attend Catholic school	21%	52%	27%
<u>Wage Earner Status</u>			
only income	32%	48%	20%
single/ no dependents	20%	55%	24%
larger of two incomes	25%	48%	27%
equal to second income	25%	50%	25%
smaller of two incomes	20%	55%	25%

Catholic education, how likely is it that you would find a position of equal or greater compensation?" In overwhelming numbers the teachers surveyed indicated that they felt it was very likely that they could find such a position. Of all the respondents, 82% said that there were better paying positions available to them outside Catholic education. Only 14% said that they were uncertain that they could find better paying positions, and even fewer (4%) thought that it would be unlikely. Men (89%) and the youngest teachers (88%) were most likely to respond that they could obtain equal or more pay outside Catholic education while three groups - the oldest teachers, the most experienced ones, but also the lowest paid educators expressed the most uncertainty on this matter.

Table 16

Comparable Compensation by Sub-group

If you were to seek employment outside Catholic education, how likely is it that you would find a position of equal or greater compensation?

<u>Group</u>	<u>Very likely</u>	<u>Uncertain</u>	<u>Very unlikely</u>
All Respondents	82%	14%	4%
<u>Religious Affiliation</u>			
Catholic	82%	13%	4%
Non-Catholic	77%	23%	--

Table 16, continued

<u>Group</u>	<u>Very likely</u>	<u>Uncertain</u>	<u>Very Unlikely</u>
<u>Gender</u>			
Female	81%	14%	4%
Male	89%	12%	--
<u>Age</u>			
25-34	88%	9%	2%
35-44	81%	13%	4%
45 and over	77%	18%	5%
<u>Experience</u>			
5-9 years	82%	13%	5%
10-14 years	86%	10%	2%
15 years or more	78%	16%	5%
Elementary school	82%	13%	4%
Secondary school	82%	15%	4%
<u>Annual Salary Range</u>			
\$ 5,000 - \$15,999	76%	20%	3%
\$16,000 - \$21,999	84%	11%	3%
\$22,000 +	85%	12%	3%
<u>Catholic School Attendance</u>			
graduated from Catholic school	83%	11%	4%
graduated from Catholic college	79%	15%	6%

Table 16, continued

Group	Very likely	Uncertain	Very unlikely
<u>Children &amp; Catholic School</u>			
children attend Catholic elementary school	84%	12%	3%
children attend Catholic high school	79%	14%	4%
children did not attend Catholic school	82%	12%	4%
<u>Wage Earner Status</u>			
only income	84%	12%	4%
single/ no dependents	84%	10%	5%
larger of two incomes	84%	14%	2%
equal to second income	88%	4%	8%
smaller of two incomes	78%	17%	4%

Once again there is little dispersion of averages from the mean for any subgroup. The range of very likely responses was only 76% - 89%; uncertain, 9% - 23%; and very unlikely, 0% - 8%. All of the sub-groups report very similar perceptions.

Table 17 presents the teachers' responses to the question, "If you were beginning your career now, would you choose to teach in a Catholic school again?" As for the two previous questions, there seems to be

relatively little variance among the various sub-groups. Half or slightly more than half (48-63%) of those surveyed responded that it was very likely they would choose to teach in a Catholic school again while a far smaller percentage (4-20%) of the teachers said that it was unlikely that they would choose to teach in Catholic schools again. About one-third (22-39%) of those surveyed were undecided. Teachers whose children attended Catholic schools as well as those who had the same income as their spouses were most likely to choose a Catholic school teaching career again.

Table 17

Career Choice Satisfaction by Sub-group

If you were beginning your career now, would you choose to teach in a Catholic school again?

<u>Group</u>	<u>Very likely</u>	<u>Uncertain</u>	<u>Very unlikely</u>
All Respondents	58%	31%	12%
<u>Religious Affiliation</u>			
Catholic	58%	30%	12%
Non-Catholic	60%	33%	7%
<u>Gender</u>			
Female	59%	29%	12%
Male	52%	39%	10%



Table 17, continued

<u>Group</u>	<u>Very likely</u>	<u>Uncertain</u>	<u>Very unlikely</u>
<u>Age</u>			
25-34	58%	33%	8%
35-44	56%	34%	11%
45 +	59%	25%	16%
<u>Experience</u>			
5 - 9 years	58%	34%	9%
10-14 years	56%	31%	12%
15 + years	59%	28%	13%
<u>Teaching Level</u>			
Elementary school	58%	31%	10%
Secondary school	57%	30%	14%
<u>Annual Salary Range</u>			
\$ 5,000 - \$15,999	56%	32%	12%
\$16,000 - \$21,999	58%	32%	10%
\$22,000 +	56%	30%	14%
<u>Catholic School Experience</u>			
graduated from Catholic elementary school	53%	34%	12%
graduated from Catholic high school	54%	32%	13%
graduated from Catholic college	54%	34%	12%
hold catechist certificate	60%	31%	9%

Table 17, continued

<u>Group</u>	<u>Very likely</u>	<u>Uncertain</u>	<u>Very unlikely</u>
<u>Children &amp; Catholic School</u>			
children attend Catholic elementary school	62%	26%	11%
children attend Catholic secondary school	64%	22%	11%
children did not attend Catholic school	55%	34%	11%
<u>Wage Earner Status</u>			
only income	48%	32%	20%
single/ no dependents	61%	30%	9%
larger of two incomes	55%	39%	7%
equal to second income	63%	33%	4%
smaller of two incomes	57%	28%	13%

Table 18 presents the six highest ranked statements and then shows the five highest ranked statements for each demographic sub-group by cross-referencing the sub-group's rankings with the six highest ranked statements overall. Except for non-Catholics, teachers with catechist certification, and single teachers with no dependents, every sub-group ranked the same statement ("I am an effective and successful teacher.") the highest. Only two sub-groups ranked a statement other than the six highest

ranked statements as one of the five highest ranked statements for that group. Catholics ranked classroom autonomy to meet student needs as their fourth highest ranked statement, and teachers who provide their family's only income ranked an extrinsic statement ("Teaching is the best career opportunity for me...") as their fifth highest ranked statement. Of the 140 total rankings by the sub-groups, only 13 of them were not one of the five highest ranked statements overall. Once again, there appears to be little variability among the groups.

Of the five highest ranked statements, two were religious statements. The second highest ranked statement ("I can form the whole child...") and the fourth highest ranked statement ("I can teach both religious values and academic skills") were religious statements. For the 28 sub-groups listed, the two statements are ranked second and third half the time. Catholics ranked the religious statements higher than did non-Catholics. Females ranked them much higher than the men, who ranked one fifth and did not rank the other one at all. Younger, less experienced, and lower paid teachers all ranked the religious statements higher than did their counterparts. Elementary teachers virtually mirrored the women's responses while the secondary teachers mirrored the men's responses.

Teachers who attended Catholic schools (elementary, secondary, or college) ranked the religious statements higher than did teachers who did not attend Catholic schools. The same finding was true for teachers whose children attended Catholic schools as opposed to those who do not. Single teachers ranked the religious statements first and second while teachers who provide the only or larger income for their families ranked the religious statements lowest.

Table 18

Highest Ranked Statements by Sub-group

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All Respondents

- #1 I am an effective and successful teacher. (I)
- #2 I can form the whole child - body, mind, and soul. (R)
- #3 My competence as a teacher gives me a sense of accomplishment. (I)
- #4 I can teach both religious values and academic skills. (R)
- #5 Teaching helps me grow as a person. (I)
- #6 I can make an important contribution to society by teaching. (I)

Table 18, continued

Sub-group Rankings	Statements						
	Rank: Factor:	<u>#1</u> I	<u>#2</u> R	<u>#3</u> I	<u>#4</u> R	<u>#5</u> I	<u>#6</u> I
<u>Religious Affiliation</u>							
Catholic	*	1	2		3	5	
Non-Catholic		2	5	1		3	4
<u>Gender</u>							
Female		1	2	4	3	5	
Male		1	5	2		3	4
<u>Age</u>							
25-34		1	2	5	3	3	
35-44		1	3	2	4	5	
<u>Experience</u>							
5 - 9 years		1	2	4	3	5	
10 - 14 years		1	2	3	4	5	
15 + years		1	4	2	3		5
<u>Level of Teaching</u>							
Elementary school		1	3	4	2	5	
Secondary school		1	5	2		4	3
<u>Annual Salary Range</u>							
\$ 5,000 - \$15,999		1	3	4	2	5	
\$16,000 - \$21,999		1	2	4	3	5	
\$22,000 +		1	5	2		4	3

Table 18, continued

Sub-group Rankings	Statements					
	Rank:	#1	#2	#3	#4	#5
Factor:	I	R	I	R	I	I
<u>Catholic School Experience</u>						
graduated/ Cath. elem school	1	2	3	4	5	
graduated/ Cath. high school	1	2	3	4	5	
graduated/ Catholic college	1	3	4	2	5	
hold catechist certification	2	1	4	3	5	
<u>Children &amp; Catholic School</u>						
children attend Catholic elementary school	1	2	4	3	5	
children attend Catholic high school	1	3	4	2		5
children attend both Catholic elem. & high school	1	2	4	3		5
children did not attend Catholic schools	1	3	2	4	5	
<u>Wage Earner Status</u>						
only income **	1	4	2			3
single/ no dependents	4	1	5	2	3	5
larger of two incomes	1	5	2		4	3
equal to second income	1	3	2	4	5	
<u>smaller of two incomes</u>	1	4	3	2	5	

\* #4 "I like the autonomy to meet each student's needs.

\*\* #5 "Teaching is the best career opportunity for me..."

## CHAPTER FIVE

### Summary, Conclusions, Recommendations

Lay teachers make up an increasing percentage of the teachers in the metropolitan Omaha Catholic schools of the Archdiocese of Omaha. This study was undertaken to describe the reasons given by experienced lay teachers for continuing to teach in the Catholic schools of the Archdiocese of Omaha.

This study investigated three questions: What factors motivate teachers to continue teaching in Catholic schools? What are the demographic characteristics of the teachers in the metropolitan Omaha Catholic schools of the Archdiocese of Omaha, and is there a relationship between these characteristics and the factors which motivate teachers to continue to teach in Catholic schools? Are there religious factors or factors unique to the Catholic school setting which motivate teachers to continue teaching in Catholic schools?

Results of the study indicate that more than 90% of the experienced lay teachers are Catholic. More than eight of ten teachers are women. Only 25% of the experienced teachers are under 35 years of age. Yet 31% of the teachers have less than ten years of experience. This is a markedly more experienced faculty than Gubbels found in 1979.

About two-thirds(68%) of the experienced lay teachers are working in elementary schools; about one-third (32%) in the high schools.

About one-half of these teachers make \$16,000 - \$22,000 a year. One-fourth make less and one-fourth make more. In 1979 Gubbels found that 78% of all teachers (religious and lay of all experience levels) received salaries of less than \$10,000.

Lay teachers have apparently had a wide variety of contacts with Catholic schools. While fewer than half of all Catholics attend Catholic schools, two-thirds of the teachers surveyed graduated from Catholic elementary school, 60% from Catholic high schools, and nearly half received their bachelor's degree from a Catholic institution. Only about half of the teachers hold catechist certification. Nearly half of all the teachers surveyed have enrolled children in Catholic schools. When only those teachers with children are counted, the percentage of teachers enrolling children in Catholic schools rises to 78%. Thus only 22% of those teachers with children have chosen not to enroll them in Catholic schools.

Most of the teachers surveyed do not provide the primary source of income for dependent spouses and children. Only 7% are the single source of family income; just another 13% provide the larger of two incomes; and only another 7% provide about the same income as



their spouses. The other three-fourths (73%) of the teachers either are single or provide the smaller of two incomes. This may partially explain why teachers do not feel that salary and benefits are critical to their decision to remain in Catholic education.

The key questions dealing with teacher satisfaction (Questions 11, 12, and 13) provide contrasting results. Of all the teachers surveyed, 82% said that it was very likely that they could find a position of equal or greater compensation, and yet only 12% said that it was unlikely that they would choose to teach in a Catholic school again. This seems to be consistent with results presented in Table 14 which show that of the 18 factors, teachers ranked salary as the least important factor motivating them to continue teaching in a Catholic school. Sparks (1979) and Farber (1984) found that one-third to one-half of the teachers they surveyed would not choose to become teachers if they had it to do over again. Not only do Catholic school teachers not seem to indicate that high a level of dissatisfaction, but there does not seem to be any direct relationship between compensation and career choice for these teachers.

How satisfied or dissatisfied are experienced lay Catholic school teachers? About eight of every ten feel they could make as much money if not more in another position. Yet the results shown in Table 11

indicate that teachers are evenly split about whether or not they could be as or more satisfied in another position which (presumably) would pay more. Looked at in another way, Table 11 also indicates that only 25% of the teachers feel it is unlikely that they could find a job of equal or greater satisfaction. Coupled with the finding in Table 13 that 58% of the teachers would very likely choose to teach in a Catholic school if they were beginning their careers again, it would appear that there is at least some and maybe more uncertainty about job satisfaction among the teachers surveyed. They may not be dissatisfied, but the survey results seem to demonstrate that the teachers are uncertain whether or not they would be more satisfied in another position.

Tables 15, 16, and 17 presented the demographic breakdown of the three survey questions related to teacher satisfaction. The results are remarkable for their stability across factors. For instance, when teachers were asked whether they thought they could find a position of equal or greater satisfaction outside Catholic education, the averages for each group vary no more than five or six percentage points from the average for the total group for any of the three choices.

This same phenomenon is repeated when teachers were asked how likely it was that they could find

a position of equal or greater compensation. No more than 5% of the teachers thought that it would be unlikely that they could find a position that would provide at least as much compensation; no fewer than 76% of the teachers surveyed thought that it was likely that they could find a position that paid as well or better. Table 17 affirms this conclusion. Results for any one sub-group vary little from the total group averages for each of the three choices.

These relatively stable findings would seem to indicate that the global characteristic of being a Catholic school teacher is more of a determinant of a Catholic school teacher's satisfaction and motivation than any single demographic characteristic. This would seem to contradict the findings of Bromley (1981), Pearlin and Schooler (1978), and Wangberg (1982) who cited a variety of demographic characteristics that affect teacher motivation. Then again, these researchers used more sophisticated statistical analysis than did this study.

However, if being a Catholic school teacher is a more global characteristic, it does not follow that Catholic school teachers continue to teach in Catholic schools chiefly out of religious conviction. While the results presented in Table 14 indicate a definite influence by at least two religious factor statements ("teaching

both religious values and academic skills" and being able to "form the whole child"), the teachers surveyed clearly and consistently rated intrinsic values as the most important reasons why they continue to teach in Catholic schools.

Perhaps one could suggest that such extrinsic factors as advancement, salary, and professional prestige can not motivate if they do not exist, and there may be slight evidence in Table 18 that this may be true, but Table 18 also shows that even the highest paid teachers still selected intrinsic factors first and extrinsic factors as least important in motivating them to continue teaching in Catholic schools.

One of the purposes of this study was to investigate whether or not there are religious factors which motivate lay teachers to continue working in Catholic schools. The answer to that question appears to be yes, especially for selected groups. Four of the eight highest ranked statements are religious statements. As noted above, two of the religious statements are ranked second and fourth highest. Although one might suggest that the religious statements are fundamentally intrinsic in nature, there is still an obvious religious dimension to most of the religious statements.

Other religious statements did not rank as high. Local decision-making may be a hot topic nationally, but

teachers ranked it twelfth in importance as a motivating factor for them. The statement "Teaching helps me become a better Catholic" only ranked fourteenth while a companion intrinsic statement "Teaching helps me grow as a person" was ranked fifth. On the other hand, service to society (sixth) and ministry to the Catholic Church (seventh) were ranked about the same in importance. Two other similarly related statements were ranked quite differently. A religious statement "I feel a part of a close-knit community" was ranked eighth while a similar extrinsic statement (Being a part of a prestigious profession) was ranked only sixteenth.

Table 18 provides an extensive comparison of sub-group rankings of the factors. As pointed out in Chapter Four, such groups as Catholics, women, younger, single, and teachers with more experience with Catholic schools are more likely than their counterparts in the same group.

While some religious factor statements certainly seem to provide important reasons for teachers to continue working in Catholic schools, especially for some groups, it still must be kept in mind that such intrinsic factors as feeling successful, feeling competent, and a sense of continuing growth are the key motivators. On the other hand, religious factors are clearly more influential than extrinsic factors to the teachers surveyed.

## Recommendations

Because so little research has been done regarding the motivation of Catholic school teachers, it was necessary for this study to examine the importance of a wide variety of demographic characteristics that other researchers had identified as significant in studies involving public school teachers. A descriptive study such as this accumulates and organizes much important data including some that may not seem to bear directly on the purpose of the study but is instead a by-product of the matching of factors and characteristics. This study has attempted to establish a platform upon which further research can build a clearer understanding of the lay Catholic school teacher. The recommendations that follow are offered in that light.

1. There are better statistical methods than averages and percentages that are available. Although the differences presented in this study often seem so slight as to be insignificant, those differences may well be important. Correlation study or factor analysis might provide a better test of the strength of the relationships described in this study. For example, the relationship between intrinsic and religious statements deserves further examination. Did teachers rank religious statements higher than extrinsic statements because religious statements are more intrinsic than extrinsic

in nature or because there are characteristics of the Catholic school environment that make teaching in Catholic schools more attractive than the extrinsic characteristics of teaching?

2. Although each demographic group ranked the intrinsic, religious, and extrinsic factors in the same order, it still would be valuable to develop a profile of each of the demographic groups. How are the women who teach in Catholic schools different from male Catholic school teachers? How do those teachers who send their children to Catholic schools differ from those who do not? While one would expect that age, experience, and salary variables would probably be directly related, how is the background of the younger teacher different from the older teacher? Table 18 results suggest that there may be some significant differences between groups. Two groups that appear to be quite different from each other are elementary and secondary teachers. It may be that differences between such sub-groups may be as important as the factors which motivate them to teach in Catholic schools.

3. It would also seem to be worthwhile to develop a profile of teachers who are most satisfied. If the Archdiocese would want to emphasize the importance of religious factors, a profile of those who ranked religious factor statements the highest would be helpful.

In the same way, it would seem valuable to have a better understanding of those teachers who are least satisfied or who select religious factor statements as the least important reasons why they remain in Catholic schools. If, for instance, the Archdiocese would like to know what effect salaries have on teacher motivation, that variable might be isolated. All of this points to the need for the Archdiocese to improve its data gathering so that the needs and the strengths of the teachers can be better understood.

4. The Archdiocese of Omaha covers 21 other counties besides metropolitan Omaha. There are 32 other schools in this region, and although these schools are labeled as rural, they may be as different from each other as the Omaha schools differ among themselves. If one agrees with the chief conclusion of this study that being a Catholic school teacher seems to be more determinant of teacher satisfaction than any other single characteristic, then one would theorize that there would be no substantial difference between the responses of rural and metropolitan Catholic school teachers. That supposition should be tested.

5. This study should also be extended to the teachers with less than five years experience. Which less experienced teachers are motivated by the same factors as teachers who remain in Catholic schools?



Are less experienced teachers less satisfied? Do they share the same background as the more experienced teachers? Can we predict which less experienced teachers will remain in Catholic schools?

6. The data compiled here give a thorough profile of experienced lay Catholic school teachers in the metropolitan Catholic schools. With relatively few reservations, the results presented here may well apply to other Catholic school teachers. However, it may be beneficial to know how Catholic school teachers compare to public school teachers in the same geographic area. The Nebraska State Department of Education does not currently publish such data, but public school districts may. It would be valuable to know if Catholic school teachers are younger, older, more likely to be female, more or less experienced than their local counterparts. The existing data are too global to draw accurate conclusions.

#### Summary

The experienced lay teachers of the metropolitan Omaha Catholic schools report that they are most motivated to work in Catholic schools because they feel they are effective, competent, and continuing to grow while making a valuable contribution to society. They state that the Catholic school system affords them an opportunity to form the whole child because they can

teach both religious values and academic skills within a close-knit community. Many others see teaching as their ministry to the Catholic Church. The more experiences teachers have had with Catholic schools, the more likely they are to identify religious factors as the chief reasons why they stay in Catholic schools.

The teachers in this survey also indicate that salary, professional advancement, and prestige are not significant motivators. By a substantial margin, the teachers indicated that while they could very likely find a position of equal or greater compensation, it is far less likely that they could find positions of greater or even as much satisfaction as they derive from teaching. Furthermore, only one in eight is so dissatisfied that they would not choose to teach in Catholic schools again if starting over.

These are important truths about our Catholic school teachers. The challenge now is to find ways to satisfy Catholic school teachers in ways that meet their needs and are compatible with the resources of the Catholic school system. According to these teachers surveyed, Catholic schools have much to offer.

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Dear Teacher,

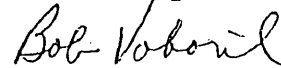
**Appendix A**

This survey is a part of a research project investigating the job satisfaction and motivation of experienced lay Catholic school teachers in the Archdiocese of Omaha and will be reported in a specialist thesis to be completed next spring.

This Catholic School Teacher Survey has been developed to help identify the most important reasons why teachers continue to teach in Catholic schools. This survey should be completed by ALL lay, full-time teaching personnel who have at least five years experience teaching in Catholic schools. Directions for completing the survey are given in the heading for each section.

It is essential to the successful completion of this project that there be a high rate of return. Therefore, please complete this survey as soon as possible and return it to your principal's office for return.

Sincerely,



Bob Voboril, Principal  
St. Columbkille School



## SECTION I: Background Information

1.     \_\_\_ Catholic                    \_\_\_ Not Catholic
  
2.     \_\_\_ Female                    \_\_\_ Male
  
3.     AGE
 

___ 25-29	
___ 30-34	___ 50-54
___ 35-39	___ 55-59
___ 40-44	___ 60-64
___ 45-49	___ 65 or over
  
4.     YEARS OF EXPERIENCE TEACHING IN CATHOLIC SCHOOLS
 

___ 5-9 Years	___ 25-29 Years
___ 10-14 Years	___ 30-34 Years
___ 15-19 Years	___ 35-39 Years
___ 20-24 Years	___ 40 Years or more
  
5.     \_\_\_ Elementary School Teacher
   
       \_\_\_ High School Teacher
  
6.     IF AN ELEMENTARY TEACHER, PRIMARY CURRENT ASSIGNMENT
 

___ Early Childhood (Pre-School or Kindergarten)	
___ Primary (Grades 1-3)	
___ Intermediate (Grades 4-6)	
___ Upper (Grades 7-8)	
___ Multi-Level	

Catholic School Teacher Survey

## 7. IF A HIGH SCHOOL TEACHER, AREA OF SPECIALIZATION:

- Arts (Art, Music, Band, Drama etc.)
- Humanities (English, Literature, Foreign Language, Math etc.)
- Physical Education/Coaching
- Religion/Campus Ministry
- Sciences (Natural and Social Sciences)
- Industrial Arts (Business, Vocational Arts etc.)

## 8. SALARY RANGE

- |                                         |                                          |
|-----------------------------------------|------------------------------------------|
| <input type="checkbox"/> \$5,000- 9,999 | <input type="checkbox"/> \$25,000-27,999 |
| <input type="checkbox"/> 10,000-12,999  | <input type="checkbox"/> 28,000-30,999   |
| <input type="checkbox"/> 13,000-15,999  | <input type="checkbox"/> 31,000-33,999   |
| <input type="checkbox"/> 16,000-18,999  | <input type="checkbox"/> 34,000-36,999   |
| <input type="checkbox"/> 19,000-21,999  | <input type="checkbox"/> 37,000-39,999   |
| <input type="checkbox"/> 22,000-24,999  | <input type="checkbox"/> 40,000 and over |

## 9. CATHOLIC SCHOOL EXPERIENCE (Check all statements which apply to your situation.)

- I completed my elementary education in a Catholic school.
- I graduated from a Catholic high school.
- I received my Bachelor's degree from a Catholic institution.
- I hold catechist certification through the Archdiocese of Omaha.
- I have children who currently attend or graduated from a Catholic elementary school.
- I have children who currently attend or graduated from a Catholic high school.
- My children did not attend Catholic elementary or high school.

Catholic School Teacher Survey

## 10. WAGE EARNER STATUS (Check ONE.)

- I provide the only income for my family.
- I am not married and do not have children to support.
- I provide the larger of two incomes which support my family.
- I provide the smaller of two incomes which support my family.
- My spouse and I have approximately the same incomes.
- I am single and live with my parents.

11. If you were to seek employment outside Catholic education, how likely is it that you would find a position of equal or greater satisfaction?

- Very likely
- Uncertain
- Very unlikely

12. If you were to seek employment outside Catholic education, how likely is it that you would find a position of equal or greater compensation?

- Very likely
- Uncertain
- Very unlikely

13. If you were beginning your career now, would you choose to teach in a Catholic school again?

- Very likely
- Uncertain
- Very unlikely

Please go on to section II.

SECTION II: Teacher Satisfaction

For each question there are listed three statements. Each statement gives a reason why you might choose to continue teaching in Catholic schools. Please rank the statements from 1 to 3 (One is the highest) in the order in which the statements best explain your reasons for continuing to teach in the Catholic schools.

I AM MOST LIKELY TO CONTINUE TEACHING IN CATHOLIC SCHOOLS BECAUSE...

#1

- Teaching is the best career opportunity for me at this time.
- Teaching helps me grow as a person.
- Teaching helps me become a better Catholic.

#2

- It is a challenge for me to develop and refine my teaching skills.
- Teaching allows me to pursue my interest in my subject field.
- I can teach both religious values and academic skills.

#3

- I feel a part of a close-knit community of teachers, students, and parents.
- The predictable schedule is compatible with my lifestyle and family responsibilities.
- I feel I am an effective and successful teacher.

#4

- I can form the whole child - body, mind, and soul.
- I like the autonomy to find ways to meet each student's needs.
- The teaching profession is an honored and respected one.

#5

- My competence as a teacher gives me a sense of accomplishment.
- Teaching is my ministry of service to the Catholic Church.
- The salary and benefits are of critical importance.

I AM MOST LIKELY TO CONTINUE TEACHING IN CATHOLIC SCHOOLS BECAUSE...

#6

- I can advance in the education profession.
- Decisions can be made on-site rather than in a centralized district office.
- I can make an important contribution to society by teaching.

#7

- I feel a part of a close-knit community of teachers, students, and parents.
- Teaching is the best career opportunity for me at this time.
- My competence as a teacher gives me a sense of accomplishment.

#8

- Teaching allows me to pursue my interest in my subject field.
- Teaching helps me become a better Catholic.
- I can make an important contribution to society by teaching.

#9

- Teaching helps me grow as a person.
- The predictable schedule is compatible with my lifestyle and family responsibilities.
- Decisions can be made on-site rather than in a centralized district office.

#10

- Teaching is my ministry of service to the Catholic Church.
- I feel I am an effective and successful teacher.
- The teaching profession is an honored and respected one.

#11

- The salary and benefits are of critical importance.
- I like the autonomy to find ways to meet each student's needs.
- I can teach both religious values and academic skills.

I AM MOST LIKELY TO CONTINUE TEACHING IN CATHOLIC SCHOOLS BECAUSE...

#12

- It is a challenge for me to develop and refine my teaching skills.
- I can advance in the educational profession.
- I can form the whole child - body, mind, and soul.

#13

- Teaching helps me grow as a person.
- I feel a part of a close-knit community of teachers, students, and parents.
- The salary and benefits are of critical importance.

#14

- Teaching helps me become a better Catholic.
- My competence as a teacher gives me a sense of accomplishment.
- I can advance in the educational profession.

#15

- Teaching is my ministry of service to the Catholic Church.
- The predictable schedule is compatible with my lifestyle and family responsibilities.
- I like the autonomy to find ways to meet each student's needs.

#16

- Teaching is the best career opportunity for me at this time.
- I can make an important contribution to society by teaching.
- I can teach both religious values and academic skills.

#17

- I feel I am an effective and successful teacher.
- Decisions can be made on-site rather than in a centralized district office.
- Teaching allows me to pursue my interest in my subject field.

#18

- I can form the whole child - body, mind, and soul.
- The teaching profession is an honored and respected one.
- It is a challenge for me to develop and refine my teaching skills.

I AM MOST LIKELY TO CONTINUE TEACHING IN CATHOLIC SCHOOLS BECAUSE...

#19

- Teaching helps me grow as a person.
- It is a challenge for me to develop and refine my teaching skills.
- My competence as a teacher gives a sense of accomplishment.

#20

- I feel a part of a close-knit community of teachers, students, and parents.
- Decisions can be made on-site rather than in a centralized district office.
- I can teach both religious values and academic skills.

#21

- Teaching is the best career opportunity for me at this time.
- The salary and benefits are of critical importance.
- The predictable schedule is compatible with my lifestyle and family responsibilities.

#22

- I like the autonomy to find ways to meet each student's needs.
- I feel I am an effective and successful teacher.
- I can make an important contribution to society by teaching.

#23

- The teaching profession is an honored and respected one.
- I can advance in the education profession.
- Teaching allows me to pursue my interest in my subject field.

#24

- Teaching helps me become a better Catholic.
- I can form the whole child - body, mind, and soul.
- Teaching is my ministry of service to the Catholic Church.

Please return this survey to your principal's office when you have completed it. Thank you!