The University of Southern Mississippi
The Aquila Digital Community

Dissertations

Summer 8-2011

Bowen Family Systems Theory and its Relationship to Teachers: Does Differentiation of Self Predict Teacher Job Satisfaction?

Noal Baxter Cochran
University of Southern Mississippi

Follow this and additional works at: https://aquila.usm.edu/dissertations

Part of the Teacher Education and Professional Development Commons

The University of Southern Mississippi

BOWEN FAMILY SYSTEMS THEORY AND ITS RELATIONSHIP TO TEACHERS:

DOES DIFFERENTIATION OF SELF PREDICT TEACHER JOB SATISFACTION?

by

Noal Baxter Cochran

Abstract of a Dissertation
Submitted to the Graduate School
of the University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

August 2011

ABSTRACT

BOWEN FAMILY SYSTEMS THEORY AND ITS RELATIONSHIP TO TEACHERS:

DOES DIFFERENTIATION OF SELF PREDICT TEACHER JOB SATISFACTION?

by Noal Baxter Cochran

August 2011

Educational leaders are charged with maintaining the academic success of students, the faith of stakeholders in the educational process, and the growth of the educational profession. These objectives have become difficult during a time of noticeable discontent among the stakeholders of educational systems. The discontent is noted strongly among the ranks of teachers who continue to cite decreased job satisfaction as they face increased internal and external accountability pressures, declining resource availability, and reduced familial support. The resulting teacher job dissatisfaction has led to an increased need among the leadership of educational systems to develop an understanding of the issues related to the recruitment of students into teacher education programs, the new teachers' initial training, and teacher retention.

This research examined the role of individual teachers' relational development as a determinant of teacher job satisfaction in an attempt to find a predictive trait that could be of future use to educational leaders in teacher training, recruitment, and retention. The concept of differentiation of self as developed by Murray Bowen's family systems theory was used as the developmental marker within this research model since it provides a measure of emotional versus intellectual governance as well as individuation versus corporate belonging. This study examined whether differentiation of self as measured by the Differentiation of Self Inventory—Revised (Skowron & Friedlander, 1998; Skowron

& Schmitt, 2003) with the sub-categories of emotional reactivity, fusion, emotional cutoff and the ability to act from the I-position had any predictive relationship on teacher job satisfaction as measured using the Teacher Job Satisfaction Questionnaire (Lester, 1984, 1987) with the subcategories of supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security and recognition. The results indicated the subcategories of colleagues, working conditions, responsibility, and security could be predicted by the subcategories of differentiation of self. The findings of the research have the potential to be used by educational leaders in the development of teacher training programs, teacher recruitment efforts, and teacher retention programs through an improved understanding of the role individual developmental health plays in the level of subsequent job satisfaction experienced by the teacher.

The University of Southern Mississippi

BOWEN FAMILY SYSTEMS THEORY AND ITS RELATIONSHIP TO TEACHERS:

DOES DIFFERENTIATION OF SELF PREDICT TEACHER JOB SATISFACTION?

by

Noal Baxter Cochran

A Dissertation
Submitted to the Graduate School
of the University of Southern Mississippi
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy

Approved:

Dr. David E. Lee
Director

Dr. Rose M. McNeese

Dr. James T. Johnson

Dr. Ronald A. Styron, Jr.

Dr. Susan A. Siltanen
Dean of the Graduate School

August 2011

ACKNOWLEDGMENTS

I want to thank God who gifted me with the talents and determination to pursue this endeavor. His power in my weakest times sustained me. I pray I will always be humble in my service to changing the lives of learners.

I would like to express my appreciation to my doctoral committee. I give many thanks to Dr. David Lee for not only serving as my advisor on this journey, but also for serving as my committee chair, mentor, and friend. I am grateful to my committee members: to Dr. Ronald Styron for his focus and advice; to Dr. Rose McNeese for her passion and affirmations; and to Dr. J.T. Johnson for his patience and skill. Thanks to all of you for your honesty and your relentless pursuit of excellence.

To my momma, Eleana Cochran, I give thanks as only a son can give. Your words of wisdom, your prayers, and your thirst for knowledge made me the man I am today. Daddy would be so proud of this moment. I love you very much.

Finally, I give thanks to my wife, Laura, and my daughter, Valorie. Amidst the countless hours of isolation, the missed vacations, and the late night writings, I knew I was loved. You lifted me up higher than my own dreams could ever take me. You drove the shadows of doubt far from my mind. I love you through all eternity.

TABLE OF CONTENTS

           Job Satisfaction
           Job Satisfaction in Education
           Bowen Family Systems Theory
           Background of the Problem
           Statement of the Problem
           Purpose of the Study
           Research Hypothesis
           Definition of Terms
           Delimitations
           Assumptions
           Justification for Research
           Summation

           Introduction
           Systems Theory
           Bowen Family Systems Theory
           Job Satisfaction
           Job Satisfaction in Education
           Summation

           Overview
           Research Design
           Participation
           Instrumentation
           Procedures
           Data Analysis
           Limitations
           Summation

LIST OF TABLES

Table

CHAPTER I

INTRODUCTION

There currently is a noticeable discontent among the stakeholders of public education. This is nowhere more pronounced than in the ranks of educators, particularly teachers, and by association, their leadership. Where does this discontent find its roots, and how does it manifest in the day-to-day job operations of those who teach, as well as those who lead teacher preparation programs and school systems? A key to answering these questions for school leadership may be found by an examination of the key elements of job satisfaction and family systems theory.

Job Satisfaction

Systemic thought points out the predictable desire of people to be in an environment that fits with their personal level of emotional and relational development (Bowen, 1978). Some employees will be driven by internal principles and solve problems through rational thought processes that are based on their individual non-reactionary beliefs (Gilbert, 2006). Other employees will tend to be driven by emotions; react to group desires without giving thought to individual consequences; and often are surrounded by conflicted emotional relationships (Licht & Chabot, 2006). When an employee cannot find what they are looking for in a job, which is a work environment that matches their level of development, anxiety in the form of job dissatisfaction may occur. The employee who is dissatisfied or the employer who recognizes the dissatisfaction may seek to alter the present work environment through structural changes. Relief may also be achieved through a change in work environments which is

brought about by making a move to a new job position within an organization or to a new employment situation.

Even though there is an obvious and often overstated concern regarding job satisfaction from both employee and employer, both professionals and lay persons alike struggle to explain exactly what determines a laborer's job satisfaction. It may be easier to understand job satisfaction if the various components are discussed in fuller detail.

Affective Reactions

Human beings have emotions and will experience affective reactions to stimuli. These emotional reactions are often determined by events and feedback from a previous point in time during the person's life. Employment and the stresses that accompany most jobs are certainly capable of generating emotion, particularly stress or anxiety. The concept of affective reactions to labor being discussed in research literature goes back decades (Cranny, Smith, & Smith, 1992; Locke, 1969). More recently, Yang and Chang (2008) suggested certain workers are capable of managing emotions to meet work expectations but may also experience resentment and frustration, or conversely, empowerment and acceptance, depending on how the individual's emotional reactions lined up with the systemically acceptable emotional reaction. Bowling, Hendricks, and Wagner (2008) focused on a person's disposition, of which emotional reactivity is one facet, as being a substantial factor in job satisfaction due to its predating events that cause emotional reactions. However, these same authors caution attempting to construct a satisfactory work environment based on these types of traits is a potentially wasteful endeavor since many of these affective reactions are set in the childhood of the employee

and are not related to the workplace system or the specific task associated with the workplace system.

Cognitive Reactions

Employment policies are made and programs designed with the belief employees will look at them from an intellectual and rational standpoint as opposed to an emotive or affective view. Many employers also suppose more educated employees will put more thought into decisions and have less emotional reactions, and will, therefore, be more satisfied with their jobs. This is exemplified in the workforce by the offering of continuing education requirements and educational reimbursements for employees who continue their education or development. However, research has shown increased education alone does not lead to job satisfaction (Green & Zhu, 2007). The authors found that often more education leads to a greater sense of separation from lesser educated peers which results in lower job satisfaction.

The relationship between cognition and job satisfaction may be direct or reciprocal. There is the potential for declining cognitive processing when job dissatisfaction is present (de Grip, Bosma, Willems, & van Boxtel, 2008). Workers begin to react emotively rather than intellectually to stress events. Cognitive processing is seen as a futile exercise to those who become fixated or dependent upon the emotional feedback system of an employment situation.

Globally Based or Task Specific

One component of job satisfaction that would seem to be based on personal perspective is the focus of attention within the job. Is the employee focused on the global mission of the job or on task specific responsibilities? In a study examining the workload

of nurses as related to job satisfaction, Sveinsdottir, Biering, and Ramel (2006) found that as the professional workload increased, stress increased. The result was an increase in job dissatisfaction due to an increase in what the workers considered menial task such as paperwork and meetings. In other words, as the specific task items increased, the global task of caring for individuals was pushed back resulting in lowered job satisfaction.

Employers often perceive such occurrences as a need for job restructuring in order to reduce employee stress. However, these types of restructuring often result in a decline in job satisfaction due to the potential reduction in familiar social interaction, increased frustration with supervision, and the loss of the potential to become a recognized expert in an employment skill area which allows for the offering of respected feedback to peers and supervisors alike (Humphrey, Nahrgang, & Morgeson, 2007). It should be noted another similar work satisfaction construct exist in process oriented versus outcome oriented satisfaction (Butt, Fielding, Gunter, Rayner, & Thomas, 2005). Both constructs are based on an individual's ability to see the larger process of an employment situation and to recognize their role in the process.

Personal Value System or Systemic Value System

It is safe to summarize discussions of job satisfaction in any workforce by concluding that job satisfaction can be many things to many people (Humphrey et al., 2007; Ouyang & Paprock, 2006). Personal systemic perspective and the historical norms and values that create those perspectives play a role in the job satisfaction of employees. Randolph (2005) conducted a study to examine the intrinsic and extrinsic factors of job satisfaction and found that across the board, intrinsic factors such as pride in work tended to outweigh extrinsic factors such as monetary gain.

Just as work can be influenced by intrinsic factors, it can also be influenced by factors that are not intrinsic such as systemic values of religious groups or ethnic groups. This can be exemplified by the work of Elmore (2008) who found employee evaluations tended to be more satisfactory when the definitions of work, the value of work, and the measurement of productive work were agreed upon by the systemic group.

<div align="center">Job Satisfaction in Education</div>

The public education system within the United States has seen considerable ideological, structural, and systemic changes within its history. To those who now find themselves employed in public education, it is difficult to imagine a more turbulent period of change has ever occurred. The emergence of various educational reform movements that are all clamoring for change of some type; whether through increased student achievement; more comprehensive and rigorous standards of accountability for teachers and administrators; or a higher quality of educator preparation and performance; have public educators caught in a maelstrom of sweeping tidal reforms. School leadership must be aware of the ways in which these movements are influencing teachers who look to them for guidance and reassurance in the face of crisis.

Recruitment, Training, and Retention

The changes being called for by an ever increasing number of reformers or restorers have resulted in, or coincided with, a large number of unfunded federal mandates (Pendell, 2008); one of the worst economic crisis in global financial history (Griffin, 2010); increased occurrences of violent acts by outsiders and students on campuses (Johnson, 2009); bullying of students either in person or in cyberspace (Flaspohler, Elfstrom, Vanderzee, Sink, & Birchmeier, 2009); changing familial

involvement due to the disintegration of the family unit (Hill & Tyson, 2009); and ever increasing standards of teacher education and professional certification (Neumann, 2009). The end result is that classroom teachers and their school leadership are now faced with multiple job factors believed to be outside of their personal control. These factors are serving to expedite the exit of professionals from a public sector that can ill afford to lose highly qualified members prior to retirement age (Greiner & Smith, 2009).

Rural schools are particularly vulnerable to the impact of losing highly qualified teachers due to the difficulty in recruiting teachers to isolated areas for a variety of reasons including lower salaries and social isolation (Barley, 2009). Unfortunately, to prevent these losses, schools often invest in solutions that are quick fixes rather than those that create a nurturing environment for the student or the staff (Tyler, 2008). These efforts may include salary changes or training in the latest techniques or technology. Many school administrations take the more in-house approach of developing committed talent from within the district (Patton, 2007). These methods are built upon creating a satisfactory work environment that aligns with the needs and visions of the rural districts.

Regardless of the location of the district, school leaders are being asked to respond to this crisis of declining professional satisfaction through careful identification of job factors that can positively and negatively impact the recruitment of students into teacher preparation programs; the training of new teachers; the placement of those new teachers into school systems; the ongoing professional development of teachers; and perhaps most critical in these times, the retention of those teachers (Nixon, Packard, & Douvanis, 2010; Sykes & Dibner, 2009; Tickle, Change & Kim, 2011).

Student Achievement and Job Satisfaction

The belief is that those teachers who experience higher levels of satisfaction with their careers than their coworkers are more likely to positively influence student achievement levels of those learners they contact (Kitching, Morgan & O'Leary, 2009). Educational leaders are now being asked to acknowledge job satisfaction is potentially dependent on more than performance indicators assigned to teachers. Parlardy and Rumberger (2008) indicated teachers have a much greater opportunity to influence student achievement than solely through adequately utilizing best practices. Teachers may also influence student achievement through personal beliefs and general attitudes about the time spent with students (Parlardy & Rumberger, 2008). This work is consistent with the findings of Marzano (2007) who found through meta-analysis of educational research the teacher is the most important element in student achievement through multiple points of influence, not just effective instructional delivery.

Educational systems comprised of multiple, diverse individuals are especially prone to the same dilemmas of job satisfaction discussed earlier. Each educator has his or her own individual and historical systemic value system. Students, teachers, staff, administration, parents, and citizens all contribute to the relational system or "family" within a school system; and each brings an interpretation and resolution to the dilemmas of job satisfaction, and potentially, the student achievement that seems to be tied to it.

Leadership and Job Satisfaction

The lack of job satisfaction in education and how to resolve the issue has become a fixture in the discussions of school leadership as it relates to teacher recruitment, initial teacher training, and subsequent teacher retention (Agresta, 2006; Bolin, 2007; Greiner &

Smith, 2009; Heller, Ferris, Brown, & Watson, 2009; Reinardy, Maksl, & Filak, 2009).

The difficulty for school administrations in finding a universal answer to this complex

situation lies in the uniqueness of the individuals involved. Since it can be assumed no

two people have the exact same experiences growing up, it can also be assumed no two

people are likely to have the same reaction to any given situation or its resolution. No

less different is the job satisfaction of teachers. Coworkers, administration officials,

salary, benefits, retirement plans, and even geography can play a role in the determination

of an individual's job satisfaction. It is the lack of understanding of the individuality of

satisfaction that often prevents successful resolution of the satisfaction quandary when

school leadership is analyzing teacher behaviors. Family systems theory recognizes the

role of the individual within the multiple person system and may offer insight that would

be useful to educational leadership.

<p style="text-align:center">Bowen Family Systems Theory</p>

As early as the 1950s, the study of human interaction focused on the individual

and the psychoanalytical approach to understanding relationships and their potential

pathology (Kerr & Bowen, 1988; Titelman, 2008). In the 1960s and 1970s, the first

generation of theories began to develop that looked outside of the individual to the

interactions existing between persons. These came to be known as systemic theories.

One such theoretical construct was the work of Murray Bowen (1976). Bowen sought to

develop a framework that could give a clearer understanding of how people behaved

when involved in an emotional system (Titelman, 2008). By looking at the family unit,

Bowen was able to see the interlocking patterns of the family as an emotional system.

From this beginning, Bowen was able to expand his theory to view societal interactions

as also being part of the emotional transmission process (Gilbert, 2006). Bowen's

theoretical framework was one of the first comprehensive models to focus on

transgenerational patterns, messages and beliefs passed from one generation to the next;

and relationships as key parts of the systemic theory (Flaskas, 2010). Bowen's family

system theory has found application in the fields of psychology, medicine, and industry.

Today, Bowen theory is still seen as one of the more comprehensive psychological

development theories because it does acknowledge both the systemic nature and the

multigenerational nature of psychological development while not neglecting the role of

the individual in the process of personal responsibility (Flaskas, 2010; Skowron &

Friedlander, 1998).

Bowen Family Systems Theory Model

Bowen family systems theory has been so long lasting due to its ability to adapt

and find application in a wide range of communities and cultures. Bowen family systems

theory has at its core some basic concepts that give value to multigenerational

transmission of messages and to an individual's ability to access emotions without being

governed by those emotions at the expense of intellect. Those concepts are

differentiation of self, triangulation, emotional reactivity, emotional cutoff, projection,

fusion, I-position, and multigenerational emotional transmission process (Skowron &

Friedlander, 1998; Skowron & Schmitt, 2003). Gilbert (2006) distills Bowen theory into

eight concepts more applicable to social systems that are slightly different than those

proposed by Bowen (1978). First is the nuclear family emotional system which states

any event or emotion experienced by one family member is experienced by all in some

fashion (Bowen, 1978; Gilbert, 2006; Skowron & Friedlander, 1998). Emotional

reactivity is spread across this concept of Gilbert (2006) and societal emotional process.

The second concept is triangulation which states that as anxiety builds within a

relationship, a third party will be brought into the relationship to lower the anxiety level

(Gilbert, 2006; Kerr & Bowen, 1988). This concept has grown to acknowledge the

triangle may involve three persons, three systems, or a combination of either.

The third concept is emotional cutoff in which communication in a relationship

ceases to exist (Bowen, 1978; Gilbert, 2006). This is a difficult concept since even in

healthy relationships communication may cease to exist due to movement of one party.

However, the loss of communication in emotional cutoff is due to emotional reactivity to

a given situation (Gilbert, 2006).

The fourth concept is the family projection process (Gilbert, 2006; Kerr &

Bowen, 1988). In this conceptual description, one or more components of a system may

project or "throw" experienced emotions onto another part of the system. The result is

often what may be viewed as a pathological reaction in the recipient of the projection or a

loss of the I-position described by Bowen (1978).

The fifth concept is the multigenerational transmission process (Bowen, 1978;

Gilbert, 2006; Kerr & Bowen 1988; Skowron & Friedlander, 1998). It is through this

process that norms, values, beliefs and emotional cues are passed from generation to

generation. It is also through this process certain pathologies or anxieties are passed from

generation to generation. Therapists and organizational theorists will often find use of

the genogram to graphically depict the transmission process (Duba, Graham, Britzman, &

Minatrea, 2009).

The sixth concept is sibling position (Gilbert, 2006). This concept develops the roles of emotional placement and birth order within the family system as related to the development of personality and reaction patterns in adulthood.

The seventh concept in Bowen family systems theory is societal emotional process (Bowen, 1976). This concept is extremely relevant today as many would agree that the stress experienced by our society is increasing. Bowen (1976) theorized that as societal stress increased, the reactions of society would become more emotional and less intellectual, just as would occur within the family unit.

The final concept is perhaps the most important concept in the sustainability of Bowen family systems theory. All of the other seven concepts can be affected by an individual's differentiation, the eighth concept (Bowen, 1978; Gilbert, 2006; Skowron & Friedlander, 1998). Bowen presented differentiation of self in the conceptual framework of a scale. Those persons at the lower end were said to be "fused" (Bowen, 1978, p. 534) and reacted emotionally to the needs or wants of others rather than thinking through a situation intellectually. Persons at the higher end were thought to operate from the I-position and were less likely to experience anxiety or emotional turmoil in relationships, since there was little fusion and more intellectual reasoning related to relational events (Gilbert, 2006).

Differentiation of Self

Of all the concepts put forth in Bowen family systems theory, there is little doubt differentiation of self is the cornerstone of the theory. Differentiation of self is described in Murray Bowen's family systems theory as being the key component of an individual's ability to have a healthy balance between emotional and intellectual governance as well

as adjusting relationally between intimacy with others and autonomy of self (Licht & Chabot, 2006; Skowron & Friedlander, 1998). According to Bowen (1978), adults with high levels of self differentiation are able to experience a wide range of affect while also being able to utilize logical reasoning depending upon situational stimuli. In other words, persons who have a high level of differentiation of self are able to use both emotion and intellect. Those persons tend to be led by their principles, think about issues, have healthy communication with key people in their relational system, and make good decisions that are typically not anxiety driven (Gilbert, 2006; Skowron & Dendy, 2004). These persons are able to maintain a sense of self in relational interchanges with other persons or systems composed of individuals or organizations.

Bowen saw family systems theory as being applicable to organizational and workplace dynamics (Bowen, 1978; Gilbert, 2006). The workplace is an emotional system staffed by persons of different levels of differentiation. Since family systems theory states persons will seek to recreate the environment of their family of origin, there is often a built in conflict in the workplace leading to lower satisfaction (Chambers, 2009). Tension between coworkers, or between corporate mainstream and economic conditions, may be triangulated onto other employees. Fusion between employees, or between employees and leadership, takes away the intellectual output of the organization instead turning to emotional decision making without regard for long range planning of consequences. Whether it is role changes, anxiety or conflict within the workplace, Bowen family systems theory could hold the key to address concerns found within educational systems and determine a more stabilizing path to increased productivity and job satisfaction.

Background of the Problem

The school leaders charged with recruiting, training, developing, and retaining teachers caught in the grip of increased pressures and reduced job satisfaction are now also faced with the reality of an inability to control many of the current negative factors assailing the education professionals who staff the classrooms, and thus, the potential exit of teachers from those classrooms. This lack of perceived control over the global educational system necessitates local school leadership focus on areas they believe can be influenced at the individual level which will influence teacher recruitment, training, and retention.

One such area is teacher job satisfaction (Song, 2007). Teacher job satisfaction like job satisfaction in many other areas of employment, whether public or private, has multiple facets (Ouyang & Paprock, 2006) that could influence teacher retention. These various facets of job satisfaction may include satisfaction with a specific aspect of job duties or performance; opportunity for involvement in various school related functions; personal or systemic motivation to be a part of the stakeholder community; or an overall commitment to the local or global educational system and its beliefs (Satgent & Hannum, 2005; Song, 2007). With the potential to influence these various areas of job satisfaction, school leaders can no longer justify the professional irresponsibility of ignoring the job satisfaction of teachers, the factors that contribute to that satisfaction, or the factors that contribute to the lack of satisfaction. Nor can those same school leaders ignore or minimize the individual reasons for teacher turnover, missed work days, or lack of desire for professional self-development opportunities that often result from reduced job satisfaction (Zangaro & Saeken, 2005). This research attempted to utilize the

developmental influence of the individual in a research model by examining whether the various components of differentiation of self were predictive in any way of overall teacher job satisfaction or its various components.

<div align="center">Statement of the Problem</div>

Differentiation of self would seem to be a key component of human development and interaction (Bowen, 1978). High levels of differentiation of self offer the opportunity for individuals to experience psychological health and improved relational stability. Conversely, lower levels of differentiation of self are associated with emotional instability, relational failings, and lowered quality of life (Skowron, Stanley, & Shapiro, 2009). If the apparent influential nature of differentiation of self is a reality, then the role of differentiation of self in the relational multiplicities of public education would seem to be worthy of study. However, research that directly examines the application of differentiation of self in the lives of educators and particularly in teacher job satisfaction and its various components is lacking. This research sought to identify the predictive implications that exist between a teacher's differentiation of self and their job satisfaction in order to give future guidance to school leadership in developing educator training programs, ongoing professional development programs, and teacher retention programs recognizing the influence of individual development and the teacher's perceptions of locus of control on the success of these programs.

<div align="center">Purpose of the Study</div>

The purpose of this study was to investigate the interactive nature of differentiation of self as measured by the Differentiation of Self Inventory—Revised (Skowron & Friedlander, 1998; Skowron & Schmitt, 2003) with the subcategories of

emotional reactivity, fusion, emotional cutoff, and the ability to act from the I-position; and teacher job satisfaction as measured using the Teacher Job Satisfaction Questionnaire (Lester, 1984, 1987) with the subcategories of supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition. A quantitative design was used to determine if information gathered from the research can be used by school leadership to facilitate future development of methods used to recruit, train, and retain classroom teachers through an awareness of how an individual's differentiation of self can potentially impact overall initial job satisfaction as well as continued job satisfaction.

<div align="center">Research Hypothesis</div>

This study investigated the interactive nature of differentiation of self as measured by the Differentiation of Self Inventory—Revised (Skowron & Friedlander, 1998; Skowron & Schmitt, 2003) with the subcategories of emotional reactivity, fusion, emotional cutoff, and the ability to act from the I-position; and teacher job satisfaction as measured using the Teacher Job Satisfaction Questionnaire (Lester, 1984, 1987) with the subcategories of supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition. The following hypotheses were tested:

1. Teacher job satisfaction with regards to supervision is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others.

2. Teacher job satisfaction with regards to colleagues is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others.

3. Teacher job satisfaction with regards to working conditions is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others.

4. Teacher job satisfaction with regards to pay is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others.

5. Teacher job satisfaction with regards to responsibility is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others.

6. Teacher job satisfaction with regards to the work itself is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others.

7. Teacher job satisfaction with regards to advancement is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others.

8. Teacher job satisfaction with regards to security is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others.

9. Teacher job satisfaction with regards to recognition is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others.

<div align="center">Definition of Terms</div>

For the purposes of this study, the following definitions applied:

Anxiety—the response of an organism to a threat, real or imagined (Kerr & Bowen, 1988).

Differentiation—the degree to which people can distinguish between the feeling process and the intellectual process (Bowen, 1978).

Differentiation of self—the ability of a person to balance the interplay between autonomy (separation) and connection while balancing emotional and intellectual functioning (Bowen, 1978).

Emotional cutoff—"A process of separation, isolation, withdrawal, running away, or denying the importance of the parental family" (Bowen, 1978, p. 383).

Emotional Reactivity—the tendency to respond to stimuli on the basis of emotional responses (Skowron & Friedlander, 1998).

Family Projection Process—A family member has a problem thus stabilizing the family unit (Bowen, 1978).

Fusion—individual choices are set aside for the purpose of achieving harmony within the system. It may be expressed as an intense responsibility for another's reactions or by emotional cutoff (Kerr & Bowen, 1988).

I-Position—a clearly defined sense of self and an ability to adhere to what one believes even when under stress stimuli (Skowron & Friedlander, 1998).

Job Satisfaction—"The extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs" (Spector, 1997, p. 2).

Multigenerational Transmission Process—the way family emotional processes are transferred and maintained over multiple generations (Kerr & Bowen, 1988).

Nuclear Family Emotional Processes—the emotional patterns in a family that continues from one generation to subsequent generations (Bowen, 1978).

Sibling Position—the birth order where each child has a defined place in the family hierarchy (Bowen, 1978).

Societal Emotional Processes—social expectations about racial and class groups; gender behaviors and other behaviors; and their subsequent affect on the system.

Delimitations

The following delimitations applied to this study and limited the findings:

1. Participation in the study was limited to certified teachers.

2. The study was limited to participants over the age of twenty-five.

3. The participants were currently employed teachers in two rural South Mississippi school districts.

4. The sample consisted of respondents who were willing to complete both the Differentiation of Self Inventory—Revised and the Teacher Job Satisfaction Questionnaire.

Assumptions

The following underlying assumptions based on existing research were made for this study:

1. Participants in this study responded in an appropriate and honest manner to the questionnaires they were given.

2. Participants did not compare responses on questionnaires with other participants.

Justification for Research

This research presents findings which informs the leaders in educational policy, the leadership of teacher preparation programs, and school district-level leadership of the predictive nature of an individual teacher's level of differentiation of self on the various facets of that teacher's job satisfaction.

Although there is significant research on the role differentiation of self plays in systemic stability and satisfaction of individuals with systemic environments, there is limited research on the role of differentiation of self and job satisfaction. There has also been considerable interest given in research literature to teacher job satisfaction and the various factors that may contribute to increasing or decreasing satisfaction and the roles school leadership is expected to play in the process. To date, however, there has not been an examination of the direct role of differentiation of self on teacher job satisfaction, nor

on how that information may influence school leadership. There is ample room within

the research literature for works on Bowen family systems theory as it relates to teacher

job satisfaction and the teacher recruitment efforts, training programs, and teacher

retention programs that are the responsibility of school leadership. There is also

considerable research opportunity for application of Bowen family systems theory to

educational leadership theory, school system administration and school personnel

management.

It is believed this study provides insight into the ways in which an individual's

differentiation of self may affect teacher job satisfaction. From this foundational data,

opportunities for programmatic development of teacher recruitment, teacher training, and

teacher retention programs exist for school leadership which take into consideration

individual employees' levels of differentiation.

This research is useful to school leaders because it provides them with another

avenue to examine teacher job satisfaction, and potentially, the components of student

achievement that are related to teacher job satisfaction. Successful implementation of

teacher retention programs based on proper identification of teachers' level of

differentiation of self will reduce the cost of recruiting and training new teachers. This

research is also advantageous to administrators who are looking for ways to open lines of

healthy communication with teachers.

For teacher training programs, this research opens a door of opportunity to reduce

many of the anxieties facing teachers in today's complex educational system. Giving

new teachers an opportunity to explore levels of differentiation of self and identify areas

that have the potential for further healthy development not only makes stronger people

but stronger educators who are less likely to react emotionally to the stressors so common in educational systems.

This research also has the potential to benefit those teachers who would take advantage of it. The chance to delve into and enhance the parts of personal development that may create relational difficulties, not only in professional circles but familial circles as well, should be exciting to anyone who values self-improvement. As relationships with stakeholders become more important, it is imperative teachers be able to think long term, act responsibly, and enhance the system by having a strong sense of principle.

Summation

It is clear educational leaders are facing many challenges as they attempt to maintain the academic success of their students during a period of reform and increased accountability. The greatest of these challenges may be recognizing the way in which leadership can address teacher job dissatisfaction in the recruitment of students into teacher education programs, the new teachers' initial training, teachers' professional development, and teachers' retention issues. The difficulty arises in the recognition general job satisfaction has multiple facets based on an individual's development and systemic factors; while job satisfaction within educational systems, comprised of various stakeholders, is potentially more complex due to the increased number of daily interactions with multiple systems.

Murray Bowen's family systems theory shows potential as a determinant of teacher job satisfaction through examination of differentiation of self. The greater an individual's differentiation of self, the greater the likelihood of that individual experiencing improved psychological health and improved relationships (Bowen, 1978).

The role of differentiation of self in the relational multiplicities of public education would seem to be worthy of study. The research goal was to determine if any of the various components that comprise differentiation of self may serve as predictors for the various components of teacher job satisfaction, and therefore, have the potential to be used by educational leaders in the development of teacher training programs, teacher recruitment efforts, and teacher retention programs.

CHAPTER II

LITERATURE REVIEW

Introduction

Parents, the general public, community stakeholders, students, and most assuredly, educators are keenly aware of the rapid changes taking place within the education community. New accountability standards (Neumann, 2009), federal and state mandates (Neumann, 2009; Pendell, 2008), increased violence (Johnson, 2009), bullying (Flaspohler et al., 2009), and reduced family involvement (Hill & Tyson, 2009) have all seemingly come together overnight to create an almost palatable sense of stress in the workplace. Nowhere does this stress seem more evident among educators than with teachers. The awareness of such a large number of stressors and the resulting job dissatisfaction have simply reduced the numbers in a profession that already sees many leave positions that are vital to the education of the next generation before qualifying for retirement (Greiner & Smith, 2009). However, focusing on the negative outcomes provides only a partial analysis of teachers and their job satisfaction (Song, 2007). There are still teachers who press on through the presented difficulties and apparently flourish. A reasonable explanation for this spectrum of responses to the changes may be found within family systems theory.

Systems Theory

Prior to the middle of the 1900s most research and clinical practice models relating to the study of human interaction or human psychological pathologies focused on the individual with little regard being given to the true inter-relatedness of individuals (Flaskas, 2010). Relationships and pathologies were often defined and understood in

terms of individual pathologies through a psychoanalytical approach (Kerr & Bowen, 1988; Titelman, 2008). In the 1960s and 1970s, the first generation of theories began to develop that looked outside of the individual to the interactions that existed between persons (Doherty & McDaniel, 2010; Hanna, 2007). The theories grew out of the realm of physical science rather than social sciences. These theories and the resultant clinical practice models focused generally on a person's interactions with others, or more specifically, on an individual's interactions with members of the family of origin (Hanna, 2007). These came to be known as systemic theories.

It has become acceptable practice when reviewing theories of systemic study to group these various theories into "first generation," "second generation," and "third generation" theories and theorists (Doherty & McDaniel, 2010, p. 7). Systemic theories were seen as simple explanations of human behaviors and beliefs. The simplicity, however, was overshadowed by the emergence of the ability to attempt an explanation of individual behaviors and beliefs from a social standpoint rather than an individual analysis (Doherty & McDaniel, 2010; Flaskas, 2007; Goff, 2010; Majerus & Sandage, 2010). Third generation theories acknowledge the importance of singular family of origin values and how those values are inter-related among various systems. One particular early theory is of interest to this research due to its apparent sustainability as evidenced by its reemergence as part of the third generation multi-systemic theories. That theory is based on the work of Murray Bowen (1976, 1978; Kerr & Bowen, 1988).

Bowen Family Systems Theory

Murray Bowen was a classically trained psychoanalytic psychiatrist who worked with a schizophrenic client population in the late 1940s and 1950s (Bowen, 1976; Kerr &

Bowen, 1988). During this time, he began to notice certain repetitive emotion driven behaviors within his patients' families. Many of these actions were apparently taken by persons within the patients' families to lower anxiety within the system. It was through this early work that Bowen began to focus on entire family systems, rather than just an identified patient, and the relational patterns of the family system rather than individual pathologies to gain understanding into individual and family relational health (Chung & Gale, 2009; Kerr & Bowen, 1988; Skowron & Schmitt, 2003). Bowen believed that by developing a framework of understanding about the entire system he could better explain the behavior of individuals involved in any emotional system (Skowron & Schmitt, 2003; Titelman, 2008).

Murray Bowen, through his research and clinical work, began to see the family unit as a series of interdependent relationships between members that could transmit emotional messages and feelings from individual to individual as well as from generation to generation (Bowen, 1978; Kerr & Bowen, 1988). Bowen found dysfunctional units often were intertwined and unable to operate autonomously, or the units were so emotionally distanced from each other that transmission of emotional cues could not occur without an intermediary (Kerr & Bowen, 1988; Skowron & Friedlander, 1998).

Bowen and those who subscribed to his theory were able to expand his ideas out from the basic family unit to include societal interactions as also being part of the emotional transmission process that sought to relieve stress or anxiety within the individual components of the system (Gilbert, 2006). The work of Murray Bowen was one of the first comprehensive models to focus upon transgenerational patterns, messages and beliefs passed from one generation to the next; and societal relationships as key

elements of the systemic theory (Flaskas, 2010; Licht & Chabot, 2006; Skowron et al., 2009). Bowen family systems theory is still viewed as one of the more comprehensive psychological development theories because it does acknowledge the familial systemic nature, the societal systemic nature, and the multigenerational nature of psychological development while not neglecting the role of the individual in the process (Flaskas, 2010; Skowron & Friedlander, 1998; Skowron et al., 2009). It is this acknowledgement of the individual's role across various systems that are all seeking to reduce emotional or psychological discomfort that has allowed Bowen family systems theory to find a place of prominence within the third generation of systems theories (Appel & Kim-Appel, 2006; Doherty & McDaniel, 2010).

Bowen believed from his research families, and later societal systems of individuals, or even systems of organizations, would handle anxiety in predictable and repetitive ways or patterns of adaptive behaviors that would serve to reduce anxiousness (Chambers, 2009). The core concepts Bowen identified that steered these behaviors included differentiation of self, triangulation of others, emotional reactivity, emotional cutoff from others, projection onto others, fusion with others, I-position, and multigenerational emotional transmission processes (Chambers, 2009; Skowron & Friedlander, 1998; Skowron & Schmitt, 2003; Skowron et al., 2009). Bowen theorized it was multigenerational transmission of messages from families of origin that enabled an individual to develop certain core concepts of how to access emotions during times of stress or anxiety without being governed by those emotions at the expense of intellectual reasoning (Kerr & Bowen, 1988; Skowron et al., 2009). Bowen also theorized individuals had learned through the multigenerational transmission process how to

maintain a sense of individuality in such stressful situations; some being able to demonstrate more success than others based upon messages transmitted from previous generations (Bowen, 1978; Kerr & Bowen, 1988; Skowron et al., 2009).

Bowen Family Systems Theory Model

Much of Bowen's work was with the family unit. Education is based upon multiple family units working within one system, a societal system. Gilbert (2006) presents Bowen family systems theory in eight concepts elaborated in greater clarity to be more applicable to social systems than those concepts initially expounded by Bowen (1978). The first concept is the importance of the nuclear family emotional system. According to Gilbert (2006), an individual brings the messages learned from the nuclear family into all systems of interaction. Bowen repeatedly emphasized the importance of the family in which the individual grew up (Kerr & Bowen, 1988). It was Bowen's contention this family was the prominent source of developmental information for an individual (Bowen, 1978). Bowen family systems theory states any event or emotion experienced by one family member is experienced by all in some fashion, either immediately or through the intergenerational transmission of emotional messages (Bowen, 1978; Gilbert, 2006; Skowron & Friedlander, 1998; Skowron et al., 2009). For example, an individual who is brought up in a high anxiety family system will tend to be poorly differentiated (Licht & Chabot, 2006).

The second concept of Bowen family systems theory is triangulation (Bowen, 1978; Gilbert, 2006; Licht & Chabot, 2006). As anxiety builds in a relationship, a third party will be brought into the relationship to lower the anxiety level (Gilbert, 2006; Kerr & Bowen, 1988). This is often seen by educators when parents who are in conflict or are

no longer married come together in agreement to discuss a child's difficulties. It is the triangulation of the child that allows for the lowering of stress between the parents. The triangulation may involve three persons, organizations, systems, or any combination of three interactions formed when under stress (Murray, Daniels, & Murray, 2006).

The third concept is emotional cutoff from the system. In the process of emotional cutoff, communication in a relationship ceases to exist either due to physical distance or emotional withdrawal (Bowen, 1978; Gilbert, 2006; Murray et al., 2006). The concept of emotional cutoff is difficult to quantify in regards to systemic or individual health since even in healthy relationships emotional communication may cease to exist due to the geographical or maturation movement of one party away from others within the system (Gilbert, 2006; Kerr & Bowen, 1988). However, in Bowen family systems theory, emotional cutoff is the loss of communication due to the emotional reactivity of an individual to a given situation (Gilbert, 2006). Those who fear intimacy and distance themselves from others often have poor differentiation (Jenkins, Buboltz, Schwartz, & Johnson, 2005).

The fourth concept of Bowen family systems theory is the family projection process (Gilbert, 2006; Kerr & Bowen, 1988; Murray et al., 2006). One or more individuals or components of a relational system may project or "throw" emotions that have been experienced onto another individual or component of the relational system. Bowen (1978) theorized that when projection occurs, it is often possible to see a pathological reaction from the recipient of the projected emotions. In poorly differentiated recipients, it is not uncommon to see the loss of the I-position as the

recipient of the projection becomes emotionally reactive (Bowen, 1978; Murray et al., 2006; Skowron & Friedlander, 1998; Skowron et al., 2009).

The fifth concept of Bowen family systems theory is the multigenerational transmission process (Bowen, 1978; Gilbert, 2006; Kerr & Bowen 1988; Murray et al., 2006; Skowron & Friedlander, 1998). In healthy multigenerational transmission processes family norms, values, beliefs, and emotional cues are passed from generation to generation allowing for successful functioning of an individual (Goff, 2010; Jenkins et al., 2005; Majerus & Sandage, 2010; Skowron et al., 2009). However, in unhealthy multigenerational transmission processes, certain pathological ideas or anxieties are passed from generation to generation that prevent the healthy functioning of the individual in relational systems (Jenkins et al, 2005). This concept is often shown graphically by way of a genogram. The use of the genogram has shown considerable positive response reactions in those persons who have received negative multigenerational transmissions (Duba et al., 2009).

The sixth concept of Bowen family systems theory is sibling position (Gilbert, 2006; Murray et al., 2006). This concept develops the role of birth order in the development of an individual's relational functioning. The concept, however, not only takes into account actual birth order, but the power of emotional placement in the nuclear family system's ranking of importance of the child. For example, a first born male may carry greater importance than a first born female regardless of overall birth order. Bowen theorized the messages received due to birth order would become part of the development of an individual's personality and reaction patterns to stress moments in later adult relational systems (Bowen, 1978; Jenkins et al., 2005; Kerr & Bowen, 1988).

The seventh concept in Bowen family systems theory is societal emotional process (Bowen, 1978; Gilbert, 2006; Murray et al., 2006). The concept of societal emotional process focuses attention on emotional processes that may occur on large scale, societal levels. This concept has become more relevant as mass near-instantaneous communication has allowed for the transmission of emotionally distressing or stressful events such as natural disasters, economic woes, or failing school reports. Bowen (1976) theorized that as societal stress increased, the reactions of society would become more driven by emotional responses to stimuli and less driven by intellectual reasoning; just as would occur within the smaller nuclear family unit.

The final concept of Bowen family systems theory is differentiation of self (Bowen, 1978; Gilbert, 2006; Skowron & Friedlander, 1998; Skowron et al., 2009). Many of the previous seven concepts grew out of Bowen's attempt to more accurately describe differentiation of family members within the units he observed (Bowen, 1976). It is very important to any discussion of Bowen family systems theory, and especially differentiation of self, to realize the interconnectedness of the various concepts. It is also worth noting again that concepts may be discussed from an individual or systemic perspective, particularly the concept of differentiation.

Perhaps the easiest way to present the concept of differentiation of self is as a measurement scale. Those persons at the lower end of the scale, who are considered to be poorly differentiated, may be thought of as fused into the system (Bowen, 1978; Skowron & Friedlander, 1998; Skowron et al., 2009). Poorly differentiated people tend to react emotionally to the emotional needs or wants of other individuals or society rather

than thinking through a situation intellectually and from a more personal perspective (Jenkins, et al, 2005; Skowron et al, 2009).

Persons at the higher end of the differentiation scale tend to operate from the I-position (Skowron & Friedlander, 1998). These persons are less likely to experience anxiety or emotional turmoil in relational systems (Skowron et al., 2009). They are driven by personalized internal belief and value systems that prevent fusion and allow for more intellectual reasoning (Gilbert, 2006).

Differentiation of Self

Bowen felt it was critical in regards to personal and systemic health for an individual to differentiate from other parts of the system without experiencing emotional cutoff (Jenkins et al., 2005; Kerr & Bowen, 1988; Murray et al., 2006; Skowron, 2004; Skowron & Dendy, 2004; Skowron, Holmes, & Sabatelli, 2003: Skowron et al., 2009). It is perhaps clearer to state an individual must become a "separate self" without becoming cutoff emotionally from others within the system (Jenkins et al., 2005, p. 252). Regardless of how it is expressed, there is little doubt Bowen viewed differentiation of self as the most important and directive concept of Bowen family systems theory.

Bowen saw differentiation of self as being prominently characterized by four factors: emotional reactivity, taking the I-position, fusion with others, and emotional cutoff (Chambers, 2009; Kerr & Bowen, 1988; Skowron & Dendy, 2004; Skowron & Friedlander, 1998; Skowron et al., 2009). These four characterizations allow for the development of an individual's ability to have a healthy balance between emotional and intellectual governance as well as adjusting relationally between intimacy with others and autonomy of self (Licht & Chabot, 2006; Skowron & Friedlander, 1998).

Thinking once again of a scalar description of differentiation, Bowen (1978), saw adults with high levels of self differentiation as being able to experience a wide range of affective reactions while also being able to utilize varying degrees of logical reasoning depending on situational stimuli. In other words, persons who have a high level of differentiation of self are able to use both emotion and intellect simultaneously without either one impeding the other. Persons who are able to exhibit high levels of differentiation tend to be led by their principles, think about issues globally, have healthy communication with key people in their relational system, and make good decisions that are typically not anxiety driven or driven by the emotions present in their systems of operation (Chambers, 2009; Gilbert, 2006; Jenkins et al., 2005; Skowron et al., 2009). These persons are able to maintain a sense of self in relational interchanges with other persons or systems composed of individuals or organizations. Those persons who are not highly differentiated have difficulty functioning as an autonomous unit; have poorer quality relationships; difficulty managing emotions; and often exhibit greater psychological distress (Bowen, 1978; Kerr & Bowen, 1988; Kim-Appel, Appel, Newman, & Parr, 2007; Murray et al., 2006; Skowron et al., 2009).

Differentiation in the Workplace

Although not explicitly stated, Bowen clearly saw family systems theory as having application in a broad range of systemic situations including workplace dynamics. Bowen often related his own experiences in organizational and workplace dynamics as illustrations and explanations for the use of Bowen family systems theory (Bowen, 1978; Gilbert, 2006; Kerr & Bowen, 1988).

The work of Murray Bowen and others demonstrates individuals will attempt to find or create an emotional environment that is similar to their family of origin in any system of interaction, whether familial relationships or vocational relationships. The environment must accommodate their individual level of differentiation (Bowen, 1978; Chambers, 2009; Chung & Gale, 2006; Murray et al., 2006; Peleg, 2008; Rovers et al., 2007; Skowron & Friedlander, 1998; Skowron et al., 2009). There is also research that specifically indicates an individual will seek to have a personal work environment that accommodates their individual level of differentiation (Chambers, 2009). This presents a complexity in the typical workplace since not all individuals are at the same level of differentiation, from the same nuclear family, and may not be from the same culture. All of which can have detrimental effects on the level of emotional conflict present and how that conflict is perceived due to the individuals' unique differentiation (Bowen, 1978; Chambers, 2009; Chung & Gale, 2006, 2009; Licht & Chabot, 2006; Skowron et al., 2009). The workplace stress may manifest as triangulation (Chambers, 2009), conflict with others (Skowron et al., 2009), or even lead to illness, or intensify existing illnesses (Murray et al., 2006).

Those individuals who have higher levels of differentiation are driven by personal principles that influence their actions. These same persons solve problems through an intellectual and rational thought process that will be based upon their individual non-reactionary beliefs (Gilbert, 2006). Persons who have higher levels of differentiation are less likely to become fused to the workplace's emotional system.

Poorly differentiated people are primarily driven by emotional reactions; are much more likely to react to the group's emotional cues and desires; may give very little

intellectual thought to individual or long range consequences; and often are surrounded by conflicted emotional relationships due to fusion within the system (Chambers, 2009; Licht & Chabot, 2007; Skowron & Friedlander, 1998). Emotional fusion has the potential to take away the intellectual reasoning and subsequent intellectual output of the organization. The result of emotional fusion is decision making based on emotional reactivity that likely will give limited or no regard to long range planning or consequences; both of which require a higher level of intellectual functioning (Chambers, 2009). These reactions are made more prevalent by the presence of increased stressors such as a faltering economy or higher expectations placed upon the individual by the system (Bowen, 1978; Kerr & Bowen, 1988).

Whether it is a change in roles due to reduced school staffing, economic anxiety caused by repetitive budget cuts, or peer conflict within the workplace, Bowen family systems theory could hold the key to address concerns over staff recruitment and retention and determine a more stabilizing path to increased productivity. A more thorough understanding of job satisfaction may further enlighten this belief.

<center>Job Satisfaction</center>

The concept of job satisfaction and how to maintain it or improve it is a part of the vocational cycle for both employers and employees. If one is to believe what is said in hallways, in unemployment offices, in boardrooms, and in dining rooms all across the country it would seem everyone has a different opinion of what would make a job satisfying. Satisfaction for some might be more money or more challenges; for others it is more family time or reduced work expectations. Even though there is an obvious and often stated concern regarding job satisfaction, both professionals and lay persons alike

struggle to explain exactly what it is that determines a job's level of satisfaction to the laborer. However, there is much less of a struggle to identify the results of job dissatisfaction. It may take the form of burnout, missed work, dissention, and even physical, emotional, or mental health issues (Kinman & Jones, 2008; Skaalvik & Skaalvik, 2009). Harrison, Newman, and Roth (2006), in a review of satisfaction studies, found job satisfaction was more likely to influence job performance than the inverse causation.

It is apparent job satisfaction impacts performance. It is also apparent job satisfaction comes in many different forms to many different people in many different positions (Ouyang & Paprock, 2006; Zontek, DuVernois, & Ogle, 2009). Because of the multiplicity present, it may be easier to understand job satisfaction if it is broken down into the affective reactions to employment satisfaction and the cognitive reactions to employment satisfaction; whether the satisfaction is globally based or more task specific; whether the satisfaction is outcome based or processed based; and the dependence of satisfaction on a personal or a systemic value system.

Affective Reactions

Most persons would agree that people have emotions and experience affective reactions to stimuli. However, there would likely be considerable disagreement on what would be the appropriate emotional reaction to a presented stimulus. The study of the concept of affective reactions to the work environment, and the employment system in general, goes back decades and emphasizes over and over that jobs create individual emotional reactions based on individual employee traits (Brayfield & Crockett, 1955; Cranny, Smith, & Smith, 1992; Locke, 1969; Vroom, 1964).

Employment and the stresses that accompany employment are certainly capable of producing varying emotional reactions in people. Those emotional responses will be influenced by a person's level of differentiation (Bowen, 1978). Yang and Chang (2008) suggested certain workers, typically those that demonstrate on-the-job success, are capable of managing emotions to meet work expectations. The same research found all workers may also experience resentment and frustration, or empowerment and acceptance, depending upon how the individual's emotional reactions to stimuli lined up with the systemically acceptable emotional reaction.

Considering the work of Bowen (1978; Skowron et al., 2009), it would seem appropriate to assume individuals are programmed by their nuclear family and multigenerational transmissions to have particular emotional reactions based on how the situational outcomes compare to individual expected outcomes. The research of Bowling, Hendricks, and Wagner (2008) focused on a person's disposition, of which emotional reactivity is one factor. The authors found individual disposition played a significant role in determining job satisfaction since the formation of disposition occurred prior to any event that may cause an emotional reaction in the workplace. These same authors cautioned against focusing a large effort on altering the workplace to satisfy each individual employees since these affective reactions are set in the childhood of the individual employees.

Cognitive Reactions

Policies are made and programs designed with the belief employees will look at them from an intellectual and rational standpoint. It is assumed workers will have some type of cognitive reaction about the information being received.

Cognitive processing, especially job related cognitive processing, is valued by employers and coworkers. It is common practice in the workplace for people to seek out those who they believe put great thought into situations or have more advanced knowledge about a given situation. Many employers suppose more educated employees will put more thought into decisions, have less emotional reaction, and potentially, will be more satisfied with their jobs. However, research has shown education alone does not lead to job satisfaction. Ganzach (2003), in work that grew out of research on the negative relationship of education to job satisfaction, reports findings that show increased intelligence of individuals is negatively related to job satisfaction. The researchers reasoned people with higher intelligence constructed more complex and historical thoughts about circumstances they faced, and thereby were more likely to have lower job satisfaction. In a similar work, Green and Zhu (2007) found that often more education leads to a greater sense of separation from peers who are not as well educated, resulting in a potential lowering of satisfaction with employment.

Another idea related to individual thought processes and job satisfaction is the belief higher order thought processes related to work environments are always based on the employee's perception of the organization or the organization's support and the individual's belief about his or her own self-worth or self-efficacy (Edwards, Bell, Arthur, & Decuir, 2008; Klassen, Usher, & Bong, 2010; Skaalvik & Skaalvik, 2007; Yoon & Thye, 2002). The research reports that when there is agreement between what the employee thinks about himself or herself and what their perceived worth is to the organization, a loyalty to the job, and thus, satisfaction with the job, can develop.

Interestingly, the relationship between cognition and job satisfaction also shows reciprocal tendencies. Effective cognitive processing has been shown to decline when job dissatisfaction increases (de Grip, Bosma, Willems, & van Boxtel, 2008). The authors report that when dissatisfaction is present, workers begin to react emotively rather than intellectually to stress events. Cognitive processing and intellectual reasoning are seen as futile time consuming exercises to those who become fused into any emotional system including the workplace (Kerr & Bowen, 1988).

Globally-Based or Task-Specific

Another relevant factor of job satisfaction can be discovered by examining whether an individual if focused on the global mission or outcome of the job; or whether the individual is focused on a more specific task with the job itself. It is possible the cumulative workload can exceed an individual's ability to process the varying pieces of information associated with a job.

In a study examining the workload of nurses as related to job satisfaction, Sveinsdottir, Biering, and Ramel (2006) found that as the workload associated with nursing duties increased, stress increased. The result was an increase in job dissatisfaction due to an increase in what the workers considered menial task such as paperwork and meetings that took the nurses away from the global mission of actual nursing care. Paperwork, meetings, policy changes, and staff reassignments are all specific task that can be overwhelming compared to the more global goals of a position or institution (de Grip et al., 2007; Edwards et al., 2008).

Employers often perceive dissatisfaction of employees as a need for job restructuring, pay increase, or position change in order to reduce employee stress.

However, there may not be a significant relationship between those moves and the employee's actual reasoning for job satisfaction (Edwards et al., 2008). These decisions often produce an unexpected further decline in job satisfaction due to a reduction in social interaction, increased frustration with supervision, and loss of the potential to become expert in an area and offer feedback (Edwards et al., 2008; Humphrey, Nahrgang, & Morgeson, 2007).

Outcome-Based or Process-Based

Very similar to the factors of global or task specific satisfaction are outcome based or process based satisfaction. Some individuals are focused on the bottom line or final product outcome of a job while other individuals are more interested or focused on the individual processes that make up the routine of a job. This difference is reported in research conducted by Butt et al. (2005) that looked at educators who cited increased job satisfaction when they were able to focus on the teaching aspects of their jobs such as lecturing or curriculum development. However, the same research indicated dissatisfaction when addressing student outcomes, assessment reviews, or the direction of the teaching profession. Research seems to indicate a stronger link between process-based activities and satisfaction.

Niemann and Dovidio (2005) conducted research on affirmative action that gives an illustration of this particular facet of job satisfaction while taking into consideration the cultural perspective of the employees. The researchers found that even when affirmative action advancements were achieved in higher education, job satisfaction among college faculty of color suffered if they were not included in the step processes of the action attainment. In situations where affirmative actions were globally enforced

with little individual input from employees, job satisfaction decreased even though professional circumstances may have improved as an outcome.

Dependence on Personal Value System

Job satisfaction clearly may mean many things to individuals based on their personal value system which may be expressed through personal perspectives, educational background choices, or norms learned from the family of origin or through multigenerational transmission of beliefs (Bowling et al., 2008; Edwards et al., 2008; Humphrey et al., 2007; Ouyang & Paprock, 2006; Yi-Feng, 2009; Yoon & Thye, 2002). These researchers have shown workers come to a job with a set of intrinsic core beliefs or personal value system about what makes a job satisfying. Some examples might be the desire for a relaxed atmosphere; the presence of a family friendly environment; the ability to work with friends or develop friendships; or the ability to exercise creativity (Klassen et al., 2010).

Researchers have consistently found intrinsic value systems, more specifically, the personal core beliefs of the individual, are a more significant factor in job satisfaction than money or other material factors such as location or benefits (Motley, 2008; Randolph, 2005). The ability to work with others in changing environments without losing an understanding of self and personal value or becoming entangled in the difficulties of others is a significant key to job satisfaction (Edwards et al., 2008).

Dependence on Systemic Value System

Just as work-related job satisfaction can be influenced by personal intrinsic factors, it can also be influenced by factors that are not intrinsic such as systemic values. These are the values or beliefs that are held by familiar groups, religious groups, ethnic

groups, people groups, workplace groups, or any group that shares some identity by birth or choice (Edwards et al., 2008; Klassen et al., 2010). These groups or systems will have certain strongly held beliefs, and the satisfaction of the individual members is influenced significantly by the satisfaction level of the group.

In a study of the performance indicators of college faculty, Elmore (2008) found employee evaluations tended to be more satisfactory when the definitions of work, the value of work, and the measurement of productive work were agreed upon by the consensus of the systemic group, particularly those members who were actively working within the group. The recognition the system itself is made up of individuals with unique values that need to be integrated at some level of participation increased the overall job satisfaction of the individual members.

Job Satisfaction in Education

The public education system within the United States has seen considerable ideological, structural, and systemic changes within its history. Educators at any point in time within that historical span faced various challenges to job satisfaction. However, to those who now find themselves employed in public education, whether as faculty or administration, it is difficult to imagine that a more turbulent period or more expansive breadth of change has ever occurred. Reformers are calling for substantial changes including increasing student achievement to close gaps between measured subgroups as well as to match pace with global educational improvement (Pendell, 2008); more comprehensive and rigorous standards of accountability for administrators, teachers and students (Greiner & Smith, 2009); as well as the creation of a higher quality of educator preparation programs and higher performance standards for those educators (Neumann,

2009). All of these events serve to alter the view educators have about the satisfaction of their position. These events also demand school leadership become more aware of employee satisfaction and the role it plays in the performance of students.

The reforms being demanded of education systems both internally and externally have come within the same time frame as a number of other stress provoking situations that fall outside the direct control of most administrators and teachers. These stressors have considerable impact on job satisfaction. For example, many reform requests come in the form of unfunded federal, state, or local mandates that have school systems and their leadership facing difficult economic decisions to meet expectations (Pendell, 2008). Other reforms are being hindered, or certainly made more difficult, by one of the worst economic crisis in global financial history that has lowered the revenue streams of school districts (Griffin, 2010).

Not all issues that may potentially change job satisfaction are monetary. There has been a widely reported global increase in violence against students from within the school walls and without (Johnson, 2009). There has also been the rise of harassment and bullying charges leveled against students because of their actions in cyberspace or in person (Flaspohler, Elfstrom, Vanderzee, Sink, & Birchmeier, 2009). Finally, no discussion of educational job satisfaction would be complete without acknowledging the decrease in familial involvement due to the disintegration of the traditional family unit and the time it devoted to improving children's education (Hill & Tyson, 2009).

For purposes of this research, job satisfaction in education warrants more detailed discussion separate from the discussion of job satisfaction in general. Teacher job satisfaction, like job satisfaction in general, has multiple contributing factors that require

discussion. These factors may include specific job expectations and performances; the desire or ability to be involved in various school functions; the level of motivation to become involved in the school community; and an overall commitment to the educational system and its particular beliefs (Bolin, 2007; Klassen et al., 2010; Menon, Papanastasiou, & Zembylas, 2008; Perrachione, Rosser, & Peterson, 2008; Satgent & Hannum, 2005; Xu & Shen, 2007). However, to remain consistent in the discussion of job satisfaction in education, these factors will be discussed in the same manner and categories as job satisfaction in general.

Affective Reactions

Teachers are certainly no less susceptible to emotional reactions than other individuals in their chosen professions. Education has long been thought of as a female dominated profession due to the emotions involved (Sutton & Wheatley, 2003). These same researchers go on to say words such as "caring," "love," "joy" and "pleasure" are often sprinkled into an educator's discussion of their profession (Sutton & Wheatley, 2003). In another example of the emotions associated with education, particularly the technology reform area, research conducted by Kay (2007) on the implementation of computers in the classroom indicated teachers were experiencing the identified emotions of happiness, anxiety, anger, and sadness.

Not all emotions associated with education job satisfaction, and teacher job satisfaction in particular, are positive. Research offers several examples of more negative emotions when discussing the education process. These include a lack of fulfillment, boredom with the routine of teacher, and the various frustrations experienced by both experienced and inexperienced teachers (Edwards et al., 2008; Ouyang & Paprock, 2006;

Perrachione et al., 2008; Schroder, 2008; Zhang, 2007). What could be of particular

interest to teachers in the range of emotional experiences is the belief those in service

professions such as education are more prone to burnout due to emotional exhaustion

than their counterparts in non-human service professions (Grayson & Alvarez, 2008).

Grayson and Alvarez (2008) go on to state burnout often comes from a sense of

insecurity about expressing emotions or an inability to read the contextual clues regarding

emotional expression. People rely on social feedback and their own emotional

intelligence to determine what an appropriate emotional reaction should be (Chan, 2008).

This can be difficult for teachers in self-contained classrooms, new teachers with limited

social support, or teachers who have different cultures of origin from their employment

culture (Heller et al., 2009; Klassen et al., 2010).

The fact researchers are capable of showing both positive and negative emotions

associated with the same experiences is to point out a range of emotional outcomes and

experiences exist that are dependent on the individual experiencing the event and the

unique context of the event. It is this same uniqueness that often provides the richness

necessary to the provision of high quality education.

Cognitive Reactions

Educator's job satisfaction will also be experienced in a cognitive domain.

Rippon and Martin (2006) indicate new teachers come into the education profession with

a conceptualized perfect ideal of what the educational experience will be like. This ideal

is typically transmitted to them during their teacher preparation programs and filtered

through their personal belief systems (Bolin, 2007). More seasoned teachers have

typically abandoned the idealized concept in favor of a more personal concept based on

their unique environmental experiences that tends to be open to situations that do not fit the ideal (Rippon & Martin, 2006). The new teacher is more likely to suffer dissatisfaction simply due to what could be considered irrational thinking or thinking that does not match a more experienced view of reality (Edwards et al., 2008; McNall, Masuda, & Nicklin, 2010; Perrachione et al., 2008).

Grayson and Alvarez (2008) cite in their work on teacher burnout the danger of unmet or unrealistic goals adding to job dissatisfaction. Interestingly, the research of Grayson and Alvarez (2008) places considerable emphasis on the importance of key relationships within the school providing a more personalized teaching experience that has more realistic expectations and outcomes. Zembylas and Papanastasiou (2006) indicate those with the highest level of dissatisfaction often have the most perfected idea of how things should be in a given situation and are unable to cognitively process any distortion of that idea.

Teaching is viewed as a cognitive discipline that is built on the importance of structure (McNall et al., 2010). Organizational structural elements such as consistent leadership, open and clear lines of communication, and clear expectations of process and outcome have repeatedly been shown to be necessary elements of successful educational systems (Menon et al., 2008). Yet in an ironic element of the educational systemic structure, many teachers experience an increase in job satisfaction when given the opportunity to be improvisational or practice teaching as an art form without the encumbrances of structural confining structural elements (Eisner, 2006).

Globally-Based or Task-Specific

Meeting instructional objectives and mastering various instructional strategies are two important task specific factors of the more globally based process of educating students. As much as teachers are being held to higher standards of accountability based on student achievement standards, there is still significant input on the satisfaction of teaching that is based on the small task of the typical school day (Bolin, 2007; Edwards et al., 2008). For example, Ozogul, Olina, and Sullivan (2008) found a significant part of both new and experienced teachers' development as professionals and thus, of job satisfaction came from establishing a trusting relationship with someone who evaluated lessons and suggested areas of improvement to this individualized task specific event.

Edwards et al. (2008) reported on the social exchange element of satisfaction while performing task items. The instructional interaction with students is certainly subject to the social exchange principles as well as being an important task specific part of the educational process. Eisner (2006) also reported a similar idea, the greater importance of imparting knowledge through the satisfactory interaction with students as measured in the task specific moment as opposed to the more globally based measurement provided by standardized test scores. Kunter, Baumert, and Koller (2007) felt there were certain daily instructional behaviors that had to be performed adequately in order to connect with students and lead to competent global job outcomes. Klusmann, Kunter, Trautwein, Ludtke, and Baumert (2008) conducted research that reported the necessity of classroom teachers engaging and mastering a high level of control and mastery over the daily task of their profession. This includes the instructional interaction

with students and other basic professional skills needed to successfully manage a classroom environment.

The final task specific component of job satisfaction for teachers that needs to be considered are the various administrative tasks required of the profession (Edwards et al., 2008; Perrachione et al., 2008). These requirements have increased considerably as reforms have been instituted (Greiner & Smith, 2009). A typical day for a teacher may involve getting a lunch count, taking attendance, interacting with the office, answering pages, responding to memos, watching someone's classroom, or filling out numerous reports that seem to surface. The sentiment of many teachers may be found in the remarks of a new teacher regarding the never ending paperwork she had not been warned about, nor prepared to process, during her teacher preparation program (Hikal, 2007).

Outcome-Based or Process-Based

The job satisfaction of those in the education profession has certainly been influenced by the current climate of national accountability standards that are based on outcome measures (Greiner & Smith, 2009; Neumann, 2009). More and more teachers are citing increased pressure and declining satisfaction as they attempt to reach accountability standards that are perceived as unrealistic (Liu & Ramsey, 2008). Those same outcome-based standards of accountability have created a difficulty for those rural districts with limited resources to recruit and retain teachers or provide them with the resources they need to do an adequate job which results in decreased satisfaction with the work environment (Malloy & Allen, 2007).

A final aspect of education that exemplifies the outcome versus process debate may be found in the teacher evaluation process. Part of a teacher's job satisfaction is

found in being part of a supportive peer supervisory relationship (Somech & Ron, 2007).

These researchers found that when there is mutually beneficial rapport between more experienced teachers and younger teachers, job satisfaction increases and the school culture is viewed as more positive. Liu and Ramsey (2008) suggest the use of mentoring and training programs for newer teachers is critical to job satisfaction and teacher retention due to the decrease in perceived threat to job security by all parties and the development of a network for ongoing evaluation.

Dependence on Personal Value System

One of the most important aspects of teachers' job satisfaction can be found in how the teacher views his or her sense of environmental control (Edwards et al., 2008; Perrachione et al., 2008). Zembylas and Papanastasiou (2006) report on the job dissatisfaction of teachers being related to a sense of loss associated with control of the educational environment. Their research indicated changing demographics of students, changing accountability standards, changing community or family values, and a feeling of job threat from administration and parents and sometimes students combined to be a detrimental factor to teacher satisfaction. These findings are consistent with the earlier study of teacher empowerment conducted by Zembylas and Papanastasiou (2005) that showed teachers view a loss of environmental control and personal autonomy as a major factor in declining teacher satisfaction and the resultant decrease in teacher retention.

A personal value system can be thought of as a set of core beliefs that can bring stability and value to an individual's life. Researchers cite examples of an enjoyment of being with children, being intellectually challenged, and having independence as strong contributors to high job satisfaction (Bolin, 2007; Butt et al., 2005; Edwards et al., 2008;

Menon et al., 2008; Perrachione, 2008; Reinardy, Maksl, & Filak, 2009). These are

factors that can not be imposed on someone but rather are innately part of an individual's

value system. Butt et al. (2005) found job satisfaction was based on a set of complex

internal beliefs related to ability to handle change, beliefs about work in general, or

beliefs about the importance of relationships within the context of performing a job with

pride and professionalism. These are all personal values that are built on values

communicated from families of origin or from previous experiences and the feedback

received from those experiences and outcomes.

Dependence on Systemic Value System

Teachers' work related job satisfaction can be influenced by factors that are based

on beliefs held by familial groups, religious groups, ethnic groups, or any other group

that shares some identity (Edwards et al., 2008; Klassen et al., 2010). Systemic factors

often require group feedback or may need to be adjusted to meet certain social or group

expectations (Klassen et al., 2010). For example, research by Ouyang & Paprock (2006)

found opportunities for advancement, salary, and professional development opportunities

were influential in teacher job satisfaction but were often built on the systemically

acceptable norms established by the group.

Another systemic factor that can play a role in a teacher's job satisfaction is the

perception of how the education profession is globally viewed by others. Klassen et al.

(2010) discovered American educators found higher satisfaction when a sense of

collectivism existed not only among educators but also in the perception of education by

stakeholders. Bolin (2007) found the societal perception and approval of educators as

being necessary to the transmission of values was significantly related to the elevation of teachers' job satisfaction.

Finally, one needs to examine the school demographic when addressing systemic factors. Malloy and Allen (2007) produced a very detailed report related to teacher retention in a rural school that examined work conditions within rural schools that led teachers to an increased sense of satisfaction. Some of the conditions put forth by Malloy and Allen (2007) that reportedly increased job satisfaction were school practices that promoted a sense of feeling cared about within the student body; a personally valued reward systems for outstanding performance; meaningful opportunities for participation in setting the direction for the school and the instruction of students; and chances for social development. Graeme (2008) however, listed social isolation and professional separation as reasons for difficulty in recruiting and retaining teachers, citing the impact these factors had on job or professional dissatisfaction.

Recruitment, Training, and Retention

Classroom teachers and their school leadership are now faced with finding a way to integrate the various factors of job satisfaction into improving the educational system. School leadership must now develop more focused ways of recruiting, training, and retaining teachers that take into account the stresses being placed on the professionals and their individual reactions in order to slow the departure of teachers.

Due to the variation in what constitutes job satisfaction and the variation in the make up of districts, the answer for school leadership may not be as uniform as hoped. For example, Barley (2009), found rural schools have a distinctive disadvantage in the recruitment and retention of teachers compared to more metropolitan areas. These

schools often have lower salaries, are more professionally isolated, and offer fewer community and social outlets. Rural schools would seem to be particularly vulnerable to reduced satisfaction among those teachers who had value systems based on the need for strong professional collaboration and feedback. However, a teacher who valued intimacy and more personal relationships with students may find high job satisfaction in such an environment.

Many schools, not just rural districts, are facing difficulty with teacher recruitment and retention due to reduced job satisfaction. According to Tyler (2008), these districts and their leadership often resort to efforts that are intermittent and fail to develop long term plans for addressing the issues of reduced satisfaction or building effective community. These efforts may include salary changes or training in the latest techniques or technology; options that may actually increase stressors or fracture social support. The solutions that are not based on an awareness of the need for community among teachers and staff fail to create an environment that is nurturing for the staff, and thus, the students (Tyler, 2008).

Recognizing inducements of resources or increased income do not alleviate teachers leaving has led some school administrations, particularly within rural districts, to turn to teacher development programs to stem the flow of teachers away from their district or the profession in general. Administrations who recognize teachers value a common goal or commitment that aligns with their own personal value systems are finding success in employee retention through the development of committed talent from staff already within the district (Patton, 2007).

Nixon, Packard, and Douvanis (2010), in their research on teacher non-renewal, reported teacher disposition was a significant reason for the release of teachers. The authors saw disposition as a combination of the execution of duties and the attitudes with which the duties were carried out. The researchers found those respondents who valued best practices identified teacher attitudes toward work as a critical component of instructional success. Tyler (2008) reports it is important school leadership recognize the need of teachers to work in an environment where there is professional support and a level of comfort. He goes on to point out that through informal interactions with staff, local leadership can develop a sense of community that is evidenced through improved comfort at work.

Student Achievement and Job Satisfaction

Most lay people and education professionals would argue teacher job satisfaction is important to student achievement. The findings of the previously given research are significant since the belief is those teachers who experience higher levels of satisfaction with their careers than their coworkers are more likely to positively influence student achievement levels of those learners they contact within the educational system (Kitching, Morgan & O'Leary, 2009). High stakes accountability has required school leadership to at least acknowledge job satisfaction is potentially dependent on more than the ratings given on performance indicators assigned to teachers. Caprara, Barbaranelli, Steca and Malone (2006) found that when controlling for previous levels of student achievement, teacher job satisfaction did play a role in increased student achievement largely due to more positive interactions.

The research of Parlardy and Rumberger (2008) analyzed various factors that have an effect on student achievement. Their findings indicated teachers not only influence student achievement through best practices but also through the expression or display of their personal beliefs and general attitudes about the time spent with students (Parlardy & Rumberger, 2008). This work is consistent with the findings of Marzano (2007) who found through his landmark meta-analysis of educational research that the teacher is the most important element in student achievement through multiple points of influence not just effective instructional delivery.

<div align="center">Summation</div>

Educators in general and classroom teachers in particular are being faced with a multitude of factors that have impacted job satisfaction. Although there is considerable research that studies job satisfaction, job satisfaction of teachers, and ways in which Bowen family systems theory can be used to study systems, there is not research that studies how Bowen family systems theory relates to teacher job satisfaction.

Educational systems are comprised of multiple individuals from multiple nuclear families of origin which makes those systems excellent candidates for application of Bowen family systems theory. Each teacher within the education system has a set of internal core beliefs that were developed through the receipt of nuclear family values and subsequent developmental occurrences. Each individual has a particular quantifiable level of differentiation that determines how events are viewed and reacted to, whether it is intellectually, corporately, independently, or emotionally.

As systems comprised of multiple individual components, education systems are prone to the dilemmas of job satisfaction discussed earlier. Students, teachers, staff,

administration, parents and citizens all contribute to the relational system or "family"

within a school system; and each brings a unique interpretation and resolution to the

dilemmas of job satisfaction. Since it can be assumed no two people have the exact same

experiences growing up, it can also be assumed no two people are likely to have the same

reaction to any given situation or its resolution. No less different is job satisfaction. The

concept of job satisfaction in education has the potential to become a prerequisite

component of initial teacher training programs, teacher recruitment programs, and

subsequent teacher retention programs. It is the aim of this research to provide a

quantifiable understanding of teacher job satisfaction, and thereby influence the

development of teacher training programs, teacher recruitment programs, and teacher

retention programs.

CHAPTER III

METHODOLOGY

Overview

The overall purpose of this study was to attempt to quantify the impact a public school teacher's differentiation of self has on that teacher's level of job satisfaction for the purposes of enhancing school leadership's teacher recruitment, training, and retention programs. A review of literature showed a lack of resources comparing differentiation of self and teacher job satisfaction. To more accurately measure this idea, this research used a correlational study to determine what function the independent variables comprised of the subcategories of differentiation of self (Skowron & Friedlander, 1998; Skowron & Schmitt, 2003) have on the dependent variables defined as the various subcategories of teacher job satisfaction (Lester, 1984, 1987).

Research Design

This research added to the body of knowledge by demonstrating how the independent variables of a teacher's emotional reactivity, I-position, emotional cutoff, and fusion as measured by a single administration of the Differentiation of Self Inventory—Revised (Skowron & Friedlander, 1998; Skowron & Schmitt, 2003) impacted the dependent variables of teacher's job satisfaction with regards to supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition as measured by a single administration of the Teacher Job Satisfaction Questionnaire (Lester, 1984, 1987). Appropriate statistical analysis was conducted to determine if any correlational relationship existed. The findings of this study enhanced

teacher recruitment programs, teacher training programs, and teacher retention programs by illuminating the role individual development plays in these endeavors.

<p style="text-align:center">Participation</p>

The research model was meant to represent public school teachers working in a rural South Mississippi classroom environment at the kindergarten through twelfth grade level, since rural districts have historically had a greater difficulty recruiting and retaining highly qualified teachers. Once permission was received from the Institutional Review Board (IRB) at The University of Southern Mississippi (see Appendix A), administrators of school districts were contacted requesting permission for research to be conducted on campuses and for the solicitation of research participants (see Appendix B). Permission to conduct research on campus was received from only two districts (see Appendix C). These are two rural districts located in the same South Mississippi county with only three incorporated cities; none with a population of over 1,100 residents. The research design only utilized data from those teachers in grades K-12 who voluntarily agreed to participate in the study by completing and submitting both the Differentiation of Self Inventory—Revised and the Teacher Job Satisfaction Questionnaire within the suggested time frame.

Ninety-seven respondents, aged 25 or older, responded to the solicitation for participants from persons who are currently working as classroom teachers in the two districts which agreed to participate. No respondents under the age of 25 responded to the request for participation. The age delimitation was necessary due to the validity studies of the Differentiation of Self Inventory—Revised (Skowron & Friedlander, 1998; Skowron & Schmitt, 2003).

Instrumentation

The research model used in this study required data collected from two instruments, the Teacher Job Satisfaction Questionnaire and the Differentiation of Self Inventory—Revised. Permission to use both the Teacher Job Satisfaction Questionnaire (see Appendix D) and the Differentiation of Self Inventory—Revised (see Appendix E) was received by the authors, although the authors of the Teacher Job Satisfaction Questionnaire and the Differentiation of Self Inventory—Revised did not grant permission to reproduce the instrument in final publication.

The Differentiation of Self Inventory was originally developed by Skowron and Friedlander (1998) to measure an individual's level of differentiation according to Bowen family systems theory. The instrument was later revised by Skowron and Schmitt (2003) to address concerns with the fusion subscale of differentiation. The Differentiation of Self Inventory—Revised (DSI-R) is a 46-item self-report measure based on a 6-point Likert-type scale, ranging from 1 (*not at all true of me*) to 6 (*very true of me*) for adults ages 25 and older that has found considerable use in the evaluation of differentiation of self (Chung & Gale, 2006; Jenkins et al., 2005; Murray et al., 2006; Peleg, 2008).

The DSI has four subscales defined as follows (Kerr & Bowen, 1988; Skowron & Friedlander, 1998; Skowron & Schmitt, 2003): ER, emotional reactivity, in which a person makes decisions based upon what feels right at the moment; IP, I-position, in which a person has a clearly defined sense of self and personal principles; EC, emotional cutoff, in which a person may become fused with others or overwhelmed with emotions; and FO, fusion with others, in which a person tends to fuse or cutoff when overwhelmed by emotions.

The ER scale assesses the tendency to respond to environmental stimuli on the basis of autonomic emotional responses, emotional flooding, or emotional lability. The IP scale contains items that reflect a clearly defined sense of self and the ability to thoughtfully adhere to one's convictions even when pressured to do otherwise. The EC scale consists of items reflecting fears of intimacy or engulfment in relationships, and the accompanying behavioral defenses against those fears. The FO scale reflects emotional over involvement with significant others and over identification with one's parents—taking in parental values, beliefs and expectations without question.

Skowron and Schmitt (2003) reported the total differentiation score may be determined by summing scores across all items and dividing by the total number of items (46). Higher scores on the total value indicate a greater differentiation of self. The research model of this study will not use the total differentiation score as an independent variable due to its general nature. Instead, the four subscale scores of differentiation of self will serve as the independent variables. Scores from the four subscales provide a more specific quantification of the areas of differentiation of self that can potentially become the focus of teacher preparation and teacher retention programs.

Subscale scores range from 1 to 6 just as the total score ranged. Scores are calculated by reversing raw scores on all items on the ER, EC, and FO subscales and one item on the IP subscale. Scores on all items are then summed by subscale and then divided by the appropriate number of items on the respective subscale (ER = 11, EC = 12, FO = 12, and IP = 11), such that scores on each subscale range from 1 to 6, with high scores reflecting higher differentiation which corresponds to lower emotional reactivity,

less emotional cutoff, reduced fusion with others and stronger I-position in relationships as measured by the respective subscales (Skowron & Schmitt, 2003).

The initial studies utilizing the Differentiation of Self Inventory had inconsistencies in the construct validity of the Fusion with Others (FO) subscale raising questions as to whether it accurately reflected Bowen's concept of fusion. These inconsistencies were addressed in the Differentiation of Self Inventory—Revised (Skowron & Schmitt, 2003). Internal consistency reliabilities of the DSI-R subscales calculated by Cronbach's alpha were reported by Skowron and Schmitt (2003) as follows: ER = 0.89, IP = 0.81, EC = 0.84 and FO = 0.86.

The Teacher Job Satisfaction Questionnaire (TJSQ) is a 66-item, forced choice instrument based on a five-point Likert scale. Twenty-nine items are written in the negative requiring scoring to be reversed when analyzing data. The TJSQ consists of nine subscales, each of which measures an area of teacher job satisfaction. The items correspond to the subscales as follows: 14 items on supervision, 10 items on colleagues, seven items on working conditions, seven items on pay, eight items on responsibility, nine items on work itself, five items on advancement, three items on security, and three items on recognition. The higher the subscale score, the higher the satisfaction level in that measured subscale area. The Cronbach's alpha for the entire scale is 0.93. The coefficient for internal consistency for each of the subscales has been reported (Lester, 1984, 1987) as supervision = 0.92, colleagues = 0.82, working conditions = 0.83, pay = 0.80, responsibility = 0.73, work itself = 0.82, advancement = 0.81, security = 0.71, and recognition = 0.74. Construct validity was obtained through factor analysis.

Procedures

Once permission was received from The University of Southern Mississippi Institutional Review Board and those districts agreeing to allow participation of teachers, meeting appointments were made with the appropriate administrator, administrative assistant or designee of the rural south Mississippi schools in the participating school districts. The purpose of this meeting was for the school representative to assist the researcher in determining a collection point in the teacher workroom or designated area providing the greatest potential security. The meeting also allowed the respective school representative to supervise distribution of research materials to teacher mail boxes. A scripted dialogue was utilized for interaction with the school representative (see Appendix F).

The schools agreeing to participate were provided a set of packets for the teachers along with a storage box with an opening for the deposit of completed instruments. The boxes were stored in the teacher workroom in the selected designated area. The packets were delivered by the researcher to the school and placed in faculty mailboxes under the observation of the school representative. The teacher's packet contained a copy of the respective school's permission letter, a cover letter welcoming participants to the study (see Appendix G), an informed consent document describing the nature, benefits, risk, and confidentiality of the research (see Appendix H), copies of the two questionnaires involved in the study, the Differentiation of Self Inventory (DSI-R) and the Teacher Job Satisfaction Questionnaire (TJSQ) for which the publishing authors had granted permission of use, and a large sealable envelope in which to return questionnaires. Total time required of the participants for completion and return of the studies should not have

exceeded 15 minutes nor required interruption of instructional time or job duties. Participants were able to complete the questionnaires at their convenience and in any location deemed appropriate by the participant during the approximate two week interval designated for the survey completion.

Participating teachers were asked to return completed questionnaires, in the envelopes provided, to the designated collection box at an onsite collection point as indicated in the informed consent document. Participants were given a minimum of two weeks to complete the survey and return to the locked box stored in the teacher workroom collection site. At the end of one week, the researcher mailed follow up letters regarding the questionnaires to participating schools for distribution to potential participants (see Appendix I). The letter encouraged completion of the questionnaires within the final week if not already completed and thanked participants for their time and responses. At the end of four weeks, the secure collection of packets was retrieved by the researcher for scoring and data analysis by SPSS software. All individuals were free not to participate or to terminate their participation at any time without penalty. Return of the completed questionnaires indicated agreement to participate in the research. The number of final research participants was 97. All participants were over the age of 25.

<div align="center">Data Analysis</div>

The multiple linear regression data analysis at the 95% confidence interval attempted to determine which of the following independent variables: emotional reactivity subscale score, emotional cutoff subscale score, fusion with others subscale score, or I-position subscale score were significant at the 95% confidence interval with regards to the variability of the respective dependent variables: satisfaction with

supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition. A total of nine prediction equations were presented to represent the regression of the data in the model. The regression analysis also allowed for the determination of which independent variable had the greatest influence on the respective dependent variables. Summary research results were made available to the participating school district, individual participants, and authors of questionnaires used in the study although no specific identified individual results for participants were made available.

<div align="center">Limitations</div>

This study had several potential limitations that should be noted. First, teaching tends to be a female dominated profession. More women than men participated in the study due to the larger number of female teachers. Any generalization to males in the teaching profession should be made with caution, however, since it is possible available men in the sample population did not participate due to questions about relationships or emotional connectedness.

A second limitation arises from the fact the DSI-R is designed for adults ages 25 and older (Skowron & Schmitt, 2003). Many teachers not far removed from teacher preparation programs were not eligible for participation in the study making generalization to younger teachers difficult. This is an area of concern since teachers just entering the profession, especially those who are younger than 25 years of age, often have higher levels of job dissatisfaction due to the isolation of the profession or the loss of the university experience and support (Xu & Shen, 2007).

A third limitation arises from a finding of Skowron and Schmitt (2003) that indicated a higher level of education resulted in greater emotional cutoff. The potential exist the sampling did not contain a representative number of teachers based on level of education which could result in findings for the impact of emotional cutoff not being indicative of teachers as a whole or teachers of a school system with an overall higher or lower level of education among staff members.

A fourth limitation exist due to the inability of the Teacher Job Satisfaction Questionnaire (Lester, 1984, 1987) or the Differentiation of Self Inventory—Revised (Skowron & Schmitt, 2003) to take into account singularities that may alter responses on a single administration of either instrument. A more longitudinal study would certainly reduce the influence of singular events impacting the responses on either questionnaire, but particularly the questions about job satisfaction subcategories.

Finally, the study is limited due to the rural Mississippi sampling of the research model. Schools participating in the research study were all located within two rural South Mississippi districts within the same county. Generalization of results to urban school settings or across cultures is cautioned against but certainly offers rich ground for replication or extension of the initial research.

Summation

The research model utilized in this study was designed to determine what function the independent variables of emotional reactivity, I-position, emotional cutoff, and fusion with others as measured by the Differentiation of Self Inventory—Revised had on the dependent variables of satisfaction with supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition as measured by the

Teacher Job Satisfaction Questionnaire. The findings are going to enhance teacher recruitment efforts, teacher training programs, and teacher retention programs due to the additions made to the body of knowledge related to teacher job satisfaction and its determinants.

After Institutional Review Board Approval, participation was sought from various Mississippi school districts following established and approved research protocols. Only two rural districts agreed to allow participation. A total of 97 teachers over the age of 25 responded to the request for participation. Due to the nature of the model and the limited respondent pool, findings are potentially limited by gender of respondents, age of respondents, education level of respondents, singularities experienced by the respondents, and the rural demographic of the schools involved in the study. It is suggested future work be expanded to reduce these potential limitations.

CHAPTER IV

RESULTS

Overview

The broadly stated purpose of this study was to determine if a public school

teacher's differentiation of self would have any effect on that teacher's level of job

satisfaction for the purposes of enhancing school leadership's teacher recruitment,

teacher training, and teacher retention programs. More specifically, this study examined

whether differentiation of self as measured by the Differentiation of Self Inventory—

Revised (Skowron & Friedlander, 1998; Skowron & Schmitt, 2003) with the

subcategories of emotional reactivity, I-position, emotional cutoff, and fusion with others

had any predictive relationship on teacher job satisfaction as measured using the Teacher

Job Satisfaction Questionnaire (Lester, 1984, 1987) with the subcategories of

supervision, colleagues, working conditions, pay, responsibility, work itself,

advancement, security and recognition. Sub-scores were chosen due to the more detailed

representation of the relational aspects of both differentiation and teacher job satisfaction.

Permission was received from only two districts for research to be conducted on their

campuses. A total of 75 packets were distributed to three schools within one district and

60 packets were distributed in the other district. A total of 97 (N=97) teachers employed

in grades K-12 from the two rural South Mississippi school districts voluntarily agreed to

participate in the study by completing and submitting both the Differentiation of Self

Inventory—Revised and the Teacher Job Satisfaction Questionnaire within the suggested

time frame. Multiple linear regression was performed on the cumulative data.

Survey Administration

The research model was meant to represent public school teachers working in a rural South Mississippi classroom environment at the kindergarten through twelfth grade level, since rural districts have historically had a greater difficulty recruiting and retaining highly qualified teachers. Once permission was received from the Institutional Review Board (IRB) at The University of Southern Mississippi, administrators of school districts were contacted requesting permission for the solicitation of research participants. Permission was received from only two districts. All teachers in participating districts were given a packet which contained appropriate permission letters, informed consent and survey documents. Participants were given approximately two weeks to complete both surveys. All individuals were free not to participate or to terminate their participation at any time without penalty. Return of the completed questionnaires indicated agreement to participate in the research.

Population

This study had a total of 97 participants (N=97) from two rural South Mississippi school districts. All participants were over the age of 25 which was a requirement for inclusion in the study. However, this was not indicated in participant packets and no effort was made to prevent those under age 25 from participation.

Table 1 displays the frequencies and percentages of participants according to gender, school type, and location of participants. The demographics indicated 53.6% of the participants were teaching at the elementary level with 84.5% being female.

Table 1

Gender, School Type, and Location of Participants

Variable	Frequency	Percentage
Gender		
Male	15	15.5
Female	82	84.5
School Type		
Elementary School	52	53.6
Junior/Middle School	17	17.5
High School	28	28.9
Location		
School One K-8	22	22.7
School Two K-8	19	19.6
School Three 9-12	14	14.4
School Four K-6	23	23.7
School Five 7-12	19	19.6

Sample Size: N = 97

Table 2 examines the highest education level of participants. A majority of the respondents, 54.6%, had a BA or BS degree as the highest level of education.

Table 2

Education Level

Variable	Frequency	Percentage
Education Level		
BA/BS	53	54.6
MA/MS	36	37.1
MA/MS + 30	3	3.1
MA/MS + 60	0	0.0
EdS	3	3.1
Doctorate	2	2.1

Sample Size: N = 97

Table 3 displays the years of total experience a participant had at the time of the study. The largest demographic groupings according to years of experience indicated 30.9% of respondents had five to nine years of overall experience. Table 4 displays the years of experience within the current district at the time of participation. The largest demographic grouping shows 35.1% of participants had five to nine years of experience within the respective district. Table 5 displays the years of experience in the current position within the district at the time of participation. The largest demographic in this category shows 55.7% had between zero and four years of experience in the current position within the district at the time of participation.

Table 3

Years of Experience

Variable	Frequency	Percentage
Total Experience		
0-4 years	13	13.4
5-9 years	30	30.9
10-14 years	15	15.5
15-19 years	5	5.2
20-24 years	12	12.4
25-29 years	14	14.4
30-34 years	5	5.2
35-39 years	1	1.0
40-44 years	0	0.0
Missing	2	2.1

Sample Size: N = 97

Table 4

Years with Current District

Variable	Frequency	Percentage
District Experience		
0-4 years	29	29.9
5-9 years	34	35.1
10-14 years	10	10.3
15-19 years	3	3.2
20-24 years	11	11.3
25-29 years	3	3.1
30-34 years	4	4.1
35-39 years	0	0.0
40-44 years	0	0.0
Missing	3	3.1

Sample Size: N = 97

Table 5

Years in Current Position

Variable	Frequency	Percentage
Current Position		
0-4 years	54	55.7
5-9 years	22	22.7
10-14 years	7	7.2
15-19 years	7	7.2
20-24 years	3	3.1
25-29 years	1	1.0
30-34 years	0	0.0
35-39 years	0	0.0
40-44 years	0	0.0
Missing	3	3.1

Sample Size: N = 97

Hypothesis

The guiding question of this study was to determine what relationship existed between differentiation of self and teacher job satisfaction. In order to explore this question, nine hypotheses were developed: (a) teacher job satisfaction with regards to supervision is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others; (b) teacher job satisfaction with regards to colleagues is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others; (c) teacher job

satisfaction with regards to working conditions is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others; (d) teacher job satisfaction with regards to pay is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others; (e) teacher job satisfaction with regards to responsibility is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others; (f) teacher job satisfaction with regards to the work itself is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others; (g) teacher job satisfaction with regards to advancement is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others; (h) teacher job satisfaction with regards to security is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others; and (i) teacher job satisfaction with regards to recognition is not affected by emotional reactivity, I-position, emotional cutoff, or fusion with others. Each of these hypotheses was examined through multiple linear regression. Table 6 shows the instrument subcategory score range, the minimum participant score, maximum participant score, and standard deviation of all subcategories of both the Teacher Job Satisfaction Questionnaire (TJSQ) and the Differentiation of Self Inventory—Revised (DSI-R) after recoding and tabulation of variables. Higher scores on the subcategories of the Teacher Job Satisfaction Questionnaire indicate greater satisfaction with regards to the subcategory. Higher scores on the subcategories of the Differentiation of Self Inventory—Revised indicate higher differentiation corresponding to lower emotional reactivity, lower emotional cutoff, lower fusion with others, and higher I-position.

Table 6

Overall Scores and Subscales

Variable	Subcategory Range	n	Min.	Max.	M	SD
TJSQ						
Supervision	14 – 70	94	26	51	40.54	4.67
Colleagues	10 – 50	97	20	44	30.93	3.04
Work Conditions	7 – 35	97	17	27	21.39	1.90
Pay	7 – 35	97	11	28	19.86	3.26
Responsibility	8 – 40	96	26	36	30.28	2.28
Work Itself	9 – 45	95	22	33	27.62	2.39
Advancement	5 – 25	96	11	22	15.36	2.14
Security	3 – 15	97	5	11	7.58	1.57
Recognition	3 – 15	96	5	12	7.67	1.48
DSI-R						
Emotional Reactivity	1 – 6	95	1.27	5.27	3.18	.94
I-Position	1 – 6	96	2.09	5.36	4.17	.62
Emotional Cutoff	1 – 6	97	1.00	4.58	2.17	.81
Fusion with Others	1 – 6	97	1.92	5.00	3.44	.73

Sample Size: N = 97

Supervision and Differentiation of Self

In order to explore the hypothesis that teacher job satisfaction with regards to supervision will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others a regression analysis was conducted. The regression indicated the

model was not significant with $F_{(4, 86)} = 1.855$, $p = .126$, $R^2=.079$. The hypothesis is, therefore, accepted. Satisfaction with supervision as measured by the Teacher Job Satisfaction Questionnaire is not significantly affected by the subcategories of differentiation of self as measured by the DSI-R.

<div align="center">Colleagues and Differentiation of Self</div>

In order to explore the hypothesis that teacher job satisfaction with regards to colleagues will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others a regression analysis was run. The regression indicated the model was significant with $F_{(4, 89)} = 5.511$, $p = .001$, $R^2=.199$. The hypothesis is rejected indicating a predictive relationship between the dependent variable, satisfaction with colleagues, and the independent variables: emotional reactivity, I-position, emotional cutoff, and fusion with others.

The interpretation of the constant as well as the unstandardized coefficients, b, are as follows for each independent variable included in the model (see Table 7):

1. The predicted value for the teachers' satisfaction with colleagues is 21.861 when the teacher has an average emotional reactivity (ER); an average I-position (IP); an average emotional cutoff (EC); and an average fusion with others (FO).

2. Each one unit increase in emotional reactivity (ER) results in a 0.815 unit decrease in the teachers' satisfaction with colleagues controlling for all other variables.

3. Each one unit increase in I-position (IP) results in a 1.533 unit increase in the teachers' satisfaction with colleagues controlling for all other variables.

4. Each one unit increase in emotional cutoff (EC) results in a 0.570 unit decrease in the teachers' satisfaction with colleagues controlling for all other variables.

5. Each one unit increase in fusion with others (FO) results in a 1.886 unit increase in the teachers' satisfaction with colleagues controlling for all other variables.

The resulting prediction equation determined from these variables is:

Colleagues = 21.861 + (-0.815) (ER) + 1.533 (IP) + (-0.570) (EC) + 1.886 (FO)

The data analysis also allows for the determination of the independent variable with the greatest influence on teachers' satisfaction with colleagues (see Table 7). The interpretation of the standardized coefficients, or Beta's, are as follows for each independent variable included in the model:

1. One standard deviation increase in emotional reactivity (ER) results in a 0.251 standard deviation decrease in teachers' satisfaction with colleagues controlling for all other variables.

2. One standard deviation increase in I-position (IP) results in a 0.309 standard deviation increase in teachers' satisfaction with colleagues controlling for all other variables.

3. One standard deviation increase in emotional cutoff (EC) results in a 0.152 standard deviation decrease in teachers' satisfaction with colleagues controlling for all other variables.

4. One standard deviation increase in fusion with others (FO) results in a 0.449 standard deviation increase in teachers' satisfaction with colleagues controlling for all other variables.

From the interpretation of the data analysis for teachers' satisfaction with colleagues, fusion with others (FO) has the most influence on teachers' satisfaction with supervision. Fusion with others (t = 3.290, p = .001) as well as I-position (t = 3.059, p = .003) were significant in the model.

Table 7

Coefficients for Colleagues

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	21.861	2.807		7.787	0.000
	ER	-.815	.457	-.251	-1.785	.078
	IP	1.533	.501	.309	3.059	.003
	EC	-.570	.404	-.152	-1.408	.163
	FO	1.886	.573	.449	3.290	.001

a. Dependent Variable: Colleagues

Work Conditions and Differentiation of Self

In order to explore the hypothesis teacher job satisfaction with regards to work conditions will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others a regression analysis was run. The regression indicated the model was significant with $F_{(4, 89)} = 3.272$, $p = .015$, $R^2 = .128$. The hypothesis is rejected indicating a predictive relationship between the dependent variable, satisfaction with work conditions, and the independent variables: emotional reactivity, I-position, emotional cutoff, and fusion with others.

The interpretation of the constant as well as the unstandardized coefficients, b, are as follows for each independent variable included in the model (see Table 8):

1. The predicted value for the teachers' satisfaction with work conditions is 17.596 when the teacher has an average emotional reactivity (ER); an average I-position (IP); an average emotional cutoff (EC); and an average fusion with others (FO).

2. Each one unit increase in emotional reactivity (ER) results in a 0.282 unit increase in the teachers' satisfaction with work conditions controlling for all other variables.

3. Each one unit increase in I-position (IP) results in a 0.993 unit increase in the teachers' satisfaction with work conditions controlling for all other variables.

4. Each one unit increase in emotional cutoff (EC) results in a 0.355 unit increase in the teachers' satisfaction with work conditions controlling for all other variables.

5. Each one unit increase in fusion with others (FO) results in a 0.581 unit decrease in the teachers' satisfaction with supervision controlling for all other variables.

The resulting prediction equation determined from these variables is:

Work Conditions = 17.596 + 0.282 (ER) + 0.993 (IP) + 0.355 (EC) + (-0.581) (FO)

The data analysis also allows for the determination of the independent variable with the greatest influence on teachers' satisfaction with work conditions (see Table 8). The interpretation of the standardized coefficients, or Beta's, are as follows for each independent variable included in the model:

1. One standard deviation increase in emotional reactivity (ER) results in a 0.139 standard deviation increase in teachers' satisfaction with work conditions controlling for all other variables.

2. One standard deviation increase in I-position (IP) results in a 0.319 standard deviation increase in teachers' satisfaction with work conditions controlling for all other variables.

3. One standard deviation increase in emotional cutoff (EC) results in a 0.151 standard deviation increase in teachers' satisfaction with work conditions controlling for all other variables.

4. One standard deviation increase in fusion with others (FO) results in a 0.220 standard deviation decrease in teachers' satisfaction with work conditions controlling for all other variables.

From the interpretation of the data analysis for teachers' satisfaction with work conditions, I-position (IP) has the most influence on teachers' satisfaction with work

conditions. It should be noted this was also the only independent variable that was significant in the model (t = 3.024, p = .003).

Table 8

Coefficients for Work Conditions

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	17.596	1.839		9.566	0.000
	ER	.282	.299	.139	.943	.348
	IP	.993	.328	.319	3.024	.003
	EC	.355	.265	.151	1.339	.184
	FO	-.581	.376	-.220	-1.548	.125

a. Dependent Variable: Work Conditions

Pay and Differentiation of Self

In order to explore the hypothesis that teacher job satisfaction with regards to pay will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others a regression analysis was run. The regression indicated the model was not significant with $F_{(4, 89)} = 7.367$, $p < .001$, $R^2 = .249$. The hypothesis is, therefore, accepted with regards to pay. Satisfaction with pay as measured by the Teacher Job Satisfaction Questionnaire is not significantly affected by the subcategories of differentiation of self as measured by the DSI-R.

Responsibility and Differentiation of Self

In order to explore the hypothesis that teacher job satisfaction with regards to responsibility will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others a regression analysis was run. The regression indicated the model was significant with $F (4, 88) = 3.324$, $p = .014$, $R^2 = .131$. The hypothesis is rejected indicating a predictive relationship between the dependent variable, satisfaction with responsibility, and the independent variables: emotional reactivity, I-position, emotional cutoff, and fusion with others.

The interpretation of the constant as well as the unstandardized coefficients, b, are as follows for each independent variable included in the model (see Table 9):

1. The predicted value for the teachers' satisfaction with responsibility is 25.694 when the teacher has an average emotional reactivity (ER); an average I-position (IP); an average emotional cutoff (EC); and an average fusion with others (FO).

2. Each one unit increase in emotional reactivity (ER) results in a 0.468 unit increase in the teachers' satisfaction with responsibility controlling for all other variables.

3. Each one unit increase in I-position (IP) results in a 1.061 unit increase in the teachers' satisfaction with responsibility controlling for all other variables.

4. Each one unit increase in emotional cutoff (EC) results in a 0.366 unit decrease in the teachers' satisfaction with responsibility controlling for all other variables.

5. Each one unit increase in fusion with others (FO) results in a 0.731 unit decrease in the teachers' satisfaction with responsibility controlling for all other variables.

The resulting prediction equation determined from these variables is:

Supervision = 27.694 + 0.468 (ER) + 1.061 (IP) + (-0.366) (EC) + (-0.731) (FO)

The data analysis also allows for the determination of the independent variable with the greatest influence on teachers' satisfaction with responsibility (see Table 9). The interpretation of the standardized coefficients, or Beta's, are as follows for each independent variable included in the model:

1. One standard deviation increase in emotional reactivity (ER) results in a 0.190 standard deviation increase in teachers' satisfaction with responsibility controlling for all other variables.

2. One standard deviation increase in I-position (IP) results in a 0.280 standard deviation increase in teachers' satisfaction with responsibility controlling for all other variables.

3. One standard deviation increase in emotional cutoff (EC) results in a 0.128 standard deviation decrease in teachers' satisfaction with responsibility controlling for all other variables.

4. One standard deviation increase in fusion with others (FO) results in a 0.731 standard deviation decrease in teachers' satisfaction with responsibility controlling for all other variables.

From the interpretation of the data analysis for teachers' satisfaction with responsibility, I-position (IP) has the most influence on teachers' satisfaction with

responsibility. I-position was also the only independent variable that was significant in the model (t = 2.658, p = .009).

Table 9

Coefficients for Responsibility

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	27.294	2.236		12.384	0.000
	ER	.468	.366	.190	1.280	.204
	IP	1.061	.399	.280	2.658	.009
	EC	-.366	.322	-.128	-1.136	.259
	FO	-.731	.465	-.230	-1.570	.120

a. Dependent Variable: Responsibility

Work Itself and Differentiation of Self

In order to explore the hypothesis that teacher job satisfaction with regards to work itself will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others a regression analysis was run. The regression indicated the model was not significant with F (4, 87) = 1.281, p = .284, R^2=.056. The hypothesis with regards to satisfaction with work itself is not rejected. Satisfaction with work itself as measured by the Teacher Job Satisfaction Questionnaire is not significantly affected by the subcategories of differentiation of self as measured by the DSI-R.

Advancement and Differentiation of Self

In order to explore the hypothesis that teacher job satisfaction with regards to advancement will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others a regression analysis was run. The regression indicated the model was not significant with $F_{(4, 88)} = 1.985$, $p = .104$, $R^2 = .083$. The hypothesis is not rejected with regards to satisfaction with advancement. Satisfaction with advancement as measured by the Teacher Job Satisfaction Questionnaire is not significantly affected by the subcategories of differentiation of self as measured by the DSI-R.

Security and Differentiation of Self

In order to explore the hypothesis that teacher job satisfaction with regards to security will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others a regression analysis was run. The regression indicated the model was significant with $F_{(4, 89)} = 2.586$, $p = .042$, $R^2 = .104$. The hypothesis is rejected indicating a predictive relationship between the dependent variable, satisfaction with security, and the independent variables: emotional reactivity, I-position, emotional cutoff, and fusion with others.

The interpretation of the constant as well as the unstandardized coefficients, b, are as follows for each independent variable included in the model (see Table 10):

1. The predicted value for the teachers' satisfaction with security is 4.832 when the teacher has an average emotional reactivity (ER); an average I-position (IP); an average emotional cutoff (EC); and an average fusion with others (FO).

2. Each one unit increase in emotional reactivity (ER) results in a 0.300 unit increase in the teachers' satisfaction with security controlling for all other variables.

3. Each one unit increase in I-position (IP) results in a 0.107 unit increase in the teachers' satisfaction with security controlling for all other variables.

4. Each one unit increase in emotional cutoff (EC) results in a .011 unit increase in the teachers' satisfaction with security controlling for all other variables.

5. Each one unit increase in fusion with others (FO) results in a 0.383 unit increase in the teachers' satisfaction with security controlling for all other variables.

The resulting prediction equation determined from these variables is:

Security = 4.832 + 0.300 (ER) + 0.107 (IP) + 0.011 (EC) + 0.383 (FO)

The data analysis also allows for the determination of the independent variable with the greatest influence on teachers' satisfaction with security (see Table 10). The interpretation of the standardized coefficients, or Beta's, are as follows for each independent variable included in the model:

1. One standard deviation increase in emotional reactivity (ER) results in a 0.180 standard deviation increase in teachers' satisfaction with security controlling for all other variables.

2. One standard deviation increase in I-position (IP) results in a .042 standard deviation increase in teachers' satisfaction with security controlling for all other variables.

3. One standard deviation increase in emotional cutoff (EC) results in a 0.006 standard deviation increase in teachers' satisfaction with security controlling for all other variables.

4. One standard deviation increase in fusion with others (FO) results in a 0.178 standard deviation increase in teachers' satisfaction with security controlling for all other variables.

No independent variables are significant with regards to the regression model for satisfaction with security.

Table 10

Coefficients for Security

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	4.832	1.523		3.174	0.002
ER	.300	.248	.180	1.211	.229
IP	.107	.272	.042	.393	.696
EC	.011	.219	.006	.049	.961
FO	.383	.311	.178	1.232	.221

a. Dependent Variable: Security

Recognition and Differentiation of Self

In order to explore the hypothesis that teacher job satisfaction with regards to recognition will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others a regression analysis was run. The regression indicated the model was

not significant with F (4, 88) = 1.941, p = .111, R^2=.081. The hypothesis is not rejected with regards to satisfaction based on recognition. The teacher job satisfaction subcategory of satisfaction with recognition as measured by the Teacher Job Satisfaction Questionnaire is not significantly affected by the subcategories of differentiation of self as measured by the Differentiation of Self Inventory—Revised.

<div align="center">Summation</div>

This chapter was an analysis of the findings in this study examining the relationship between the dependent variables of the various subcategories of teacher job satisfaction and the independent variables of the various subcategories of differentiation of self. The dependent variables were measured by the Teacher Job Satisfaction Questionnaire (Lester, 1984, 1987), while the independent variables were measured by the Differentiation of Self Inventory—Revised (Skowron & Friedlander, 1998; Skowron & Schmitt, 2003). The following hypotheses were examined: (a) teacher job satisfaction with regards to supervision will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others; (b) teacher job satisfaction with regards to colleagues will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others; (c) teacher job satisfaction with regards to working conditions will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others; (d) teacher job satisfaction with regards to pay will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others; (e) teacher job satisfaction with regards to responsibility will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others; (f) teacher job satisfaction with regards to the work itself will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others; (g)

teacher job satisfaction with regards to advancement will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others; (h) teacher job satisfaction with regards to security will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others; and (i) teacher job satisfaction with regards to recognition will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others. The findings indicated that only the hypotheses for the following subcategories of job satisfaction were rejected through a significant regression model: colleagues, work conditions, responsibility, and security. This indicates a predictive relationship between these independent variables and the dependent variables of emotional reactivity, I-position, emotional cutoff, and fusion with others.

CHAPTER V

DISCUSSION

Introduction

The purpose of this study was to determine if a public school teacher's differentiation of self as measured by the Differentiation of Self Inventory—Revised (Skowron & Friedlander, 1998; Skowron & Schmitt, 2003) with the subcategories of emotional reactivity, I-position, emotional cutoff, and fusion with others had any predictive relationship on teacher job satisfaction as measured using the Teacher Job Satisfaction Questionnaire (Lester, 1984, 1987) with the subcategories of supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security and recognition. The findings of this study have added to the body of knowledge available to school leadership for enhancing teacher recruitment programs, teacher training programs, and teacher retention programs through the awareness of the role individual teacher's differentiation of self plays determining job satisfaction.

Conclusions and Discussion

Nine hypotheses directed the study of differentiation and teacher job satisfaction. The hypotheses examined the predictive relationship between the subcategories of individual teacher's differentiation of self and the subcategories of teacher job satisfaction. The findings of each hypotheses and a discussion of the findings follows.

The first hypothesis stated teacher job satisfaction with regards to supervision will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others. The statistical prediction equation showed no significance indicating the hypothesis is accepted.

This result would seem to go against literature since the relational supervision process has been shown in literature to be an important part of teacher job satisfaction (Liu & Ramsey, 2008; Somech & Ron, 2007); and also likely to be influenced by individual differentiation of self (Skowron & Friedlander, 1998). A significant portion of professional development and job satisfaction for teachers is based on the relationship with those who evaluate lessons and offer feedback (Ozogul et al., 2008). Those teachers with poor differentiation of self are likely to be fused to supervision, not be receptive to feedback, have a poor I-position, and higher emotional reactivity resulting in a sense of weak environmental control and frustration; while those teachers who are highly differentiated are more likely to be driven by rational thought, long-term consequences, and personal development (Gilbert, 2006; Kay, 2007; Skowron & Friedlander, 1998; Zembylas & Papanastasiou, 2005).

The second hypothesis stated teacher job satisfaction with regards to colleagues will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others. The overall statistical prediction equation was significant; therefore, the hypothesis was rejected indicating a predictive relationship does exist between job satisfaction with colleagues and the independent variables. Fusion with others indicates the greatest influence on the model. However, I-position also showed a significant relationship to colleague satisfaction. Those employees with a lower fusion with others would be expected to have a stronger I-position, or sense of self, and thus, tend to be more satisfied with colleagues.

These results are consistent with literature. Teachers who are poorly differentiated tend to be fused with others and have a weak I-position resulting in

emotional reactivity to the needs of others within the system without regard for personal developmental needs (Bowen, 1978; Skowron et al., 2009). Teachers who are highly differentiated are more likely to have a strong sense of self, or I-position, and low fusion with others resulting in the viewing of situations intellectually from a personal perspective resulting in higher job satisfaction (Jenkins et al., 2005; Skowron et al., 2009). School systems are composed of numerous individual systems. Those teachers who are fused into the system will expend great amounts of emotional energy in reacting to the emotional needs and wants of others within the same system. The works of Chan (2008) as well as Grayson and Alvarez (2008) indicated emotional reactivity based on reacting to others wants and needs as opposed to personal value systems is a considerable source of burnout within service professions.

The third hypothesis stated teacher job satisfaction with regards to working conditions, or the work environment, will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others. The overall statistical prediction equation was significant; therefore, the hypothesis was rejected indicating a predictive relationship does exist between job satisfaction with work conditions and the independent variables. The dependent variable with the greatest influence on the model was I-position which was also the only significant variable in the model. Those teachers who are capable of operating from the I-position are more likely to have higher satisfaction with working conditions.

Literature references on healthy relational dynamics state the importance of being able to maintain a sense of self by having a strong I-position (Bowen, 1978; Chambers, 2009; Skowron & Friedlander, 1998; Skowron et al., 2009). These individuals are less

likely to become fused or emotionally reactive within the system (Gilbert, 2006). In a multi-systemic environment such as a school system, teachers who are able to maintain a strong sense of self are more likely to adapt to change or turbulent environments while maintaining job satisfaction (Greiner & Smith, 2009; Pendell, 2008). It is also important to recognize teachers often work in isolation increasing the importance of a strong sense of self (Heller et al., 2009; Klassen et al., 2010). School leadership that recognizes the importance of individual development of teachers or teacher candidates greatly increases the chances of developing successful programs (Neumann, 2009).

The fourth hypothesis stated teacher job satisfaction with regards to pay will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others. The statistical prediction equation showed no significance indicating the hypothesis is accepted. Teacher job satisfaction with pay is not based on the various subcategories of differentiation of self which are much more directed toward relational dynamics. It is worth noting that values regarding variables such as material rewards are set very early in life and not subject to great variation (Bowling et al., 2008; Motley, 2008; Ouyang & Paprock, 2006; Randolph, 2005; Yoon & Thye, 2002). Variables such as emotional reactivity, I-position, emotional cutoff, or fusion with others are not likely to influence satisfaction with pay unless pay is a part of the development of an individual's differentiation of self.

The fifth hypothesis stated teacher job satisfaction with regards to responsibility will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others. The overall statistical prediction equation was significant; therefore, the hypothesis was rejected indicating a predictive relationship does exist between job

satisfaction with responsibility and the independent variables. The dependent variable with the greatest influence on the model was I-position which was also the only significant variable in the model. Those teachers who are capable of operating from the I-position are more likely to have higher satisfaction with responsibilities.

As previously stated, the literature on differentiation of self has numerous references to the importance of a strong sense of self or I-position (Bowen, 1978; Gilbert, 2006; Skowron & Friedlander, 1998; Skowron et al., 2009). Individuals with a strong I-position are comfortable with responsibility since they tend not to be emotionally reactive to stimuli, foresee long-term consequences of actions, and are able to consider the opinion of others (Bowen, 1978; Gilbert, 2006; Skowron et al., 2009).

Literature on teacher job satisfaction indicates that teachers value autonomy and are comfortable with self-reliance (Rippon & Martin, 2006). Zembylas and Papanastasiou (2006) reported an increase in teacher dissatisfaction with work when a sense of environmental control was lost. The findings of this research are consistent with the literature since those with a stronger sense of self are less likely to experience a lack of control over the working environment.

The sixth hypothesis stated teacher job satisfaction with regards to the work itself will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others. The statistical prediction equation showed no significance indicating the hypothesis is accepted. Teacher job satisfaction with work itself, or the task of the job, is not likely to show a relationship unless the work itself is based on the various subcategories of differentiation of self which are much more directed toward relational dynamics. Teachers who have a value system emphasizing task completion, for example,

may grow frustrated if not allowed to see a project through to fruition. Similarly, those teachers who are more global within the value system may not find any dissatisfaction with not seeing fruition.

Literature shows teachers are being faced with rigorous demands which are changing the work of being a teacher (Griffin, 2010; Johnson, 2009; Neumann, 2009; Pendell, 2008). This is making recruitment and retention of teachers more difficult and work less satisfying (Barley, 2009; Patton, 2007; Tyler, 2008). Literature would seem to indicate that those individuals that are highly differentiated are more likely to see the bigger picture and develop an understanding of policy changes quicker than colleagues, and therefore, have more satisfaction with work.

The seventh hypothesis stated teacher job satisfaction with regards to advancement will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others. The statistical prediction equation showed no significance indicating the hypothesis is accepted. Teacher job satisfaction with advancement is not based on the various subcategories of differentiation of self which are much more directed toward relational dynamics.

This result is very similar to results for pay and work itself. Advancement is often seen as an extrinsic motivator much like benefits. The work of Randolph (2005) found these were not as important as intrinsic motivation. Intrinsic motivation is tied to personal value systems and personal development which are the cornerstones of differentiation of self and are often set very early in family systems development (Bowen, 1978). Results that seem to indicate differentiation is not a factor in satisfaction would seem to go counter to literature arguments, but in reality, may confirm literature that

emphasizes the importance of recognizing the individual nature of differentiation and the need for a deeper more individualized qualification of differentiation.

The eighth hypothesis stated teacher job satisfaction with regards to security will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others. The overall statistical prediction equation was significant; therefore, the hypothesis was rejected indicating a predictive relationship does exist between job satisfaction with security and the independent variables. However, it should be noted that none of the dependent variables were significant within the model.

A sense of security is based on a teacher's ability to avoid emotional reactions to changing situations; avoid fusion with others; operate from the I-position; and stay emotionally connected to coworkers. These are the tenets of differentiation of self (Gilbert, 2006; Skowron & Friedlander, 1998). Job security in the current climate of educational reform is not a certainty and often results in anxiety (Greiner & Smith, 2009). It would seem to reason teachers who are highly differentiated would feel a greater sense of security with less emotional reactivity to changing situations, more long-term processing of events, and greater reliance on personal strengths.

The final hypothesis stated teacher job satisfaction with regards to recognition will not be affected by emotional reactivity, I-position, emotional cutoff, or fusion with others. The statistical prediction equation showed no significance indicating the hypothesis is accepted.

Recognition is based upon the way a teacher believes they are perceived by others and the perceived fairness of that status. Literature would seem to indicate that recognition is important in job satisfaction (Humphrey et al., 2007; Licht & Chabot,

2006), and also subject to differentiation of self due to the relational nature of recognition. Teachers who are highly differentiated are not likely to be directly influenced by such thoughts or rewards unless part of the internal value system, while teachers who are poorly differentiated are subject to group values and may or may not value recognition.

The results of the research show that differentiation of self does hold some promise as a predictive tool in analyzing teacher job satisfaction; particularly with those variables that are relational in nature. Differentiation of self does not seem to show the same potential with variables that are more extrinsic or material in nature. As school leaders continue to struggle with teacher recruitment, training, and retention, information helping to reduce the cost associated with unproductive efforts would seem valuable (Heller et al., 2009; Reinardy et al., 2009).

<center>Limitations</center>

Several limitations exist for this study. First, the results were geographically limited within Mississippi to two rural school districts within the same county. The timing of the research resulted in many districts being unable to participate due to statewide testing preparation guidelines of the district. The research protocols also limited the participant pool due to the need for direct placement and retrieval of instruments in order to facilitate questions and answers, as well as provide adequate referral services for those who may experience anxiety from the exploration of developmental issues.

The second limitation was two-pronged and occurred due to the limitation of one instrument's validity to participants over the age of twenty-five. From a research

protocol perspective, this limitation did not come into being since all respondents were over the age of twenty-five. No surveys were excluded due to age of respondents.

From a contribution standpoint, the age limitation is a substantial concern. Many new teachers are under the age of twenty-five, have not explored personal development issues, and are largely dependent upon relationships to be successful early in teaching careers. School leadership invests considerable time and effort into the development of new teachers, and it would seem that information about differentiation of self would provide key insights into the creation and maintenance of appropriate programming.

A third limitation was the years of experience. The largest segment of respondents had less than ten years of total experience and experience within a district. The years of experience were less than five when examined from years in current position. This is consistent with research literature that shows many teachers leave the profession early in their careers. However, it does potentially limit the ability to generalize research results to teachers in later stages of professional development or gain insight from the results of more tenured teachers.

The final limitation was the demographic make-up of the sample. A majority of participants were female, came from the elementary level, and had entry-level degrees. Elementary schools are predominately staffed by females. No effort was made to balance the participants in any category. This is a potential limitation since results may not be easily generalized to men, upper level teachers, or more educated individuals.

Recommendations for Policy or Practice

The general purpose of this study was to influence educational leadership in the areas of teacher recruitment, teacher training, and teacher retention. Several recommendations for educational leaders can come from this research.

First, it is apparent from literature that little research has been done addressing the way individual teacher's systemic development influences teacher recruitment and initial training. Teacher training programs typically do not require self-development study for entrance into field work as do other human service professions such as mental health, nursing, or social services. The exit rate of teachers early in careers would seem to indicate the teachers are not equipped in some fashion for work experiences. The current research could be used as an initial step in the development of screening instruments and developmental analysis programs that would reduce anxiety producing events during field training and early teaching placements.

A second recommendation from the research is directed toward continuing training of teachers. Looking at the results from this study, it appears that a differentiation, particularly strong I-position, is significant to the relational components of job satisfaction. Assuming that teacher preparation programs are not working with incoming teachers to develop strong differentiation, or minimally, an awareness of personal differentiation, it becomes incumbent upon educational leadership within schools to facilitate personal growth as well as professional growth. Leaders of educational systems could benefit from information regarding the development and maintenance of strong I-positions not only for employees but also for those in leadership positions. It is recommended that programs be created taking advantage of family

systems theory for the development and maintenance of strong differentiation for the purpose of increasing job satisfaction, and thus, retention which has been shown to impact student achievement.

A third recommendation coming from this study suggests more attention be given to exit interviews with teachers to further clarify reasons for job changes. From this data, a profile may be developed based upon family systems theory focusing on differentiation of self components. Data could be used to determine if there is a developmental characteristic that increases the chances of a teacher not being satisfied in a position. The exit data could be shared with training programs to refine systemic development of new teachers or early career teachers.

A final recommendation of this study is built upon the idea of cooperative learning across disciplines. Many institutions of higher learning housing teacher training programs also house programs with an understanding of developmental systems such as family therapy programs, health programs, social work programs, or various psychology programs. As school climates and familial involvement continues to decline, these programs find more and more graduates are interacting with school systems, so there exist a natural cooperative environment. These programs not only offer the opportunity for study in systems theory, but also offer opportunities for educational leadership to take advantage of recruitment, training, and retention techniques already utilized within these fields. It is recommended that school leaders work in cooperation with cross-discipline leadership to develop screening, training, and retention programs that take advantage of each discipline's strengths to better prepare teachers for school systems and health professionals for interaction with school systems.

Recommendations for Future Research

The following recommendations are made based upon research data analysis and literature review. Satisfaction with supervision was the only direct relational area not producing a significant model. It is suggested future work examine the match between the differentiation level of school administrators and teachers as a determinant of overall teacher job satisfaction. This is important since there are numerous studies examining the influence school leadership has on teacher job satisfaction and student achievement.

With the continued focus on rigorous accountability for schools, administration, and teachers, it is suggested that future research examine the correlation between the components of teachers' differentiation of self and student achievement. Student achievement is impacted by teachers and the student's relationship with teachers. Therefore, a poorly differentiated teacher who struggles with healthy relationships is likely to have a poorer rapport with students than a more differentiated teacher. Of particular interest is the affect emotional cutoff has on student achievement. Data from such research could be used to further enhance student achievement through improved teacher development.

Teacher preparation programs and staff development programs are expected to have more significance in training highly qualified teachers capable of instructing students in a more rigorous curriculum. Research should be conducted which examines whether current training and development programs address systemic development of teachers. How the presence of such training, or lack thereof, influences early exits from the profession, job satisfaction in general, or student achievement are all areas of significant opportunity for study.

Summation

This study was generally about determining the way in which the systemic construct of differentiation of self influenced teacher job satisfaction. More specifically, the purpose of this study was to determine if a public school teacher's differentiation of self as measured by the Differentiation of Self Inventory—Revised (Skowron & Friedlander, 1998; Skowron & Schmitt, 2003) with the subcategories of emotional reactivity, I-position, emotional cutoff, and fusion with others had any predictive relationship on teacher job satisfaction as measured using the Teacher Job Satisfaction Questionnaire (Lester, 1984, 1987) with the subcategories of supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security and recognition. Literature on Bowen family systems theory, job satisfaction, and teacher job satisfaction was reviewed and reported.

An analysis of the data collected for this study revealed a significant predictive relationship between the subcategories of differentiation of self and the teacher job satisfaction subcategories of colleagues, work conditions, responsibility, and security. I-position was the most repeatedly significant differentiation factor in the research models. Those components of teacher job satisfaction that are more material in nature, such as pay, were not significantly predicted by the subcategories of differentiation of self. The findings of this study added to the body of knowledge available to school leadership for enhancing teacher recruitment programs, teacher training programs, and teacher retention programs through the increased awareness of the role differentiation of self plays in teacher job satisfaction.

The literature review indicates research opportunities exist for analyzing the relationship between teachers' differentiation of self and a variety of areas including administration differentiation, student achievement, and teacher exit from the profession. There are also opportunities for the ongoing development of training and professional development programs that take into account individual teacher's differentiation of self. Through studies in this area, school leadership may find ways to create programming that leads to more confident, less emotionally reactive, and more consequence focused teachers than many who currently leave the field.

The continued exit of teachers from the profession suggests a retention and performance factor that is not being addressed by current research. The research of this study suggested more attention is needed from school leadership in areas other than best instructional practices and rigorous academic development. This research suggest that answers to certain questions can be found through an analysis of systemic development, particularly, differentiation of self.

APPENDIX A

INSTITUTIONAL REVIEW BOARD APPROVAL

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

Institutional Review Board

118 College Drive #5147
Hattiesburg, MS 39406-0001
Tel: 601.266.6820
Fax: 601.266.5509
www.usm.edu/irb

HUMAN SUBJECTS PROTECTION REVIEW COMMITTEE
NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Human Subjects Protection Review Committee in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: **11012703**
PROJECT TITLE: **Bowen Family Systems Theory and Its Relationship to Teachers: Does Differentiation of Self Predict Teacher Job Satisfaction?**
PROPOSED PROJECT DATES: **02/22/2011 to 02/22/2012**
PROJECT TYPE: **Dissertation**
PRINCIPAL INVESTIGATORS: **Noal Baxter Cochran**
COLLEGE/DIVISION: **College of Education & Psychology**
DEPARTMENT: **Educational Leadership & School Counseling**
FUNDING AGENCY: **N/A**
HSPRC COMMITTEE ACTION: **Expedited Review Approval**
PERIOD OF APPROVAL: **02/07/2011 to 02/06/2012**

Lawrence A. Hosman   2-8-2011
Lawrence A. Hosman, Ph.D.   Date
HSPRC Chair

APPENDIX B

SUPERINTENDENTS' PERMISSION LETTER AND CONSENT FORM

9214 Highway 42
Petal, MS 39465

Date
Superintendent's Name
District's Name
District Address
City, State Zip Code

Dear Superintendent:

I am Noal Cochran, a doctoral candidate at The University of Southern Mississippi. I am conducting research on the relationship between differentiation of self and teacher job satisfaction. I would like your written permission to distribute survey packets to all certified teachers at the respective schools within your district. This project has been reviewed by the Institutional Review Board (IRB) of The University of Southern Mississippi, which ensures that research projects involving human subjects follow appropriate guidelines to insure the safety of all participants and the integrity of research.
Any questions or concerns about rights as a research participant should be directed to the chair of the Institutional Review Board, The University of Southern Mississippi, 118 College Drive #5147, Hattiesburg, MS 39406-0001, (601) 266-6820.

With your permission, the survey packets will be distributed to _____ (school names inserted here). The survey packets will contain a copy of the attached permission letter; a cover letter welcoming participants to the study; an informed consent document; copies of the Differentiation of Self—Inventory and the Teacher Job Satisfaction Questionnaire; and a large sealable envelope in which to return the questionnaires. The survey packets will be distributed through placement in teacher interoffice mail by the researcher under the supervision of the building principal or their designee. The surveys are not expected to take longer than 15 minutes to complete.

If you consent to have the listed schools participate in this research, you may sign and date the enclosed consent form or transfer your consent to an appropriate letterhead and return it in the self-addressed, stamped envelope.

Thank you for your consideration. If you have any questions, you can contact me at ncochran@perry.k12.ms.us or 601-544-2811 or 601-297-1886.

Sincerely,

Noal B. Cochran, Ed.S.
Doctoral Candidate
The University of Southern Mississippi

Consent to Participate in Differentiation of Self and Teacher Job Satisfaction Surveys

Dear Faculty:

As superintendent of _____ District, I give Noal Cochran permission to conduct educational research at the following schools: _____ (schools will be listed here).

This research will be conducted on the role differentiation of self plays in teacher job satisfaction. Permission is granted to survey teachers in all grade levels. I understand participation in this research is voluntary. All survey responses will be kept confidential. No individuals will be identified in any of the reports.

_____   _____
Superintendent's Signature   Date

APPENDIX C

SCHOOL DISTRICT PERMISSION LETTERS

Dear Faculty:

As superintendent of _____ _County Sch_ District, I give Noal Cochran permission to conduct educational research at the following schools: _____ (schools will be listed here).

This research will be conducted on the role differentiation of self plays in teacher job satisfaction. Permission is granted to survey teachers in all grade levels. I understand participation in this research is voluntary. All survey responses will be kept confidential. No individuals will be identified in any of the reports.

_____   _Feb. 28, '11_

Superintendent's Signature   Date

Dear Faculty:

As superintendent of _____ School _____ District, I give Noal Cochran permission to conduct educational research at the following schools:
All schools in District _____ (schools will be listed here).

This research will be conducted on the role differentiation of self plays in teacher job satisfaction. Permission is granted to survey teachers in all grade levels. I understand participation in this research is voluntary. All survey responses will be kept confidential. No individuals will be identified in any of the reports.

_____
Superintendent's Signature

3/1/11
Date

APPENDIX D

TJSQ PERMISSION FOR USE

LONG ISLAND UNIVERSITY

(516) 299-2244
www.liu.edu

SCHOOL OF EDUCATION • C.W. POST CAMPUS
720 Northern Blvd. • Brookville, New York 11548-1300

Department of Educational
Leadership and Administration

July 22, 2010

Noal Cochran
80 Lakeland Circle
Petal, MS 39465

Dear Noal:

Thank you very much for your interest in the Teacher Job Satisfaction Questionnaire that I developed and validated. Your research sounds very interesting and I think that it will make a real contribution to the field.

You have my written permission to utilize the TJSQ in your study and to make as many copies of the TJSQ as needed for your study. When you complete your research, please send me a copy of your research.

If I may be of any assistance to you, please feel free to contact me.

Sincerely,

Paula E. Lester, Ph.D.
Senior Professor

APPENDIX E

DSI—R PERMISSION FOR USE

PENN STATE

Department of Counselor Education, Counseling Psychology and Rehabilitation Services	The Pennsylvania State University 327 CEDAR Building University Park, PA 16802-3110	(814) 865-3427 Fax: (814) 863-7750

August 1, 2010

Noal B. Cochran, Ed.S., LMFT
80 Lakeland Circle
Petal, MS 39465

Dear Noal,

You are most welcome to use the DSI in your dissertation research. You may not however, reproduced the DSI for publication within the final thesis itself. In closing, I wish you all the best with your work,

Sincerely,

Elizabeth A. Skowron, Ph.D.,
Associate Professor of Counseling Psychology

APPENDIX F

INITIAL MEETING SCRIPT

Researcher: Hello. My name is Noal Cochran. I am the principal of Runnelstown School of the Perry County School District. I am pursuing my Ph.D. in educational administration from the University of Southern Mississippi. Thank you for meeting with me today to assist me with this project. Do you have any questions?

Designee: Free response.

Researcher: I have been given permission by your administration to give out questionnaire packets to teachers. I need your assistance to do two things. First, I need your help in finding a convenient yet secure location to place this lockbox (show lockbox) for the return of questionnaires. The location needs to be relatively out of the way but also convenient for respondents to use. Do you have any questions? Could you show me the place you feel meets these criteria?

Designee: Free response.

Researcher: Thank you. I believe that location will be fine. The second thing I need assistance with is the distribution of questionnaire packets (show packets) to teachers. Could you point out the mailboxes of teachers? Do you have any questions? Please let me know if I place a packet in a box that does not belong to a teacher. Thank you.

Researcher distributes packet under supervision of designee.

Researcher: Thank you for your assistance. I will return in one week to deliver a reminder letter to participants. I will return in two weeks to pick up the lockbox. Please call in the meantime if you or anyone else should have any questions. Do you have any questions before I leave? You may reach me at Runnelstown School should you have any questions 601-544-2811.

APPENDIX G

RESEARCH PACKET COVER LETTER

Dear Research Partner:

My name is Noal Cochran. I am the principal of Runnelstown School of Perry County Schools. I am currently pursuing my Ph.D. in educational administration from The University of Southern Mississippi. As partial fulfillment for the requirements of the Doctor of Philosophy degree, I am conducting research on the impact differentiation of self has on teacher job satisfaction.

Attached you will find an informed consent information document that explains the nature of the research, your voluntary participation in the research, the benefits and risk of the research, and information on guaranteeing your confidentiality during the research and after the research project ahs been published. Your participation is completely voluntary. You may choose not to participate or discontinue participation at any time.

By participating in this study, you are helping educational leaders better understand the way in which individual teachers' differentiation of self may lead to improved job satisfaction among teachers. This in turn will benefit teacher recruitment, retention, and staff development procedures.

Remember that by completing and returning the enclosed questionnaires you are granting permission for this anonymous and confidential data to be used for the purposes described by the informed consent.

If you have any questions concerning this research project or would like a copy of the completed research, please feel free to contact me at your convenience. You may reach me at ncochran@perry.k12.ms or 601-544-2811 or 601-297-1886.

Thanks again for all your help.

Noal B. Cochran, Ed.S., LMFT

APPENDIX H

INFORMED CONSENT

Does Differentiation of Self Predict Teacher Job Satisfaction?

As the principal of Runnelstown School in Perry County, let me say thank you for taking the time to review this information. I am a graduate student at the University of Southern Mississippi pursuing my Ph.D. in educational administration. I am conducting a study entitled *Bowen Family Systems Theory and Its Relationship to Teachers: Does Differentiation of Self Predict Teacher Job Satisfaction?* I am asking you to participate in this study.

Teachers will be asked to complete the Differentiation of Self Inventory (DSI-R) to determine level of differentiation. Teachers will also be asked to complete the Teacher Job Satisfaction Questionnaire (TJSQ) as a measure of job satisfaction. Completed questionnaires are to be placed in the provided envelope and deposited in the locked drop box. Total time required for completion of questionnaires should not exceed 15 minutes and may be done at your convenience. I will pick up the lockbox two weeks from delivery of the packets.

Your participation is completely voluntary, and you may feel free to decline participation or discontinue participation at any point without penalty. I ask that you not put any identifying information on your questionnaires to increase your confidentiality. Raw data will be kept in a locked cabinet dedicated to this research. Raw data will be completely destroyed at a time period not less than two years from the submission of the study. Should this research be published or presented, you will not be identifiable.

By participating in this study, you are helping educators gain insight into how teachers' differentiation of self may be used to impact teacher job satisfaction, and thus, the professional development, recruitment and retention.

Examining oneself and your personal beliefs presents the potential for increased anxiety. Any participant who experiences any psychological or emotional discomfort may terminate their participation in the study at any time with no consequences. Referrals to trained therapist will be provided for those who are interested in exploring issues that may arise during the survey.

By completing and returning the questionnaires provided you are granting permission for this anonymous and confidential data to be used for the purposes described above.

If you have any questions concerning this research project or would like a copy of the finished research, please feel free to contact me. You may reach me at ncochran@perry.k12.ms.us or 601-544-2811 or 601-297-1886.

Noal B. Cochran, Ed.S., LMFT

This project has been reviewed by the Human Subjects Protection Review Committee, which ensures that research projects involving human subjects follow federal regulations. Any questions or concerns about rights as a research subject should be directed to the chair of the Institutional Review Board. The University of Southern Mississippi, 118 College Drive #5147, Hattiesburg, MS 39406-0001, (601)-266-6820.

APPENDIX I

FOLLOW UP LETTER

Dear Research Partner:

Thank you once again for allowing me to conduct the research examining what impact differentiation of self has on teacher job satisfaction.

If you have not yet completed your questionnaire packets, you still have at least a week remaining before I pick up the lockbox from your workroom. If you have completed the questionnaire packets already, let me say thanks for your participation. Remember, your participation is completely voluntary. You may choose not to participate or discontinue participation at any time.

Remember that by completing and returning the questionnaires you are granting permission for this anonymous and confidential data to be used for the purposes described by the informed consent.

If you have any questions concerning this research project or would like a copy of the completed research, please feel free to contact me at your convenience. You may reach me at ncochran@perry.k12.ms or 601-544-2811 or 601-297-1886.

Thanks again for all your help.

Noal B. Cochran, Ed.S., LMFT

REFERENCES

Agresta, J. (2006). Job satisfaction among school social workers: The role of

   interprofessional relationships and professional role discrepancy. *Journal of*

   Social Service Research, *33*(1), 47-52. doi:10.1300/jo79v33no1

Appel, J., & Kim-Appel, D. (2006). Child maltreatment and domestic violence: Human

   services issues. *Journal of Health and Human Services Administration, 29*(2),

   228-244. Retrieved from http://www.ncbi.nlm.nih.gov/pubmed/17290814

Barley, Z. (2009). Preparing teachers for rural appointments: Lessons from the mid-

   continent. *The Rural Educator, 30*(3), 10-15. Retrieved from

   http://www.ruraleducator.net/archive/30-3/Barley%2030-3.pdf

Bolin, F. (2007). A study of teacher job satisfaction and factors that influence it. *Chinese*

   Education & Society, *40*(5), 47-64. doi:10.2753/CED 1061-1932400506

Bowen, M. (1976). Theory in the practice of psychotherapy. In P. J. Guerin, Jr., (Ed.),

   Family therapy: Theory and practice (pp. 42-90). New York: Garner.

Bowen, M. (1978). *Family therapy in clinical practice.* New York: Jason Aronson.

Bowling, N., Hendricks, E., &Wagner, S. (2008). Positive and negative affectivity and

   facet satisfaction: A meta-analysis. *Journal of Business & Psychology, 23*(3/4),

   115-125. doi: 10.1007/s10869-008-9082-0

Brayfield, A., & Crockett, W. (1955). Employee attitudes and employee performance.

   Psychological Bulletin, *52*, 396–424.

Bullough, R., & Pinnegar, S. (2009). The happiness of teaching (as eudaimonia):

   Disciplinary knowledge and the threat of performativity. *Teachers and Teaching,*

   15(2), 241-256. doi: 10.1080/12540600902875324

Butt, G., Lance, A., Fielding, A., Gunter, H., Rayner, S., & Thomas, H. (2005). Teacher job satisfaction: Lessons from the TSW Pathfinder Project. *School Leadership & Management*, *25*(5), 455-471. doi:10.1080/13634230500340807

Caprara, G., Barbaranelli, C., Steca, P., & Malone, P. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology, 44*, 473-490. Retrieved from http://www.realtutoring.com/phd/sem1efficacy.pdf

Chambers, M.F. (2009). Nothing is as practical as a good theory: Bowen theory and the workplace—a personal application. *The Australian and New Zealand Journal of Family Therapy, 30*(4), 235-246. doi:10.1375/anft.30.4.23

Chung, H., & Gale, J. (2006). Comparing self-differentiation and psychological well-being between Korean and European American students. *Contemporary Family Therapy: An International Journal*, *28*(3), 367-381. doi:10.1007/s10591-006-9013-z

Chung, H., & Gale, J. (2009). Family functioning and self-differentiation: A cross-cultural examination. *Contemporary Family Therapy: An International Journal*, *31*(1), 19-33. doi:10.1007/s10591-008-9080-4

Cranny, C., Smith, P., & Smith, E. (1992). *Job satisfaction: How people feel about their jobs and how it affects their performance.* New York: Lexington Press.

de Grip, A., Bosma, H., Willems, D. & van Boxtel, M. (2008). Job-worker mismatch and cognitive decline. *Oxford Economic Papers, 60*(2), 237-253. doi: 10.1093/oep/gpm023

Doherty, W., & McDaniel, S. (2010). *Family therapy.* Washington, DC: American Psychological Association.

Duba, J., Graham, M., Britzman, M., and Minatrea, N. (2009). Introducing the "Basic Needs Genogram" in reality therapy-based marriage and family counseling. *Counseling & Student Affairs Faculty Publication, 28*(2), 15-19. Retrieved from http://digitalcommons.wku.edu/csa_fac_pub/28

Edwards, B., Bell, S., Arthur, J., & Decuir, A. (2008). Relationships between facets of job satisfaction and task and contextual performance. *Applied Psychology: An International Review*, *57*(3), 441-465. doi:10.1111/j.1464-0597.2008.00328.x

Eisner, E. (2006). The satisfactions of teaching: How we teach is ultimately a reflection of why we teach. *Educational Leadership, 63*(6), 44-46. Retrieved from http://www.ascd.org/publications/educational-leadership/mar06/vol63/num06/The-Satisfactions-of-Teaching.aspx

Elmore, H. (2008). Toward objectivity in faculty evaluation. *Academe, 94*(3), 38-40. Retrieved from http://www.aaup.org/AAUP/pubsres/academe/2008/MJ/Feat/elmo.htm

Flaskas, C. (2007). Systemic and psychoanalytic ideas: Using knowledges in social work. *Journal of Social Work Practice, 21,* 131-147. doi: 10.1080/02650530701371846

Flaskas, C. (2010). Frameworks for practice in the systemic field: Part 1—Continuities and transitions in family therapy knowledge. *Australian & New Zealand Journal of Family Therapy*, *31*(3), 232-247. doi: 10.1375/anft.31.3.232

Flaspohler, P., Elfstrom, J., Vanderzee, K., Sink, H., & Birchmeier, Z. (2009). Stand by me: The effects of peer and teacher support in mitigating the impact of bullying

on quality of life. *Psychology in the Schools*, *46*(7), 636-649.

doi: 10.1002/pits.20404

Ganzach, Y. (2003). Intelligence, education and facets of job satisfaction. *Work and Occupations, 30*(1), 97-122. Retrieved from

http://ejournals.ebsco.com/direct.asp?ArticleID=CJFUKXQ8878HPL78FDNJ

Gilbert, R. (2006). *The eight concepts of Bowen theory*. Falls Church, VA: Leading Systems Press.

Goff, J. (2010). The impact of differentiation of self and spirituality on sexual satisfaction. *Journal of Psychology and Christianity, 29*(1), 57-71. Retrieved from http://findarticles.com/p/articles/mi_7623/is_201004/ai_n53507243/

Graeme, L. (2008). Preparing teachers for rural appointments: Lessons from Australia. *The Rural Educator, 29*(2). Retrieved from http://findarticles.com/p/articles/mi_qa4126/is_200801/ai_n25139914

Grayson, J., & Alvarez, H. (2008). School climate factors relating to teacher burnout: A mediator model. *Teaching and Teacher Education, 24*, 1349-1363. doi: 10.1016/j.tate.2007.06.005

Green, F., & Zhu, Y. (2007). Overqualification, job dissatisfaction and increasing dispersion in the returns to graduate education. *Oxford Economic Papers, 62*(4), 740-763. doi: 10.1093/oep/gpq002

Greiner, C., & Smith, B. (2009). Analyses of selected specific variables and teacher attrition. *Education*, *129*(4), 579-583. Retrieved from http://findarticles.com/p/articles/mi_qa3673/is_4_129/ai_n32067852/

Griffin, E. (2010). Schemes and dreams: Dealing with the economic crisis and cultural condition in the United States. *Review of Human Factor Studies*, *16*(1), 63-86.

Hanna, S. (2007). *The practice of family therapy* (4th ed.). Belmont, GA: Thompson Brooks/Gole.

Harrison, D., Newman, D., & Roth, P. (2006). How important are job attitudes? Meta-analytic comparisons of integrative behavioral outcomes and time sequences. *Academy of Management Journal*, *49*(2), 305–325. Retrieved from http://www.business.unr.edu/faculty/simmonsb/mgt486/amjjobattitudes.pdf

Heller, D., Ferris, D., Brown, D., & Watson, D. (2009). The influence of work personality on job satisfaction: Incremental validity and mediation effects. *Journal of Personality*, *77*(4), 1051-1084. doi:10.1111/j.1467-6494.2009.00574.x

Hikal, S. (2007, May 25). Tears and triumphs. *Times Educational Supplement*, (4738), 32-33. Retrieved from http://www.tes.co.uk/article.aspx?storycode=2391725

Hill, N., & Tyson, D. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, *45*(3), 740-763. doi:10.1037/a0015362

Humphrey, S., Nahrgang, J., Morgeson, F., (2007) Integrating motivational, social, and contextual work design features: A meta-analytic summary and theoretical extension of the work design literature. *Journal of Applied Psychology, 92*(5), 1332-1356. doi: 10.1037/0021-9010.92.5.1332

Jenkins, S., Buboltz Jr., W., Schwartz, J., & Johnson, P. (2005). Differentiation of self and psychosocial development. *Contemporary Family Therapy: An International Journal*, *27*(2), 251-261. doi:10.1007/s10591-005-4042-6

Johnson, S. (2009). Improving the school environment to reduce school violence: A review of the literature. *Journal of School Health*, *79*(10), 451-465. doi:10.1111/j.1746-1561.2009.00435.x

Kay, R. (2007). The impact of preservice teachers' emotions on computer use: A formative analysis. *Journal of Educational Computing Research, 36*(4), 455-479. doi: 10.2190/J111-Q132-N166-K249

Kerr, M., & Bowen, M. (1988). *Family evaluation.* New York: Norton.

Kim-Appel, D., Appel, J., Newman, I., & Parr, P. (2007). Testing the effectiveness of Bowen's concept of differentiation in predicting psychological distress in individuals age 62 years or older. *The Family Journal*, *15*, 224–233. doi:10.1177/1066480707301291

Kinman, G., & Jones, F. (2008). Effort-reward imbalance and over commitment: Predicting strain in academic employees in the United Kingdom. *International Journal of Stress Management, 15*(4), 381-395. doi: 10.1037/a0013213

Kitching, K., Morgan, M., & O'Leary, M. (2009). It's the little things: Exploring the importance of commonplace events for early-career teachers' motivation. *Teachers and Teaching, 15*(1), 43-58. doi: 10.1080/12540600802661311

Klassen, R., Usher, E., & Bong, M. (2010). Teachers' collective efficacy, job satisfaction, and job stress in cross-cultural context. *Journal of Experimental Education*, *78*(4), 464-486. doi:10.1080/00220970903292975

Klusmann, U., Kunter, M., Trautwein, U., Ludtke, O., & Baumert, J. (2008) Teachers' occupational well-being and quality of instruction: The important role of self-

regulatory patterns. *Journal of Educational Psychology, 100*(3), 702-715. doi: 10.1037/0022-0663.100.3.702

Kunter, M., Baumert, J., & Koller, O. (2007). Effective classroom management and the development of subject-related interest. *Learning and Instruction, 17,* 494–509. doi: 10.1016/j.learninstruc.2007.09.002

Lester, P. (1984). Development of an instrument to measure teacher job satisfaction. *Dissertation Abstract International, 44*(12), 3592. Retrieved from http://proquest.umi.com.logon.lynx.lib.usm.edu/pqdweb?did=751757501&sid=2 &Fmt=2&clientId=8373&RQT=309&VName=PQD

Lester, P. (1987). Development and factor analysis of the teacher job satisfaction questionnaire (TJSQ). *Educational and Psychological Measurement, 47*(1), 223-233. doi: 10.1177/0013164487471031

Licht, C., & Chabot, D. (2006). The Chabot emotional differentiation scale: A theoretically and psychometrically sound instrument for measuring Bowen's intrapsychic aspect of differentiation. *Journal of Marital & Family Therapy*, *32*(2), 167-180. doi: 10.1111/j.1752-0606.2006.tb01598.x

Liu, X. S., & Ramsey, J. (2008). Teachers' job satisfaction: Analyses of teacher follow-up survey in the United States for 2000-2001. *Teacher and Teacher Education, 24*(5)*,* 1173-1184. doi:10.1016/j.tate.2006.11.010

Locke, E. (1969). What is job satisfaction? *Organizational Behavior and Human Performance, 4*(4), 309–336. doi:10.1016/0030-5073(69)90013-0

Majerus, B., & Sandage, S. (2010). Differentiation of self and Christian spiritual maturity: Social science and theological integration. *Journal of Psychology &*

Theology, *38*(1), 41-51. Retrieved from

http://www.thefreelibrary.com/Differentiation of Self and Christian spiritual

maturity: social...-a0225934564.

Malloy, W., & Allen, T. (2007). Teacher retention in a teacher-resiliency-building rural

school. *The Rural Educator, 28*(2), 19-27. Retrieved from

http://www.ruraleducator.net/archive/28-2/28-2_Malloy.pdf

Marzano, R. (2007). *The art and science of teaching.* Alexandria, VA: Association of

Supervision and Curriculum Development.

McNall, L., Masuda, A., & Nicklin, J. (2010). Flexible work arrangements, job

satisfaction, and turnover intentions: The mediating role of work-to-family

enrichment. *Journal of Psychology*, *144*(1), 61-81.

doi: 10.1080/00223980903356073

Menon, M., Papanastasiou, E., & Zembylas, M. (2008). Examining the relationship of job

satisfaction to teacher and organizational variables: Evidence from Cyprus.

*International Studies in Educational Administration (Commonwealth Council for

Educational Administration & Management (CCEAM))*, *36*(3), 75-86.

Motley, A. (2008). They're loving it and it shows. *Community Banker, 17*(1), 7.

Murray, J., Daniels, M., & Murray, C. (2006). Differentiation of self, perceived stress,

and symptom severity among patients with fibromyalgia syndrome. *Families,

Systems & Health: The Journal of Collaborative Family HealthCare*, *24*(2), 147-

159. doi:10.1037/1091-7527.24.2.147

Neimann, Y., Dovidio, J., (2005). Affirmative action and job satisfaction: Understanding underlying processes. *Journal of Social Issues, 61*(3), 507-523. 10.1111/j.1540-4560.2005.00418.x

Neumann, R. (2009). Highly qualified teachers and the social foundations of education. *Phi Delta Kappan*, *91*(3), 81-85.

Nixon, A., Packard, A. & Douvanis, B. (2010). Non-renewal of probationary teachers: Negative retention. *Education, 131*(1), 43-52. Retrieved from http://findarticles.com/p/articles/mi_qa3673/is_1_131/ai_n55819304/

Ouyang, M. & Paprock, K. (2006, February). *Teacher job satisfaction and retention: A comparison study between the U.S. and China.* Paper presented at the Academy of Human Resource Development International Conference (AHRD), Columbus, OH. Retrieved from ERIC database. (ED492688)

Ozogul, G., Olina, Z., & Sullivan, H. (2008). Teacher, self and peer evaluation of lesson plans written by preservice teachers. *Educational Technology Research & Development, 56*(2), 181-201. doi: 10.1007/s11423-006-9012-7

Parlardy, G., & Rumberger, R. (2008). Teacher effectiveness in first grade: The importance of background qualifications, attitudes, and instructional practices for student learning. *Educational Evaluation and Policy Analysis, 30,* 111-140.

Patton, C. (2007). Hunting for talent. *District Administration, 43*(3), 50-58. Retrieved from http://www.districtadministration.com/viewarticle.aspx?articleid=1095&p=2

Peleg, O. (2008). The relation between differentiation of self and marital satisfaction: What can be learned from married people over the course of life? *The American Journal of Family Therapy, 36*(5), 388-401. doi: 10.1080/01926180701804634

Pendell, M. (2008). How far is too far? The spending clause, the tenth amendment, and the education state's battle against unfunded mandates. *Albany Law Review*, *71*(2), 519-543. Retrieved from http://www.albanylawreview.org/articles/Pendell.FinalforPublisher.pdf

Perrachione, B., Petersen, G., & Rosser, V. (2008). Why do they stay? Elementary teachers' perceptions of job satisfaction and retention. *Professional Educator*, *32*(2), 25-41. Retrieved from http://www.eric.ed.gov/PDFS/EJ862759.pdf

Randolph, D., (2005). Predicting the effect of extrinsic and intrinsic job satisfaction factors on recruitment and retention of rehabilitation professionals. *Journal of Healthcare Management, 50*(1), 49-60.

Reinardy, S., Maksl, A., & Filak, V. (2009). A study of burnout and job satisfaction among high school journalism advisers. *Journalism & Mass Communication Educator*, *63*(4), 345-356.

Rippon, J., & Martin, M. (2006). Call me teacher: The quest of new teachers. *Teachers and Teaching: Theory and Practice, 12*(3), 305-324. doi: 10.1080/13450600500467605

Rovers, M., Kocum, L., Briscoe-Dimock, S., Myers, P., Cotnam, S., Henry, T., & . . . Sheppard, D. (2007). Choosing a partner of equal differentiation: A new paradigm utilizing similarity and complementarity measures. *Journal of Couple & Relationship Therapy*, *6*(3), 1-23. doi**:** 10.1300/J398v06n03_01

Satgent, T. & Hannum, E. (2005). Keeping teachers happy: Job satisfaction among

    primary school teachers in rural Northwest China. *Comparative Education*

    Review, 49(2), 173-204. Retrieved from http://dx.doi.org/10.1086/503582

Schroder, R. (2008). Job satisfaction of employees at a Christian university. *Journal of*

    Research on Christian Education, *17*(2), 225-246.

    doi:10.1080/10656210802433467

Skaalvik, E. M., & Skaalvik, S. (2009). Does school context matter? Relations with

    teacher burnout and job satisfaction. *Teaching and Teacher Education, 25*(3),

    518-524. doi: 10.1016/j.tate.2008.12.006

Skowron, E. (2004). Differentiation of self, personal adjustment, problem solving, and

    ethnic group belonging among persons of color. *Journal of Counseling &*

    Development, *82*(4), 447-456. Retrieved from

    http://aca.metapress.com/openurl.asp?genre=article&eissn=1556-

    6676&volume=82&issue=4&spage=447

Skowron, E., & Dendy, A. (2004). Differentiation of self and attachment in adulthood:

    Relational correlates of effortful control. *Contemporary Family Therapy: An*

    International Journal, *26*(3), 337-357.

    doi: 10.1023/B:COFT.0000037919.63750.9d

Skowron, E., & Friedlander, M. (1998). The differentiation of self inventory:

    Development and initial validation. *Journal of Counseling Psychology, 45*(3),

    235-246. doi: 10.1037/a0016709

Skowron, E., Holmes, S., & Sabatelli, R. (2003). Deconstructing differentiation: Self

    regulation, interdependent relating, and well-being in adulthood. *Contemporary*

Family Therapy: An International Journal, *25*(1), 111.

doi: 10.1023/A:1022514306491

Skowron, E., & Schmitt, T. (2003). Assessing interpersonal fusion: Reliability and

validity of a new DSI fusion with others subscale. *Journal of Marital and Family*

Therapy, 29(2)*,* 209-222.

Skowron, E., Stanley, K., & Shapiro, M. (2009). A longitudinal perspective on

differentiation of self, interpersonal and psychological well-being in young

adulthood. *Contemporary Family Therapy: An International Journal*, *31*(1), 3-18.

doi:10.1007/s10591-008-9075-1

Somech, A., Ron, I. (2007). Promoting organizational citizenship behavior in schools:

The impact of individual and organizational characteristics. *Educational*

Administration Quarterly, 43(1), 38-66. doi: 10.1177/0013161X06291254

Song, H. (2007). Literature review of teacher job satisfaction. *Chinese Education &*

Society, *40*(5), 11-16. doi:10.2753/CED 1061-1932400502

Spector, P. (1997). Measurement of human service staff satisfaction: Development of the

job satisfaction survey. *American Journal of Community Psychology, 13*(6), 693-

713.

Sutton, R., and Wheatley, K., (2003). Teachers' emotions and teaching: A review of the

literature and directions for future research. *Educational Psychology Review,*

15(4), 327-358. doi: 10.1023/A:1026131715856

Sveinsdottir, H. Biering, P., & Ramel, A. (2006). Occupational stress, job satisfaction,

and working environment among Icelandic nurses: A cross-sectional

questionnaire survey. *International Journal of Nursing Studies, 43*(7), 875-889.

doi: 10.1016/j.ijnurstu.2005.11.002

Sykes, G. & Dibner, K (2009). Improve teaching quality with aggressive support. *Phi Delta Kappan, 90*(8), 588-591.

Tickle, B., Chang, M., & Kim, S. (2011). Administrative support and its mediating effect on US public school teachers. *Teaching and Teacher Education, 27*(2), 342-349. doi: 10.1016/j.tate.2010.09.002

Titelman, P. (Ed.). (2008). *Triangles—Bowen family theory perspective.* New York: Haworth Press.

Tyler, C. (2008). Recruiting teachers for hard-to-fill positions: All students should have access to highly qualified, caring and motivated teachers, and a safe and positive environment in which to learn. *Leadership, (37)*4, 37-38. Retrieved from http://findarticles.com/p/articles/mi_m0HUL/is_4_37/ai_n39192454/

Vroom, V.H. (1964). *Work and motivation*. New York: Wiley.

Xu, F., & Shen, J. (2007). Research on job satisfaction of elementary and high school teachers and strategies to increase job satisfaction. *Chinese Education & Society*, *40*(5), 86-96. doi:10.2753/CED 1061-1932400509

Yang, F., & Chang, C. (2008). Emotional labour, job satisfaction and organizational commitment amongst clinical nurses: A questionnaire survey. *International Journal of Nursing Studies, 45*(6), 879-887. doi: 10.1016/j.ijnurstu.2007.02.001

Yi-Feng, Y. (2009). An investigation of group interaction functioning stimulated by transformational leadership on employee intrinsic and extrinsic job satisfaction: An extension of the resource-based theory perspective. *Social Behavior &*

Personality: An International Journal, *37*(9), 1259-1277.

doi: 10.1023/A:1026131715856

Yoon, J., & Thye, S. (2002). A dual process model of organizational commitment: Job

satisfaction and organizational support. *Work and Occupations, 29*(1), 97-124.

doi: 10.1177/0730888402029001005

Zangaro, G., & Saeken, K. (2005). Meta-analysis of the reliability and validity of part B

of the Index of Work Satisfaction across studies. *Journal of Nurses Measurement,*

13(1), 7-2.

Zembylas, M., Papanastasiou, E. (2005). Modeling teacher empowerment: The role of

job satisfaction. *Educational Research and Evaluation, 11*(5), 433-459. doi:

10.1080/13803610500146152

Zhang, Z. (2007). Study of job satisfaction among elementary school teachers in

Shanghai. *Chinese Education & Society*, *40*(5), 40-46. doi:10.2753/CED 1061-

1932400505

Zontek, T., DuVernois, C., & Ogle, B. (2009). Job satisfaction and issues related to the

retention of environmental health professionals in North Carolina. *Journal of*

Environmental Health, *72*(3), 10-15.