

A SURVEY OF JOB SATISFACTION IN ESL: TESOL MEMBERS RESPOND TO THE MINNESOTA SATISFACTION QUESTIONNAIRE

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This paper reports on an international survey of job satisfaction in ESL based on a mailing of the Minnesota Satisfaction Questionnaire to 100 randomly selected TESOL members. Demographic data from 32 respondents, approximately one-fifth from outside the U.S. and its possessions, indicate a sampling consistent with other demographic studies on TESOL members. Survey data from the respondents demonstrates a moderate level of overall job satisfaction and a pattern of attitudes towards individual job facets similar to that of comparison groups of American K-6 and Taiwanese K-12 teachers. The TESOL group reports most satisfaction in the categories of moral values and social service aspects of their work. Results of the survey show the least satisfaction obtaining in the categories of opportunities for advancement, compensation for work performed, and administrative policies and practices.

INTRODUCTION

IN THE UNITED STATES AND ABROAD, ESL practitioners can hear others in the field express both satisfaction and dissatisfaction with their jobs. Dissatisfactions range from low salary and lack of benefits to the perpetuation of an impermanent status through a succession of short-term contracts. Our personal experiences with these expressions of dissatisfaction have also been documented by others (Lanier, 1985, p. 56). If such dissatisfaction is widespread, it may contribute to so-called "burnout," to many professionals leaving the field, and, as the dissatisfaction becomes more widespread, to fewer people entering the profession.

The present article represents an attempt to assess the level of job satisfaction in ESL by means of a recognized survey instrument, the Minnesota Satisfaction Questionnaire (MSQ). A review of previous studies on job

satisfaction results in the development of six hypotheses to guide our investigation. A review of the available instruments for measuring job satisfaction provides a rationale for our choice of the MSQ. The report of the research includes a specification of procedures and a discussion of respondents' job satisfaction overall and in a number of different aspects of their jobs, as compared to a group of American elementary teachers and another group of Taiwanese elementary and secondary teachers for whom comparative data based on the MSQ are available.

PREVIOUS STUDIES

A REVIEW OF THE LITERATURE on job satisfaction in education indicates a relatively high level of job satisfaction overall among teachers, accompanied by dissatisfactions in particular areas. A representative study of public school teachers in the U.S. by Lester (1985) showed respondents to be relatively satisfied in the categories of supervision, colleagues, responsibility, the work itself, and job security, but relatively dissatisfied with pay, advancement opportunities, and recognition. A cross-cultural study (Watland, 1988) revealed that Norwegian and Welsh teachers were relatively satisfied with their jobs overall and with the specific job facets of supervision, co-workers, and the work itself, though they registered considerable dissatisfaction with pay and even greater dissatisfaction with promotions; the latter factor was the only one rated low by teachers in Alaska, who are comparatively well paid. A study of Taiwanese K-12 teachers (Chen, 1977) using the Minnesota Satisfaction Questionnaire obtained high satisfaction scores in the areas of moral values, social service, and co-workers, and low scores in the areas of advancement, compensation, and company policies and practices, as well as in two aspects of supervision -- (1) technical and (2) human relations).

Except in the area of supervision, where the findings are mixed, these studies show a fairly consistent pattern among teachers in the United States and elsewhere of high job satisfaction in terms of intrinsic factors such as the value and nature of the work itself and low job satisfaction in terms of extrinsic

factors such as pay and promotion. At the same time, there is some evidence (Lortie, 1986) of a possible negative historical trend in the United States towards declining rewards and decreasing job satisfaction for the more experienced and better educated teachers of today as compared to the 1960's. The pattern of job-related attitudes and trends among ESL teachers is less well-established. As far as we have been able to discern, only three published surveys in the last decade – those of Day (1984), Lanier (1985), and Blaber and Tobash (1989) – touch on the issue of job satisfaction in ESL in some way.

Day (1984), in surveying 137 alumni of the M.A. in ESL program at the University of Hawai, found that 21% of the respondents reported not being in ESL or a related field: "Some of the reasons given for leaving involved low salaries, lack of jobs, and a desire to leave the teaching profession" (p. 121). However, none of the items on Day's instrument actually assessed the job satisfaction of the respondents, and the sample is non-random, so any generalizations from it are limited in applicability.

Lanier (1985), in a preliminary study, surveyed 67 faculty members at five university ESL institutes in the Washington, D.C., area. The respondents were grouped into two categories, based on their responses to a survey item which asked them to assess the professional satisfaction they derived from their current job. On a five-point scale, ranging from not at all satisfying (1) to extremely satisfying (5), 31 respondents (46%) were classified as having high job satisfaction scores (4-5 on the five-point scale), while the remainder (54%) were classified as having low job satisfaction scores (1-3 on the five-point scale). However, Lanier's study did not measure job satisfaction with an instrument that has been proven both reliable and valid, and the author admits that the sample is non-random and limited to the Washington, D.C., area.

In a wide-ranging employment concerns survey which sampled each of the TESOL Interest Sections and included 5% of the 1988 TESOL membership, Blaber and Tobash (1989) found the issue of salary to be "extremely important" to 82% of the respondents. Other issues rated in the "extremely important" category by at least 60% of the respondents involved matters of benefits, professional recognition, job security, good working conditions, and authority and control in curricular affairs.

HYPOTHESES

BASED ON THE DISCUSSION of job satisfaction in the studies reviewed, the following hypotheses are derived to be tested in the present study:

- Hypothesis 1.** TESOL members are moderately satisfied with their jobs.
- Hypothesis 2.** TESOL members are unsatisfied with compensation for the work they do.
- Hypothesis 3.** Besides compensation, TESOL members are less satisfied in the areas of professional recognition, job security, working conditions, and authority and control in curricular affairs than in other aspects of their job.
- Hypothesis 4.** TESOL members are like teachers in other fields in their job satisfaction.

Hypothesis 1 is based on Lanier's (1985) findings, while Hypothesis 2 is based on the findings of Day (1984) and Blaber and Tobash (1989). Hypothesis 3 also derives from the Blaber and Tobash report of job concerns in TESOL. Since no data are available on TESOL members in comparison to other teachers, Hypothesis 4 is generated as a "null" hypothesis, on the commonsensical assumption that TESOL members' characteristics will not be significantly different from those of other educators.

PREPARATION FOR THE STUDY

OUR ATTEMPT AT A PILOT STUDY surveying the attitudes of 200 participants at the Annual TESOL Convention in Miami in 1987 was frustrated by a low incidence of response; however, those who did respond evidenced some sincere dissatisfactions with their jobs and the profession. These responses encouraged us to develop a better methodology.

Our research then focused on conducting a randomized study of ESL professionals throughout the world, using an instrument of proven validity and reliability to measure job satisfaction. Several instruments were considered, including the Minnesota Satisfaction Questionnaire (MSQ), the Job Descriptive Index (JDI), the Maslach Burnout Inventory (MBI), the Purdue Teacher Opinionnaire (PTO), the Porter Needs Satisfaction Questionnaire (PNSQ), the Teacher Job Satisfaction Questionnaire (TJSQ), and the Quality of Teacher Work Life Survey (QTWL). The last two instruments have not yet been extensively validated, although Lester's research (see, for example, Lester, 1985) is helping to develop and refine the TJSQ. The PTO has been claimed to lack convincing validity (Goldman, 1972; Rosner, 1972). The application of the PNSQ (Porter, 1961; Trusty & Sergiovanni, 1966) to educators, though widely used for measuring their perceived need deficiencies, has been thoughtfully challenged by Pierson et al. (1985). While the MBI is acknowledged as a valid and reliable measure (Bodden, 1985; Dowd, 1985), its use seemed premature and prejudicial to the outcome of our study, since its focus presumes conditions not yet verified by a baseline study.

The MSQ, a widely used instrument for measuring job satisfaction, was selected as a suitable instrument for study of job attitudes among ESL professionals. The long form of the MSQ "is well developed, it holds up well in comparison with a major alternate instrument [the JDI], and it can give detailed diagnostics or parsimonious summary statements according to an investigator's needs" (Guion, 1978, p. 1680). In spite of the finding of Scarpello and Campbell (1983) that the MSQ scales may not include all of the variables related to job satisfaction, Bolton (1986) notes that the MSQ has "an excellent psychometric foundation" and "an excellent set of occupational norms that are probably unparalleled in instruments of this type" (p. 263). Based on the reviews in the literature (e.g., Crites, 1985; Kerr, 1985), the JDI also seemed to be an excellent instrument for surveying attitudes of ESL practitioners towards their jobs and was selected for a related study (**reference withheld to preserve anonymity of authorship for "blind" review**).

SURVEY METHOD

Mailing Procedures and Materials

Using a table of random numbers (Beyer, 1984), a master list of the names and addresses of 200 members of TESOL was composed from the TESOL Membership Directory (Hopkins, 1987). Two lists of 100 were formed from this master list, by alternating the selection of names and addresses. In April 1988, the 100 TESOL members on one list were mailed a copy of the long form of the MSQ, together with a cover letter explaining the purpose of the study and requesting the respondent's cooperation, and a demographic data form based on Tobash and Blaber's (1987) employment concerns survey.¹ Our survey substituted an item on salary for Tobash and Blaber's item on collective bargaining agreements, and added three other items, which surveyed actual working hours, "homework" hours, and length of workyear -- items all designed to get a better idea of what constitutes full-time and part-time status in ESL. For international addressees, a self-addressed envelope and appropriate International Postal Reply Coupons were included; domestic addressees were sent a stamped self-addressed envelope for return of the questionnaire.

Subjects

Forty-three responses were received as a result of the mailing, but eleven of these were excluded, for a variety of reasons. Two were returned by the U.S. mail, two respondents were no longer in ESL and so did not complete the survey, one felt that her/his present position was too temporary to permit completing the survey, one was an administrator responsible for recruiting faculty who did not feel the MSQ applied to her/him, and five did not complete enough items on the MSQ for appropriate analysis.

Of the thirty-two respondents completing the survey, twenty-two (69%) were female, and twenty-six (81%) were living in the USA or Puerto Rico. Twenty (62%) had Master's degrees, while eight (25%) had Doctorates and three (9%) had Bachelor's degrees (one had no degree). Thirteen respondents (41%) indicated an educational background in ESL/EFL/TESL/TEFL/TESOL, while five (16%) indicated Linguistics and two (6%) indicated Bilingual

Education. The mean age of the respondents was 41. Table 1 presents information on age, education, and sex of the respondents:

Table 1
 Characteristics of TESOL Members Responding to the
Minnesota Satisfaction Questionnaire

Characteristics	No.	%
Age		
18 to 25	1	3
26 to 35	11	34
36 to 45	10	1
46 to 55	8	25
56 to 65	2	6
Education		
High School	1	3
Bachelor's Degree	3	9
Master's Degree	20	63
Doctorate.	8	25
Sex		
Male.	10	31
Female	22	69

Seven respondents (22%) were employed part-time only, sixteen (50%) were full-time only, and nine (28%) had both full-time and part-time jobs. Five (16%) held administrative positions; the rest identified themselves as professors, teachers, instructors, lecturers, or teacher-trainers. Five respondents (16%) -- all part-timers -- earned less than \$10,000 per year, six (19%) earned between \$10,000 and \$19,999, twelve (37%) earned between \$20,000 and \$39,999, and seven (22%) earned more than \$40,000 per year.² Ten respondents (31%) were employed at four-year colleges/universities, eight (25%) at two-year colleges or in adult education, nine (28%) were employed as

secondary school teachers, and four (13%) as elementary school teachers. One of the respondents was employed half-time as a secondary school teacher, and half-time as an elementary school teacher, and one worked for an embassy. These demographic data are generally consistent with other demographic studies on TESOL members such as that of Blaber and Tobash (1989).

Instrument

The long-form MSQ consists of one hundred items designed to measure individual attitudes towards twenty different aspects of the work environment that may satisfy vocational needs. These aspects, or classes of job reinforcers, correspond to twenty scales of five items each measuring different types of intrinsic and extrinsic job factors. An overall measure of general job satisfaction is obtained by summing the twenty "best" items across the scales, i.e., the one item in each scale that has the highest correlation with the overall score for that scale. Respondents indicate their degree of satisfaction with each of the reinforcers by choosing one of five response alternatives: not satisfied=1, only slightly satisfied=2, satisfied=3, very satisfied=4, extremely satisfied=5. The form is self-administering, with directions and some demographic questions at the beginning. It generally takes about twenty minutes to complete, but has no time limit.

The original response alternatives of the MSQ (very dissatisfied=1, dissatisfied=2, neither=3, satisfied=4 and very satisfied=5) have been altered in response to criticisms and early research to avoid the unjustified inclusion of "neither" as the mid-point of the scale and to adjust for a ceiling effect. The present response format corrects these errors, so that the new form of the MSQ "produces score distributions that are centered on the middle anchor ('satisfied') and are symmetrical in form" (Bolton, 1986, p. 263). However, the change in the response format means that administrations of the MSQ using the new response format are not directly comparable to the norms provided in the score manual and so must be interpreted with care in relation to those previous findings.

Analysis of Data

As previously mentioned, of the forty-three responses received, only thirty-two had sufficient data for tabulation. Of these thirty-two, seven had occasional blank items, which were scored by averaging the other items for that scale. A minimum of three out of five items was required for averaging, a slight modification from standard scoring procedure on the MSQ, which requires four out of five items for a modal or a mean score (Weiss et al., 1967, p. 7).

The responses were hand-scored and entered into a computer spreadsheet program for tabulation and analysis according to a number of procedures, each of which tests one of the hypotheses of the study. These tests are described in the remainder of this section.

Hypothesis 1 is tested by computing the mean score for the General satisfaction scale of the MSQ across all subjects and seeing where this mean falls in comparison with a cut-off point of 50 established as the dividing line between "satisfied" and "unsatisfied." For the purposes of the present study, a "high" score is taken as one falling within the top quartile between 0 and 100, i.e., 76-100, and a "moderate" score is interpreted as one falling within the second quartile, i.e., 51-75.

Hypothesis 2 is tested by computing the mean scores of the TESOL group for all of the scales of the MSQ other than General satisfaction and rank-ordering these to discover the relative position of the Compensation scale, which is predicted to be at or near the bottom of the ranking. A second test of Hypothesis 2 involves comparing the mean score for Compensation in relation to a cut-off point of 12.5 for "satisfied" as against "unsatisfied" (since 25 is the highest possible score on each scale).

Hypothesis 3 is tested by checking the ranking of the mean scores of the TESOL group for the MSQ scales of Recognition, Security, Working conditions, Authority, and Company policies and practices, which are predicted to be in the bottom half of the rank-order of all the scales.

Hypothesis 4 is tested, first of all, by comparing the mean scores for the MSQ scales of the TESOL group with those provided in the MSQ manual (Weiss et al., 1967) for a group of 191 American elementary teachers. The

similarity of the individual scores for the two groups cannot be determined because of the change in the response choices referred to above. However, it is possible to examine the overall pattern of scores for the two groups by comparing the rank-orderings of items. This was done by computing a Spearman rank-order correlation coefficient between the two groups for all scales.³ As a check on degree of similarity, Spearman rank-order correlation coefficients were also calculated between the two educator groups and a group of 55 unskilled laborers for whom data is provided in the MSQ manual (p. 78), on the assumption that those correlations would be lower than the one between the two educator groups. In addition, similarity in the pattern of rankings of the educator groups is assessed by comparing the top three and the bottom three scores in the rankings for each group, to see whether or not they are the same items. Hypothesis 4 is also tested against the study by Chen (1977) that employed the MSQ with a random sample of 495 Taiwanese K-12 teachers to see to what degree the highest and lowest ranked items correspond to those in the present study.

RESULTS

BECAUSE THE POPULATION responding appropriately to the survey is minimal, it is not useful to form sub-cells for analysis and generalization. However, histograms generated from each of the twenty-one scales indicate that some of the scales have scores normally distributed around the median (Job in General, Independence, Variety, Co-Workers, Recognition, Activity), and most scales approximate normal distributions.

The individual results for General satisfaction range from a low score of 39 to a high of 93. The mean score of $\bar{X}=65.7$ for General satisfaction for these TESOL members falls within the range defined as "moderate" for the purposes of this study. Therefore, Hypothesis 1, that TESOL members are moderately satisfied with their jobs, is supported.

Table 2
 Comparative Results in terms of Means and Rank Orders⁴ on the MSQ Scales for TESOL Members (present study) and for Elementary Teachers and Laborers (Weiss et al., 1967)

MSQ SCALE	TESOL Members		Elementary Teachers		Laborers	
	Mean	Rank	Mean	Rank	Mean	Rank
1. Ability utilization	19.1	5	21.1	8	15.0	19
2. Achievement	19.3	4	21.5	4	17.7	7
3. Activity	19.0	6	20.8	11	18.9	4
4. Advancement	11.9	20	19	16	14.4	20
5. Authority	14.5	13	19.0	17	15.7	17
6. Company policies/practices	12.6	18	17.6	20	16.1	14
7. Compensation	12.4	19	18.9	18	18.9	3
8. Co-workers	17.0	10	21.5	4	18.4	5
9. Creativity	19.7	3	21.8	2	15.7	16
10. Independence	17.7	9	20.5	14	17.6	8
11. Moral values	21.3	1	21.4	6	19.1	2
12. Recognition	14.9	11	19.5	15	16.0	15
13. Responsibility	18.7	7	20.9	9	16.8	10
14. Security	14.8	12	20.5	13	19.9	1
15. Social service	20.4	2	22.1	1	18.1	6
16. Social status	13.9	15	18.8	19	16.2	13
17. Supervision-human relations	13.6	16	21.7	3	16.8	10
18. Supervision-technical	13.5	17	21.4	7	17.3	9
19. Variety	18.4	8	20.9	9	15.1	18
20. Working conditions	14.0	14	20.8	11	16.6	12
	NUMBER	20	20	20	20	
	MEAN	16.3	20.5	17.0		
	STANDARD DEVIATION	3.0	1.2	1.5		

Hypothesis 3 states that besides compensation, TESOL members are unsatisfied in the areas of professional recognition, job security, working conditions, and authority and control in curricular affairs. This hypothesis is supported by the rank-orderings of the relevant MSQ scales, all of which are in the bottom half of the ranking, as follows: Recognition (11th), Security (12th), Working conditions (14th), Authority (13th), and Company policies and practices (18th). It can also be noted that the bottom half of the rank-ordering for the TESOL group, with a gap of 2.1 mean score points between the 10th ranked item (Co-workers) and the 11th, is more sharply distinguished from the top half than it is for the other two groups whose scores are given in Table 2.

A comparison of the data from the TESOL group to that of the elementary teachers indicates a similarity in overall pattern of the data, but with some differences. A significant Spearman rank-order correlation coefficient of $r=.63$ indicates a fairly high degree of similarity in the rank-orderings of the MSQ scores in each category between these two groups of educators. The Spearman rank-order coefficient between the TESOL and laborer groups and that between the elementary teacher and laborer groups are low and non-significant ($r=.20$ in the first case and $r=.22$ in the second case). These results, when compared to the relatively high correlation coefficient obtained between the TESOL and elementary teacher groups, indicate that there is less similarity between the laborers and both of the educator groups than there is between the two educator groups -- a result supportive of Hypothesis 4.

Comparison of the three highest ranked items in each group reveals both similarities and differences between them. For both groups, Creativity and Social service are in the top three ranks. However, the other item in the top three ranks is not the same across groups: for the TESOL group, it is Moral values, while for the elementary teachers group, it is Supervision-human relations. The result for the last item is striking, as Supervision-human relations is in the bottom quarter of the ranking-ordering for the TESOL group.

Comparison of the bottom three items for the two groups again reveals two similar items and one different. For both groups, Company policies and practices and Compensation comprise two of the three lowest ranked items. For the TESOL group, the other item among the bottom three in the ranking is

Advancement, which is ranked lowest of all items rated, while for the elementary teachers it is Social status. In both of these cases, the rank for the same item in the other group is also low, i.e., within the bottom quarter.

A high degree of similarity also emerges from a comparison of the ESL data to that of Chen's (1977) study of Taiwanese K-12 teachers. For the Taiwanese group, the top two items, Moral values and Social service, are the same and in the same order as for the TESOL group, though their third-ranked item is Co-workers an item ranked 10th for the TESOL group. The bottom five items are the same for the Taiwanese group as the bottom five items for the TESOL group, though not all in the same order. Like the TESOL group, however, Advancement is at the bottom of the ranking.

Taking all of these tests of similarity into consideration, Hypothesis 4, that TESOL members are like teachers in other fields in their job satisfaction, is partially supported.

DISCUSSION

SEVERAL ASPECTS OF THE RESULTS require discussion and indicate areas that would benefit by further investigation. First of all, the level of general job satisfaction within ESL is moderate, rather than high or low, when measured by the instrument used in this study. In evaluating this result, one must consider the bias of the rating system, which places "satisfied" at the mid-point and includes only one wholly negative item ("not satisfied" = 1) and two highly positive items ("very satisfied" = 4 and "extremely satisfied" = 5). Thus, a General satisfaction score of 65.7, which can be taken to be within the range of "average" or "moderate" satisfaction, incorporates some degree of dissatisfaction. The fact that our result seems roughly comparable to that of the Lanier (1985) study, which used a different rating scale and instrument, indicates a promising area for further investigation.

The most satisfying reinforcers identified by TESOL members are being able to do things which do not go against their consciences, i.e., Moral values, and the opportunity to perform a Social service for others. Other relatively high scores include the chance to try their own methods of doing the job

(Creativity), the feeling of accomplishment gotten from the job (Achievement), the opportunity to utilize their abilities (Ability utilization), the type of activity involved in their work (Activity), the freedom to use their own judgment (Responsibility), the chance to do different things from time to time (Variety), and the chance to work alone on the job (Independence).

The highest level of self-reported job satisfaction among the TESOL members surveyed occurs in two categories of internal rewards involving service and moral values -- the same two categories as for a group of Taiwanese K-12 teachers. The other highly rated categories for the TESOL group -- as well as for the Taiwanese teachers and for a group of American elementary teachers -- describe internal satisfactions having to do with the nature of the work. These findings confirm a widely held belief that those who work in the ESL profession, like other educators but unlike those who work in some other fields, do so for personal satisfactions that are generally not well compensated financially. This conclusion is further reinforced by the fact that Compensation is placed near the bottom of the rank-ordering for all of the MSQ scales by all three educator groups, whereas for a comparison group of laborers it ranks in the top three items.

The least satisfaction is registered by the ESL respondents in two primary categories of concrete, external rewards -- viz., those of opportunities for advancement and financial compensation and in one administrative category related to policies and practices. These results, which are paralleled in the comparisons with the other two educator groups, show that ESL practitioners perceive the external rewards for their work to be inadequate and their opinions to be insufficiently represented in the policies and procedures of the programs where they work.

The fact that the pattern of job satisfaction determined by the survey instrument is roughly equivalent to the closest professional groups for which comparative data are available supports our expectations, though the studies are too different (1) American elementary teachers vs. (2) Taiwanese K-12 teachers vs. (3) a diverse group of TESOL practitioners (not all of whom are teachers) representing all educational levels) -- or too old (approximately 25 years, for the data on elementary teachers) to be more than suggestive. The

similarly high rankings for Social service and Moral values or Creativity, and the similarly low rankings for Company policies and procedures and Compensation confirms that TESOL members are like other educators in their evaluation of the internal and external rewards of their work and in their view of matters of administrative policy and operation. The fact that some differences were found for the individual scales across the educator groups -- particularly in Supervision and to a lesser degree in Co-workers -- points to the need for additional studies, particularly ones utilizing the new scoring procedure of the MSQ.

The fact that the lowest rated item involves not pay but opportunities for advancement in the present study, as well as in a study of Taiwanese teachers (Chen, 1977) and in one comparing teachers in Norway, Wales, and Alaska (Watland, 1988), affirms the importance of a reward structure for those in education that includes chances for promotion and professional development. The consistency of this result across widely diverse cultures is striking, as are the specific similarities of our results to those for Taiwanese teachers in Chen's (1977) study. The points of convergence and divergence in these studies establish promising directions for future comparative studies across different cultures and educational circumstances.

CONCLUSION

RESULTS OF AN ADMINISTRATION of the Minnesota Satisfaction Questionnaire by mail uncovers a moderate level of overall job satisfaction among TESOL members responding to the survey, with the level of satisfaction varying greatly across different aspects of the job that are measured. Respondents register the most satisfaction with moral values and social service aspects of their jobs. They indicate the least satisfaction with advancement, compensation, and policies and practices. Generally speaking, their overall pattern of responses is similar to the responses of a group of American elementary teachers and to another group of Taiwanese K-12 teachers.

In general, the results reinforce those of previous studies within ESL such as those of Lanier (1985) and Blaber and Tobash (1989) and seem to be

representative of the TESOL membership. However, because the number of studies conducted to date is small and because the ESL field is rapidly expanding and at the same time becoming more specialized, additional studies are needed to test how generalizable these results are and whether the degree of job satisfaction overall or in specific aspects of practitioners' work will change as a result of increasing growth and professionalism in the ESL field. Moreover, there is a need for studies that compare job satisfaction in ESL with job satisfaction in the larger population of educators in the United States and elsewhere, to determine similarities and differences between ESL practitioners and those in other teaching fields.

To summarize the results of the present study and to give some direction to future research on job satisfaction in ESL, the hypotheses of this investigation are repeated here in the original or a revised form to reflect the findings of our research, as follows:

- Finding 1.** TESOL members are moderately satisfied with their jobs.
- Finding 2.** TESOL members are unsatisfied with opportunities for advancement and with compensation for the work they do.
- Finding 3.** Besides advancement and compensation, TESOL members are less satisfied in the areas of administrative policies and practices, supervision, social status, working conditions, authority, job security, and professional recognition than in other aspects of their job.
- Finding 4.** TESOL members are like teachers in other fields in the United States and in other countries in their general pattern of job satisfaction.

Notes

1. Those on the other list were mailed a copy of the JDI for a related study (**reference withheld to preserve anonymity of authorship for "blind" review**).
2. Two respondents did not indicate their salary levels.
3. The Spearman procedure was performed using the RANKTEST subroutine of the EPISTAT (version 2) program on an IBM PC computer. The decision level for statistical significance was set at $\alpha=.05$.
4. To ensure that our study would be "reader-friendly" and accessible to the widest possible audience of the TESOL membership, we decided to emphasize conceptual content over numerical detail and so to report our figures only to one decimal place. However, all our original numerical values were calculated to two decimal places, as were those of Weiss et al. (1967), on which the rank orders for the two comparison groups in Table 2 are based. Based on those more precise numerical values, some scores which appear as identical in Table 2 are separated by one point in the rank-ordering. Scores with the same ranking in Table 2 are identical numerically to two decimal places.

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