

Attitudes, perceptions, and experiences of casual relief teachers  
and permanent teachers in Victorian schools

A thesis submitted in (partial) fulfilment of the requirements  
for the degree of Doctor of Psychology

Lara Cleeland

B.App.Sci.(Hon.)(Psych.), Grad.Dip.Beh.Sci., B.Ed.

RMIT University  
School of Health Sciences  
Division of Psychology  
Bundoora, Australia  
March 2007

## Declaration

I certify that except where due acknowledgment has been made, the work is that of the author alone; the work has not been submitted previously, in whole or in part, to qualify for any other academic award; the content of the thesis is the result of work which has been carried out since the official commencement date of the approved research program; and any editorial work, paid or unpaid, carried out by a third party is acknowledged.

Lara Cleeland

30/3/07

## Dedication

This dissertation is dedicated to the memory of my beloved sister, Dianne, who inspired me to pursue a career in psychology.

## Acknowledgements

I am very grateful to those people who helped make this study possible. First and foremost, I would like to thank my senior supervisor, Dr. John Reece, for his guidance and support over the last few years. His assistance in the analysis of the data along with his ongoing feedback and suggestions for improvement were greatly appreciated.

Second, I would like to thank my second supervisor, Dr. Emma Little, for her advice and suggestions during the development and completion of the study.

Third, I would like to thank the participating schools and employment agencies for their interest and cooperation in the study. The assistance provided by the schools and the employment agencies was essential for the distribution of questionnaires to teachers.

Fourth, I would like to thank those teachers who agreed to participate in the study and who took the time to complete and return the questionnaires. Your responses and comments were invaluable.

Fifth, I would like to thank the RMIT University undergraduate psychology students who assisted in the distribution of questionnaires to teachers at four of the participating schools.

Finally, I would like to give special thanks to my parents, Paul and Valerie, for their love and understanding during the completion of my undergraduate and postgraduate studies. Without their ongoing encouragement and support, these achievements would not have been possible.

## Table of Contents

	Page
Abstract.....	1
Chapter 1: Introduction.....	3
Chapter 2: Literature Review.....	10
Casual Employment in Australia.....	10
Casual Employment in Education.....	15
Terms and Definitions.....	15
Employment Practices and Procedures.....	17
Roles and Responsibilities of Casual Relief Teachers.....	19
Routine duties.....	19
Role expectations.....	21
Key Studies Focussing on Casual Relief Teaching.....	22
A Profile of Casual Relief Teachers.....	33
Demographic statistics.....	33
Reasons teachers undertake casual relief teaching.....	35
Areas of Concern for Casual Relief Teachers.....	36
Job security.....	37
Provisions and facilities.....	38
Information and communication.....	39
Lesson management.....	42
Status.....	45
Relationships with the school community.....	50
Relationships with students.....	53
Student management.....	56
Job satisfaction.....	57
Job stress.....	62
Summary.....	64
Chapter 3: Methodology.....	65
Sample.....	65
Schools and Employment Agencies.....	65
Participants.....	65

## Table of Contents

	Page
Chapter 3: Methodology continued.....	70
Materials.....	70
Project information.....	70
The Demographic Information Questionnaire.....	70
The Issues in Teaching Questionnaire.....	71
Procedure.....	88
The development of the research materials.....	88
Data collection.....	89
Return rate.....	91
Data input, recoding, and exploratory data analysis.....	91
Data analysis strategy.....	92
Chapter 4: Results.....	94
The Psychometric Properties of the Issues in Teaching Questionnaire and the Demographic Information Questionnaire Reasons for Undertaking Casual Relief Teaching.....	95
The Internal Reliability of the Issues in Teaching Questionnaire.....	95
Information and communication subscale.....	95
Provisions and facilities subscale.....	96
Student management subscale.....	96
Status subscale.....	97
Job security subscale.....	97
Job satisfaction subscale.....	97
Job stress subscale.....	98
Lesson management subscale.....	98
Relationships with the school community subscale.....	99
Relationships with students subscale.....	99
The Construct Validity of the Issues in Teaching Questionnaire.....	99
Information and communication subscale.....	100
Provisions and facilities subscale.....	100
Student management subscale.....	100
Lesson management subscale.....	101

## Table of Contents

Page

Chapter 4: Results continued.....	101
The Psychometric Properties of the Issues in Teaching Questionnaire and the Demographic Information Questionnaire Reasons for Undertaking Casual Relief Teaching continued.....	101
The Construct Validity of the Issues in Teaching Questionnaire continued.....	101
Relationships with students subscale.....	101
Relationships with the school community subscale.....	101
Status subscale.....	102
Job security subscale.....	102
Job satisfaction subscale.....	102
Job stress subscale.....	102
The Issues in Teaching Questionnaire scale.....	107
The Construct Validity of the Demographic Information Questionnaire - Reasons for Undertaking Casual Relief Teaching.....	108
Summary.....	109
Correlations among the Issues in Teaching Questionnaire Subscale Scores and the Continuous Demographic Information Questionnaire Variables.....	110
Correlations among the Issues in Teaching Questionnaire Subscale Scores.....	110
The Relationships among the Issues in Teaching Questionnaire Subscale Scores and the Continuous Demographic and School-Related Variables.....	114
The Relationships among the Issues in Teaching Questionnaire Subscale Scores and the Demographic Information Questionnaire Factor Scores Associated with the Teachers' Reasons for Casual Relief Teaching.....	119
Summary.....	124
The Issues in Teaching Questionnaire Scores.....	124
Individual Item Analysis of the Casual Relief Teachers' and the Permanent Teachers' Scores on the Issues in Teaching Questionnaire.....	124
A Comparison of the Casual Relief Teachers' and the Permanent Teachers' Subscale Scores on the Issues in Teaching Questionnaire.....	125
Summary.....	127

Chapter 4: Results continued.....	127
Demographic and School-Related Variables, Separately and in Combination with Employment Status, as Predictors of the Issues in Teaching Questionnaire Subscale Scores.....	127
Demographic Information Questionnaire Variables as Predictors of the Issues in Teaching Questionnaire Subscale Scores.....	127
School level.....	127
Years of teaching experience.....	130
Age.....	131
School sector.....	132
Number of students.....	136
Sex.....	137
Socioeconomic status.....	139
Highest teaching qualification.....	145
School setting.....	153
Summary.....	159
Demographic and School-Related Variables as Moderators of the Relationship between Employment Status and the Issues in Teaching Questionnaire Subscale Scores.....	159
Employment status and school level.....	159
Employment status and number of students .....	164
Employment status and age.....	165
Employment status and years of teaching experience.....	166
Employment status and school sector.....	167
Employment status and socioeconomic status.....	175
Employment status and sex.....	176
Employment status and highest teaching qualification.....	176
Employment status and school setting.....	176
Summary.....	177
Chapter 5: Discussion.....	178
Summary of Main Findings.....	178
Sample Characteristics.....	179



Table of Contents	Page
Chapter 5: Discussion continued.....	181
The Teachers' Reasons for Undertaking Casual Relief Teaching.....	181
The Psychometric Properties of the Issues in Teaching Questionnaire.....	182
Comparisons between the Casual Relief Teachers and the Permanent Teachers.....	184
The Moderating Influence of the Demographic and School-Related Variables on the Issues in Teaching Questionnaire Subscale Scores.....	188
The Relationship between the Current Research Findings and Previous Research Focussing on Casual Relief Teaching.....	191
Theoretical and Practical Implications.....	196
Regulatory.....	196
School systems and administrators.....	197
Individuals.....	199
Methodological Issues and Future Research Directions.....	200
Secondary Findings.....	202
Conclusions.....	203
References.....	205
Appendixes.....	217
Appendix A: Project Information for School Principals.....	217
Appendix B: Project Information for Participants.....	218
Appendix C: The Demographic Information Questionnaire.....	219
Appendix D: The Issues in Teaching Questionnaire.....	220
Appendix E: Approval to Conduct Research from RMIT University.....	227
Appendix F: Approval to Conduct Research in Government Schools.....	228
Appendix G: Approval to Conduct Research in Catholic Schools.....	230

List of Tables	Page
Table 1    Frequencies for the Categorical Demographic and School-Related Variables Overall and by Employment Status.....	68
Table 2    Means and Standard Deviations for the Continuous Demographic and School-Related Variables Overall and by Employment Status.....	70

List of Tables

Page

Table 3	Items Comprising the Revised Issues in Teaching Questionnaire Subscales.....	73
Table 4	Varimax Rotated Factor Loadings for the Issues in Teaching Questionnaire Item Scores.....	103
Table 5	Varimax Rotated Factor Loadings for the Issues in Teaching Questionnaire Subscale Scores.....	109
Table 6	Varimax Rotated Factor Loadings for the Demographic Information Questionnaire - Reasons for Undertaking Casual Relief Teaching.....	109
Table 7	A Correlation Matrix of the Issues in Teaching Questionnaire Subscale Scores Overall and by Employment Status.....	111
Table 8	A Correlation Matrix of the Issues in Teaching Questionnaire Subscale Scores and the Continuous Demographic Information Questionnaire Variables Overall and by Employment Status.....	115
Table 9	A Correlation Matrix of the Issues in Teaching Questionnaire Subscale Scores and the Demographic Information Questionnaire Factor Scores Associated with the Teachers' Reasons for Undertaking Casual Relief Teaching Overall and by Employment Status.....	120
Table 10	Means and Standard Deviations for the Issues in Teaching Questionnaire Subscale Scores by Employment Status with Significance Tests.....	126
Table 11	Means and Standard Deviations for the Issues in Teaching Questionnaire Subscale Scores by School Level with Significance Tests.....	129
Table 12	Univariate ANOVAs Illustrating the Relationship between Years of Teaching Experience and the Issues in Teaching Questionnaire Subscale Scores.....	130
Table 13	Univariate ANOVAs Illustrating the Relationship between Age and the Issues in Teaching Questionnaire Subscale Scores.....	131
Table 14	Univariate ANOVAs Illustrating the Relationship between School Sector and the Issues in Teaching Questionnaire Subscale Scores.....	133
Table 15	Pairwise Comparisons of the Issues in Teaching Questionnaire Subscale Scores by School Sector with Significance Tests.....	134
Table 16	Univariate ANOVAs Illustrating the Relationship between Number of Students and the Issues in Teaching Questionnaire Subscale Scores.....	136

## List of Tables

Page

Table 17	Univariate ANOVAs Illustrating the Relationship between Sex and the Issues in Teaching Questionnaire Subscale Scores.....	138
Table 18	Univariate ANOVAs Illustrating the Relationship between Socioeconomic Status and the Issues in Teaching Questionnaire Subscale Scores.....	140
Table 19	Pairwise Comparisons of the Issues in Teaching Questionnaire Subscale Scores by Socioeconomic Status with Significance Tests.....	141
Table 20	Univariate ANOVAs Illustrating the Relationship between Highest Teaching Qualification and the Issues in Teaching Questionnaire Subscale Scores.....	146
Table 21	Pairwise Comparisons of the Issues in Teaching Questionnaire Subscale Scores by Highest Teaching Qualification with Significance Tests.....	147
Table 22	Univariate ANOVAs Illustrating the Relationship between School Setting and the Issues in Teaching Questionnaire Subscale Scores.....	154
Table 23	Pairwise Comparisons of the Issues in Teaching Questionnaire Subscale Scores by School Setting with Significance Tests.....	155
Table 24	Univariate ANOVAs Illustrating the Moderating Effect of School Level on the Relationship between Employment Status and the Issues in Teaching Questionnaire Subscale Scores.....	160
Table 25	Means and Standard Deviations for the Issues in Teaching Questionnaire Subscale Scores by School Level and Employment Status with Significance Tests.....	162
Table 26	Means and Standard Deviations for the Issues in Teaching Questionnaire Subscale Scores by Employment Status and School Level with Significance Tests.....	163
Table 27	Univariate ANOVAs Illustrating the Moderating Effect of Number of Students on the Relationship between Employment Status and the Issues in Teaching Questionnaire Subscale Scores.....	164
Table 28	Univariate ANOVAs Illustrating the Moderating Effect of Age on the Relationship between Employment Status and the Issues in Teaching Questionnaire Subscale Scores.....	165

Table 29	Univariate ANOVAs Illustrating the Moderating Effect of Years of Teaching Experience on the Relationship between Employment Status and the Issues in Teaching Questionnaire Subscale Scores.....	166
Table 30	Univariate ANOVAs Illustrating the Moderating Effect of School Sector on the Relationship between Employment Status and the Issues in Teaching Questionnaire Subscale Scores.....	168
Table 31	Means and Standard Deviations for the Issues in Teaching Questionnaire Subscale Scores by School Sector and Employment Status with Significance Tests.....	169
Table 32	Means and Standard Deviations for the Issues in Teaching Questionnaire Subscale Scores by Employment Status and School Sector with Significance Tests.....	170
Table 33	Pairwise Comparisons of the Issues in Teaching Questionnaire Subscale Scores by Employment Status and School Sector with Significance Tests.....	171
Table 34	Univariate ANOVAs Illustrating the Moderating Effect of Socioeconomic Status on the Relationship between Employment Status and the Issues in Teaching Questionnaire Subscale Scores.....	175
Table A1	Reliability Analyses for the Original Issues in Teaching Questionnaire Subscale Items Overall and by Employment Status.....	232
Table A2	Reliability Analyses for the Revised Issues in Teaching Questionnaire Subscales Overall and by Employment Status.....	246
Table A3	The Issues in Teaching Questionnaire Item Scores Overall and by Employment Status with Significance Tests Sorted by Effect Size.....	259

## Abstract

Casual relief teaching has been described as a challenging occupation (Garwood, 1976; Purvis & Garvey, 1993; Ward, 2001; Warren, 1988) that is fraught with problems (Boyer, 1998; Clifton & Rambaran, 1985; Crittenden, 1994; Hamann et al., 2003a; Ostapczuk, 1994; Parsons & Dillon, 1980-1981; Pascale et al., 1984). Despite this, very little empirical research has been conducted in the area of casual relief teaching (Crittenden, 1994; Galloway, 1993; Galvez-Martin, 1997; Ostapczuk, 1994; Weems, 2003) and few systematic attempts have been made to compare the attitudes, perceptions, and experiences of casual relief teachers (CRTs) with permanent teachers. The current study was designed to address this deficit and to improve the quality and amount of information currently available in Victoria by exploring the commonalities among the work-related concerns of CRTs and then comparing them to those of permanent teachers using a purpose-built instrument, the Issues in Teaching Questionnaire (ITQ).

Four hundred and eight CRTs and 670 permanent teachers from government, independent, and Catholic primary schools and secondary schools in and around metropolitan Melbourne were surveyed using the researcher-developed ITQ in order to assess their attitudes, perceptions, and experiences in relation to 10 areas of concern including: job security, provisions and facilities, information and communication, lesson management, status, relationships with the school community, relationships with students, student management, job satisfaction, and job stress. These 10 areas of concern were derived from the literature regarding casual relief teaching, which comprised of various anecdotal, published, and unpublished sources.

Classical test theory methods (e.g., Cronbach's  $\alpha$  and exploratory factor analysis) were used to determine the psychometric properties of the survey instrument, which indicated that the ITQ possessed excellent internal reliability and construct validity, and confirmed the existence of an "in-class" factor and an "out-of-class" factor. Using descriptive and multivariate inferential statistics, the responses of the CRTs and the permanent teachers were analysed. By comparison with the other group characteristics, employment status (i.e., CRT or permanent teacher) was the best predictor of scores on the ITQ. The CRTs reported more positive attitudes, perceptions, and experiences in relation to job stress (i.e., less job stress) compared with the permanent teachers, whereas the permanent teachers reported more positive attitudes, perceptions, and experiences across all other areas of concern compared with the CRTs. All of these results were statistically significant; however, when the responses of the CRTs and the permanent teachers were compared on a scale of magnitude (i.e., effect

size), much larger effects were observed for the “out-of-class” concerns (e.g., Information and Communication, Provisions and Facilities, Lesson Management, Relationships with the School Community, Status, Job Security, and Job Satisfaction subscales) compared with the “in-class” concerns (e.g., Relationships with Students, Student Management, and Job Stress subscales).

Although many parallels were found between the CRTs and the permanent teachers in terms of their general classroom concerns, substantial differences existed between the two groups in relation to their concerns in the wider school context. Of particular importance were the considerable differences between the CRTs and the permanent teachers in terms of their employment conditions, and how they are currently being accommodated in schools and integrated into school communities. In these regards, CRTs are not receiving professional parity with their permanent counterparts and this has important implications for Australian labour regulation, casual relief teaching systems in schools, and CRTs personally. A concerted effort is needed to improve the current state of casual relief teaching and bridge the gap between CRTs and permanent teachers in terms of their professional treatment.

Overall, the results of this study (a) provide evidence of a psychometrically sound instrument for assessing the attitudes, perceptions, and experiences of CRTs and permanent teachers across a range of school settings, (b) highlight the importance of employment status (i.e., CRT or permanent teacher) as a predictor of the ITQ subscales compared with the other group characteristics, and (c) present comprehensive and convincing evidence on the similarities and differences between the teaching experiences of CRTs and permanent teachers.

## Chapter 1: Introduction

This chapter provides an overview of (a) casual employment in Australia and in the field of education, (b) previous empirical research into casual relief teaching, (c) the needs and concerns of CRTs, (d) the impetus and rationale for the current study, and (e) the current research aims and findings.

There have been considerable changes in working arrangements across a range of occupational categories in Australia since the 1970s (Mangan & Williams, 1999). In particular, there has been a shift away from permanent employment towards more flexible labour, such as casual employment (Mangan & Williams, 1999). According to the Australian Bureau of Statistics ([ABS], 2005), casual employment is defined as any working arrangement whereby the employee is not entitled to paid annual leave or sick leave with the opposite being true for permanent employment.

As an employment issue, workforce casualisation demands attention due to its high incidence (Campbell, 2001) and its rapid and continuing growth across industries in Australia (Campbell, 2001; Campbell & Brosnan, 2005; Pocock et al., 2004). Casual employment increased dramatically after the 1990-1992 recession with the rate of growth being more pronounced for males compared with females (Campbell & Burgess, 2001a). Currently, it is estimated that one in five workers are employed on a casual basis (ABS, 2007) making it the main form of nonpermanent waged work in Australia (Campbell & Burgess, 2001a; Pocock et al., 2004).

In Australia, casual employment has generated much debate due to shortfalls in labour regulation (Campbell, 2004), which allows employers to evade the responsibility of providing casual employees with basic rights, benefits, and protections (Pocock et al., 2004). Casual clauses in awards and agreements permit employers to utilise casual employees in a regular, long-term manner in place of permanent employees without providing them with standard entitlements, such as sick pay and paid annual leave, on the basis that they are paid a casual loading or wage premium as compensation (Campbell, 2004; Campbell & Brosnan, 2005; Pocock et al., 2004). Given that most other countries in the Organisation for Economic Co-operation and Development (OECD) provide casual employees with a minimum entitlement to paid annual leave, this is an important Australian distinction (Campbell, 2004).

Historically, casual employment has been prominent in agriculture, waterfront, mining, and construction industries (O'Donnell, 2004). More recently, however, casual employment has emerged strongly in other industries, such as education and teaching. Recent estimates indicate that approximately 17% of all employees in education are employed on a

casual basis (ABS, 2006b), which equates to more than 30,000 teachers Australia-wide (Department of Education, Science & Training [DEST], 2003c). This figure is predicted to increase in the future (Barlin & Hallgarten, 2002; Barnard, 2001; Junor & Wallace, 2001).

Teachers working on a casual basis in schools are commonly referred to as casual relief teachers (CRTs). CRTs are employed on a temporary basis (Freedman, 1975; J. K. Rogers, 2001; Warren, 1988) when a permanent teacher is unavailable to perform his or her routine duties (Morrison, 1999; Shilling, 1991), whereby they are responsible for continuing the educational program (Drake, 1981). It is estimated that students are in the direct care of CRTs for as much as 24 months from preschool through to year 12 (Russo, 2001), which equates to approximately 24% of total student learning time.

Until recently, casual relief teaching and permanent teaching were assumed to be similar (Webb, 1995) because they have similar roles and responsibilities (St. Michel, 1995). It is now recognised, however, that casual relief teaching is very different from permanent teaching (Shilling, 1991) and is associated with unique employment issues (Warren, 1988), and additional work-related concerns. On this basis, what is known about permanent teaching cannot be generalised to casual relief teaching (Shilling, 1991). Despite this, very little is known about casual relief teaching (Morrison & Galloway, 1996; Shilling, 1991; Webb, 1995) and how it compares with permanent teaching (Trent & Ghilotti, 1972).

Casual relief teaching has received very little attention (St. Michel, 1995) from researchers even though there are many notable problems within the profession (Bontempo & Deay, 1986; Boyer, 1998; Clifton & Rambaran, 1985; Crittenden, 1994; Hamann et al., 2003a; Hamann et al., 2003b; Mastrian et al., 1984; Ostapczuk, 1994; Parsons & Dillon, 1980-1981; Pascale et al., 1984; Webb, 1995) and numerous anecdotal reports highlighting particular areas of concern for CRTs (Bontempo & Deay, 1986; Ostapczuk, 1994). More specifically, there is very little large-scale quantitative empirical research into casual relief teaching (Bontempo & Deay, 1986; Crittenden, 1994; Galloway, 1993; Galvez-Martin, 1997; Jentzen & Vockell, 1978; Ostapczuk, 1994; Steltenpohl, 1974; Weems, 2003) and few Australian studies in this area (Crittenden, 1994). There is also very little systematic research comparing casual relief teaching with permanent teaching.

Currently, there is a lack of accurate data (Barnard, 2001) regarding (a) the number of CRTs working in schools (Barlin & Hallgarten, 2002; Barnard, 2001), (b) the personal demographic characteristics of CRTs (Barnard, 2001; Bourke, 1993; Gill & Hand, 1992; J. M. Johnson et al., 1988), (c) the reasons teachers undertake casual relief teaching (Barlin & Hallgarten, 2002; Barnard, 2001; J. M. Johnson et al., 1988), (d) the roles and responsibilities of CRTs (Hamann et al., 2003a; Jentzen & Vockell, 1978), (e) the areas of concern for CRTs



(Webb, 1995), and (f) the similarities and differences between the concerns of CRTs and permanent teachers.

An earlier study by the author (Cleeland, 2000) aimed to address this lack of evidence by using a qualitative approach to collect some preliminary data. Ten CRTs from various secondary schools in and around metropolitan Melbourne participated in a semistructured individual interview during which their professional needs and concerns were explored. The participants were asked to provide background information about themselves and discuss their perceptions about (a) the provisions and facilities at schools, (b) their interactions with staff and students, (c) the provision of professional development, (d) their inclusion in staff social activities, (e) the sufficiency of lesson plans or activities provided by permanent teachers, (f) the curriculum areas and levels assigned to them, and (g) issues regarding student management. The participants were also given an opportunity to discuss any other concerns associated with their employment.

The interviews were audiotaped and transcribed. The data were then analysed for emerging hypotheses using constant comparison, which is a grounded theory technique developed by Glaser and Strauss (1967, cited in Strauss & Corbin, 1990). The transcribed data along with the researcher's thoughts about what was discussed at the interviews were then returned to the participants at approximately four weeks for respondent validation. The hypotheses that emerged from the analysis of the data were then classified according to three themes: (a) organisation, (b) communication, and (c) status.

*Organisation:* For this first theme, it was hypothesised that CRTs do not have satisfactory conditions of employment because they rarely (a) had tenure or employment contracts, (b) knew of their work schedules and teaching assignments in advance, (c) received adequate lesson plans from permanent teachers or had sufficient time to prepare for lessons, (d) received sufficient school and student information, and (e) received basic physical provisions and teaching materials (e.g., their own desk or designated work space, pigeonhole, Internet or e-mail access, library and photocopier privileges, and chalk or whiteboard markers).

*Communication:* For this second theme, it was hypothesised that CRTs do not have satisfactory relationships with the school community because they were rarely (a) formally introduced to staff or students, (b) included in staff social functions and professional development activities, (c) required to attend staff or faculty meetings, (d) provided with support and advice from colleagues, (e) asked to contribute their suggestions or opinions for school decision-making, and (f) provided with feedback from school administrators regarding the outcome of student disciplinary action.

*Status:* Finally, for this third theme, it was hypothesised that CRTs are given low priority and have low social standing in the education system because they were rarely (a) considered to be staff members or as having official positions in schools, (b) perceived by students as being bona fide teachers, (c) assigned to curriculum areas in which they had expertise in, and (d) viewed as competent professionals.

This previous study, combined with the lack of empirical research in the area of casual relief teaching, provided the impetus for the research reported here. The results of this earlier study, along with a range of anecdotal, published, and unpublished sources, indicates that there are 10 main areas of concern for CRTs: job security, provisions and facilities, information and communication, lesson management, status, relationships with the school community, relationships with students, student management, job satisfaction, and job stress.

*Job security:* According to the available literature, CRTs are generally assumed to have less job security compared with permanent teachers. Unlike permanent teachers, CRTs typically do not have employment contracts (Jones, 1999) or tenure (O'Grady, 2001) and working arrangements are usually short-term (Shilling, 1991; Wyld, 1995) and uncertain (Hayes, 1975; McCormack & Thomas, 2002; J. K. Rogers, 2001; Rose et al., 1987; Ward, 2001; Webb, 1995).

*Provision and facilities:* CRTs are generally perceived to have less satisfactory provisions and facilities compared with permanent teachers. CRTs may not have access to the same resources as permanent teachers (Bourke, 1993); for example, they may have fewer physical provisions (Webb, 1995) and may not be provided with basic teaching materials (Colbert, 2001; Keyser, 1994).

*Information and communication:* CRTs are assumed to have less satisfactory information and communication provisions compared with permanent teachers. CRTs may not be provided with sufficient school or class information (Augustin, 1987; Brace, 1990; Cleeland, 2000; Clifton & Rambaran, 1985; Condra, 1977; Dilanian, 1986; Drake, 1981; Drury, 1988; Duebber, 2000; Hoch, 1996; J. M. Johnson et al., 1988; L. M. Johnson, 2000; Kraft, 1980; Lassmann, 2001; McLane, 2002; Nidds & McGerald, 1994; Recker, 1985; Robb, 1979; J. K. Rogers, 2001; Snow Frosch, 1981; St. Michel, 1995; Warren, 1988; Webb, 1995; Wildridge, 1996; Young & Carrick, 1993) and school administrators may not provide CRTs with performance appraisals or other feedback applicable to their work (Cardon, 2002; Colbert, 2001; Hamann et al., 2003b; Ostapczuk, 1994; Rawson, 1981; St. Michel, 1994, 1995).

*Lesson management:* CRTs are generally perceived as having less satisfactory lesson management compared with permanent teachers. CRTs may have uncertain teaching

schedules (Tracy, 1988) and may be assigned different or unfamiliar student groups on a regular basis (Clifton & Rambaran, 1985; Keller, 1976; Morrison & Galloway, 1996; St. Michel, 1995; Webb, 1995). CRTs may also be required to instruct in curriculum areas or levels that are outside their area of specialisation or experience (Augustin, 1987; Clifton & Rambaran, 1985; Shreeve et al., 1983; St. Michel, 1995; Tracy, 1988; Webb, 1995).

*Status:* CRTs are generally regarded as having lower status compared with permanent teachers. As an occupation, casual relief teaching has low professional standing (Cardon, 2002; Cleeland, 2000; Drake, 1981; Rawson, 1981; Shilling, 1991; Warren, 1988) (Cardon, 2002; Galloway, 1993; Rawson, 1981; Russo, 2001) and less professional regard compared with permanent teaching (Bourke, 1993). Other common assumptions about casual relief teaching are that it is carried out less proficiently (Clifton & Rambaran, 1985) and in a less professional manner (J. K. Rogers, 2001) compared with permanent teaching.

*Relationships with the school community:* CRTs are generally perceived as having less satisfactory relationships with the school community compared with permanent teachers. CRTs may be unfamiliar with school staff (Drake, 1981) and staff members may not accept them as colleagues (Grimshaw et al., 2003; Jentzen & Vockell, 1978; Jones & Hawkins, 2000; Tracy, 1988). Additionally, school administrators may not automatically include CRTs in professional development activities (Galloway, 1993; McCormack & Thomas, 2002; McHugh, 2001; Purvis & Garvey, 1993; Rawson, 1981; Rose et al., 1987; Russo, 2001; Seldner, 1983; Shilling, 1991; St. Michel, 1995; Webb, 1995) and staff social functions (Mann, 2000).

*Relationships with students:* CRTs are generally perceived as having less satisfactory relationships with students compared with permanent teachers. CRTs may have less rapport with students (McCormack & Thomas, 2002) and may find it difficult to obtain their cooperation (Clifton & Rambaran, 1985). By comparison with permanent teachers, CRTs are said to endure higher levels of student recalcitrance ("UK government: Schools need to do more to support temporary teachers, says Ofsted", 2002; Wood & Knight, 1989).

*Student management:* CRTs are generally perceived as having less satisfactory student management compared with permanent teachers. It has been reported that CRTs have difficulty managing student behaviour and maintaining classroom control (Boyer, 1998; Galvez-Martin, 1997; Hamann et al., 2003a; Kraft, 1980; Nidds & McGerald, 1994; Ostapczuk, 1994; Renzelman & Goc Karp, 1999; J. K. Rogers, 2001; Swan, 2002; Tannenbaum, 2000; Wood & Knight, 1989).

*Job satisfaction:* CRTs are assumed to have less job satisfaction compared with permanent teachers. CRTs are said to derive little satisfaction from their work (Kraft, 1980;

Rawson, 1981; J. K. Rogers, 2001; Shilling, 1991) and find casual relief teaching professionally unrewarding for the majority of the time (Keyser, 1994; Lord, 1998; Robinson et al., 1992; St. Michel, 1995). CRTs are also said to receive lower pay (Clifton & Rambaran, 1985; Kraft, 1980; J. K. Rogers, 2001; St. Michel, 1994; Wilgoren, 2000) and fewer fringe benefits compared with permanent teachers (Bourke, 1993; Grimshaw et al., 2003).

*Job stress:* Like permanent teachers, CRTs are assumed to experience moderate to high levels of work-related stress, which are comparable to permanent teaching (Palmer et al., 1996).

The current study was designed to further investigate these issues and to improve the quality and amount of information currently available on casual relief teaching in Victoria. The general aim of the study was to explore the commonalities among the work-related concerns of CRTs and then compare them to those of permanent teachers using a purpose-built instrument. As pointed out by Palmer et al. (1996), the majority of existing questionnaires in the area of teaching are designed with only permanent teachers in mind and do not adequately address the unique issues faced by CRTs. The specific aims of the current study were to (a) develop and validate a teacher questionnaire addressing the 10 areas of concern identified above, (b) examine the reasons for casual relief teaching, (c) determine whether the 10 areas of concern are best predicted by employment status (i.e., CRT or permanent teacher) or another group characteristic, and (d) compare the work-related concerns of CRTs and permanent teachers.

A quantitative research strategy was chosen for the current study in order to (a) obtain a large, representative sample, (b) ensure data collection was standardised, (c) determine the psychometric properties of the survey instrument, and (d) enable advanced multivariate statistical comparisons between the responses of the CRTs and the permanent teachers. Data were obtained from 408 CRTs and 670 permanent teachers from various primary schools and secondary schools within the government, independent, and Catholic sectors in and around metropolitan Melbourne. The participants were required to complete a two-part, purpose-built questionnaire derived from the 10 areas of concern identified above. The questionnaire gathered demographic information about the participant and background information about his or her main school. The questionnaire also assessed the attitudes, perceptions, and experiences of the participants in relation to the 10 areas of concern described above, which were derived from various anecdotal, published, and unpublished sources regarding casual relief teaching.

A comprehensive analysis of the data indicated that the sample was representative of the general teaching population in Australia and that the personal demographic characteristics

of the CRTs and the permanent teachers were similar. Five main reasons for casual relief teaching were identified including lifestyle, finance, teaching experience, dissatisfaction with permanent teaching conditions, and a lack of viable permanent teaching options. The purpose-built questionnaire, the Issues in Teaching Questionnaire (ITQ), was found to have excellent internal reliability and construct validity, and confirmed the existence of an “in-class” factor (i.e., Relationships with Students, Student Management, and Job Stress subscales) and an “out-of-class” factor (i.e., Relationships with the School Community, Lesson Management, Job Security, Information and Communication, Provisions and Facilities, Job Satisfaction, and Status subscales). By comparison with the other group characteristics, employment status (i.e., CRT or permanent teacher) was the best predictor of scores on the ITQ, which confirmed the existence of pertinent group differences. In particular, the permanent teachers reported more positive attitudes, perceptions, and experiences on the Information and Communication, Provisions and Facilities, Relationships with Students, Relationships with the School Community, Status, Job Satisfaction, Job Security, Lesson Management, and Student Management subscales compared with the CRTs, whereas the CRTs reported more positive attitudes on the Job Stress subscale (i.e., less job stress) compared with the permanent teachers. All of these findings were statistically significant; however, when the responses of the CRTs and the permanent teachers were compared on a scale of magnitude (i.e., effect size), stronger effects were found for the out-of-class differences compared with the in-class differences.

Consistent with the current findings, previous research has also found that CRTs have general concerns regarding their employment conditions (see e.g., McCormack & Thomas, 2002), professional standing in the school community (see e.g., Cardon, 2002), job satisfaction (see e.g., J. K. Rogers, 2001), classroom discipline (see e.g., Bransgrove & Jesson, 1993), physical resources (see e.g., Webb, 1995), school information (see e.g., Crittenden, 1994), lesson provisions (see e.g., Galvez-Martin, 1997), and relations with coworkers (see e.g., Clifton & Rambaran, 1985). The current findings are also in line with earlier work indicating that CRTs experience levels of work-related stress comparable to permanent teachers (see e.g., Palmer et al., 1996).

The results of the current study should be considered in light of the following methodological issue. The vast majority of CRTs who participated in the current study were sourced from employment agencies. By comparison with nonagency CRTs, agency CRTs may have less positive attitudes, perceptions, and experiences regarding casual relief teaching because (a) they may have less control over where they work and (b) they may work at a greater number of schools, which are less familiar to them. As well as investigating the

differences in attitudes, perceptions, and experiences between agency and nonagency CRTs in relation to the 10 areas of concern identified in the current study, future research into casual relief teaching should also attempt to (a) generalise the results of the current study to other school settings by conducting research with CRTs and permanent teachers working in preschools, single-sex schools, and alternative educational settings; (b) gather more accurate information about the number of CRTs Australia-wide and their working arrangements in schools (e.g., number of days worked each year in different schools); (c) consider further psychometric evaluation of the ITQ with different teacher groups; and (d) develop ways to improve casual relief teaching programs in schools.

As featured in subsequent chapters, the literature regarding casual relief teaching is examined in detail, the research procedure is outlined with a special focus on the development of a questionnaire aimed at addressing the 10 areas of concern identified above, and the main findings to emerge from the study including a comprehensive analysis of the CRTs' and the permanent teachers' survey responses is discussed at length with reference to various theoretical and practical implications.

## Chapter 2: Literature Review

This chapter begins with a discussion about casual employment in Australia generally and in the field of education specifically. It follows with a detailed examination of CRTs including (a) why they are needed in schools, (b) how they are employed, (c) what is known about them, (d) their reasons for casual relief teaching, and (e) their roles and responsibilities in schools. The chapter concludes with a review of the available literature regarding the areas of concern for CRTs.

### *Casual Employment in Australia*

Over the last 30 years there have been considerable changes in working arrangements generally (Mangan & Williams, 1999) with the emergence of more diverse forms of employment (ABS, 2006a; Pocock et al., 2004). In particular, there has been a shift away from permanent, full-time employment towards more flexible work options, such as home-based, part-time, contract, and casual labour (ABS, 2006a; Mangan & Williams, 1999). Of these nonstandard forms of labour, casual employment is the main form of nonpermanent waged work in Australia (Campbell & Burgess, 2001a). Given the nature of the research reported in this thesis, only casual employment will be discussed in the following chapters.

According to the ABS (2005) and various other sources (Campbell & Brosnan, 2005; de Ruyter, 1997; Peetz, 2005), a casual employee is defined as a worker who is not entitled to paid annual leave or sick leave with the opposite being true for permanent employees. Using this definition, the ABS estimates that approximately 20% of all Australian workers are employed on a casual basis with this figure remaining relatively stable since 1998 (ABS, 2007). After the recession in the early 1990s (Campbell & Burgess, 2001a), casual employment increased dramatically (Campbell & Burgess, 2001a; Jorgensen & Riemer, 2000) accounting for 69% of the net growth in employment in the Australian labour market between 1988 and 1998 (ABS, 1999). The growth of casual employment in this period was attributed to a sizeable increase in the number of male casual employees (115%) compared with female casual employees (43%) (ABS, 1999). Arguably, employers capitalised on the opportunity to restructure their organisations, and set about retrenching workers and utilising nonstandard forms of employment, particularly casual employment (Campbell & Burgess, 2001a).

Despite the rapid growth of male casual employees in recent years, females continue to dominate the casual labour workforce and account for approximately 58% of all casual

workers (ABS, 2007). The majority of casual employees are aged between 15 and 19 years (22.6%) followed by 20 and 24 years (18.2%) (ABS, 2006b), which most likely reflects the tendency for young people to combine work and study commitments (ABS, 2007). The majority of casual employees work 14 hours or less each week with figures approximating 43% for females and 29% for males (ABS, 2006b), and roughly 67% of casual employees would prefer to work more hours given the opportunity (ABS, 2005). The vast majority of casual employees neither have fixed-term contracts with their main employer (95%) nor work for the same employer for more than two years (73%) (ABS, 2006b). By comparison with other industries, there are more casual employees in seasonal industries with high employment fluctuation, such as hospitality (53%), retail (37%), and recreation (28%) (ABS, 2007). There are also more casual employees in the lower skilled occupations with approximately 75% working in clerical, sales, and labourer positions (ABS, 2007).

Casual employment has become more common as employers make greater use of flexible staffing (Simpson et al., 1997) and as employees seek greater working flexibility (Mangan & Williams, 1999). Casual employment may appeal to those people who (a) are beginning their career and want exposure (Jorgensen & Riemer, 2000) or experience in a particular vocation (Diegel, 1997), (b) want to maximise their chances of obtaining a permanent position within an organisation (Campbell, 2001; Messmer, 1994), (c) have family obligations (Jorgensen & Riemer, 2000) or study commitments preventing permanent work (Campbell, 2001; Simpson et al., 1997), (d) want to avoid the ongoing responsibilities associated with permanent work and potential burnout (Junor, 2000), and (e) need to supplement their household income (Simpson et al., 1997) or generate an income while between jobs (Jorgensen & Riemer, 2000). Employers benefit from casual employment in that they can (a) remain responsive to unexpected short-term economic or organisational fluctuations (Campbell, 2000, 2001; Cooper et al., 1999; Jorgensen & Riemer, 2000), (b) enhance workplace productivity (Simpson et al., 1997) and control over employees (Campbell, 2000), (c) reduce the number of permanent positions within the organisation (Rawe, 2003) and associated costs such as employee fringe benefits (Diegel, 1997), (d) avoid incremental pay increases or higher pay scales by paying a flat rate to casual employees (Campbell & Brosnan, 2005; Diegel, 1997), (e) potentially avoid paying worker's compensation in the event of an injury to a casual employee hired through an employment agency (Jorgensen & Riemer, 2000), (f) advertise for casual employees with particular or specialist skills (Falcone, 1993) and trial them before offering permanency to reduce recruitment (Jorgensen & Riemer, 2000) and termination costs (Simpson et al., 1997), (g) reduce overhead costs by providing casual employees with minimal facilities (Junor, 2000),



and (h) dismiss casual employees with greater ease (Campbell, 2000, 2001; Campbell & Brosnan, 2005).

Although casual employment has many advantages in terms of the flexibility it affords employers and employees (Mangan & Williams, 1999; Simpson et al., 1997), it is not without shortcomings, particularly for employees. By comparison with permanent employment, casual employment is more precarious (Campbell, 2004). Casual employees may not have regular working hours (Pocock et al., 2004) or fixed work schedules (ABS, 2002), despite working full-time or part-time (Campbell, 2001, 2004; Campbell & Burgess, 2001a, 2001b) possibly for the same employer over several years (Campbell, 2004; Peetz, 2005). A discrete employment contract is entered into with each period of casual employment, which is not associated with an employer obligation of re-engagement (Cooper et al., 1999). Casual working arrangements can be occasional (Campbell & Burgess, 2001a; Delbridge et al., 2003), short-term (Campbell, 2001; Campbell & Burgess, 2001a) or irregular (Campbell, 2001; Delbridge et al., 2003), whereby casual employees can be called in to work at very short-notice (Campbell, 2001) for brief periods of time (Campbell, 2001; Campbell & Burgess, 2001a). These workers are sometimes referred to as “true” or “genuine” casuals (Campbell & Brosnan, 2005; Campbell & Burgess, 2001b) because they replace other workers who are temporarily (Freedman, 1975; J. K. Rogers, 2001; Warren, 1988) unavailable to perform their routine duties (Morrison, 1999; Shilling, 1991) or take over from another worker who has completed his or her shift (Delbridge et al., 2003).

Casual employees are often used to meet exceptional or irregular work demands; however, unlike most other countries, Australia also permits employers to use casual employees in circumstances where permanent employees would be reasonably justified (Campbell, 2004). In this sense, casual employees are open to disadvantage (ABS, 2005; Campbell, 2000, 2004) and possible exploitation because they can be used in a regular, long-term manner in place of permanent employees (Campbell, 2004; Campbell & Brosnan, 2005). These casual employees are often indistinguishable from their permanent counterparts in terms of their continuity of employment with the same employer (Wooden & Warren, 2004); however, they are not necessarily afforded the same conditions of employment (Campbell, 2000, 2004; Campbell & Burgess, 2001a, 2001b; Jorgensen & Riemer, 2000; Junor, 2000). The same is true for “true” or “genuine” casuals (Campbell & Brosnan, 2005; Campbell & Burgess, 2001b).

Apart from being entitled to payment for work performed (Campbell, 2004; Campbell & Brosnan, 2005), casual employees differ markedly from permanent employees in terms of their rights, benefits, and protections (Campbell, 2000, 2004; Campbell & Brosnan, 2005;

Campbell & Burgess, 2001a; Pocock et al., 2004). Unlike most other countries in the OECD, casual employees in Australia are not entitled to standard fringe benefits, such as paid annual leave and sick leave, due to officially sanctioned gaps in labour regulation (e.g., casual clauses) (Campbell, 2000, 2004). Other shortfalls for casual employees include lack of severance pay (Campbell, 2001; Campbell & Burgess, 2001a; Peetz, 2005; Pocock et al., 2004), paid public holidays (Campbell & Brosnan, 2005; Campbell & Burgess, 2001a; Wooden & Warren, 2004), annual leave loading, long service leave, parental leave, bereavement leave (Campbell & Brosnan, 2005; Campbell & Burgess, 2001a), redundancy pay (Peetz, 2005), and in some cases, employer contributed superannuation (Campbell & Brosnan, 2005). Casual employees may also have less access to training (ABS, 2005; Campbell, 2001; Campbell & Burgess, 2001b) and professional development (Mangan & Williams, 1999), fewer protections in terms of unfair treatment and dismissal (Burgess & Campbell, 1998; Campbell, 2001; Campbell & Burgess, 2001b; Cooper et al., 1999; Pocock et al., 2004; Simpson et al., 1997), ambiguous legal status (Burgess & Campbell, 1998), lack of formal representation (Campbell, 2000; Pocock et al., 2004), and increased vulnerability to hazardous working environments (Campbell, 2001; Campbell & Burgess, 2001b) compared with permanent employees. Furthermore, casual employees receive little recognition for their qualifications and work experience (Junor, 2000), and are afforded low status within organisations (Junor, 2000), whereby opportunities for career progression and promotion to managerial positions may not be available (Campbell & Brosnan, 2005; Campbell & Burgess, 2001b; Mangan & Williams, 1999).

Although casual employees under certain awards and agreements may be entitled to a casual loading or wage premium (e.g., around 20%) as compensation for loss of benefits, they are unlikely to earn substantially more than a permanent counterpart (Campbell, 2004) and are particularly vulnerable to low earnings (Campbell, 2000; Campbell & Brosnan, 2005; Jorgensen & Riemer, 2000; Junor, 2000; Pocock et al., 2004). By comparison with casual employees, permanent employees enjoy the additional advantages that come with higher classifications, salary scales, collective bargaining rates, over award payments, premiums for night shift and overtime, performance bonuses, and other additional payments (Campbell, 2004).

For employers, the disadvantages of casual employment include ongoing recruitment costs (Pocock et al., 2004), regular retraining of casual employees to prevent inefficiencies from developing in workplace practices (Simpson et al., 1997), as well as associated training expenses (Pocock et al., 2004; Simpson et al., 1997) and fewer permanent employees

advancing through the ranks to managerial positions for organisations employing large proportions of casual employees (Mangan & Williams, 1999; Simpson et al., 1997).

### *Casual Employment in Education*

In education, the extent of casual employment is significant (Junor & Wallace, 2001). Although difficult to estimate (Barnard, 2001; Department for Education & Skills [DES], 2003), figures indicate that a substantial number of teachers are employed on a casual basis (Crittenden, 1994). Recent figures indicate that approximately 17% of all employees in education are casually employed (ABS, 2006b), which equates to more than 30,000 teachers Australia-wide (DEST, 2003c). There is also a substantial casual workforce in education abroad with figures approximating one million nationwide in the United States of America (USA) (Russo, 2001) and 14,800 in maintained schools in England (DES, 2003).

Over the last decade, the number of teachers working on a casual basis in schools has increased significantly (Barlin & Hallgarten, 2002) and current trends indicate that figures will continue to grow at a steady rate in the future (Barlin & Hallgarten, 2002; Barnard, 2001; Junor & Wallace, 2001) as more teachers opt for casual employment in the years to come (Barlin & Hallgarten, 2002) and as the demand for casually employed teachers increases (Glass, 2001; Russo, 2001; Tannenbaum, 2000).

In recent years, there has been a high demand for teachers with casual employment status (Boyer, 1998) due to shortages of permanent teachers (Barlin & Hallgarten, 2002; Merrow, 1999), especially in mathematics, science, and technology (McCormack & Thomas, 2002), as well as shortages of casually employed teachers (Dorward et al., 2000; Glass, 2001; Graham, 2000; Jones & Hawkins, 2000; Pardini, 2000; Rose et al., 1987; Russo, 2001; Strangeways, 2003; Tannenbaum, 2000; Wilgoren, 2000) with appropriate qualifications (Graham, 2000; Pardini, 2000), adequate teaching experience, sufficient instructional skills (Kievra, 1998), and desirable personal characteristics (Smith, 1999). There are also greater leave entitlements and professional development opportunities for permanent teachers than in the past (Barlin & Hallgarten, 2002; Drake, 1981; Jones, 1999; Kraft, 1980; Tannenbaum, 2000), which contributes to higher absenteeism.

### *Terms and Definitions*

In Australia, a teacher who works on a casual basis in schools is referred to as a casual relief teacher or CRT. Equivalent terms are *substitute teacher* in the USA (see e.g., Colbert,

2001) and *supply teacher* in the United Kingdom (UK) (see e.g., National Union of Teachers [NUT], 2003). Other terms in the literature include *casual teacher* (see e.g., McCormack & Thomas, 2002), *relief teacher* (see e.g., Ewing, 2001), *emergency teacher* (see e.g., Peyton, 2000), *temporary teacher* (see e.g., "UK government: Schools need to do more to support temporary teachers, says Ofsted", 2002), *replacement teacher* (see e.g., Gill & Hand, 1992), *guest teacher* (see e.g., Ferrara & Ferrara, 1993), *itinerant teacher* (see e.g., Yarger & Luckner, 1999), and *covering teacher* (see e.g., Gammarano, 2003). For the purpose of this thesis, the term CRT will be used hereafter in place of other terms to refer to teachers working on a casual basis.

The term CRT is not clearly defined and has taken on various meanings over the years (Barlin & Hallgarten, 2002); however, is defined in this thesis as a person who (a) works on an irregular (J. K. Rogers, 2001; Shilling, 1991) or short-term basis in schools (Clifton & Rambaran, 1985; Galloway, 1993; Shilling, 1991; Wyld, 1995), (b) does not have an employment contract or an ongoing position (Jones, 1999), and (c) temporarily replaces permanent teachers (Freedman, 1975; J. K. Rogers, 2001; Warren, 1988) who are unavailable to perform their routine duties (Morrison, 1999; Shilling, 1991). By contrast, a permanent teacher is defined as a person who is employed full-time or part-time on a contractual or an ongoing basis to educate students at a school. A school administrator is defined as a person who usually performs nonteaching duties and manages student- and/or school-related affairs (Ostapczuk, 1994). School administrators are usually in leadership or administrative positions and include principals, assistant principals, daily organisers, and coordinators or level managers. Finally, the school community is defined as any person associated with the school or its members including staff, parents, and students.

Internal cover arrangements in schools are not synonymous with casual relief teaching. In these situations, permanent teachers on the same staff as the absent teacher are assigned to cover extra classes during their nonteaching periods (Holdaway & Bentham, 1974). Although internal cover is preferred to external cover arrangements because it is more cost effective (Barlin & Hallgarten, 2002), it is not always feasible because the teaching and supervision schedules of the absent teacher and his or her coworkers may coincide. There may also be times when coworkers have other school business to attend to (e.g., meetings and interviews) or have met their quota of extra classes and other duties. In these situations, CRTs are employed to replace the permanent teachers who are unavailable.

## *Employment Practices and Procedures*

CRTs are required in the event of a planned (Morrison, 1999) or an unplanned staff absence (Colbert, 2001; Morrison, 1999) due to professional or personal reasons (Steltenpohl, 1974). Occasionally, permanent teachers are absent due to illness (Abdal-Haqq, 1997; Augustin, 1987; Bourke, 1993; Calkins, 1989; Colbert, 2001; Hamann et al., 2003b; Mann, 2000; McHugh, 2001; Renzelman & Goc Karp, 1999; Smock, 2000; St. Michel, 1995; Steltenpohl, 1974; Young & Carrick, 1993), family responsibilities (Benedict, 1987; Mann, 2000; St. Michel, 1995), military or jury duty (Abdal-Haqq, 1997), medical appointments, and bereavement among other reasons. At other times, permanent teachers may need to attend to school business (e.g., meetings and interviews) (Calkins, 1989; St. Michel, 1995), participate in professional development programs (Abdal-Haqq, 1997; Bourke, 1993; Calkins, 1989; Crittenden, 1994; Dorward et al., 2000; Hamann et al., 2003b; Holdaway & Bentham, 1974; Mann, 2000; McHugh, 2001; J. K. Rogers, 2001; Smock, 2000; St. Michel, 1995; Steltenpohl, 1974; Wilgoren, 2000; Young & Carrick, 1993) or supervise school activities (e.g., camp, excursions, incursions, sport, music and drama productions). CRTs are also used as an interim measure when a permanent teacher has not yet been appointed to fill a vacant position (McCormack & Thomas, 2002).

All schools can employ the services of CRTs including preschools, primary schools, secondary schools, and alternative educational settings (e.g., special schools and teaching units etc.). These schools can be government, independent or Catholic (O'Grady, 2001) and single-sex or coeducational. Schools can employ CRTs as frequently or infrequently as needed provided they stay within budget. According to the DES in England, CRTs are required, on average, one day a week in primary schools and four days a week in secondary schools (Barnard, 2001). St. Michel (1994) indicates that most permanent teachers (58%) require a CRT between one and five days each year.

One of three methods are used to source CRTs. School administrators can (a) notify the education department in their local area who finds CRTs on their behalf (J. K. Rogers, 2001), (b) directly contact CRTs who have expressed interest in obtaining work and have lodged their personal details at the school (Russo, 2001) or (c) hire an employment agency to source CRTs on their behalf for a fee (Barlin & Hallgarten, 2002). According to Graham (2000), approximately 41% of all Victorian government schools hire an employment agency to source CRTs when a permanent teacher is absent and internal cover is not available.

When selecting a CRT for duty, school administrators may base their decision on (a) the formal training of the CRT, (b) the previous teaching performance (Rose et al., 1987) or

experience of the CRT (O'Grady, 2001), (c) word-of-mouth recommendations (Crittenden, 1994), (d) staff requests (Crittenden, 1994; Hamann et al., 2003b; McHugh, 2001; Rose et al., 1987), (e) the behaviour management skills of the CRT (Crittenden, 1994), and (f) the reliability and/or availability of a CRT. School administrators may also give preference to CRTs who have previously worked at the school and who are known to students and staff (Casadonti, 1998; Crittenden, 1994).

Although school administrators are encouraged to employ fully certified teachers as CRTs whenever possible (Victorian Institute of Teaching [VIT], 2003), this requirement is subject to change when an appropriately qualified teacher is unavailable (Department of Education & Training [DET], 2004). In these circumstances, a person who has completed an approved teacher training course but fewer than four years tertiary study may be employed to work as a CRT in the state of Victoria (DET, 2004). The situation is much the same across the USA. The shortage of certified teachers has reduced the minimum requirements for casual relief teaching (Dorward et al., 2000; Pardini, 2000; Smith, 1999), which allows minimally or unqualified persons to work as CRTs (Barlin & Hallgarten, 2002; Barnard, 2001; Rose et al., 1987). A criminal records check (Wilgoren, 2000), high school diploma (Cardon, 2002; Hamann et al., 2003b; Pardini, 2000; Russo, 2001; Smith, 1999; Wilgoren, 2000) or college degree is often all that is required to work as a CRT in many states of the USA (Jones & Hawkins, 2000; Russo, 2001).

It is estimated that CRTs oversee between 5 to 10% of total student learning (Brace, 1990; Nidds & McGerald, 1994), which equates to 10 (Drake, 1981) to 20 days each school year, respectively. Other estimates are substantially higher and suggest that CRTs are responsible for approximately 12 (Boyer, 1998; Pardini, 2000; Russo, 2001; Wilgoren, 2000) to 24 months of student learning from preschool to year 12 (Russo, 2001). Either way, these figures suggest that CRTs spend a substantial amount of time in schools and have an enormous impact on student learning (Ostapczuk, 1994).

A report by the Institute for Public Policy Research in the UK estimates that £600 million is spent funding casual relief teaching programs in schools (Barnard, 2001), which is £150 million more than the allocated funding for schoolbooks and other materials (Barnard, 2001). Based on these figures, the casual relief teaching programs in schools are of considerable importance.

## *Roles and Responsibilities of CRTs*

CRTs are valuable members of the school community (McCormack & Thomas, 2002; B. Rogers, 2002; Shreeve et al., 1983) and have an important role in schools (Barlin & Hallgarten, 2002; Crittenden, 1994; Galloway, 1993; Gill & Hand, 1992; Kraft, 1980; McCormack & Thomas, 2002; Recker, 1985; St. Michel, 1995; Webb, 1995). Yet, the role of the CRT is largely ambiguous (Deay & Bontempo, 1986; Jentzen & Vockell, 1978; Ostapczuk, 1994; St. Michel, 1995; Warren, 1988; Webb, 1995) and is usually defined according to the desires of school administrators (Lassmann, 2001). There are few guidelines outlining the role of the CRT at either the departmental or school level (Webb, 1995) and the role of the CRT is not addressed in educational policy and reform documentation (Weems, 2003). There is also an apparent lack of information outlining the expectations associated with casual relief teaching (Lassmann, 2001). Research conducted by Bourke (1993) and McCormack and Thomas (2002) indicates that few CRTs receive information pertaining to their roles and responsibilities in schools. Yet, the majority of CRTs want information about their roles and responsibilities, and regard this information as important to their work (Bourke, 1993). Although there are few guidelines or research on this topic, there are various anecdotal reports regarding the roles and responsibilities of CRTs. These are discussed below as they relate to the following themes: (a) routine duties and (b) role expectations.

### *Routine duties.*

A review of the available literature has identified the following routine duties of CRTs related to six themes: (a) policies and procedures, (b) curriculum and instruction, (c) clerical and administrative, (d) materials and equipment, (e) professional and social development, and (f) student management.

*Policies and procedures:* CRTs need to be familiar with school policies and procedures (Lassmann, 2001; McHugh, 2001), and be aware of classroom rules and routines (Duebber, 2000) in order to (a) maintain appropriate standards of student behaviour in and out of the classroom, (b) apply appropriate consequences for noncompliance (L. M. Johnson, 2000), and (c) ensure the safety and wellbeing of students. The knowledge of emergency procedures and building exits (Lokey et al., 1989; Warren, 1988) is further recommended.

*Curriculum and instruction:* CRTs need to be familiar with the curriculum as it relates to different areas or levels (Lassmann, 2001) because they often teach different classes or subjects at each teaching assignment (Webb, 1995). CRTs may be required to develop their

own lesson plans when permanent teachers have been unable to do so (Shilling, 1991) ensuring that the content is sufficiently challenging, flexible (Freedman, 1975), engaging, productive (Gammarano, 2003), and meaningful (St. Michel, 1995). Using their own lesson plan (Shilling, 1991) or a lesson plan provided by the permanent teacher (Lokey et al., 1989), CRTs may have to instruct students in the classroom (St. Michel, 1995) and actively assist students with their learning (Shilling, 1991). At other times, it may be necessary for CRTs to supervise students in the classroom (Shilling, 1991) as they undertake a test (Fielder, 1991; Freedman, 1975), private study or silent reading.

*Clerical and administrative:* CRTs may be required to (a) attend staff meetings (Lokey et al., 1989) to discuss curriculum matters and school or administrative issues; (b) participate in face-to-face meetings with parents (Jentzen & Vockell, 1978) or telephone parents when problems arise; (c) interact with parent volunteers who assist in the classroom (McHugh, 2001); (d) attend parent evenings to discuss student progress (Grimshaw et al., 2003); (e) maintain accurate records of student attendance (Hayes, 1975; Hoch, 1996; Shreeve et al., 1983); (f) provide written or oral feedback to permanent teachers at the conclusion of the teaching assignment (Duebber, 2000) commenting on general behaviour, work completed (Condra, 1977), and problems that were encountered (Renzelman & Goc Karp, 1999); (g) authorise uniform, toilet, library, and office passes for students during class time; (h) take up notes from guardians and parents (Repass, 1981); (i) collect forms and money from students (Lokey et al., 1989); (j) distribute information to students (Shreeve et al., 1983); and (k) correct or assess student work that has been undertaken in their care (Duebber, 2000), especially when the teaching assignment lasts a few days or more (Grimshaw et al., 2003).

*Materials and equipment:* CRTs may be required to locate and access materials and equipment for use during classes (Webb, 1995). CRTs need to ensure that borrowed materials and equipment are returned in the correct numbers and in the correct working order (Webb, 1995) to avoid responsibility for loss or damage. CRTs may be required to tidy the classroom or designated area after use (Lokey et al., 1989; Renzelman & Goc Karp, 1999) by disposing of rubbish (Webb, 1995), cleaning the blackboard or whiteboard, feeding class pets, putting chairs away (Duebber, 2000), returning materials and equipment, turning off air conditioners or heaters, and locking windows and doors.

*Professional and social development:* CRTs may be required to attend professional development programs organised by the school or an external organisation in order to refresh or further existing knowledge and skills. To enhance working relationships among colleagues, CRTs may be invited to attend social gatherings organised by staff members.



*Student management:* CRTs may be required to (a) attend to students who are ill or injured (Lokey et al., 1989), (b) monitor students in lunchrooms (Hoch, 1996) or the canteen (See, 1970), (c) supervise the schoolyard before, during or after school (Aceto, 1995; Webb, 1995), (d) monitor students as they get on or off buses, (e) alert school administrators to persons trespassing onto school grounds and other potential safety hazards, (f) encourage students to dispose of rubbish thoughtfully, and (g) manage inappropriate student behaviour.

*Role expectations.*

A review of the available literature found that there are various expectations associated with casual relief teaching. These expectations are described below as they relate to seven personal attributes including: (a) professionalism, (b) reliability, (c) agreeableness, (d) competence, (e) organisation, (f) adaptability, and (g) confidence.

*Professionalism:* CRTs are expected to conduct their duties in an ethical (Lassmann, 2001) and professional manner (Lassmann, 2001; Lokey et al., 1989; McHugh, 1997, 2001), and dress appropriately for the teaching assignment (Duebber, 2000). CRTs are also expected to be committed to their profession (McHugh, 2001) and to achieving educational objectives (Dilanian, 1986).

*Reliability:* CRTs are expected to be prepared for early morning call-outs (Duebber, 2000) and accept teaching assignments when they have indicated availability (Lokey et al., 1989). CRTs are expected to arrive at the school on time for duty (Lokey et al., 1989; St. Michel, 1994) or earlier (Casadonti, 1998; Warren, 1988) and be punctual to class (St. Michel, 1994, 1995). CRTs are also expected to remain on duty all day and perform all duties that have been assigned (Lassmann, 2001; Lokey et al., 1989).

*Agreeableness:* CRTs are expected to have highly developed interpersonal skills (Yarger & Luckner, 1999) and be able to establish a rapport with teachers and students (Lokey et al., 1989; Renzelman & Goc Karp, 1999). CRTs are also expected to maintain a positive, friendly demeanour while on duty (Drake, 1981; Lokey et al., 1989; McHugh, 2001; St. Michel, 1994, 1995) and have a sense of humour (Duebber, 2000; Lokey et al., 1989; McHugh, 1997; St. Michel, 1994).

*Competence:* CRTs are expected to (a) perform the duties of the permanent teachers they are replacing (McHugh, 1997; Shilling, 1991; St. Michel, 1995) competently (McHugh, 1997; St. Michel, 1994, 1995), (b) contain students within the classroom or facility (Esposito, 1975; Morrison & Galloway, 1996), (c) maintain order in the classroom (Bransgrove & Jesson, 1993; J. M. Johnson et al., 1988; Lassmann, 2001; St. Michel, 1994, 1995), (d)

discipline students engaging in inappropriate behaviour (Duebber, 2000; J. M. Johnson et al., 1988; Rawson, 1981), (e) refer few incidents to school administrators (Rawson, 1981), (f) provide an atmosphere conducive to student learning (Lokey et al., 1989; McHugh, 2001), (g) facilitate student learning (Fielder, 1991) through meaningful activity (St. Michel, 1995), and (h) ensure that students complete all set tasks by the end of the lesson (McCormack & Thomas, 2002; Shilling, 1991).

*Organisation:* CRTs are expected to prepare work for students when permanent teachers have not been able to do so and conduct classes at a moment's notice (St. Michel, 1995).

*Adaptability:* CRTs are expected to work in unfamiliar settings and with unfamiliar people (J. M. Johnson et al., 1988) on a regular basis. At times, CRTs are also required to deal with unforeseen situations (Casadonti, 1998; Dilanian, 1986; Freedman, 1975; Purvis & Garvey, 1993; Webb, 1995), such as timetable or room changes at short notice.

*Confidence:* CRTs are expected to conduct their routine duties with confidence (Shreeve et al., 1983; St. Michel, 1994) and demonstrate resilience in response to challenges.

### *Key Studies Focussing on Casual Relief Teaching*

A small number of key studies have focused on casual relief teaching. The essential features of these key studies are described below to set the context for the following discussion and to avoid unnecessary repetition of information in subsequent sections. For each key study, the methodology is described at length and the main findings are briefly highlighted. A more comprehensive discussion of the findings features at the end of the chapter organised into the themes that were the impetus for the research described later.

One of the earliest studies to comprehensively investigate the problems associated with casual relief teaching was conducted by Pascale, King, and Mastrian (1984) who used a purpose-built questionnaire to survey 312 CRTs and 38 school administrators working in primary schools in Ohio and Pennsylvania about the needs and concerns of CRTs. The questionnaire comprised 50 items regarding casual relief teaching, and the CRTs and the school administrators rated the importance and adequacy of provisions for CRTs using a Likert-type scale (Pascale et al., 1984). The data were factor analysed using principal components analysis followed by varimax rotation and nine factors were extracted accounting for 76% of the total variance; these factors were labelled: (a) student information, (b) community characteristics, (c) building staff personnel, (d) school philosophy, (e) physical facilities, (f) building procedures, (g) curriculum and instruction, (h) lesson plans, and (i)

classroom discipline (Pascale et al., 1984). The scores obtained on each of the extracted factors for the school administrators ( $n = 38$ ) and a sample of the CRTs ( $n = 166$ ) were analysed for significant differences, whereby the school administrators scored significantly higher than the CRTs in each instance (Pascale et al., 1984). To determine the test-retest reliability of the instrument, 20 of the CRTs were retested at approximately three weeks (Pascale et al., 1984). As indicated by a reliability coefficient of .91, the questionnaire was found to be reliable (Pascale et al., 1984).

Following on from this, Bontempo and Deay (1986) (see also Deay & Bontempo, 1986) attempted to isolate the main problems encountered by CRTs by surveying 175 CRTs working in preschools, primary schools, and secondary schools across 10 counties in West Virginia about their work experiences. The participants provided open-ended responses to the question, “What situations do CRTs feel least prepared to deal with (Bontempo & Deay, 1986, p.86)?” Using content analysis, seven categories of concern were identified, which were rank ordered according to the frequency with which they were mentioned (Bontempo & Deay, 1986). The seven categories of concern included (a) behaviour management, (b) classroom routines, (c) curriculum matters, (d) learner differences, (e) school rules and regulations, (f) teaching and instruction, and (g) professional role (Bontempo & Deay, 1986).

A similar study was conducted by Crittenden (1994) who interviewed four school principals and five permanent teachers, and surveyed six school administrators, 21 permanent teachers, and 15 CRTs from government primary schools in Perth about the key issues facing CRTs. A purpose-built questionnaire was developed for each of the three groups using the information obtained at the interviews (Crittenden, 1994). The questionnaire and interview data were analysed using quantitative and qualitative methods, respectively, and the results indicated that there were five main issues for CRTs including (a) orientation and induction, (b) school expectations, (c) relationships with colleagues, (d) professional development, and (e) employment conditions (Crittenden, 1994).

On a related topic, Johnson, Holcombe, and Vance (1988) surveyed 205 primary school and secondary school CRTs in Nebraska about their apprehensions in relation to casual relief teaching. Using various survey instruments designed to assess the concerns of student teachers, a two-part questionnaire was developed by the researchers (J. M. Johnson et al., 1988). The first part of the questionnaire contained three open-ended questions regarding (a) years of casual relief teaching experience, (b) reasons for undertaking casual relief teaching, and (c) curriculum areas taught (J. M. Johnson et al., 1988). The second part of the questionnaire contained 43 items across five areas including (a) professional adequacy, (b) student behaviour, (c) learner achievement, (d) relationships with supervisors and colleagues,

and (e) other concerns (J. M. Johnson et al., 1988). The participants were asked to rate their degree of anxiety in relation to each item using a Likert-type scale (J. M. Johnson et al., 1988). Descriptive and inferential statistics were obtained for the data and differences in apprehensions based on years of casual relief teaching experience were discussed (J. M. Johnson et al., 1988). Generally speaking, the CRTs with less than four years of casual relief teaching experience reported significantly greater levels of apprehension than the CRTs with five to eight years of casual relief teaching experience (J. M. Johnson et al., 1988).

Ostapczuk (1994) conducted a meta-analysis of the problems associated with casual relief teaching in secondary schools based on a review of 16 descriptive studies and anecdotal reports. According to Ostapczuk (1994), the top five issues for CRTs included (a) ambiguous role and expectations, (b) lack of feedback and performance evaluation, (c) lack of collaboration between CRTs and staff, (d) low professional status, and (e) classroom and behaviour management difficulties.

In another study, St. Michel (1994) surveyed (a) the Director of the Phoenix Union High School District (PUHSD) in Arizona about the policies and practises pertaining to the casual relief teaching program; (b) 10 school principals about the effectiveness of CRTs; (c) 436 permanent teachers about their preparation and planning for CRTs, their interaction with CRTs, the effectiveness of CRTs, and their follow-up of problems that occurred during their absence; (d) 268 CRTs about their personal and background information, and their professional provisions; (e) 30 CRTs about their personal characteristics, perceived effectiveness in the classroom, classroom and behaviour management strategies, reasons for casual relief teaching, expectations of the school community, provision of inservice training, and advantages and disadvantages of casual relief teaching; (f) 683 students about their experiences with CRTs; and (g) 425 students regarding the subjects usually overseen by CRTs, the number of CRTs that taught them over the last year, and their interactions with CRTs. In order to substantiate the results from the questionnaires, the researcher, in conjunction with four department chairs and two PUHSD staff development specialists, conducted 30 classroom observations of CRTs (St. Michel, 1994). The observations lasted between 10 and 60 minutes each, and were conducted across various subjects on different days and at different times (St. Michel, 1994). The various problems associated with casual relief teaching were discussed including (a) poor communication between CRTs and staff, (b) demanding working conditions, (c) low pay, (d) no fringe benefits, (e) inappropriate student behaviour, (f) teaching outside their area of certification, and (g) lack of appreciation (St. Michel, 1994).

To better understand the issues associated with casual relief teaching from a theoretical perspective, Clifton and Rambaran (1985) from the University of Manitoba investigated the problems intrinsic to casual relief teaching in primary schools and secondary schools using a blend of qualitative methodologies. Student essays about CRTs were analysed, and classroom observations of CRTs and permanent teachers were conducted at seven schools (Clifton & Rambaran, 1985). Telephone interviews with 30 CRTs, 23 school administrators, 20 permanent teachers, and 23 students were also conducted (Clifton & Rambaran, 1985). The data obtained from each of the three approaches was transcribed and amplified, coded and classified, and finally, reviewed and reorganised (Clifton & Rambaran, 1985). A number of sociological explanations were provided for the problems associated with casual relief teaching (Clifton & Rambaran, 1985). In short, it was argued that CRTs are unable to legitimise their behaviour because they do not have role authority and they are unfamiliar with classroom rituals (Clifton & Rambaran, 1985).

Another qualitative study of casual relief teaching and its associated problems was conducted by the author (Cleeland, 2000) who interviewed 10 secondary school CRTs working in and around metropolitan Melbourne about their professional needs and concerns (Cleeland, 2000). During the interviews, the participants were asked to provide background information about themselves and discuss their perceptions about (a) the provisions and facilities at schools, (b) their interactions with staff and students, (c) the provision of professional development, (d) their inclusion in staff social functions, (e) the sufficiency of lesson plans or activities provided by permanent teachers, (f) the curriculum areas and levels assigned to them, and (g) issues regarding student management (Cleeland, 2000). The participants were also given an opportunity to discuss any other concerns associated with their work (Cleeland, 2000). The audiotaped data from each interview was transcribed and analysed for emerging hypotheses using constant comparison (Cleeland, 2000), which is a grounded theory technique developed by Glaser and Strauss (1967, cited in Strauss & Corbin, 1990). The transcribed data along with the researcher's thoughts about what was discussed at the interviews were then returned to the participants at approximately four weeks for respondent validation (Cleeland, 2000). The hypotheses that emerged from the analysis of the data were classified according to three themes: organisation, communication, and status (Cleeland, 2000).

Other researchers have conducted in-depth examinations of specific issues pertinent to casual relief teaching. These studies are discussed below.

*Personal characteristics:* The personal characteristics of CRTs were studied in detail by Bourke (1993) who surveyed 130 primary school CRTs in New South Wales about (a)

their personal background (e.g., qualifications, living arrangements, and financial circumstances etc.), (b) their preferred mode of teaching (e.g., full-time, part-time or casual etc.), (c) their methods of obtaining work in the recent past (e.g., visited or telephoned schools, sent resume to schools etc.), (d) the professional (e.g., employment conditions, professional standing in the school community, and recognition etc.) and personal implications (e.g., advantages, disadvantages, and skill and effort required etc.) of casual relief teaching, and (e) the professional obligations associated with casual relief teaching (e.g., role, responsibilities, and expectations etc.). For some items, the CRTs were asked to compare their situation to that of permanent teachers using a Likert-type scale (Bourke, 1993). Descriptive statistics were obtained for the data and the CRTs' perceptions in relation to the issues identified above were discussed (Bourke, 1993). The results indicated that the majority of CRTs (a) were female, (b) had at least a three year teaching qualification, (c) used the income generated from casual relief teaching to supplement other forms of income, and (d) would consider taking on a permanent teaching position (Bourke, 1993). Overall, the CRTs were dissatisfied with (a) their professional status, (b) the information received from schools and the education department, and (c) their general employment situation (Bourke, 1993).

In another study, Bransgrove and Jesson (1993) surveyed 40 CRTs undertaking further study at Victoria College in Melbourne about the degree to which their personal teaching philosophies matched their teaching experiences using a two-part, purpose-built questionnaire. The first part of the questionnaire contained 12 true or false questions about their personal teaching philosophy and the second part of the questionnaire contained four multiple-choice questions about their perceptions of their teaching practices (Bransgrove & Jesson, 1993). A total score was calculated for the two sections, which was then converted to a percentage (Bransgrove & Jesson, 1993). Based on the participants' responses, the participants were classified as either "progressive" or "conservative" in their approach to teaching (Bransgrove & Jesson, 1993). The main findings to emerge from the study were (a) the progressive CRTs were more inclined to focus on the academic development of students rather than their independent learning or social development, (b) the progressive CRTs with greater teaching experience viewed their working conditions more favourably than the progressive CRTs with less teaching experience, and (c) the more experienced CRTs used more small group classroom activities compared with the less experienced CRTs who focused on whole group classroom activities, which could be more easily controlled (Bransgrove & Jesson, 1993).

*Acceptance and inclusion:* The acceptance and inclusion of CRTs in the school community was explored by Boyer (1998) in a survey of 24 permanent teachers, two school

administrators, and nine art, music, physical education, and special education teachers working in primary schools in Georgia. A researcher-developed instrument containing 18 polytomous questions and one open-ended question, which was previously validated by nine permanent teachers and school administrators, was administered to the participants (Boyer, 1998). The discussion followed with an examination of the relationship between effective school practices and attitudes of inclusion towards CRTs in relation to systems theory and school culture (Boyer, 1998).

*Professional provisions:* To determine the professional provisions and inservice needs of CRTs, Galvez-Martin (1997) surveyed 278 permanent teachers and 123 CRTs working in preschools, primary schools, and secondary schools in Ohio using purpose-built questionnaires. The questionnaires included open-ended and Likert-type items, and were validated by a group of CRTs and permanent teachers (Galvez-Martin, 1997). The questionnaires were designed to gather personal information about the participant (e.g., age, sex, teaching experience etc.) and their perceptions about (a) the sufficiency of lesson plans, (b) the implementation of lesson plans, (c) the availability of school resources, (d) the difficulties associated with casual relief teaching, and (e) the areas in which CRTs require further training (Galvez-Martin, 1997). The questionnaire data was analysed using quantitative and qualitative methods, and the responses of the CRTs and the permanent teachers were compared (Galvez-Martin, 1997). Overall, it was found that the opinions of the CRTs and the permanent teachers differed considerably on each of the abovementioned issues (Galvez-Martin, 1997).

In a similar study, Gill and Hand (1992) surveyed 53 CRTs along with a number of school principals, permanent teachers, and students from various primary schools in Bendigo about (a) the status of casual relief teaching, (b) the professional development opportunities for CRTs, and (c) the provision of information (e.g., policies) from the Ministry of Education. To obtain this information, a four-part questionnaire was developed (Gill & Hand, 1992). The first part of the questionnaire was administered to the school principals, the permanent teachers, and the CRTs, and focused on the role of school administrators in relation to the casual relief teaching program and the working environment of CRTs (Gill & Hand, 1992). The second part of the questionnaire was administered to the CRTs and the permanent teachers, and focused on the standards and expectations communicated between CRTs and permanent teachers (Gill & Hand, 1992). The third part of the questionnaire was administered to the CRTs and focused on the provision of professional development (Gill & Hand, 1992). The fourth part of the questionnaire was administered to the students and focused on the value of casual relief teaching (Gill & Hand, 1992). An introductory or general questionnaire was

also administered to the CRTs to gather personal and background information (e.g., age, sex, and teaching qualifications etc.) and finally, interviews were conducted with personnel from the Regional Office to determine their responsibilities in relation to the provision of professional development for CRTs (Gill & Hand, 1992). The data were analysed using quantitative and qualitative methods, and the findings were discussed in relation to the issues identified above (Gill & Hand, 1992). One of the main findings to emerge from the study was that although the CRTs were interested in participating in professional development programs, CRTs reported receiving limited information from schools and the education department about professional development programs on offer and often were not invited to attend these sessions (Gill & Hand, 1992). Furthermore, the CRTs reported having little involvement in the planning of professional development programs (Gill & Hand, 1992).

Likewise, Tannenbaum (2000) surveyed 137 superintendents across seven counties in New Jersey about the employment practices, professional development programs, and formal evaluation procedures for CRTs. Surveys of permanent teachers and interviews with school administrators, secondary school students, and CRTs were also conducted to determine their perceptions of casual relief teaching (Tannenbaum, 2000). The expectations of school administrators, permanent teachers, CRTs, and students in relation to the casual relief teaching program were discussed (Tannenbaum, 2000). All groups mentioned the importance of good lesson plans, instructional skills, and classroom and behaviour management techniques for successful casual relief teaching (Tannenbaum, 2000).

*Employment practices:* Rose, Beattie, and White (1987) surveyed 259 school administrators from public school systems across 50 states in the USA including the District of Columbia about the employment practices and procedures pertaining to the use of CRTs. A purpose-built questionnaire containing 24 dichotomous and polytomous items was developed for the purposes of gathering information about (a) the number and availability of CRTs, (b) the pay and fringe benefits associated with casual relief teaching, (c) the qualifications and training of CRTs, (d) the selection and dismissal processes used by school administrators, (e) the orientation and professional development programs offered to CRTs, (f) the performance evaluations of CRTs, and (g) the materials and equipment supplied to CRTs (Rose et al., 1987). Descriptive and inferential statistics were obtained for the data and the results were compared across regions (Rose et al., 1987). The findings were discussed in relation to a number of regional variables and generally indicated that many CRTs were not fully certified to teach and were not provided with inservice training or performance evaluations (Rose et al., 1987).



The issues surrounding the provision of CRTs in the private sector was addressed by Grimshaw, Earnshaw, and Hebson (2003) during interviews with 12 senior executives from teacher employment agencies, 24 CRTs, and 24 school administrators in the north-west of the UK. The interviews were semistructured and the data were analysed using qualitative methods (Grimshaw et al., 2003). The discussion highlighted the various legal ramifications associated with agency employment, as well as issues surrounding the working conditions of CRTs (Grimshaw et al., 2003).

In a newspaper article, Barnard (2001) discussed the facts and figures regarding casual relief teaching in the UK. Using a range of sources, various issues were discussed including (a) the lack of information about CRTs, (b) the growth of the casual relief teaching industry, (c) the increased use of employment agencies to source CRTs, and (d) the decline in good quality CRTs (Barnard, 2001).

*Professional standing:* The professional image of CRTs was studied by Shreeve, Nicely-Leach, Radebaugh, Morrill, and Slatton (1983) during an informal survey of CRTs and permanent teachers undertaking further study at Eastern Washington University. Descriptive statistics were obtained for the data, and the responses of the CRTs and the permanent teachers were compared (Shreeve et al., 1983). The problems and contradictions pertaining to the public image and self-image of CRTs were discussed in relation to the poor working conditions associated with casual relief teaching (Shreeve et al., 1983).

In another study, McHugh (1997) investigated the status of casual relief teaching as perceived by various school personnel in a survey of eight superintendents, 101 school principals, 75 permanent teachers, and 75 CRTs in Southern Alberta. A purpose-built questionnaire containing dichotomous and polytomous (e.g., Likert-type scale) items was developed for each of the four groups for the purposes of gathering information about the personal characteristics of the participants and determining the professional standing of CRTs in the school community (McHugh, 1997). The content validity of the questionnaires was confirmed by two school principals, two permanent teachers, and two CRTs (McHugh, 1997). A discussion followed about the low professional status associated with casual relief teaching and the issues surrounding professional regard and parity for CRTs (McHugh, 1997).

Parsons and Dillon (1980-1981) from the Faculty of Education at the University of Alberta analysed student-teacher essays regarding casual relief teaching. The student-teachers were undertaking “curriculum and instruction” courses and were asked by their lecturers to discuss their perceptions of casual relief teaching based on their recollections from school (Parsons & Dillon, 1980-1981). The participants’ statements were classified as either positive or negative and percentages were generated for different categories of concern (Parsons &

Dillon, 1980-1981). In most cases, casual relief teaching was associated with negative comments and ranked low among potential jobs (Parsons & Dillon, 1980-1981).

Weems (2003) investigated the representations of CRTs in popular culture and the professional contradictions relating to casual relief teaching using discourse analysis. Three common images of CRTs were discussed including (a) the babysitter, (b) the outsider, and (c) the superhero (Weems, 2003). The significance and implications of the findings in relation to the shortage of teachers in schools, and according to educational practice and reform were discussed (Weems, 2003).

*Teaching effectiveness:* The perceived teaching quality of CRTs was investigated by Cardon (2002) who surveyed 900 permanent teachers, 500 CRTs, 200 school principals, and approximately 100 managers of CRTs, and conducted open-ended interviews with 263 CRTs, 86 managers of CRTs, 68 permanent teachers, and 18 school principals in Utah about the perceived quality of and imagery associated with CRTs (Cardon, 2002). The data were analysed qualitatively and the results indicated that casual relief teaching is generally assumed to be of poor quality (Cardon, 2002). Driving this assumption was the low pay associated with casual relief teaching and the minimal teaching qualifications of some CRTs (Cardon, 2002).

An article released by the M2 Presswire in Coventry reported on a study conducted by the education department, Ofsted, which examined the casual relief teaching programs in 93 primary schools, secondary schools, and special schools ("UK government: Schools need to do more to support temporary teachers, says Ofsted", 2002). The article examined (a) the reasons for employing CRTs, (b) the cost of employing CRTs, (c) the growth of the casual relief teaching industry, (d) the availability of CRTs, (e) the effectiveness of CRTs, (f) the impact CRTs have on the quality of student work, (g) the behaviour of students when overseen by CRTs, and (h) the problems encountered by CRTs ("UK government: Schools need to do more to support temporary teachers, says Ofsted", 2002). The main issues to emerge from the article concerned the effectiveness of CRTs and the behaviour of students in their care ("UK government: Schools need to do more to support temporary teachers, says Ofsted", 2002). It was reported that CRTs are not always effective in their role, and that student behaviour deteriorates and student learning is compromised in classrooms overseen by CRTs ("UK government: Schools need to do more to support temporary teachers, says Ofsted", 2002).

In another study, Hamann, Frost, and Hewitt (2003a) surveyed 1,071 secondary school music students from the eastern and western areas of the USA about their perceptions regarding (a) the responsibilities of permanent teachers, (b) the accountability of students, (c) classroom routines and activities, (d) the attitudes and beliefs of students, (e) the behaviour

management strategies of CRTs, (f) the actions and behaviours of CRTs, and (g) the advantages of being taught by a CRT. In order to answer these questions, the researchers developed and piloted the Substitute Teacher Survey (STS), which contained 28 true or false questions and was found to have a test-retest reliability coefficient of .92 (Hamann et al., 2003a). The data were analysed using descriptive statistics and  $\chi^2$  analyses, and a discussion followed about the students' perceptions of CRTs in relation to each of the seven areas identified above (Hamann et al., 2003a). The students generally agreed that they did not learn as much from CRTs compared with their permanent teachers and that disruptive student behaviour was common in classrooms overseen by CRTs (Hamann et al., 2003a).

A similar study was conducted by Hamann, Hedden, and Legette (2003b) who surveyed 207 permanent music teachers working in primary schools and secondary schools across the northern, south-western, and south-eastern areas of the USA about (a) the teaching experience and capabilities of CRTs, (b) the provision and content of lesson plans, (c) the policies and expectations of the school community, and (d) the characteristics of permanent teachers and students. The questionnaire was researcher-developed and contained 17 polytomous questions and some open-ended questions (Hamann et al., 2003b). The questionnaire was readministered to 40 of the permanent teachers at approximately three weeks to determine its test-retest reliability, which was found to be .83 (Hamann et al., 2003b). Descriptive statistics were obtained for the data and the perceptions and expectations of permanent teachers in relation to CRTs were discussed (Hamann et al., 2003b). Generally speaking, the permanent teachers did not perceive CRTs as having adequate experience or expertise for teaching music (Hamann et al., 2003b).

*Student behaviour:* Wood and Knight (1989) interviewed six upper primary school students from Queensland, individually and in a group, about their behaviour during classes when overseen by CRTs. The discussion highlighted (a) case examples of problems encountered, (b) the reasoning behind student behaviour, and (c) how these difficulties could be overcome (Wood & Knight, 1989). One of the main findings to emerge from the study was that students altered their behaviour according to several "teacher" factors including the CRT's reputation, personality, and behaviour management skills (Wood & Knight, 1989).

*Shortages of CRTs:* The factors affecting the shortage of CRTs in Pennsylvania were studied by J. K. Rogers (2001) who conducted semistructured interviews with 30 CRTs, observed and participated in meetings between union representatives and school administrators, and surveyed more than 250 permanent teachers working in primary schools, secondary schools, and special schools (J. K. Rogers, 2001). The various problems contributing to the shortage of CRTs in the district were presented including (a) low job

security, (b) low pay and no fringe benefits, (c) classroom discipline concerns, (d) low professional status, (e) inadequate school information, and (f) lack of professional support (J. K. Rogers, 2001).

Systematic attempts have also been made by various researchers to compare casual relief teaching with other forms of teaching. Palmer, Sinclair, and Bailey (1996) surveyed 47 permanent teachers, 29 CRTs, and nine CRTs with long-term working arrangements (e.g., CRTs who had held a position for two or more school terms) who had worked in Australian primary schools for less than three years about work-related stress and coping using a blend of qualitative and quantitative methodologies. The participants completed the Teacher Stress Inventory in addition to two other questionnaires related to coping methods and stress symptoms (Palmer et al., 1996). Descriptive and inferential statistics were obtained for the quantitative data and open-ended responses were analysed qualitatively (Palmer et al., 1996). Although there were very few differences between the CRTs and the permanent teachers in terms of their perceived stressors and level of stress, the permanent teachers scored significantly higher in relation to workload compared with the CRTs (Palmer et al., 1996).

In another study, McCormack and Thomas (2002) explored the similarities between beginning casual relief teaching and beginning permanent teaching in a survey of 248 beginning CRTs and permanent teachers working in preschools, primary schools, and secondary schools in New South Wales (McCormack & Thomas, 2002). Seventy-three of the participants were working as CRTs and 12 were selected to participate in a second study involving semistructured focus group discussions with the researchers (McCormack & Thomas, 2002). In both studies, the participants were asked about their concerns and experiences as recent graduates and beginning teachers (McCormack & Thomas, 2002). Interviews were also conducted with representatives from the DET and staff at a large regional university in NSW to discuss the ways in which CRTs could be better integrated into schools (McCormack & Thomas, 2002). The questionnaire and interview data were analysed quantitatively and qualitatively, respectively (McCormack & Thomas, 2002). By contrast with the CRTs, the permanent teachers generally reported higher levels of job satisfaction and received greater professional development and collegial support (McCormack & Thomas, 2002).

Another topic that has received research attention is teachers' dissatisfaction with permanent teaching. Robinson, Munn, and MacDonald (1992) conducted a two-part study of primary school and secondary school teachers in Scotland, who were no longer teaching on a permanent basis, about their reasons for leaving teaching and the likelihood of them returning to the teaching profession. Twelve thousand, nine hundred teachers registered with the

General Teaching Council, some of whom were working as CRTs, completed an initial postal survey (Robinson et al., 1992). The results of this survey formed the basis of a second, more comprehensive study, which involved semistructured telephone interviews with 508 teachers (Robinson et al., 1992). The data were analysed quantitatively and descriptive statistics were obtained (Robinson et al., 1992). The main reason teachers gave for leaving teaching and not returning was family responsibilities (e.g., child rearing); however, many teachers expressed interest in resuming teaching at some stage (Robinson et al., 1992).

### *A Profile of Casual Relief Teachers*

#### *Demographic statistics.*

Casual relief teaching appeals to teachers at various stages of their careers. Some CRTs are (a) beginning teachers (Augustin, 1987; Crittenden, 1994; Grimshaw et al., 2003; McCormack & Thomas, 2002), (b) experienced teachers on leave from permanent positions (Crittenden, 1994), (c) experienced teachers resigned from full-time positions (Augustin, 1987), (d) experienced teachers reentering the profession after a period of leave (Barton, 2003), (e) semiretired teachers (Morrison, 1999), and (f) retirees of permanent teaching (Grimshaw et al., 2003; St. Michel, 1994; Wilgoren, 2000).

CRTs tend to fall into three main age groups including those in their 20s (Galvez-Martin, 1997), 40s (Bourke, 1993; Cleeland, 2000; Gill & Hand, 1992; J. K. Rogers, 2001), and 60s (St. Michel, 1994). Additionally, a few studies have found that the average age of the CRT is around 40 years old (Bourke, 1993; Cleeland, 2000; J. K. Rogers, 2001).

Research indicates that a higher proportion of females undertake casual relief teaching compared with males (Bourke, 1993; Galvez-Martin, 1997; Gill & Hand, 1992; Morrison & Galloway, 1996; J. K. Rogers, 2001). Unlike permanent teaching (see e.g., DEST, 2003a), this difference appears to be more pronounced in primary schools compared with other settings. Studies conducted by Gill and Hand (1992) and Bourke (1993) indicated that the percentage of female CRTs working in primary schools is as high as 91% and 95%, respectively. By contrast, J. K. Rogers (2001) and Galvez-Martin (1997) found that only 67 - 69% of CRTs working in preschools, primary schools, secondary schools, and special schools were female.

The teaching qualifications of CRTs vary considerably (Abdal-Haqq, 1997; Wilgoren, 2000) and range from minimally qualified through to fully certified. Gill and Hand (1992) found that 62% of CRTs had a three year qualification, 28% had a four year qualification, and

10% had a two year qualification. Similarly, Bourke (1993) found that 55% of CRTs had a three year qualification, 22% had a four year qualification, 19% had a two year qualification, and 5% had qualifications exceeding four years. Contrary to these findings, in an overseas study, St. Michel (1994) found that the majority of CRTs had a Master's degree (47.8%) followed by a Bachelor's degree (41.8%), doctorate (7.8%), and high school diploma (0.7%).

In many cases, CRTs have been found to have previous casual relief teaching experience and/or permanent teaching experience. Bourke (1993) found that 80% of CRTs had previous permanent teaching experience ( $M = 7.8$  years) and 80% had previous casual relief teaching experience ( $M = 7.3$  years). St. Michel (1994) found that the majority of CRTs had taught permanently for 21 years or more (23.3%) followed by one to five years (16.7%), nil years (16.7%), six to 10 years (13.3%), and 11 to 20 years (10%). In another study, Galvez-Martin (1997) found that the majority of CRTs had 1 to 9 years teaching experience (79%) followed by less than one year (14%), 10 to 19 years (6%), and 20 to 29 years (1%).

The majority of CRTs obtain work for only a small proportion of the school year. Gill and Hand (1992) found that CRTs worked, on average, 65 days over a two year period with the 41-50 age group working the most days ( $M = 100$  days) followed by those in the 31-40 age group ( $M = 69$  days), the 51-55 age group ( $M = 61$  days), the 55 and over age group ( $M = 53$  days), and finally, the 21-30 age group ( $M = 43$  days). It was also found that the CRTs who were not fully qualified to teach and who were not seeking to further their qualifications obtained the most work (Gill & Hand, 1992). In another study, St. Michel (1994) found that the majority of CRTs worked 15 days or less (34.3%) followed by 31 to 75 days (22.8%), 90 days or more (18.7%), 16 to 30 days (13.8%), and 76 to 90 days (9.3%) over a one year period. Furthermore, J. K. Rogers (2001) found that many CRTs were unable to find enough work to generate sufficient income and were forced to take on other jobs to support themselves.

While there is some variation in the employment preferences of CRTs, many prefer permanent teaching positions or long-term working arrangements. Gill and Hand (1992) found that CRTs were nearly evenly divided between those seeking permanence and those content with casual relief teaching. The majority of CRTs aged 21 to 40 were seeking permanent teaching positions, whereas the majority of CRTs aged 41 and over were content to continue casual relief teaching (Gill & Hand, 1992). Bourke (1993) found that 45% of CRTs preferred permanent part-time work, 30% preferred casual relief teaching, 16% preferred permanent full-time work, 5% preferred long-term block teaching, and 5% indicated no particular preference. A study conducted by J. K. Rogers (2001) found that approximately 75% of CRTs were seeking permanent teaching positions and McCormack and Thomas

(2002) found that the majority of CRTs preferred block-teaching arrangements (i.e., a few days, weeks or terms) at the same school rather than on-call teaching situations at different schools.

There are various travel demands associated with casual relief teaching. Bourke (1993) found that CRTs were willing to travel between 1 and 200 kilometres and an average of 30 kilometres to obtain employment.

*Reasons teachers undertake casual relief teaching.*

There are many reasons teachers undertake casual relief teaching. Casual relief teaching may serve as an introductory (Combe, 1987; Condra, 1977) or practise teaching period for beginning teachers (Combe, 1987; Nidds & McGerald, 1994; St. Michel, 1994), whereby they can (a) familiarise themselves with the practical aspects of teaching, (b) develop confidence (Grimshaw et al., 2003), and (c) gain valuable teaching experience (Casadonti, 1998; Condra, 1977; J. M. Johnson et al., 1988; Nidds & McGerald, 1994; Renzelman & Goc Karp, 1999; Shilling, 1991; Swan, 2002; Wyld, 1995). Casual relief teaching may also be undertaken by experienced teachers wanting to appraise their teaching skills (Colbert, 2001) or ease back into teaching after an extended absence (Junor, 2000; Robinson et al., 1992). In one of the few studies on this issue, Crittenden (1994) found that 93% of CRTs thought that casual relief teaching provided valuable teaching experience across a range of schools, classes, and curriculum areas.

Finance is another reason for casual relief teaching. Casual relief teaching may provide a primary (J. K. Rogers, 2001) or secondary income (Hoch, 1996; Junor, 2000; Laquidara Hill, 1997; J. K. Rogers, 2001; Shilling, 1991; St. Michel, 1994; Sturgeon, 2004b) and may pay better than permanent teaching (Barnard, 2001), especially for relatively young and inexperienced beginning teachers on a flat rate of pay (Barlin & Hallgarten, 2002). Studies conducted by J. M. Johnson et al. (1988) and Bourke (1993) found that casual relief teaching was used to supplement other forms of income in 73% and 96% of cases, respectively.

Casual relief teaching enables teachers to network with staff at different schools, which could potentially lead to a recommendation (Casadonti, 1998) or a permanent teaching position (Casadonti, 1998; Dilanian, 1986; Lacy-Roberts, 1998; Laquidara Hill, 1997; Maughan, 2001; Wyld, 1995). Casual relief teaching also allows retired permanent teachers to maintain contact with colleagues and the profession (Shilling, 1991). Research conducted by

Johnson et al. (1988) found that 73% of CRTs believed that casual relief teaching would make them more visible to employers and enhance their employability.

Casual relief teaching may be undertaken while a teacher actively pursues a permanent teaching position (Bransgrove & Jesson, 1993) and can serve as an interim job (Sturgeon, 2004b) or as a last resort for teachers unable to secure permanent teaching positions (Grimshaw et al., 2003; Ward, 2001). In support of these claims, St. Michel (1994) found that 35.4% of CRTs were seeking permanent teaching positions and 5.2% were unable to find other employment.

Casual relief teaching offers flexible work arrangements (Galloway, 1993; St. Michel, 1994; Wilgoren, 2000) and is an ideal career for those who are unable to work on a permanent basis due to (a) study commitments (Nidds & McGerald, 1994), (b) travel arrangements (Barlin & Hallgarten, 2002), (c) family responsibilities (Barlin & Hallgarten, 2002; O'Grady, 2001), (d) other employment (Shilling, 1991), (e) personal interests (O'Grady, 2001), and/or (f) health issues. CRTs can choose when they work (Robinson et al., 1992), request preferred teaching assignments (Sturgeon, 2000), and decline any assignment at will (Jones, 1999; Sturgeon, 2004c).

Casual relief teaching offers variation in teaching assignments at each teaching appointment (Sturgeon, 2004b). Opportunities are available to teach across a range of schools (e.g., preschool, primary school, and secondary school etc.) (Lacy-Roberts, 1998) within the various educational sectors (e.g., government, independent or Catholic) (O'Grady, 2001) and to teach various subject matter and different groups of students ranging in age (Webb, 1995) and ability (Lokey et al., 1989).

Finally, casual relief teaching may suit those teachers who are dissatisfied with permanent teaching conditions. Casual relief teaching is an ideal career for teachers wanting to avoid the additional responsibilities associated with permanent teaching, such as (a) professional accountability (Barlin & Hallgarten, 2002), (b) ongoing administrative demands (Maughan, 2001; Pinnell, 2001), (c) staff meetings (Pinnell, 2001), (d) student assessment (J. K. Rogers, 2001), and (e) extracurricular activities.

#### *Areas of Concern for Casual Relief Teachers*

There are many problems associated with casual relief teaching (Boyer, 1998; Clifton & Rambaran, 1985; Crittenden, 1994; Hamann et al., 2003a; Ostapczuk, 1994; Parsons & Dillon, 1980-1981; Pascale et al., 1984), some of which date back to the early 1930s (see e.g., Feldman, 1981). Although some of the problems associated with casual relief teaching are



similar to permanent teaching (e.g., classroom instruction, supervision, and student management), it is now recognised that there are additional problems unique to casual relief teaching (Warren, 1988), which have universal relevance for CRTs (Bransgrove & Jesson, 1993).

Given that casual relief teaching can be very different from permanent teaching (Shilling, 1991), it is not unusual for CRTs to have different needs and concerns compared with permanent teachers (J. K. Rogers, 2001); however, a review of the literature found very little empirical research regarding the specific needs and concerns of CRTs. Further to this point, there are few recent Australian studies on the topic and little systematic research comparing casual relief teaching with permanent teaching.

An analysis of a range of anecdotal, published, and unpublished sources including an earlier study by the author (Cleeland, 2000) suggests 10 areas of primary concern for CRTs including job security, provisions and facilities, information and communication, lesson management, status, relationships with the school community, relationships with students, student management, job satisfaction, and job stress. While these 10 areas are by no means an exhaustive list of all the areas of concern for CRTs, they do represent the most consistent themes to emerge from an analysis of the available sources of information.

#### *Job security.*

CRTs are generally assumed to have less job security compared with permanent teachers. First, it has been suggested that CRTs do not typically have employment contracts (Jones, 1999) or tenure (O'Grady, 2001) compared with permanent teachers but are employed on a needs basis (Grimshaw et al., 2003; Wyld, 1995). Research conducted by St. Michel (1994) found that the Director of Personnel from the PUHSD did not offer written employment contracts to CRTs and 82.8% of CRTs indicated they never had a long-term casual relief teaching position.

Second, it has been suggested that CRTs have uncertain and irregular working arrangements (Hayes, 1975; McCormack & Thomas, 2002; Morrison & Galloway, 1996; J. K. Rogers, 2001; Rose et al., 1987; Shilling, 1991; Ward, 2001; Webb, 1995) compared with permanent teachers. Once registered with a school or an employment agency, CRTs may not receive an offer of work for days, weeks or months at a time (Webb, 1995). When an offer of work is received, it is usually at short notice (Augustin, 1987; Bontempo & Deay, 1986; Cleeland, 2000; Hoch, 1996; Lokey et al., 1989; O'Grady, 2001; Pinnell, 2001; Purvis & Garvey, 1993; Recker, 1985; Shilling, 1991; Shreeve et al., 1983; St. Michel, 1994, 1995;

Webb, 1995) and on the morning of the teaching assignment (Clifton & Rambaran, 1985; Duebber, 2000; Hoch, 1996; Lacy-Roberts, 1998; Purvis & Garvey, 1993; Williams, 1988). Even then the work is not guaranteed; offers of work can be withdrawn at short notice (Pinnell, 2001) and CRTs can be dismissed from schools without reason (Grimshaw et al., 2003; Shilling, 1991). Research conducted by McCormack and Thomas (2002) and J. K. Rogers (2001) found that CRTs did not have regular employment in schools. Additionally, Cleeland (2000), Clifton and Rambaran (1985), and Bontempo and Deay (1986) found that CRTs rarely knew in advance when they were required to work and were usually given very little notice of teaching assignments. Similar findings were reported by Crittenden (1994) who found that uncertain and changing work arrangements were common concerns for CRTs.

Third, it has been suggested that CRTs have short-term employment (Shilling, 1991; Wyld, 1995) compared with permanent teachers. CRTs are employed for variable amounts of time ranging from half a day or less (Shilling, 1991) through to a few weeks (B. Rogers, 2002) depending on the permanent teacher's reason for absence. In Victoria, regulations prohibit CRTs from working more than 15 consecutive days in Catholic (Australian Industrial Relations Commission [AIRC], 1998) or independent schools (AIRC, 1996) and more than 30 consecutive school days in government schools (DET, 2004); however, this does not prevent them from having ongoing or longstanding relationships with the same employers (ABS, 1999). A review of the available literature did not find any studies examining the average length of casual relief teaching assignments.

Finally, it has been suggested that CRTs often work in different schools (Jones, 1999; Morrison & Galloway, 1996; Shilling, 1991) or unfamiliar settings (J. M. Johnson et al., 1988; L. M. Johnson, 2000; Morrison & Galloway, 1996; St. Michel, 1995; Tannenbaum, 2000, "UK government: Schools need to do more to support temporary teachers, says Ofsted", 2002) compared with permanent teachers. Research conducted by Crittenden (1994) found that 93% of CRTs obtained employment at one or two schools on a regular basis. Contrary to this finding, McCormack and Thomas (2002) reported that CRTs often worked in different schools on a daily basis; however, it was not stated whether the participants obtained work via employment agencies.

#### *Provisions and facilities.*

CRTs are generally perceived as having less satisfactory provisions and facilities compared with permanent teachers. Generally speaking, CRTs do not have access to the same physical facilities (Webb, 1995) and teaching materials (Colbert, 2001; Keyser, 1994)

compared with permanent teachers. To begin with, CRTs may not have access to an office (Webb, 1995) or desk and have to work in common areas, such as the staffroom. Usually, there is no safe place to leave personal belongings and CRTs need to carry items with them (Webb, 1995) or leave them unattended in the staffroom while undertaking their duties. CRTs may not be allocated pigeonholes or provided with e-mail and need to rely on verbal reports and school bulletins for information. CRTs are not usually provided with their own set of school keys and need to obtain them from school administrators each morning and return them each afternoon. Access to library resources may be limited meaning that CRTs have to view texts on-site or arrange to return items at the end of the day. CRTs may not have photocopier privileges and need to ask permanent teachers or school administrators to make copies on their behalf. Often CRTs are not provided with chalk (Keyser, 1994), whiteboard markers, dusters, paper, and pens or pencils and need to bring their own or make do with what they can find. Some CRTs have difficulty locating and accessing materials and equipment (Colbert, 2001) since they may not be told where resources are stored (Hayes, 1975) and because resources may be locked away (Hoch, 1996; Kraft, 1980). CRTs may be unsure how to operate equipment used in classrooms or workrooms and need to rely on students or permanent teachers to show them. In some cases, CRTs may not be provided with the most up-to-date resources (Ogden, 2002) for fear that they will be damaged in their classes, and they may not be given equal preference when booking resources since the classes of permanent teachers may be given precedence. Research conducted by McCormack and Thomas (2002) found that insufficient school resources was a problem area for CRTs and Bourke (1993) found that 80% of CRTs perceived themselves as having less access to school resources compared with permanent teachers. An earlier study by the author (Cleeland, 2000) found that CRTs were seldom provided with the materials or equipment needed to fulfil their role and often supplied their own (e.g., chalk, whiteboard markers, paper, and pens etc.).

#### *Information and communication.*

CRTs are generally assumed to have less satisfactory information and communication provisions compared with permanent teachers. First, it has been suggested that CRTs may not be provided with sufficient school information (Cleeland, 2000; J. K. Rogers, 2001). CRTs may not always be provided with information outlining the physical layout of the school and the location of buildings, rooms, emergency exits and fire extinguishers, materials or equipment, playing fields, and out-of-bounds areas. Without this information, CRTs who are new to the school may have difficulty finding their way around the school grounds (Cleeland,

2000; B. Rogers, 2002), accessing resources, and deciding whether students are permitted to occupy certain areas of the school. Research conducted by Clifton and Rambaran (1985), and Cleeland (2000) found that CRTs were often unfamiliar with the physical layout of the schools they worked in. In the latter study, the CRTs reported difficulty finding their way around the school grounds when en route to class or undertaking yard duty, especially when beginning work at a new school (Cleeland, 2000). It was mentioned that maps were imprecise and lacked adequate detail, for example, maps were hand-drawn, not to scale, missing building or room numbers, and did not include new buildings or modifications (Cleeland, 2000). Both Crittenden (1994) and J. K. Rogers (2001) found that CRTs were seldom provided with basic information, such as bell times and the location of resources and amenities.

Second, it has been suggested that CRTs are not provided with sufficient information about school policies and procedures (Augustin, 1987; Brace, 1990; Lassmann, 2001; Nidds & McGerald, 1994; St. Michel, 1995; Young & Carrick, 1993) even though they are expected to follow protocol (St. Michel, 1995). School administrators report that they seldom have time to discuss school policies and procedures with individual staff, which means that CRTs often need to seek out information for themselves (Young & Carrick, 1993). While some school administrators may provide CRTs with a school handbook, such information is usually intended for permanent teachers and contains superfluous material, which is time consuming to read and impractical when immediate answers are needed (Young & Carrick, 1993). Research conducted by McHugh (1997) found that 80% of superintendents and 37% of school principals indicated that they seldom or never provided CRTs with a handbook outlining school policies, programs or philosophies. When the permanent teachers were asked if they provided CRTs with an explanation about their classroom discipline procedures, only 47% indicated that they often or always did (McHugh, 1997). In another study, St. Michel (1994) found that 50% of school principals reported that they provided CRTs with information about school policies and procedures; however, only 29.9% of the CRTs reported that they had been provided with such reference materials. Similarly, Crittenden (1994) found that 100% of school administrators agreed that it is important to inform CRTs about behaviour management policies, yet only 17% indicated that they provided them with written information. Generally speaking, the findings indicated the need for improved information in relation to school policies and procedures (Crittenden, 1994; Deay & Bontempo, 1986; McHugh, 1997).

Third, it has been suggested that CRTs may be unfamiliar with class routines, such as the daily program or activity schedule to be followed (Dilanian, 1986; L. M. Johnson, 2000).

CRTs are said to work with different groups of students (St. Michel, 1995) for short periods of time and therefore do not have the opportunity to learn individual classroom routines. Research conducted by Boyer (1998) found that 91% of permanent teachers always or frequently informed CRTs of classroom routines and 57% of permanent teachers always or frequently designated student helpers to provide information about daily procedures. Yet, research conducted by Tannenbaum (2000) found that some CRTs did not follow classroom routines and Hamann, Frost, and Hewitt (2003a) found that 59% of students mentioned that classroom routines often changed. As pointed out by Deay and Bontempo (1986), CRTs want more detailed information about the daily procedures and plans for classes, and rate this information as critical to their work in 29% of cases.

Fourth, it has been suggested that CRTs may not know anything about the students in their classes (McLane, 2002; Snow Frosch, 1981). CRTs may not know about the personality traits (Robb, 1979), capabilities (Dilanian, 1986; Recker, 1985; Tracy, 1988), special needs (Kraft, 1980; Nidds & McGerald, 1994), family circumstances, medical conditions, and behavioural issues of individual students. In addition to lacking background knowledge about students (Drake, 1981; Webb, 1995), CRTs may not be provided with accurate class lists (Webb, 1995). Research conducted by Bourke (1993) found that only 35% of CRTs believed they received the same student information as permanent teachers and an earlier study by the author (Cleeland, 2000) found that CRTs received limited student information, which decreased their teaching effectiveness and increased their vulnerability to student pranks. Clifton and Rambaran (1985) found that CRTs seldom knew student names and Bransgrove and Jesson (1993) found that CRTs often entered the classroom without knowing the personalities or learning needs of individual students let alone anything about the class dynamics. As found by Crittenden (1994), only 26% of CRTs were informed of students with behaviour problems and only 20% of CRTs were informed of students with disabilities or impairments. Contrary to these findings, McHugh (1997) found that CRTs were generally satisfied with the medical information that permanent teachers provided about students.

Finally, it has been suggested that CRTs seldom receive feedback from school administrators or permanent teachers about discipline outcomes. According to some authors, school administrators and permanent teachers (a) may not follow-up matters that are referred by CRTs (Esposito, 1975; Recker, 1985; Seldner, 1983), (b) overlook misbehaviour in an attempt to maintain positive relationships with students, (c) tolerate student misbehaviour or make allowances for indiscretions based on the belief that CRTs are incompetent (Seldner, 1983), (d) expect students to misbehave or believe it is normal conduct when overseen by CRTs (Webb, 1995), and/or (e) do not take the time to inform CRTs about discipline

outcomes. Only one study was found on this topic. An earlier study by the author (Cleeland, 2000) found that CRTs rarely received feedback from school administrators or permanent teachers about the outcome of discipline referrals. In some instances, CRTs had asked school administrators or permanent teachers about the action taken and found that nothing had been done (Cleeland, 2000).

#### *Lesson management.*

CRTs are generally perceived as having less satisfactory lesson management compared with permanent teachers. First, it has been suggested that CRTs have uncertain teaching schedules (Tracy, 1988) compared with permanent teachers. Unlike permanent teachers, CRTs are usually informed of their teaching schedule on the morning of the teaching assignment or moments before a class is due to commence. A review of the available literature did not find any research in this area.

Second, it has been suggested that CRTs work with unfamiliar students (Clifton & Rambaran, 1985; Keller, 1976; Morrison & Galloway, 1996, "UK government: Schools need to do more to support temporary teachers, says Ofsted", 2002; Webb, 1995) or different groups of students (St. Michel, 1995) at each teaching appointment compared with permanent teachers. CRTs often interact with students ranging in age (Steltenpohl, 1974; Webb, 1995) or ability (e.g., gifted, remedial or special education) (Lokey et al., 1989). In secondary schools, CRTs may manage up to 150 different students during the course of a day (Sturgeon, 2000; Webb, 1995). Only one study was found on this topic. Galvez-Martin (1997) found that 35% of CRTs taught all year levels including preschool through to year 12. A further 18% taught either preschool through to year eight or year seven through to year 12 (Galvez-Martin, 1997).

Third, it has been suggested that CRTs are required to teach in curriculum areas (Shilling, 1991; Steltenpohl, 1974; Webb, 1995) outside their specialisation (Augustin, 1987; Clifton & Rambaran, 1985; Shreeve et al., 1983; St. Michel, 1995; Tracy, 1988, "UK government: Schools need to do more to support temporary teachers, says Ofsted", 2002; Webb, 1995) or professional experience (St. Michel, 1995) compared with permanent teachers. Research conducted by St. Michel (1994) found that only 30% of school principals often or always assigned CRTs to classes in which they were qualified to teach, even though the CRTs preferred to be assigned classes in which they had expertise. An additional 40% of school principals sometimes assigned CRTs to classes in which they were qualified to teach (St. Michel, 1994). It was concluded that CRTs were often assigned to curriculum areas that they were not familiar with or had minimal expertise in (St. Michel, 1994). In another study,

J. M. Johnson et al. (1988) found that 50% of CRTs were assigned classes outside of their certification.

Fourth, it has been suggested that CRTs may not be provided with lesson plans (Brace, 1990; Condra, 1977; Drury, 1988; Duebber, 2000; Hoch, 1996; J. M. Johnson et al., 1988; Kraft, 1980; Warren, 1988; Wildridge, 1996) or activities when they oversee classes (Keyser, 1994). Given that students seldom offer any assistance in these situations, CRTs may need to improvise (Williams, 1988), allow private study (Esposito, 1975) or provide students with a prepared worksheet. Another concern for CRTs is when lesson plans are provided but the instructions are difficult to follow (St. Michel, 1995). Instructions might range from vague (Kraft, 1980; Purvis & Garvey, 1993; Rawson, 1981; Recker, 1985; Shreeve et al., 1983; St. Michel, 1995), general (Pardini, 2000) or brief (Warren, 1988) through to complex (Kraft, 1980; Shreeve et al., 1983), specific or lengthy. Instructions may be abbreviated (Duebber, 2000), hastily prepared (Freedman, 1975) or illegible and therefore difficult to understand. Even when lesson plans are easy to follow, CRTs may find that the work assigned has not been covered in class or has already been completed (Keyser, 1994) and is not meaningful (Cardon, 2002; St. Michel, 1995), engaging or sufficient in quantity (Warren, 1988). Some activities may put CRTs in precarious situations by incorporating practical components. For example, CRTs may be required to give tests or exams, give practical demonstrations (Warren, 1988), partake in excursions or incursions, and oversee activities conducted in art, craft, home economics, science, music (Snow Frosch, 1981), trade, drama, automotive, horticulture, textiles, physical education, photography, and the like.

Various researchers have examined the issues surrounding the provision of lesson plans for CRTs. St. Michel (1994) found that 100% of school principals indicated that permanent teachers left lesson plans for known absences and 97.7% of permanent teachers indicated that they often or always left lesson plans for CRTs. Additionally, 40% of school principals indicated that permanent teachers often or always provided the main office with several days of emergency lesson plans and a slightly higher percentage (46.6%) of permanent teachers agreed with this statement (St. Michel, 1994). However, when students were asked about the work or activities left by permanent teachers, 27.5% indicated that nothing had been prepared (St. Michel, 1994). Seventy percent of CRTs indicated they prepared their own lesson plans in case the permanent teacher had not done so (St. Michel, 1994). Similarly, Crittenden (1994) found that permanent teachers did not always prepare work or leave program guides as reference materials in their absence. Some CRTs experienced anxiety when work was not assigned and 66% said they prepared impromptu lessons just in case (Crittenden, 1994). Likewise, Galvez-Martin (1997) found that lessons or

activities were not always provided for CRTs and 32% of CRTs reported that they were forced to improvise when work was not provided by permanent teachers.

Regarding lesson content, St. Michel (1994) found that 82% of CRTs reported that the lesson plans provided by permanent teachers were usually or always adequate and the Director of Personnel indicated that instructions were clear between 26-50% of the time. Although 58% of permanent teachers indicated that they often provided activities requiring active student participation in their absence, students reported that they were usually assigned learner-directed activities and were required to work from handouts (St. Michel, 1994). Similarly, Hamann, Frost, and Hewitt (2003a) found that 89% of students reported that the instructions left by permanent teachers were adequate and McHugh (1997) found that 59% of CRTs reported that the lesson plans provided by permanent teachers were meaningful and teachable. In another study, Hamann, Hedden, and Legette (2003b) found that permanent teachers were of the opinion that they prepared comprehensive lessons and provided special resources for CRTs to use in their absence. Some permanent teachers reported that they changed the focus of lessons and assigned atypical activities, such as allowing students to listen to music, play games or watch music videos, whereas nearly 50% of permanent teachers said they prepared quizzes, tests or written assignments for use during their absence (Hamann et al., 2003b). When CRTs were known to them, permanent teachers were more likely to assign routine activities, such as singing and using instruments in music classes (Hamann et al., 2003b). Yet, Clifton and Rambaran (1985) found that CRTs experienced difficulty implementing lesson plans when assigned classes outside of their area of specialisation, and Bontempo and Deay (1986) concluded that CRTs needed improved instructions or directives from permanent teachers in relation to lesson content so that they could teach with greater effectiveness. Galvez-Martin (1997) found that 35% of CRTs needed assistance from school administrators, other staff, and students because instructions left by permanent teachers were unclear.

Finally, it has been suggested that CRTs may not be provided with up-to-date (Kraft, 1980; St. Michel, 1995) seating charts (Augustin, 1987; Brace, 1990; Drury, 1988; Lassmann, 2001). When CRTs are not provided with this information, they may not know where individual students are usually seated (Nidds & McGerald, 1994; Robb, 1979) or even if students have allocated seats. As a result, CRTs may not know which students work well together and which students should be separated. Even when up-to-date seating charts are provided, they usually include student names and are not accompanied by photographs, which makes identification difficult. A study conducted by St. Michel (1994) found that 67% of permanent teachers indicated that they provided the main office with up-to-date seating



charts. Similarly, McHugh (1997) found that 60% of permanent teachers indicated they often or always provided CRTs with classroom seating charts; yet, only 38% of CRTs indicated this was often or always the case.

### *Status.*

CRTs are generally regarded as having less status (Cardon, 2002; Cleeland, 2000; Drake, 1981; Rawson, 1981; Shilling, 1991; Warren, 1988) compared with permanent teachers (Moscovici, 2003). First, CRTs are seldom recognised as professional educators (Drake, 1981; Kraft, 1980; Warren, 1988) and are considered to be second-rate (Drake, 1981; Freedman, 1975; Rawson, 1981; Seldner, 1983; Shilling, 1991) or inferior compared with their permanent counterparts (Kraft, 1980). In a study conducted by Clifton and Rambaran (1985), CRTs were neither recognised as having official status within schools nor regarded as members of staff or professional educators. The permanent teachers reported that students often looked down upon CRTs (Clifton & Rambaran, 1985). In another study, Bourke (1993) found that 91% of CRTs perceived themselves as having less status within the education department compared with permanent teachers and 83% of CRTs perceived themselves as having less status within schools compared with permanent teachers. An earlier study by the author (Cleeland, 2000) found that some school administrators and permanent teachers expressed attitudes and behaved in ways that made CRTs feel inferior by comparison. Robinson et al. (1992) found that teachers who had left the teaching profession would not consider casual relief teaching because of low professional status and Grimshaw, Earnshaw, and Hebson (2003) found that some CRTs believed their professional standing was compromised as a result of working through employment agencies because they were treated as commodities.

Second, it has been suggested that CRTs are given lower precedence in the education system (Cardon, 2002; Galloway, 1993; Rawson, 1981; Russo, 2001) compared with permanent teachers. CRTs are often marginalised within the school community (Clifton & Rambaran, 1985; Galloway, 1993; Kraft, 1980; Ostapczuk, 1994; Russo, 2001; Weems, 2003) and are regarded as invisible employees (Galloway, 1993; Vail, 2000). School administrators often express indifference towards CRTs (Drake, 1981; Esposito, 1975; K. Wilson, 1999) and overlook (Clifton & Rambaran, 1985), forget (Steltenpohl, 1974; Webb, 1995), neglect (Boyer, 1998; Vail, 2000), ignore (Drake, 1981; Keller, 1976; Rawson, 1981; St. Michel, 1995) or disregard (Cardon, 2002; Galloway, 1993) their professional needs and concerns. Low priority is given to research initiatives (Galloway, 1993; Webb, 1995) and policy

development related to casual relief teaching (Barlin & Hallgarten, 2002; Weems, 2003). Few opportunities exist for professional development and training (Webb, 1995), and teacher unions are not concerned with supporting or furthering the interests of CRTs (Seldner, 1983; Vail, 2000). Research conducted by Shreeve et al. (1983) found that school administrators took little interest in CRTs and sometimes ignored them altogether, and Clifton and Rambaran (1985) found that CRTs were not considered to be staff members and were often overlooked by school administrators. Bourke (1993) found that 71% of CRTs believed they were not regarded as professional educators but rather were treated with total disregard or as just a number. McHugh (1997) found that only 33% of school principals and 24% of permanent teachers indicated that they often or always showed interest regarding the needs and concerns of CRTs. More recently, Cardon (2002) found that casual relief teaching did not constitute a priority in schools and was last in line to receive school resources.

Third, it has been suggested that CRTs have a poor public image (Cardon, 2002; Shreeve et al., 1983) and receive a lot of negative attention (Barnard, 2001) compared with permanent teachers. Casual relief teaching is often associated with images and descriptions that are negative (Cardon, 2002; McHugh, 2001; Parsons & Dillon, 1980-1981) and even demeaning (Cardon, 2002). Casual relief teaching is also associated with innuendo (Webb, 1995), stigma, and stereotypes (J. K. Rogers, 2001). Historically, CRTs have been associated with the weird and eccentric (Cardon, 2002), and have been described as louts (Webb, 1995) and losers (Esposito, 1975). CRTs have been referred to as the dregs of society (St. Michel, 1995) with questionable backgrounds (Cardon, 2002). CRTs have been accused of lacking commonsense and rational judgement (Cardon, 2002) in addition to being labelled as ignorant (St. Michel, 1995) and defective (J. K. Rogers, 2001). The role of CRTs is often compared to that of a police officer (Brace, 1990; Esposito, 1975; Galvez-Martin, 1997; Kraft, 1980; Lassmann, 2001), babysitter (Barlin & Hallgarten, 2002; Brace, 1990; Colbert, 2001; Drake, 1981; Esposito, 1975; Galvez-Martin, 1997; Jentzen & Vockell, 1978; Lassmann, 2001; Weems, 2003), fill-in (Colbert, 2001; Jentzen & Vockell, 1978), supervisor (Drake, 1981), mercenary (Jentzen & Vockell, 1978; Rawson, 1981), entertainer (Shreeve et al., 1983), and drill sergeant (Hayes, 1975; Weems, 2003). It has been suggested that casual relief teaching is a "no account job" (McLane, 2002) that is similar to babysitting (Aceto, 1995; Bear & Carpenter, 1961; Freedman, 1975; McLane, 2002; Tannenbaum, 2000), policing (Freedman, 1975), marking time (Freedman, 1975), filling in (Shreeve et al., 1983), party time (Wildridge, 1996), clowning around (Wilgoren, 2000), play time, busy work, and a waste of time (Cardon, 2002).

Other accounts suggest that casual relief teaching is a highly demanding form of work (Recker, 1985) and liken it to chaos (Robb, 1979; Weems, 2003), horror (Wilgoren, 2000), survival (Bransgrove & Jesson, 1993; Wilgoren, 2000), torture (Cardon, 2002; Robb, 1979), turmoil, abuse (Cardon, 2002), suffering (Robb, 1979), military training (Hoch, 1996), “baptism by fire” (McHugh, 1997), and even zoo keeping (Barton, 2003). School administrators are said to regard CRTs as some sort of menace (J. K. Rogers, 2001; St. Michel, 1995) and in many schools, CRTs are viewed as fair game (Abdal-Haqq, 1997; Webb, 1995) and are the subject of funny stories (Freedman, 1975).

Various researchers have examined the public image of CRTs. St. Michel (1994) found that 56.7% of CRTs thought that permanent teachers viewed them positively and regarded them to be competent and helpful professionals, whereas a further 26.7% of CRTs thought that permanent teachers viewed them negatively and regarded them as second-class or inept. When the CRTs were asked to comment on how students viewed them, only 10% of CRTs thought that students viewed them as professional educators, and 36.7% of CRTs thought that students viewed them as babysitters and treated them with disrespect (St. Michel, 1994). Parsons and Dillon (1980-1981) found that casual relief teaching was associated with negative comments in 58% of cases and received a low rating among potential jobs. Thirty percent of student teachers likened casual relief teaching to babysitting (Parsons & Dillon, 1980-1981). Shreeve et al. (1983) found that 50% of CRTs had a negative self-image and 75% of CRTs believed that others viewed them poorly as well. CRTs were also of the opinion that some students perceived them to be subhuman or similar to babysitters and police officers (Shreeve et al., 1983). Likewise, McHugh (1997) found that 26% of superintendents, 21% of school principals, 34% of permanent teachers, and 46% of CRTs sometimes or often viewed CRTs as babysitters. It was also found that some students viewed CRTs as entertainers rather than teachers (McHugh, 1997). More recently, Weems (2003) found that there were three dominant representations of CRTs in popular culture including the babysitter, the outsider, and the superhero. The CRT, as babysitter, was depicted as being unqualified to teach and ineffective in his or her role (Weems, 2003). As the outsider, the CRT was depicted as a marginalised member of the school community who does not belong or fit in (Weems, 2003). Finally, the CRT, as superhero, was depicted (often in films) as an inspirational leader who facilitates positive change in the lives of students (Weems, 2003).

Fourth, there is some indication that CRTs are not regarded as highly as permanent teachers. CRTs are generally not seen to be bona fide teachers (Ferrara & Ferrara, 1993; J. K. Rogers, 2001; Webb, 1995; Weems, 2003) and students may question their teaching credentials (Cleeland, 2000). CRTs often feel as if they have to prove themselves to others

including the students they oversee (Weems, 2003). Given that CRTs find it difficult to legitimise their behaviour (Clifton & Rambaran, 1985), they are often seen to lack authority (Boyer, 1998; Drake, 1981; Galloway, 1993; Hamann et al., 2003b; Robb, 1979; Webb, 1995; Wyld, 1995) and find it difficult to command respect (Cardon, 2002; Hayes, 1975; Jones & Hawkins, 2000; Lassmann, 2001; McHugh, 2001; Recker, 1985; Robb, 1979; Shilling, 1991; Shreeve et al., 1983; Vail, 2000). Research conducted by Clifton and Rambaran (1985) found that CRTs lacked role authority because they were not regarded as having official positions in schools and because they were unfamiliar with the classroom rituals. In another study, Bourke (1993) found that 69% of CRTs perceived themselves as having less legitimacy as staff members, and 87% of CRTs perceived themselves as being less able to reinforce their authority and position in schools compared with permanent teachers. Although 34% of CRTs believed they received the same amount of student respect compared with permanent teachers, 64% of CRTs believed they received less. McHugh (1997) found that 95% of school principals and 86% of CRTs indicated that CRTs often or always received the same respect as permanent teachers from other staff members; however, only 50% of superintendents, 51% of school principals, 38% of permanent teachers, and 50% of CRTs indicated that CRTs often or always had credibility with students. Similarly, J. K. Rogers (2001) found that CRTs were of the opinion that students did not regard them as having legitimate positions within schools and that their work was not valued. Shreeve et al. (1983) found that more than 70% of CRTs thought that students perceived them as someone they could use to their advantage.

Fifth, it has been suggested that CRTs are perceived as less capable compared with permanent teachers (Clifton & Rambaran, 1985; Seldner, 1983; Shreeve et al., 1983; St. Michel, 1995; Weems, 2003). CRTs are generally assumed to be less effective in their role (Steltenpohl, 1974; Weems, 2003), less productive (Clifton & Rambaran, 1985; Drury, 1988), and of a lesser quality than permanent teachers (Cardon, 2002). The effectiveness of CRTs is said to be at best, fair (Cardon, 2002), and lower than that of beginning teachers, student teachers (L. M. Johnson, 2000), and teacher aides (Steltenpohl, 1974). Another common perception is that student learning is compromised when CRTs oversee classes (Cardon, 2002; Parsons & Dillon, 1980-1981; St. Michel, 1995; Strangeways, 2003). Research conducted by Shreeve et al. (1983) found that permanent teachers perceived CRTs as reasonably capable and effective in their role, yet the CRTs thought that the permanent teachers viewed them as less capable. McHugh (1997) found that 73% of CRTs perceived themselves as often or always providing quality teaching; however, only 38% of superintendents, 54% of school principals, and 43% of permanent teachers held the same opinion. In another study, St. Michel (1994) found that 38.7% of permanent teachers agreed

and 48.1% of permanent teachers disagreed that CRTs were capable of teaching classes. Some of the permanent teachers (20.9%) indicated that CRTs were viewed as incompetent because they lacked adequate instructional skills, subject knowledge, and classroom management techniques; however, it was also noted that school principals did little to ensure that CRTs were effective in their role (St. Michel, 1994). J. K. Rogers (2001) found that CRTs were perceived as being less competent in their role compared with permanent teachers on the basis that students misbehaved in their classes, lesson objectives were not always achieved, and student learning seldom occurred. Galvez-Martin (1997) found that 31% of permanent teachers believed that CRTs performed all expected tasks and 23% said they were satisfied with how well they performed these tasks; however, an additional 19% of permanent teachers said they were not satisfied with CRTs on the basis that they failed to perform routine tasks, such as following lesson plans, marking student work, tidying the classroom, and leaving a note outlining how the class went. According to Boyer (1998), 42% of permanent teachers were of the opinion that CRTs always or frequently accomplish what it expected, whereas 58% of permanent teachers reported that CRTs sometimes or rarely accomplish what is expected. In a newspaper article by Barnard (2001) it was reported that, according to Chris Woodhead, a former chief inspector of schools in England, approximately 20% of lessons conducted by CRTs were unsatisfactory compared with only 5% of lessons conducted by permanent teachers.

In regards to the impact that CRTs have on student learning, Clifton and Rambaran (1985) found that school administrators and permanent teachers held the opinion that little meaningful work occurred and that students would not learn in classes overseen by CRTs. It was also found that permanent teachers often repeated material that had been covered by CRTs and that school administrators performed unwarranted classroom checks when CRTs covered classes, which perpetuated the perception that they were incompetent (Clifton & Rambaran, 1985). St. Michel (1994) found that 57.5% of CRTs thought that students learned much the same in their classes as in permanent teachers' classes, whereas 75% of permanent teachers and 62.5% of students thought that student learning was compromised. Furthermore, the majority of students (57.2%) reported that time spent with CRTs was sometimes or always wasted (St. Michel, 1994). Hamann, Hedden, and Legette (2003b) found that permanent teachers had little confidence in CRTs' ability to teach music and expected students to learn less under their instruction. In another study, Hamann, Frost, and Hewitt (2003a) found that 28% of music students thought that CRTs lacked adequate instructional skills, 69-77% thought that CRTs did not teach them anything new, and 82% thought that CRTs taught them less than their permanent teachers. Similar findings were reported by school inspectors from

the education department, Ofsted, in the UK who found that student behaviour and attitudes towards schoolwork were less satisfactory in classes taught by CRTs than in those taught by permanent teachers in approximately 25% of primary schools and 50% of secondary schools ("UK government: Schools need to do more to support temporary teachers, says Ofsted", 2002). In particular, it was found that the quality of schoolwork deteriorated for some students in approximately 50% of secondary schools and that this finding was attributed to spending considerable amounts of class time with CRTs ("UK government: Schools need to do more to support temporary teachers, says Ofsted", 2002).

Finally, it has been suggested that CRTs lack professionalism (J. K. Rogers, 2001) compared with permanent teachers. CRTs have been accused of lacking dedication to teaching (Cardon, 2002; J. M. Johnson et al., 1988; J. K. Rogers, 2001) and not taking their work seriously (Cardon, 2002; Kraft, 1980; J. K. Rogers, 2001) in addition to working only to obtain money (J. M. Johnson et al., 1988; Snow Frosch, 1981). Research conducted by Tannenbaum (2000) found that permanent teachers criticised CRTs for not leaving classrooms in the condition in which they were found, being too friendly with students, and eating food or chewing gum during classes. Grimshaw, Earnshaw, and Hebson (2003) found that permanent teachers resented CRTs because they believed that they were not committed to the profession or the schools where they worked. Similarly, J. K. Rogers (2001) found that CRTs were perceived as being less committed to the profession compared with permanent teachers with one school administrator commenting that CRTs do not take their work seriously because they were not always available to work when needed. Cardon (2002) found that some school administrators perceived CRTs to be undedicated because they roved between schools and districts in search of better pay.

#### *Relationships with the school community.*

CRTs are generally perceived as having less satisfactory relationships with the school community compared with permanent teachers. First, CRTs work with unfamiliar or different staff (Drake, 1981) at each teaching assignment compared with permanent teachers. CRTs often enter a school without knowing the structure of the faculty (L. M. Johnson, 2000) or the names of school personnel. A review of the available literature did not find any research on this topic.

Second, it has been suggested that CRTs have less collegiality with their coworkers compared with permanent teachers. Generally speaking, CRTs are not considered to be staff members in the schools where they work (L. M. Johnson, 2000) and seldom feel as if they are

an integral component of the school community (Shilling, 1991). According to some authors, CRTs seldom receive a warm (Aceto, 1995) and friendly reception (Colbert, 2001; Drury, 1988; See, 1970), and are rarely greeted by school administrators (Colbert, 2001) or introduced to staff (Cleeland, 2000) and students (Kraft, 1980). CRTs may feel that they are not wanted (Grimshaw et al., 2003), do not belong (Jentzen & Vockell, 1978; Jones & Hawkins, 2000; Tracy, 1988) or are not accepted as colleagues. Research conducted by Pascale et al. (1984) found that CRTs had significantly more concerns about their relationships with staff compared with school administrators and St. Michel (1994) found that there were few opportunities for interaction between school personnel and CRTs. In the latter study, the school principals (90%) and the CRTs (46.7%) indicated that they had little direct contact with each other and some permanent teachers reported that they did not make an effort to interact with CRTs (St. Michel, 1994). Crittenden (1994) found that 100% of school administrators agreed that introducing CRTs to staff was important, yet indicated this does not always occur. It was also found that CRTs believed that permanent teachers were often apathetic or unfriendly towards them (Crittenden, 1994). In another study, McHugh (1997) found that 58% of school principals, 54% of permanent teachers, and 62% of superintendents perceived that CRTs often or always had a collegial relationship with their coworkers; however, only 46% of CRTs agreed this was the case. The school principals and the CRTs generally agreed that CRTs were welcomed into the school (83% vs. 71%, respectively); however, only 42% of CRTs reported that permanent teachers often or always introduced themselves (McHugh, 1997). An earlier study by the author (Cleeland, 2000) found that CRTs were not recognised as staff members or integrated into the school community and often felt as if they were not accepted or that they did not belong. Similarly, Clifton and Rambaran (1985) found that CRTs believed that permanent teachers did not consider them to be staff members or part of the school community and were often distant or indifferent towards them. In yet another study, J. K. Rogers (2001) found that CRTs perceived themselves as being unwanted and unknown to staff and students.

Third, it has been suggested that CRTs receive less collegial support (Barlin & Hallgarten, 2002; Collins, 1982; Galloway, 1993; Galvez-Martin, 1997; Grimshaw et al., 2003; Keller, 1976; Kraft, 1980; Lassmann, 2001; St. Michel, 1995) compared with permanent teachers (Crittenden, 1994; Shilling, 1991). CRTs may find that permanent teachers and school administrators do not always enquire about how they are managing or offer assistance when problems arise. Research conducted by McHugh (1997) found that 62% of permanent teachers reported that they often or always offered assistance to CRTs, and 86% of school principals and 83% of CRTs reported that office staff were often or always available

to assist them. Yet, Bourke (1993) found that only 58% of CRTs believed they received at least the same support as permanent teachers and a further 42% of CRTs reported they received less support. When asked whether they had the same access to support services provided by the education department compared with permanent teachers, 80% of CRTs reported they did not (Bourke, 1993). In a study conducted by St. Michel (1994), only 30% of school principals reported that a school representative often or always visited CRTs during the course of the day to enquire about any concerns and only 40% of school principals indicated that they or their designee often or always met with CRTs at the end of the day to discuss problems that were encountered. McCormack and Thomas (2002) found that beginning CRTs were not offered the same level of support compared with beginning permanent teachers in primary schools and secondary schools. Some of the beginning CRTs who were mature age held the opinion that they were offered less support because school administrators assumed they had teaching experience and were capable (McCormack & Thomas, 2002). Overall, the beginning CRTs reported that they were not provided with mentors (20% of CRTs vs. 63% of permanent teachers); however, relied on other CRTs and external networks established during teacher training for support (McCormack & Thomas, 2002). On average, 95% of beginning permanent teachers indicated they received informal support from their colleagues, whereas only 88% of beginning CRTs agreed this was the case (McCormack & Thomas, 2002). Clifton and Rambaran (1985) found that some school administrators were not committed to helping CRTs as they perceived them to be temporary employees who were not worth the trouble and Crittenden (1994) found that few school administrators or permanent teachers gave CRTs the necessary support to meet expectations regarding student behaviour. Similarly, J. K. Rogers (2001) found that some CRTs mentioned that school administrators and permanent teachers did not support their efforts to discipline students meaning that they were limited in their ability to manage inappropriate student behaviour.

Finally, it has been suggested that CRTs receive less social inclusion compared with permanent teachers. CRTs have few opportunities to develop friendships with staff members (Warren, 1988) because school administrators and permanent teachers may not have the time (Young & Carrick, 1993) or the inclination to talk with them unless there are problems (Cardon, 2002; St. Michel, 1995) and because CRTs are often assigned yard duty during recess and lunch when there are more opportunities to socialise. In addition, CRTs may not be invited to attend external social functions organised by staff (Mann, 2000). For these reasons, CRTs may feel as if they have been excluded (Warren, 1988) or isolated (Galloway, 1993; McHugh, 2001; Rawson, 1981; Shreeve et al., 1983; Vail, 2000) from the school community.



Research conducted by Clifton and Rambaran (1985) found that poor relationships between CRTs and staff was a common problem in schools. Bourke (1993) found that 63% of CRTs perceived themselves as having less social inclusion than permanent teachers and McHugh (1997) found that CRTs were not included in school activities (e.g., award nights and dances) and staff social functions. Likewise, Boyer (1998) found that 29% of permanent teachers agreed that CRTs did not participate in staff social functions.

*Relationships with students.*

CRTs are generally perceived as having less satisfactory relationships with students compared with permanent teachers. First, it has been suggested that CRTs have less rapport with students compared with permanent teachers (McCormack & Thomas, 2002). According to some authors, CRTs do not have the time (Bransgrove & Jesson, 1993; L. M. Johnson, 2000; McCormack & Thomas, 2002) or opportunity (Bransgrove & Jesson, 1993; Calkins, 1989; Warren, 1988) to form ongoing mutual relationships with students. CRTs come into contact with many different students (St. Michel, 1995) for short periods of time (L. M. Johnson, 2000; Morrison & Galloway, 1996) and spend the majority of class time managing misbehaviour and continuing the educational program. Under these circumstances, there is seldom any time to get to know students and vice versa. Research conducted by McCormack and Thomas (2002) found that beginning CRTs seldom spent enough time with students to develop a rapport and had less rapport with students compared with beginning permanent teachers. In another study, Bransgrove and Jesson (1993) found that CRTs had few opportunities to build relationships with individual students or construct supportive learning environments because of time constraints. Both of these factors were considered to be important for minimising inappropriate student behaviour, especially disruption (Bransgrove & Jesson, 1993).

Second, it has been suggested that CRTs receive less cooperation from students in regard to the completion of class work compared with permanent teachers (Cleeland, 2000; Clifton & Rambaran, 1985). Students may be reluctant to undertake classwork or other activities when overseen by CRTs, especially when the task does not have to be assessed (Dilanian, 1986), bears little relation to the topic of study, and is perceived to be meaningless or designed to pass the time (e.g., wordfinds or crosswords). In these situations, students may question the legitimacy of the work or activities assigned, even when supplied by the permanent teacher, and are less inclined to cooperate. Alternatively, students may have the attitude that learning is unlikely to occur when the permanent teacher is away (St. Michel,

1995) and therefore choose not to participate. Research conducted by Clifton and Rambaran (1985) found that students were reluctant to complete work when overseen by CRTs and said they would do so upon the return of the permanent teacher. An earlier study by the author (Cleeland, 2000) also found that students were unwilling to complete work that had not been prepared by their permanent teacher or that was not going to be assessed.

Finally, it has been suggested that CRTs encounter inappropriate student behaviour (Abdal-Haqq, 1997; Barlin & Hallgarten, 2002; Benedict, 1987; Cleeland, 2000; Freedman, 1975; L. M. Johnson, 2000; Kraft, 1980; Recker, 1985; Robb, 1979; Rundall, 1986; Seldner, 1983; St. Michel, 1995; Webb, 1995) to a greater extent than permanent teachers ("UK government: Schools need to do more to support temporary teachers, says Ofsted", 2002; Wood & Knight, 1989). According to some authors, students believe it is a tradition or their right to behave inappropriately for CRTs (Benedict, 1987). Students might also experience resentment (Benedict, 1987; St. Michel, 1994) or distress when the permanent teacher is absent and direct this tension towards CRTs in the form of problem behaviours (Rawson, 1981; Rundall, 1986). Another causal explanation is that CRTs represent a break in the usual classroom routine and this causes students to behave in atypical ways (Freedman, 1975) or that CRTs are perceived as having less authority compared with permanent teachers (Clifton & Rambaran, 1985) and therefore encounter more problem behaviours from students. Research conducted by Weems (2003) found that the mere presence of a CRT indicated to students that the permanent teacher or the "professional educator" was absent and that class time represented a vacation from the usual program. McCormack and Thomas (2002) found that students were often defiant towards unfamiliar CRTs and that student behaviour contributed to their low status. Clifton and Rambaran (1985) found that students viewed CRTs as a challenge based on the finding that students were reluctant to cooperate with their requests. An earlier study by the author (Cleeland, 2000) indicated that CRTs endured student recalcitrance because they did not have the authority to enforce consequences. The CRTs reported that students took advantage of them, tried to avoid work, took liberties, and created havoc (Cleeland, 2000). Wood and Knight (1989) found that student behaviour differed towards CRTs but was unrelated to their teaching qualifications. The students modified their behaviour based on six factors including (a) their previous experience with an individual CRT, (b) the perceived personality characteristics of an individual CRT, (c) the behaviour management strategies of an unknown CRT, (d) the reputation of a known CRT, (e) the risks and benefits associated with engaging in inappropriate behaviour, and (f) the number of opportunities for engaging in inappropriate behaviour (Wood & Knight, 1989). It was also

found that students were more likely to misbehave for CRTs than permanent teachers and to a much greater extent (Wood & Knight, 1989).

According to some authors, the most common problem behaviours of students include avoiding work (L. M. Johnson, 2000; Kraft, 1980; Laquidara Hill, 1997; Recker, 1985), playing pranks (Benedict, 1987; Laquidara Hill, 1997), testing boundaries (Benedict, 1987; See, 1970; Snow Frosch, 1981; Stanley, 1991; Webb, 1995), refusing to cooperate (Keller, 1976; Robb, 1979), intimidation (Calkins, 1989), challenging authority (Junor, 2000; Laquidara Hill, 1997), vandalising school property (Lokey et al., 1989), using inappropriate language, socialising during class, taking liberties, and ignoring instructions. In an article released by the M2 Presswire in Coventry, school inspectors from the education department, Ofsted, found that student behaviour was less satisfactory in classes taught by CRTs compared with permanent teachers in approximately 25% of primary schools and 50% of secondary schools ("UK government: Schools need to do more to support temporary teachers, says Ofsted", 2002). In another study, Hamann, Frost, and Hewitt (2003a) found that when supervised by CRTs, 14% of secondary music students reported they would take time off from working, 76% reported they would often engage in disruptive behaviours, 55% reported they would request an out-of-class pass for no legitimate reason or would leave the classroom without permission, 45% reported they would often change seats or play someone else's instrument, 84% reported they would make more noise than usual, and 48% reported they would not provide the CRT with assistance. These behaviours occurred even though 91% of students reported that their permanent teacher had instructed them on appropriate behaviours (Hamann et al., 2003a). St. Michel (1994) reported that when students were asked how other students behaved during classes overseen by CRTs, 30.6% indicated that students would laugh or joke, socialise or talk amongst themselves, play loud music, make excessive noise, scream or yell, use inappropriate language, and argue with the CRT. The students also indicated that while in the care of CRTs, 13.2% of students would not attend to instructions, 12.6% of students would walk around the room or physically assault others, and 6% of students would not cooperate or complete work (St. Michel, 1994). Only 9.8% of students said there were no or few problems during classes overseen by CRTs (St. Michel, 1994). Likewise, Wood and Knight (1989) found that students labelled as "problematic" were more likely to live up to their bad reputations and whenever possible, students tried to avoid work, have fun, and test the limits and behaviour management strategies of CRTs. More alarmingly, Grimshaw, Earnshaw, and Hebson (2003) found that 17% of CRTs had been physically assaulted by students.

### *Student management.*

CRTs are generally perceived as having less satisfactory student management compared with permanent teachers. By comparison with permanent teachers, CRTs encounter unique issues in attempting to manage student behaviour (L. M. Johnson, 2000). CRTs may be unable to detain students at recess or lunch because they have additional duties (e.g., yard duty) and may not have the chance to follow-up incidents involving students since they may not be called in to work the next day. CRTs may have difficulties identifying students because they do not know their names or cannot recognise them from school photographs. Additionally, students may argue that CRTs are not their “real teachers” and cannot tell them what to do or may perceive them as lacking authority and power to implement consequences. Research conducted by McCormack and Thomas (2002), Bontempo and Deay (1986), Bransgrove and Jesson (1993), Ostapczuk (1994), Galvez-Martin (1997), McHugh (1997), and J. K. Rogers (2001) found that classroom and behaviour management were common, yet serious issues confronting CRTs.

Various explanations have been given for the difficulties encountered when CRTs attempt to manage inappropriate student behaviour. Wood and Knight (1989) found that CRTs had difficulty controlling problem behaviour because they were unfamiliar with the students. Tannenbaum (2000) reported that CRTs do not adequately monitor student behaviour or satisfactorily manage the classroom environment and enforce student discipline. Hamann, Hedden, and Legette (2003b) found that only 55% of permanent teachers were of the opinion that CRTs always or often had sufficient experience in classroom control and student discipline. Hamann, Frost, and Hewitt (2003a) found that 46% of secondary music students perceived CRTs to be less lenient compared with permanent teachers, 43% said CRTs frequently yelled at them, 44% said CRTs made more discipline referrals compared with permanent teachers, and 65% said CRTs seldom have class control during classes. Clifton and Rambaran (1985) found that CRTs have difficulty distinguishing between appropriate and inappropriate student behaviour, deciding when to apply negative consequences, and selecting appropriate consequences. It was suggested that CRTs have difficulty making decisions about student management because they are unfamiliar with classroom norms as they relate to student behaviour and discipline, and because they may not understand subtle changes in student behaviour at certain times of the year (e.g., end of term or semester) (Clifton & Rambaran, 1985). It was also found that CRTs have less authority than permanent teachers and were not permitted to implement some consequences, such as

detentions and suspensions, even though permanent teachers were able to (Clifton & Rambaran, 1985).

*Job satisfaction.*

CRTs are assumed to have less job satisfaction compared with permanent teachers. First, it has been suggested that CRTs derive little satisfaction from their work (Kraft, 1980; Rawson, 1981; J. K. Rogers, 2001; Shilling, 1991) and find casual relief teaching professionally unrewarding (Keyser, 1994; Lord, 1998; Robinson et al., 1992; St. Michel, 1995) for as much as 70% of the time (Rawson, 1981). Casual relief teaching has been described as thankless (Glass, 2001), unfulfilling (Pardini, 2000; Robinson et al., 1992), undesirable (Casadonti, 1998), dreary (Clifton & Rambaran, 1985), miserable (Recker, 1985), lonely (Keller, 1976; Keyser, 1994), and isolating (Colbert, 2001; Galloway, 1993). According to Gonzales (2002), the main sources of job dissatisfaction for CRTs include student recalcitrance, low salary, lack of fringe benefits, poor relationships with coworkers, job stress, lack of collegial support, and poor working conditions. Other potential sources of job dissatisfaction for CRTs include little constructive feedback (Rawson, 1981), few opportunities to observe student progress or improvement (Shilling, 1991), little professional recognition (Cleeland, 2000; Glass, 2001; Junor, 2000; McHugh, 2001; Seldner, 1983; St. Michel, 1995), low professional regard (McHugh, 2001), lack of appreciation (Colbert, 2001; St. Michel, 1995; Warren, 1988), and not feeling an important member of the school community (Shilling, 1991). By contrast, only a few reports were found suggesting that casual relief teaching is an enjoyable (see e.g., St. Michel, 1995) and rewarding experience (see e.g., Garwood, 1976). According to Gonzales (2002), the main sources of job satisfaction for CRTs include working with children, fewer teaching responsibilities compared with permanent teaching, recognition of effort, and the perception that their role is valuable. Other potential sources of job satisfaction for CRTs include social inclusion and professional acceptance from the school community (Jones, 1999).

A number of researchers have examined the job satisfaction of CRTs. Robinson et al. (1992) found that almost one third of teachers who had left the teaching profession would not consider casual relief teaching because they perceived it to be an unattractive option and said it was not professionally rewarding or personally fulfilling. J. K. Rogers (2001) found that the majority of CRTs expressed a passion for teaching and a desire to work with children; however, they also mentioned that low job satisfaction was an area of concern within casual relief teaching. Bransgrove and Jesson (1993) found that 100% of CRTs enjoyed casual relief

teaching even though they found it stressful and unsettling at times. The progressive CRTs (e.g., those allowing students to have input on class rules, discipline, classroom layout, and curriculum planning) with more years of teaching experience reported greater satisfaction compared with the progressive CRTs with fewer years of teaching experience (Bransgrove & Jesson, 1993). In another study, Bourke (1993) found that 31% of CRTs believed that the disadvantages associated with casual relief teaching outweighed both the professional and personal advantages, whereas 38% of CRTs believed that the advantages associated with casual relief teaching outweighed both the professional and personal disadvantages. An additional 29% of CRTs believed that the personal advantages but not the professional advantages outweighed both the professional and personal disadvantages associated with casual relief teaching (Bourke, 1993). These first two groups were labelled as being dissatisfied and satisfied with casual relief teaching, respectively (Bourke, 1993). A comparison of the responses of the dissatisfied and satisfied CRTs found some notable differences (Bourke, 1993). Sixty-eight percent of the dissatisfied CRTs were seeking permanent teaching positions compared with only 38% of the satisfied CRTs (Bourke, 1993). The dissatisfied CRTs also had significantly lower opinions about issues regarding employment information, professional development information, implications of casual status, and organisation and effort associated with casual relief teaching compared with the satisfied CRTs (Bourke, 1993). A study conducted by McCormack and Thomas (2002) found no significant differences in job satisfaction between the permanent teachers and the CRTs at the secondary school level; however, permanent teachers scored significantly higher on job satisfaction compared with the CRTs at the primary school level. It was suggested that high expectations, minimal staff support or mentoring, and feelings of isolation contributed to lower job satisfaction for the primary school CRTs (McCormack & Thomas, 2002). Overall, the CRTs were more satisfied when teaching at the same school for a block of time (e.g., days, weeks or terms) because it allowed them to develop relationships with staff and students, receive feedback, plan and assess units of work, use various teaching methods, and familiarise themselves with school procedures and available resources (McCormack & Thomas, 2002). The CRTs were less satisfied when teaching on a day-to-day basis because they did not have continuity with a particular class and experienced difficulties managing misbehaviour and encouraging students to complete work (McCormack & Thomas, 2002). The primary school CRTs also expressed a genuine desire to teach children, and a strong and ongoing commitment to the teaching profession (McCormack & Thomas, 2002).

Second, it has been suggested that CRTs receive lower pay compared with permanent teachers (Kraft, 1980; J. K. Rogers, 2001; Wilgoren, 2000). CRTs are paid according to the

number of days worked (Grimshaw et al., 2003) and then usually according to the number of class contact hours each day meaning that the hidden aspects of the work, such as lesson preparation and student assessment, are not always taken into consideration (Junor & Wallace, 2001). Either a flat rate or a sliding scale of pay, which takes into account age, qualifications, and teaching experience, applies to casual relief teaching (Ward, 2001); however, most schools and employment agencies pay CRTs a flat rate (Barlin & Hallgarten, 2002; Blackburne, 1989; Grimshaw et al., 2003; Morrison, 1999; Seldner, 1983). In Victorian schools, CRTs are paid a daily maximum of \$216.50 in government schools (DET, 2004), \$161.50 in Catholic schools (AIRC, 1998), and \$178 in independent schools (AIRC, 1996); however, the rate of pay in independent schools may vary depending on individual agreements (Independent Schools Council of Australia [ISCA], 2006). Pay ranges from \$30 to \$185 in the USA (Dorward et al., 2000) and from £80 to £125 in the UK for a full day of work (Burrows & Mansell, 2000). Although the pay can be excellent (Ward, 2001), especially for young and inexperienced teachers on a flat rate (Barlin & Hallgarten, 2002), the average salary of a CRT is lower than that of a beginning permanent teacher (Moscovici, 2003) and places CRTs among the lowest paid in the education system (Calkins, 1989). Low pay has been consistently cited in the literature as one of the many problems associated with casual relief teaching (see e.g., Calkins, 1989; Cardon, 2002; Duebber, 2000; Galvez-Martin, 1997; Kraft, 1980; Lord, 1998; McHugh, 2001; J. K. Rogers, 2001; Rose et al., 1987; Seldner, 1983; St. Michel, 1995, "Substitutes hold conference to air their concerns", 2000; Vail, 2000; Warren, 1988; K. Wilson, 1999). Research conducted by McHugh (1997) found that 100% of superintendents indicated that CRTs were paid a flat rate of pay and not according to qualifications or experience. Similarly, Clifton and Rambaran (1985) found that CRTs were not usually paid according to their expertise and received lower pay compared with permanent teachers.

Third, it has been suggested that CRTs receive fewer fringe benefits compared with permanent teachers (Grimshaw et al., 2003). CRTs do not receive sick pay (Grimshaw et al., 2003; O'Grady, 2001; Seldner, 1983), maternity leave (O'Grady, 2001), holiday pay (Grimshaw et al., 2003; O'Grady, 2001), personal leave, professional development leave, and retirement payouts (Seldner, 1983) among others. In order to compensate for the lack of fringe benefits, a premium is incorporated into the hourly rate of pay (Ward, 2001). Research conducted by St. Michel (1994) found that 60% of CRTs indicated they had not received fringe benefits, while 20% considered their salary to be a fringe benefit, and 13.3% said they received miscellaneous fringe benefits. When the CRTs were asked about fringe benefits from other school districts, 40% indicated they had not received fringe benefits, 20% indicated they

had only worked in one district, and 10% indicated they received health or accident insurance (St. Michel, 1994). Rose et al. (1987) found that 88% of school states in the USA did not provide CRTs with fringe benefits and Bourke (1993) found that 94% of CRTs received fewer fringe benefits compared with permanent teachers.

Fourth, it has been suggested that CRTs receive fewer opportunities for professional development compared with permanent teachers (McCormack & Thomas, 2002). CRTs are seldom advised of professional programs available (Shilling, 1991) or offered professional development (Galloway, 1993; McHugh, 2001; Purvis & Garvey, 1993; Rawson, 1981; Rose et al., 1987; Russo, 2001; Seldner, 1983; Shilling, 1991; Webb, 1995) and training as part of their employment (St. Michel, 1995). Given that the cost of providing professional development is substantial (Webb, 1995), most schools are reluctant or unable to incur program costs for CRTs (Blackburne, 1989; Tannenbaum, 2000) meaning that CRTs can only participate in professional development programs if they are willing to pay for their attendance and forgo attendance pay (Shilling, 1991; Webb, 1995). Given that few professional development programs are designed specifically for CRTs (Rawson, 1981), it is also unclear whether these programs are of direct benefit to CRTs. Research conducted by Gill and Hand (1992) found that 98% of CRTs were not involved in planning inservice activities, 92% of CRTs were not notified of programs offered, and 90% of CRTs were not invited to attend inservice activities. In another study, Bourke (1993) found that 72% of CRTs did not receive inservice information from the education department, even though 94% of CRTs thought this information was very or extremely important to their work. Sixty-nine percent of CRTs perceived themselves as having less inclusion in staff meetings and professional development programs compared with permanent teachers, and 87% of CRTs perceived themselves as having less inclusion in professional development programs organised by the education department compared with permanent teachers (Bourke, 1993). St. Michel (1994) found that 90.7% of CRTs indicated they had not received any professional development in the PUHSD and 77.6% indicated they had not received any professional development in other districts. It was also found that professional development programs for CRTs had only ever been offered twice in the PUHSD (St. Michel, 1994). Similarly, McHugh (1997) found that 95% of school principals, 94% of CRTs, 84% of permanent teachers, and 75% of superintendents indicated that CRTs were seldom or never included in inservice programs regarding curriculum development, and 93% of CRTs, 97% of school principals, 85% of permanent teachers, and 76% of superintendents reported that CRTs were seldom or never provided with inservice programs regarding classroom management. Some school principals and permanent teachers commented that funds for professional development



belonged to permanent teachers or that professional development programs had less value for CRTs (McHugh, 1997). All of the superintendents reported that CRTs were not paid to attend professional development programs (McHugh, 1997). Finally, Tannenbaum (2000) found that 89% of school administrators indicated they provided CRTs with minimal or no professional training and an earlier study by the author (Cleeland, 2000) found that CRTs were seldom included in professional development activities.

Finally, it has been suggested that CRTs receive fewer opportunities for performance appraisal compared with permanent teachers. According to some authors, CRTs have little communication with school administrators and permanent teachers (Boyer, 1998; Keller, 1976; Recker, 1985; St. Michel, 1994), and seldom receive feedback about their performance (Colbert, 2001; Ostapczuk, 1994; Rawson, 1981; St. Michel, 1994, 1995) or are provided with performance evaluations (Cardon, 2002; Hamann et al., 2003b; Rawson, 1981; St. Michel, 1994, 1995). Given that CRTs are seldom conferenced in relation to their work (St. Michel, 1995), they rarely receive praise for good work (Drake, 1981; Rawson, 1981) or suggestions for improvement. School administrators argue that CRTs are not in their schools regularly enough for observation and evaluation (McHugh, 2001), yet most CRTs will attest that they are unofficially evaluated when there are complaints or problems (Cardon, 2002). A few studies have investigated the provision of performance appraisals for CRTs. Ostapczuk (1994) found that lack of feedback in relation to performance was a major issue for CRTs, and Deay and Bontempo (1986) found that many CRTs mentioned the need for enhanced communication among staff and feedback in relation to their performance. Likewise, J. K. Rogers (2001) reported that CRTs were of the opinion that they needed improved communication with school administrators and permanent teachers. In a more comprehensive study, St. Michel (1994) found that the Director of Personnel indicated that procedures were in place for formally evaluating the performance of CRTs; however, the responsibility for conducting the evaluations was on school principals and permanent teachers. When the school principals were asked if they evaluated CRTs, 50% indicated that this sometimes or often occurred and 50% indicated that this rarely or never occurred (St. Michel, 1994). When the CRTs were asked if their performance had been evaluated, 32.8% indicated that this had occurred in the PUHSD and 26.1% indicated that this had occurred in another district (St. Michel, 1994). Only 34.7% of CRTs indicated that they received feedback about the evaluation and most evaluations followed an outstanding or poor performance (St. Michel, 1994). It was concluded that performance evaluations for CRTs were typically conducted informally and on an irregular basis (St. Michel, 1994). In another study, McHugh (1997) found that 83% of school principals seldom or never evaluated the performance of CRTs and

100% of superintendents did not provide CRTs with professional recognition in the form of long service awards. It was suggested that this was because CRTs are not regarded as members of the school community and therefore are not included in professional recognition ceremonies (McHugh, 1997). Another researcher, Tannenbaum (2000), found that 69% of school administrators did not provide CRTs with formal performance evaluations.

### *Job stress.*

Like permanent teachers, CRTs are assumed to experience high levels of job stress. First, it has been suggested that casual relief teaching is one of the most difficult jobs in schools (Duebber, 2000; Lokey et al., 1989; St. Michel, 1995) next to driving a school bus (Duebber, 2000). Casual relief teaching has been described as challenging (Garwood, 1976; Purvis & Garvey, 1993; Ward, 2001; Warren, 1988), demanding (Recker, 1985; Shilling, 1991; St. Michel, 1995), difficult (Condra, 1977; Lokey et al., 1989; Shilling, 1991; St. Michel, 1995; Warren, 1988; A. Wilson, 1990), arduous (Hayes, 1975), pressurised (Lokey et al., 1989), taxing (Condra, 1977), demeaning (Pardini, 2000; Recker, 1985), demoralising (Nidds & McGerald, 1994), harrowing (Keller, 1976), stressful (Cardon, 2002), impossible (Drake, 1981; Esposito, 1975), and intense (Junor, 2000). It is reported that some CRTs have refused to return to schools in which they have had particularly unpleasant experiences (Webb, 1995). Over the years, casual relief teaching has been associated with various emotional and somatic complaints. According to some authors, casual relief teaching can cause fatigue (Hayes, 1975; Williams, 1988), apathy (Warren, 1988), tiredness (Webb, 1995), exhaustion (Hayes, 1975; A. Wilson, 1990), impatience, insolence, illness (Hayes, 1975), anxiety (Jentzen & Vockell, 1978), feelings of incompetence (Jentzen & Vockell, 1978) and inadequacy (Bontempo & Deay, 1986), low confidence (Galloway, 1993; Warren, 1988), low self-esteem (Warren, 1988), and frustration (Dilanian, 1986; J. M. Johnson et al., 1988; Snow Frosch, 1981; Warren, 1988). Research conducted by Crittenden (1994) found that approximately 50% of CRTs agreed and 50% of CRTs disagreed that casual relief teaching is stressful; however, the researchers did not assess the relationship between stress and other variables, such as age, teaching experience, and the value placed on casual relief teaching as a career, which may have altered the participants' perceptions of stress. The sources of stress mentioned included commencing work at new schools, absence of lesson plans, and uncertain and changing working arrangements (Crittenden, 1994). In another study, J. M. Johnson et al. (1988) found that the CRTs experienced at least some anxiety in relation to (a) nonexistent or vague lesson plans (58%); (b) teaching outside one's area of specialisation (56%); (c) no

information about seating charts, class rules, and class routines (46%); (d) student discipline (35%); (e) preventing behaviour problems (34%); (f) being perceived as an outsider or visitor (29%); (g) managing students with learning problems (28%); (h) complex lesson plans (27%); (i) identifying students with learning problems (27%); (j) lack of school information (26%); (k) working with students with impairments and disabilities (26%); and (l) inadequate school resources (25%) (J. M. Johnson et al., 1988). The CRTs with one year of teaching experience reported significantly greater anxiety about acceptance and belonging, earning staff respect, and teaching autonomy compared with the CRTs with five to eight years of teaching experience, as well as significantly greater anxiety about knowledge of roles and responsibilities compared with the CRTs with two to four years of teaching experience, and five to eight years of teaching experience (J. M. Johnson et al., 1988). In a study conducted by Palmer, Sinclair, and Bailey (1996) it was found that there were no significant differences among the permanent teachers and the CRTs with and without long-term working arrangements in relation to (a) the types of stressors applicable to their roles (e.g., administration, students, workload, professional concerns, and colleague relations), (b) their coping methods (e.g., action coping, socio-emotional coping, religion, and denial and disengagement), and (c) their stress symptom scores or their perceived lack of control over stressors. There were also no significant differences among the groups on any aspect of stress, except workload, whereby the CRTs with long-term working arrangements scored significantly higher in this area than the permanent teachers and the CRTs without long-term working arrangements (Palmer et al., 1996). On the basis of the results, it was concluded that CRTs and permanent teachers encountered similar types of stressors and similar levels of stress; however, the researchers also suggested that there may be more notable differences between the permanent teachers and the CRTs with more years of teaching experience and that this was worthy of further investigation (Palmer et al., 1996). A qualitative analysis of participants' survey comments found that there were other potential sources of stress that were not assessed in the survey that appeared to be unique to casual relief teaching including lack of job security, concerns about obtaining permanent teaching positions, and the need to make a good impression with employers (Palmer et al., 1996).

Another potential source of work-related stress for CRTs are the additional legal ramifications associated with casual relief teaching. CRTs have the same legal responsibilities as permanent teachers (St. Michel, 1995) and are equally liable in the event of negligence (Cotten, 1995); however, unlike permanent teachers, CRTs need to obtain their own legal advice when problems arise (Seldner, 1983). Additionally, CRTs are responsible for the loss or damage to personal property while performing their duties and have no process for lodging

formal complaints (Seldner, 1983). Legalities are further complicated for CRTs contracted through employment agencies because it is unclear whether CRTs are considered to be employees of the agency or the school and consequently, who should accept responsibility and offer support when problems arise (Grimshaw et al., 2003). A review of the available literature did not find any research about the legalities associated with casual relief teaching.

### *Summary*

In recent years, there has been a considerable increase in casual employment in the Australian workforce (ABS, 1999; Jorgensen & Riemer, 2000). In the education sector alone, it is estimated that there are more than 30,000 teachers with casual working arrangements Australia-wide (DEST, 2003b). Casually employed teachers, otherwise known as CRTs, are employed to replace permanent teachers who are temporarily (Freedman, 1975; J. K. Rogers, 2001; Warren, 1988) unavailable to perform their routine duties (Morrison, 1999; Shilling, 1991). Although these teachers are often expected to perform similar duties to permanent teachers including classroom instruction (St. Michel, 1995), supervision (Shilling, 1991), and classroom and behaviour management (L. M. Johnson, 2000), they often do not enjoy the same working conditions as their permanent counterparts, such as regular employment (Delbridge et al., 2003), comparable pay (Moscovici, 2003), and the provision of fringe benefits (Kryger, 2003-2004). Additionally, given the nature of casual relief teaching, it is not unusual for CRTs to teach unfamiliar students (J. M. Johnson et al., 1988; St. Michel, 1995) across various curriculum areas and levels (Webb, 1995) at different schools (Jones, 1999). With this in mind, CRTs often report different needs and concerns compared with permanent teachers (J. K. Rogers, 2001). A few researchers have attempted to address these and other issues facing CRTs; however, few research efforts have been conducted recently in Australia and very little attention has been given to comparing casual relief teaching with permanent teaching. According to the available information regarding casual relief teaching, it is apparent that there are 10 main areas of concern for CRTs including job security, provisions and facilities, information and communication, lesson management, status, relationships with the school community, relationships with students, student management, job satisfaction, and job stress.

## Chapter 3: Methodology

This chapter begins with a description of the sample including the schools, employment agencies, and teachers who were involved in the study. The survey instrument is then described in detail and the procedures for developing and piloting the survey instrument are outlined. Finally, the strategies for obtaining the involvement of participants and analysing the data are described.

### *Sample*

#### *Schools and employment agencies.*

Thirty-eight primary schools, 13 secondary schools, and six combined primary/secondary schools from inner and outer metropolitan Melbourne were involved in the study. Of these 57 schools, 40 were from the government sector, 11 were from the Catholic sector, and six were from the independent sector. Three employment agencies in and around metropolitan Melbourne also assisted in the distribution of questionnaires to CRTs.

#### *Participants.*

Tables 1 and 2 show the descriptive statistics for the demographic and school-related variables, overall, and separately for the permanent teachers and the CRTs. Table 1 shows the categorical variables and Table 2 shows the continuous variables.

One thousand and seventy eight teachers participated in the study including 670 permanent teachers and 408 CRTs. The participants ranged in age from 22 to 75 years. The mean age of the participants was 42.53 years, which is relatively consistent with recent statistics profiling Australian teachers (see e.g., DEST, 2003b); however, when age was broken down by employment status, the mean age of the CRTs ( $M = 43.87$ ) was slightly higher than that of the permanent teachers ( $M = 41.73$ ).

Seventy-two percent of the participants were female and this figure is consistent with a recent gender profile of Australian teachers (see e.g., DEST, 2003b). Similar figures were found when sex was broken down by employment status (70% female CRTs vs. 73% female permanent teachers).

Forty-three percent of the participants indicated that their highest teaching qualification was a bachelor's degree and a further 32% indicated that their highest teaching

qualification was a graduate diploma. These figures are inconsistent with recent statistics profiling Australian teachers, which found that the majority of teachers have a graduate diploma (59%) followed by a bachelor's degree (35%) (see e.g., DEST, 2003b).

On average the total teaching experience of the participants was 15.79 years, which is relatively consistent with statistics profiling Australian teachers (see e.g., DEST, 2003b). By comparison with the CRTs ( $M = 15.33$ ), however, the permanent teachers ( $M = 16.06$ ) had marginally more total teaching experience.

Seventy-one percent of the participants indicated they had casual relief teaching experience and the mean casual relief teaching experience of the participants was 4.20 years. Ninety-nine percent of CRTs indicated they had casual relief teaching experience (i.e., presumably one percent of CRTs were yet to obtain work) compared with 54% of permanent teachers. The CRTs ( $M = 5.46$  years) reported almost twice the casual relief teaching experience compared with the permanent teachers ( $M = 2.87$  years).

Ninety-two percent of the participants indicated they had permanent teaching experience at an average of 13.77 years. Approximately 99% of permanent teachers indicated they had permanent teaching experience (i.e., presumably one percent of permanent teachers were beginning teachers with no previous permanent teaching experience) compared with 81% of CRTs. As would be expected, the permanent teachers ( $M = 14.57$  years) had slightly more permanent teaching experience than the CRTs ( $M = 12.11$  years).

Fifty-seven percent of the participants worked in primary schools and 40% of the participants worked in secondary schools. There were more CRTs represented in primary schools than secondary schools (67% vs. 28%) and more permanent teachers represented in secondary schools than primary schools (51% vs. 47%).

Sixty-eight percent of the participants worked in government schools, 17% worked in Catholic schools, and 14% worked in independent schools. The proportion of participants working in the various school sectors is relatively consistent with recent statistics profiling Victorian teachers (see e.g., Teacher Supply & Demand Reference Group [TSDRG], 2003). Although the proportion of permanent teachers (17%) and CRTs (18%) working in the Catholic sectors were similar, there were slightly more CRTs (72%) than permanent teachers (65%) in the government sector, and more than twice the number of permanent teachers (18%) in the independent sector compared with CRTs (8%).

The mean proportion of work undertaken by all participants was 68% in government schools, 17% in Catholic schools, and 15% in independent schools. The CRTs (72%) undertook a greater proportion of work in government schools compared with the permanent teachers (65%), whereas the permanent teachers (18%) undertook exactly twice the

proportion of work in independent schools compared with the CRTs (9%). For the Catholic schools, the proportion of work undertaken by the CRTs and the permanent teachers were similar (i.e., 19% and 17%, respectively).

Sixty-five percent of the participants worked in the northern metropolitan regions (e.g., north, north-west, and north-east). While there were more permanent teachers than CRTs from the northern (37% vs. 19%), north-eastern (24% vs. 11%), and eastern regions (12% vs. 9%), there were more CRTs than permanent teachers from the south-eastern (14% vs. 3%), southern (5% vs. 0.2%), south-western (12% vs. 2%), and western (14% vs. 2%) regions. For these reasons, the school region variable was considered confounded and omitted from further analysis.

Seventy-one percent of the participants worked at schools in suburban settings and a further 28% of the participants worked at schools in semirural settings, inner urban settings, and rural settings. Figures were relatively proportional across the four levels of school setting for the permanent teachers and the CRTs.

Thirty-four percent of the participants worked in lower middle class schools and an additional 33% of participants worked in middle class schools. There were more permanent teachers than CRTs working in lower class (25% vs. 9%) and middle upper class schools (12% vs. 9%). By contrast, there were more CRTs than permanent teachers working in lower middle class (39% vs. 31%) and middle class schools (37% vs. 31%). Less than 1% of the participants worked in upper class schools. Because of its trivial level of representation, the category of *upper class* was omitted from any analyses involving socioeconomic status.

The mean number of students enrolled in schools where participants worked was 574. According to these figures, the permanent teachers worked at slightly larger schools ( $M = 595$ ) compared with the CRTs ( $M = 533$ ).

Table 1

*Frequencies for the Categorical Demographic and School-Related Variables Overall and by Employment Status*

Variable	Casual relief teacher		Permanent teacher		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Employment status	408	100	670	100	1078	100
Sex						
Male	119	29.17	179	26.72	298	27.64
Female	286	70.09	488	72.84	774	71.80
Missing data	3	0.74	3	0.45	6	0.56
Highest teaching qualification						
Certificate	21	5.15	12	1.79	33	3.06
Diploma	72	17.65	67	10.00	139	12.89
Bachelor's degree	161	39.46	301	44.93	462	42.86
Graduate diploma	114	27.94	227	33.88	341	31.63
Master's degree	31	7.60	50	7.46	81	7.51
Doctoral degree	1	0.25	5	0.75	6	0.56
Missing data	8	1.96	8	0.75	16	1.48
School level						
Primary	272	66.67	345	51.49	617	57.24
Secondary	116	28.43	316	47.16	432	40.07
Other	19	4.66	8	0.75	27	2.51
Missing data	1	0.25	1	0.15	2	0.19
School setting						
Inner urban	52	12.75	41	6.12	93	8.63
Suburban	269	65.93	500	74.63	769	71.34
Semirural	63	15.40	110	16.42	173	16.05
Rural	11	2.70	17	2.54	28	2.60
Missing data	13	3.19	2	0.30	15	1.39
Socioeconomic status						
Lower class	39	9.56	170	25.37	209	19.39
Lower middle class	161	39.46	208	31.04	369	34.23
Middle class	152	37.25	205	30.60	357	33.12



Table 1

*Continued*

Variable	Casual relief teacher		Permanent teacher		Total	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Socioeconomic status continued						
Middle upper class	38	9.31	83	12.39	121	11.22
Upper class	2	0.49	3	0.45	5	0.46
Missing data	16	3.92	1	0.15	17	1.58
School sector						
Government	293	71.81	438	65.37	731	67.81
Catholic	74	18.14	113	16.87	187	17.35
Independent	34	8.33	119	17.76	153	14.19
Missing data	7	1.72	0	0.00	7	0.65
School region						
North-west	45	11.03	124	18.50	169	15.68
North	77	18.87	249	37.16	326	30.24
North-east	44	10.78	162	24.18	206	19.11
East	37	9.07	80	11.94	117	10.85
South-east	59	14.46	23	3.43	82	7.61
South	20	4.90	1	0.15	21	1.95
South-west	51	12.50	12	1.79	63	5.84
West	57	13.97	14	2.09	71	6.59
Missing data	18	4.41	5	0.75	23	2.13
Casual relief teaching experience						
Yes	406	99.50	359	53.58	765	70.96
No	0	0.00	309	46.12	309	28.66
Missing data	2	0.49	2	0.30	4	0.37
Permanent teaching experience						
Yes	330	80.88	664	99.10	994	92.21
No	71	17.41	4	0.60	75	6.96
Missing data	7	1.72	2	0.30	9	0.84

Table 2

*Means and Standard Deviations for the Continuous Demographic and School-Related Variables Overall and by Employment Status*

Variable	Casual relief teacher					Permanent teacher					Total				
	<i>M</i>	<i>SD</i>	<i>n</i>	Min. <sup>a</sup>	Max. <sup>b</sup>	<i>M</i>	<i>SD</i>	<i>n</i>	Min. <sup>a</sup>	Max. <sup>b</sup>	<i>M</i>	<i>SD</i>	<i>N</i>	Min. <sup>a</sup>	Max. <sup>b</sup>
Age in years	43.87	11.07	399	22	65	41.73	10.07	661	22	75	42.53	10.50	1060	22	75
Percentage government work	71.88	37.51	396	0	100	64.90	46.80	664	0	100	67.51	43.67	1060	0	100
Percentage independent work	9.30	21.57	385	0	100	17.98	37.62	659	0	100	14.78	32.89	1044	0	100
Percentage catholic work	19.39	32.71	387	0	100	17.17	37.12	660	0	100	17.99	35.55	1047	0	100
Years of teaching experience	15.33	12.12	398	0	44	16.06	10.33	666	0.3	40	15.79	11.04	1064	0	44
Years of casual relief teaching	5.46	6.34	368	0.2	41	2.87	3.00	351	0	20	4.20	5.16	719	0	41
Years of permanent teaching	12.11	10.84	320	0.2	40	14.57	10.16	659	0.1	39.5	13.77	10.45	979	0.1	40
Number of students	533.12	321.40	345	22	1546	595.31	360.04	663	8	2000	574.03	348.39	1008	8	2000

*Note.* <sup>a</sup>Minimum value. <sup>b</sup>Maximum value

## *Materials*

### *Project information.*

The participating schools and employment agencies were provided with project information that outlined the nature and demands of the study, and requested their involvement (see Appendix A). The participants were also provided with project information, which included additional information regarding voluntary participation, informed consent, and privacy issues (see Appendix B).

### *The Demographic Information Questionnaire.*

The participants completed a two-part purpose-built questionnaire. The first part of the questionnaire, the Demographic Information Questionnaire (DIQ) (see Appendix C), was designed to gather demographic information about the participant and background information about the main school where he or she worked. It comprises 17 items regarding age, highest teaching qualification, school level (e.g., primary school, secondary school, and other), school setting (e.g., inner urban, suburban, semirural, and rural), socioeconomic status of the student population (e.g., lower class, lower middle class, middle class, middle upper class, and upper class), school sector (e.g., government, independent, and Catholic), school region (e.g., north-west, north, north-east, east, south-east, south, south-west, and west), number of students enrolled at the school, years of teaching experience, years of casual relief teaching experience, years of permanent teaching experience, percentage government work, percentage independent work, percentage Catholic work, and reasons for casual relief teaching currently or previously. The response formats are open-ended, dichotomous, and polytomous.

### *The Issues in Teaching Questionnaire.*

The second part of the questionnaire, the Issues in Teaching Questionnaire (ITQ) (see Appendix D), was designed to assess the attitudes, perceptions, and experiences of CRTs and permanent teachers working in various school settings (e.g., primary school and secondary school) and sectors (e.g., government, independent, and Catholic). The revised version comprises 205 (the original version comprised 217 items) true or false statements across 10 areas of concern including information and communication, provisions and facilities, student

management, status, job security, job satisfaction, job stress, lesson management, relationships with the school community, and relationships with students. Some statements are phrased in the positive while others are phrased in the negative; that is, for positive statements, an agree response indicates a positive attitude, experience or perception, with the opposite being true for negative statements. There are also some neutral statements whereby agreeing or disagreeing does not represent a clear positive or negative attitude, perception or experience; that is, they are items of fact. Table 3 shows the items comprising each subscale.

Table 3

*Items Comprising the Revised Issues in Teaching Questionnaire Subscales*

Subscale	Item number	Directionality	Item
Information and communication	6	Negative	I refer to maps to find my way around school grounds
	11	Positive	I know where students are up to in their learning
	32	Positive	I have a staff handbook
	62	Negative	I have difficulty getting into rooms
	64	Positive	I am kept informed of everyday school business
	65	Positive	I am clear on the school rules
	67	Positive	I know the names of most school personnel
	73	Positive	I have access to confidential student information
	75	Positive	I know what to do in a school emergency
	80	Positive	I know by memory the names of students in my class(es)
	82	Positive	I locate school buildings easily
	94	Neutral	I know which areas of the school grounds are out-of-bounds
	97	Negative	I ask for directions around the school
	100	Positive	I know who to ask when I need assistance
	115	Positive	I know who the union representative is
119	Positive	I know my way around school grounds	
126	Positive	I am up-to-date with school news	

Table 3

*Continued*

Subscale	Item number	Directionality	Item
Information and communication continued	142	Neutral	I teach in different classrooms everyday
	168	Positive	I am aware of students with impairments in my class(es)
	176	Negative	I have difficulty locating classrooms
	179	Positive	I know my rights as an employee
Provisions and facilities	2	Positive	I have a photocopier number
	41	Positive	My professional needs are met
	50	Positive	I am provided with white board markers or chalk
	56	Positive	I am provided with a safe place to leave my personal belongings
	69	Neutral	My key (i.e., “lock and key”) needs are determined on a daily basis
	89	Positive	I have my own desk or designated work space
	112	Positive	I have a pigeonhole
	128	Negative	I have concerns about my personal safety
	130	Positive	I know how to use the photocopier
	132	Positive	I have my own set of room keys
	155	Positive	Teaching materials are easy to access
	185	Negative	I worry that my personal belongings will get damaged
	190	Positive	I feel safe in my work environment

Table 3

*Continued*

Subscale	Item number	Directionality	Item
Provisions and facilities continued	191	Positive	It is easy to locate teaching materials
	204	Positive	I am provided with the materials necessary to fulfil my role
Student management	4	Negative	It is difficult deciding whether student behaviour is acceptable
	35	Negative	I have difficulty discerning inappropriate student behaviour
	37	Negative	I question my decisions
	44	Positive	I match consequences appropriately to offences
	71	Negative	I have difficulty managing student behaviour
	83	Negative	I have difficulty deciding on appropriate disciplinary action
	99	Positive	I enforce school rules
	103	Negative	I am unsure when to punish students
	117	Positive	I have good behaviour management
	137	Negative	I report fewer student incidents than I observe
	189	Positive	I adhere to prescribed discipline protocol
	198	Negative	I modify school rules to suit my own standards or expectations
	215	Negative	I turn a blind eye to inappropriate student behaviour
216	Positive	I praise students for work well done	
Status	9	Positive	I am qualified to teach the subject(s) or class(es) on my timetable

Table 3

*Continued*

Subscale	Item number	Directionality	Item
Status continued	31	Negative	I feel as if I am low in the “pecking order”
	36	Positive	I receive the same privileges as other teachers
	52	Positive	My knowledge or experience is put to best possible use
	61	Negative	Staff behaviours or attitudes make me feel inferior
	81	Positive	I receive recognition for work well done
	95	Positive	Students know or call me by name
	118	Negative	Classroom checks are carried out to monitor my performance
	120	Positive	My knowledge is sufficient to assist students with their learning
	121	Negative	I have low rank or status in the school hierarchy
	133	Negative	I am not recognised as having an official teaching position
	139	Positive	I have been formally introduced to staff
	143	Positive	Staff treat me as their equal
	147	Positive	I am remunerated for years teaching experience
	153	Positive	My professional opinions are solicited for school decision-making
	160	Positive	I am highly regarded among my colleagues
	161	Negative	I am assigned classes beyond my knowledge or experience
170	Negative	I receive low priority in the educational system	



Table 3

*Continued*

Subscale	Item number	Directionality	Item
Status continued	173	Positive	I am in a position of authority
	184	Positive	My impression is that I am a valued employee
Job security	12	Neutral	I am employed on a needs basis
	21	Neutral	I know the day before the class(es) I will teach
	22	Negative	Work is erratic
	26	Negative	I would like to work more often
	38	Positive	I have a secure job
	43	Positive	Work is available when I want it
	57	Neutral	I teach the same class(es) regularly
	63	Neutral	I have contract or ongoing employment
	79	Neutral	I can see myself working in the same role for the foreseeable future
	86	Positive	I have a regular or stable income
	88	Negative	Each day, I feel like I compete with others to obtain work
	105	Neutral	I cover other teachers' classes
	107	Positive	My employment is guaranteed
	124	Neutral	I know in advance (at least the day before) when I'm needed to work
145	Neutral	I cover other teachers' classes everyday	

Table 3

*Continued*

Subscale	Item number	Directionality	Item
Job security continued	151	Positive	Availability of work is consistent
	159	Neutral	I am on-call to work
	166	Positive	I have regular employment
	171	Negative	I worry about obtaining work
	188	Neutral	I work at more than one school
	203	Negative	I feel dispensable
	212	Neutral	I know my teaching schedule in advance (i.e., at least the day before)
Job satisfaction	3	Positive	I receive holiday pay
	5	Positive	Opportunities are available for career advancement
	8	Positive	My work is personally satisfying
	17	Positive	My complaints are followed up
	25	Positive	I receive performance evaluation
	39	Positive	I go beyond the call of duty
	47	Positive	The principal takes an interest in what I do
	49	Positive	I work hard
	60	Positive	I have adequate working conditions
	93	Positive	I am well paid

Table 3

*Continued*

Subscale	Item number	Directionality	Item
Job satisfaction continued	123	Positive	I put in a lot of effort
	141	Positive	I get paid sick days
	144	Positive	I enjoy my work
	157	Positive	I receive feedback about matters I refer on
	177	Positive	My job is personally rewarding
Job stress	18	Negative	I feel obliged to work when ill or stressed
	29	Negative	I experience work related anxiety
	45	Positive	I feel at ease when interacting with students
	48	Negative	I feel unsafe in the classroom or school yard
	53	Negative	I experience work related stress
	54	Neutral	I have a lot of responsibility
	68	Negative	I encounter work related hassles
	72	Negative	I am in conflict with staff
	74	Positive	I have work variety
	85	Negative	I get anxious when teaching
	96	Negative	I have too much work to do
	98	Negative	I think about leaving the teaching profession

Table 3

*Continued*

Subscale	Item number	Directionality	Item
Job stress continued	109	Positive	I know what is expected of me professionally
	110	Negative	I have more pressures than other teachers
	114	Negative	I feel as if I am taken for granted
	122	Negative	Work related stress affects my personal life
	134	Neutral	I feel as if I have the most challenging job in the school
	136	Negative	I would like more work variety
	146	Negative	I am overworked
	156	Negative	Emotional or physical illness results from my work
	162	Negative	I am pressed for time
	182	Negative	I feel inadequate as a teacher
	187	Negative	I have work related grievances
	194	Neutral	Teaching affects my wellbeing
	196	Negative	I feel tense or uptight when performing my duties
	200	Negative	I worry about my job performance
	206	Neutral	My job is demanding
207	Positive	I undertake my duties confidently	
Lesson management	1	Neutral	I attend staff meetings

Table 3

*Continued*

Subscale	Item number	Directionality	Item
Lesson management continued	14	Positive	I get at least one teaching period or block of time off each day
	16	Neutral	I teach junior students more often than senior students
	20	Neutral	I have contact with parents
	27	Positive	I have work for students to go on with
	30	Neutral	I write school reports
	40	Positive	Work I prepare is relevant to the topic of study
	70	Neutral	I compete paperwork
	84	Neutral	Work or activities I give students is prepared by me only
	87	Negative	I prepare for class(es) at a moment's notice
	125	Neutral	I participate in parent-teacher interviews
	127	Positive	I receive lesson preparation time
	129	Neutral	I take home group or roll call
	165	Neutral	Usually I teach senior classes
	178	Neutral	I undertake yard, bus, or canteen duties
	183	Negative	I rely on word finds or puzzles to keep students busy
	199	Positive	I have high autonomy
210	Negative	I don't have meaningful work to give students	

Table 3

*Continued*

Subscale	Item number	Directionality	Item
Relationships with the school community	7	Positive	I feel part of the school community
	13	Positive	Staff know my name
	15	Negative	I worry about how staff view my ability
	24	Positive	I am treated as a member of staff
	34	Positive	Staff are approachable
	42	Positive	I feel accepted by my colleagues
	58	Positive	I receive moral support from staff
	76	Positive	I feel part of a team
	90	Positive	I talk to staff about work related problems
	106	Positive	I am included in social activities
	108	Negative	I get the impression that staff question my competence
	149	Neutral	I sit by myself at recess or lunch
	154	Negative	My impression is that staff think I'm ineffective in the classroom
	163	Positive	Staff go out of their way to help me
	167	Positive	I am invited to attend professional development activities
	192	Positive	I am considered to be part of the staff
195	Positive	I participate in school decision-making	

Table 3

*Continued*

Subscale	Item number	Directionality	Item
Relationships with the school community continued	201	Positive	I feel comfortable attending school based social functions
	211	Positive	I know that I have the support of my colleagues
	214	Positive	My impression is that staff think I'm good at what I do
	217	Negative	I get the impression that staff stereotype me as incapable
Relationships with students	10	Positive	Students are on-task in my class(es)
	19	Neutral	I feel as if students treat me differently from other teachers
	23	Positive	I get the impression from students that I'm effective in the classroom
	28	Negative	I question the honesty of students
	33	Negative	Students play pranks on me
	46	Neutral	Boys and girls have an equal number of problem behaviours
	51	Negative	Students challenge my instructions
	59	Positive	I believe that students learn much in my class(es)
	77	Negative	Students believe that I can only supervise classes
	92	Negative	Students muck around in my class(es)
	101	Positive	Students perceive me to be a bona-fide or real teacher
	102	Negative	My impression is that students think I'm no good at what I do
104	Negative	Student recalcitrance consumes much of my time	

Table 3

*Continued*

Subscale	Item number	Directionality	Item
Relationships with students	113	Negative	Students bludge in my class(es)
continued	116	Negative	Students question my knowledge or experience
	131	Positive	Students respect my authority
	135	Negative	Students believe that they will get away with much in my class(es)
	138	Neutral	There is an equal number of problem behaviours among year levels
	140	Positive	I have a rapport with students in my class(es)
	148	Neutral	Junior students have more problem behaviours than senior students
	152	Negative	I think students see me as less competent than other teachers
	158	Negative	Students try to intimidate me
	164	Negative	I am vulnerable to student pranks
	169	Positive	Students treat me with respect
	172	Negative	Students achieve little in my class(es)
	174	Negative	Students think I have difficulty managing inappropriate behaviour
	180	Positive	Students comply with my instructions
	186	Positive	I get the feeling that students think I'm good at teaching
	193	Negative	Students take liberties with me
	197	Negative	Students regard me as a babysitter rather than a teacher



Table 3

*Continued*

Subscale	Item number	Directionality	Item
Relationships with students	202	Negative	I find that students are dishonest
continued	205	Negative	Students misbehave in my classes
	208	Negative	I feel threatened by students
	209	Negative	I am involved in altercations with students
	213	Negative	Students question my teaching ability

Before summing item scores, the data is recoded so that higher scores are indicative of a more positive attitude, perception or experience (i.e., lower levels of job stress and higher levels of job satisfaction, job security, lesson management, relationships with students, relationships with the school community, student management, provisions and facilities, information and communication, and status). Items phrased in the positive and assigned a score of one (i.e., “Generally True for Me”) are recoded with a score of two to reflect a more positive attitude, perception or experience. By contrast, items phrased in the positive and assigned a score of two (i.e., “Generally Not True for Me”) are recoded with a score of one to reflect a less positive attitude, perception or experience. Scores are not reversed for negative or neutral items and neutral items are not included in the scoring. The range of scores for each subscale and their interpretation are described in further detail below.

*Information and communication subscale:* The Information and Communication subscale assesses (a) knowledge of school rules and regulations, (b) familiarity with school grounds, (c) knowledge of staff names and roles, and (d) knowledge of student names and backgrounds. It comprises 21 items. Fifteen items are positive, four items are negative, and two items are neutral. The lowest possible score is 19 and the highest possible score is 38. Higher scores are indicative of a more positive attitude, perception or experience.

*Provisions and facilities subscale:* The Provisions and Facilities subscale assesses (a) physical provisions, (b) teaching provisions, (c) ease of locating and accessing resources, and (d) safety of the work environment. It comprises 15 items. Twelve items are positive, two items are negative, and one item is neutral. The lowest possible score is 14 and the highest possible score is 28. Higher scores are indicative of a more positive attitude, perception or experience.

*Student management subscale:* The Student Management subscale assesses (a) behaviour management skills, (b) enforcement of school rules, and (c) adherence to school discipline protocol. Five items are positive and nine items are negative. The lowest possible score is 14 and the highest possible score is 28. Higher scores are indicative of a more positive attitude, perception or experience.

*Status subscale:* The Status subscale assesses (a) rank or social standing, (b) professional regard, (c) professional recognition, and (d) the utilisation of expertise. Thirteen items are positive and seven items are negative. The lowest possible score is 20 and the highest possible score is 40. Higher scores are indicative of a more positive attitude, perception or experience.

*Job security subscale:* The Job Security subscale assesses (a) the availability and consistency of work and (b) the stability of employment arrangements. It comprises 22 items.

Six items are positive, five items are negative, and 11 items are neutral. The lowest possible score is 11 and the highest possible score is 22. Higher scores are indicative of a more positive attitude, perception or experience.

*Job satisfaction subscale:* The Job Satisfaction subscale assesses (a) pay and conditions, (b) intrinsic satisfaction, (c) feedback and performance appraisal, and (d) motivation and effort. It comprises 15 positive items. The lowest possible score is 15 and the highest possible score is 30. Higher scores are indicative of a more positive attitude, perception or experience.

*Job stress subscale:* The Job Stress subscale assesses (a) workload, (b) work variety, (c) work pressures and anxiety, (d) work grievances, and (e) perceived hostility. It comprises 28 items. Four items are positive, 20 items are negative, and four items are neutral. The lowest possible score is 24 and the highest possible score is 48. Unlike the other subscales, *lower* scores are indicative of a more positive attitude, perception or experience.

*Lesson management subscale:* The Lesson Management subscale assesses (a) allocated preparation time, (b) time management skills, and (c) the appropriateness and relevance of lesson content. It comprises 18 items. Five items are positive, three items are negative, and 10 items are neutral. The lowest possible score is 8 and the highest possible score is 16. Higher scores are indicative of a more positive attitude, perception or experience.

*Relationships with the school community subscale:* The Relationships with the School Community subscale assesses (a) collegial acceptance, (b) social inclusion, (c) collegial support, and (d) perceived competence. It comprises 21 items. Sixteen items are positive, four items are negative, and one item is neutral. The lowest possible score is 20 and the highest possible score is 40. Higher scores are indicative of a more positive attitude, perception or experience.

*Relationships with students subscale:* The Relationships with Students subscale assesses (a) student recalcitrance and malevolence, (b) student honesty, (c) teacher credibility, and (d) teacher effectiveness. It comprises 35 items. Nine items are positive, 22 items are negative, and four items are neutral. The lowest possible score is 31 and the highest possible score is 62. Higher scores are indicative of a more positive attitude, perception or experience.

## *Procedure*

### *The development of the research materials.*

In accordance with the research guidelines outlined by RMIT University Human Research Ethics Committee (RMIT HREC), the DET, and the Catholic Education Office (CEO) in Victoria, research proposals were developed and submitted for approval. Approval to conduct research was granted after making minor changes to the proposals (see Appendixes E-G).

The DIQ was developed in accordance with the research aims of the current study and focused on demographic variables that were considered to have an important theoretical relationship with the attitudes, perceptions, and experiences of CRTs and permanent teachers. An examination of the research aims indicated that there was a need to obtain participant information across three areas including (a) personal background information (e.g., age, sex, highest teaching qualification, years of teaching experience, years of casual relief teaching experience, years of permanent teaching experience, percentage government work, percentage independent work, and percentage Catholic work); (b) school information (e.g., school level, school setting, socioeconomic status of the student population, school sector, school region, and number of students enrolled at the school); and (c) reasons for casual relief teaching (e.g., teaching experience, lifestyle, flexibility, challenge, finance, no longer working full-time, work variety, dissatisfaction with permanent teaching conditions, family commitments, unable to work as a permanent teacher, unable to obtain permanent employment, and other reasons etc.). Items were developed across each of these three areas. Dichotomous and polytomous response formats were used for the categorical variables and open-ended response formats were used for the continuous variables.

The ITQ was developed according to a thorough review of the literature regarding casual relief teaching and based on the previous research and personal experiences of the researcher. The researcher conducted an Honours research project (unpublished) in 2000 investigating the needs and concerns of CRTs and has worked as a CRT in government and independent secondary schools since 1999. Using these anecdotal, published, and unpublished sources, the researcher identified 10 recurring areas of concern for CRTs including job security, provisions and facilities, information and communication, lesson management, status, relationships with the school community, relationships with students, student management, job satisfaction, and job stress. These 10 areas of concern formed the basis of the ITQ items. The questionnaire items were constructed so that they were applicable to both

CRTs and permanent teachers working in primary schools and secondary schools. To identify participants with inconsistent or random responding, some items were phrased in the positive while others were phrased in the negative. A dichotomous response format was used to reduce response fatigue, given the length of the survey, and because a Likert-type scale was considered unsuitable for items of fact (e.g., “I have a pigeonhole”).

The ITQ was piloted on a sample of CRTs ( $n = 4$ ) and permanent teachers ( $n = 2$ ) working in government secondary schools in the northern metropolitan region. The teachers were asked to (a) complete the questionnaire, (b) review the questionnaire for its appropriateness, and (c) provide suggestions for improvement. The teachers commented that some items needed further clarification and that the questionnaire was too repetitive. Minor modifications were made to the questionnaire as a result of the pilot study.

#### *Data collection.*

Once approval had been obtained to conduct the research, the project information and the questionnaires were photocopied and packaged ready for distribution. A reply-paid envelope was enclosed in the questionnaire packages for the CRTs.

Various primary and secondary coeducational schools from the government, independent, and Catholic sectors were randomly selected from the White Pages telephone directory and the Melways street directory. These schools were then telephoned to arrange a meeting with the principal; however, this approach proved unsuccessful. In all but a few cases, the principal was unavailable for discussion, did not return the telephone call, indicated that the school had met their research quota or expressed little interest in becoming involved in the study. For these reasons, a different approach was adopted. Schools were visited in-person without prior notification to arrange a meeting with the principal or assistant principal. Using this approach, approximately 80% of the 102 schools visited agreed to a face-to-face meeting or a telephone discussion.

Meetings and discussions with school principals and assistant principals commenced. Two undergraduate psychology students from RMIT University assisted in this process at four schools. The purpose of these meetings was to discuss the nature and demands of the study and to request their school's involvement in the study. Of the 82 schools that participated in a meeting or telephone discussion, 74% agreed to be involved in the study.

The questionnaires were distributed to permanent teachers via staff pigeonholes or in-person at staff meetings. At the request of some school principals and assistant principals, the researcher met with staff to personally invite them to participate in the study and to answer

any questions. The questionnaires were distributed to CRTs via mail and the schools processed and posted the questionnaire packages to ensure the privacy of personal information. A notice was run in the daily school bulletin reminding teachers to complete and return the questionnaires. This notice was run for approximately three weeks.

The CRTs were instructed to return the questionnaires in the reply-paid envelope supplied in the questionnaire package and the permanent teachers were instructed to return the questionnaires via a drop-box located in their school's main staffroom. At approximately three weeks, the drop-boxes were collected and the questionnaires were tallied. The vast majority of questionnaires were completed and returned by the permanent teachers. Further discussion with school principals found that many schools did not have a large pool of available CRTs or did not have access to the personal details of CRTs hired through employment agencies. Consequently, few schools were able to distribute questionnaire packages to CRTs.

In order to obtain an adequate sample of CRTs, the DET in the northern region was contacted and a list of employment agencies was obtained. Other employment agencies, independent of this list, were also approached, which were found on the Internet and using the White Pages telephone directory. The employment agencies providing services to primary and/or secondary coeducational schools from the government, independent, or Catholic sectors were selected. Using this list, employment agencies were then randomly selected and telephoned to arrange a meeting with the manager. Two employment agencies agreed to face-to-face meetings and one agreed to telephone and email discussions. During the meetings and discussions, the nature and demands of the study were explained and the extent of their involvement was negotiated. The logistics of processing and posting questionnaire packages to CRTs and the issues surrounding the privacy of information were also discussed. At the conclusion of the meetings and discussions, all three employment agencies agreed to be involved in the study.

Another batch of project information and questionnaires were photocopied and packaged ready for distribution to CRTs registered with the employment agencies. The questionnaire packages were either personally delivered to the employment agencies or sent via mail (i.e., as preferred by the manager). The staff at the employment agencies processed and posted the questionnaires to CRTs to ensure the privacy of personal information. One employment agency sent questionnaire packages only to CRTs who were active on their database (e.g., they had received a group certificate for the last financial year). The other two employment agencies did not have this information readily available and instead sent questionnaire packages to all CRTs listed on their databases (e.g., active and inactive). The

latter approach was not as successful and many questionnaires were returned unopened with messages indicating that the person no longer worked in the field, had a permanent teaching position, was deceased or had since changed address. Letters were then sent to the principals and managers of the participating schools and employment agencies thanking them for their interest and involvement in the study.

*Return rate.*

A total of 4,085 questionnaire packages were distributed to teachers via participating schools and employment agencies. Two thousand, five hundred and seventy-eight questionnaire packages were distributed to permanent teachers and 1,507 questionnaire packages were distributed to CRTs.

A total of 1,083 questionnaires were completed and returned providing an overall response rate of approximately 27%. The response rate for the permanent teachers was approximately 26% and the response rate for the CRTs was approximately 27%. An additional five questionnaires were completed and returned but did not provide information regarding current employment status (e.g., permanent teacher or CRT). These questionnaires were deemed unusable.

A total of 365 or approximately 9% of questionnaire packages were returned unopened. Of these 365 questionnaire packages, 155 or approximately 6% were returned in the drop-boxes at schools, presumably by permanent teachers, and 210 or approximately 14% were returned in the mail by CRTs using the reply-paid envelopes.

The remaining 2,637 or approximately 64% of questionnaires were not returned and presumably discarded by potential participants.

*Data input, recoding, and exploratory data analysis.*

Using the Statistical Package for the Social Sciences (SPSS), a single data file was created. After naming and formatting the variables, the questionnaire data for each participant were entered. The data were entered as seen on the questionnaires to minimise data entry errors (i.e., no manual recoding took place).

As previously described on page 88, the items comprising the ITQ were reviewed for directionality and positive items were reverse scored so that higher scores were indicative of a more positive attitude, perception or experience.

An exploratory data analysis was performed on all variables to (a) identify data entry errors, (b) consider assumptions underlying parametric procedures, and (c) identify any notable patterns in the distribution of scores. Given the large sample size, inferential tests associated with normality were not conducted. An examination of the stem-and-leaf plots and frequency distributions for the variables did not reveal any notable deviations from normality and there were no violations of the homogeneity of variance assumption.

*Data analysis strategy.*

A number of descriptive and inferential multivariate statistical procedures were applied to the data, which are described in detail below.

*Descriptive statistics:* Descriptive statistics were obtained for all variables. Frequencies were obtained for the categorical variables and means and standard deviations were obtained for the continuous variables.

*Reliability analysis:* The internal reliability of the ITQ subscales was examined using Cronbach's  $\alpha$ . Reliability analyses were undertaken, overall, and separately for the CRTs and the permanent teachers. Items identified as having low corrected item-total correlations (e.g.,  $< .30$ ) and as improving the overall Cronbach's  $\alpha$  if deleted from the subscale overall and separately for the permanent teachers and the CRTs were removed and considered for transfer to another theoretically related subscale. The internal reliability of each subscale was then retested after removing or transferring problematic items.

*Exploratory factor analysis:* The underlying internal factor structure of the ITQ was examined using exploratory factor analysis. Separate procedures were undertaken for each subscale and the entire scale. Factor solutions with two or more item clusters were reexamined to determine whether or not they were theoretically consistent. No modifications were made to individual subscales or the overall scale. The reasons for casual relief teaching, as indicated on the DIQ, were also examined using exploratory factor analysis. The responses from permanent teachers who had previously taught as CRTs and the responses of CRTs who were currently casual relief teaching were examined. Additional comments were analysed using qualitative methods.

*Pearson's product-moment correlations:* Using Pearson's product-moment correlations, the nature and strength of the relationships (a) among the ITQ subscales, (b) between the ITQ subscales and the DIQ factor scores associated with reasons for casual relief teaching, and (c) between the ITQ subscales and the DIQ continuous variables were examined overall and separately for the permanent teachers and the CRTs. Measures of effect



size were obtained by squaring each of the correlations to obtain  $r^2$ . The effect sizes were then judged according to the following criteria: a weak or trivial effect was  $r^2 < .01$ , a small effect was  $r^2 = .01 - .05$ , a moderate effect was  $r^2 = .06 - .13$ , and a large effect was  $r^2 \geq .14$ . In some cases, the effect sizes for corresponding correlations for the permanent teachers and the CRTs were also compared using procedures outlined by Hopkins (2002). Using this procedure, the  $r^2$  values for the corresponding correlations for the permanent teachers and the CRTs were multiplied by 100 to obtain a percentage. These percentages were then subtracted. Any differences equal to or greater than 10% were noted and evaluated using Hopkin's (2002) criteria. According to the criteria, a small difference is 10%, a moderate difference is 30%, a large difference is 50%, a very large difference is 70%, and a nearly perfect difference is 90%.

*Chi-square item analyses:* The item responses for the permanent teachers and the CRTs were compared using a  $\chi^2$  analysis to determine significant differences between the groups on individual items. Measures of effect size, in this case, Cramer's V, were judged by the following criteria: a weak or trivial effect was  $V < .19$ , a small effect was  $V = .20 - .49$ , a moderate effect was  $V = .50 - .79$ , and a large effect was  $V \geq .80$ .

*Multivariate and univariate analysis of variance:* A series of single-factor between-subjects multivariate analyses of variance (MANOVAs) were undertaken to determine how well each of the DIQ variables predicted the weighted linear combination of the 10 ITQ subscale scores. Significant multivariate main effects were followed up with univariate analyses of variance (ANOVAs) of each dependent variable, and significant univariate analyses were followed-up with post-hoc testing of simple main effects for categorical predictors comprising more than two levels and an examination of correlation coefficients for continuous variables.

A series of two-factor between-subjects MANOVAs were then undertaken to determine whether or not there were any significant multivariate interactions between employment status and each DIQ variable on the weighted linear combination of the 10 ITQ subscale scores. Significant multivariate interactions were followed-up with univariate interaction tests for each dependent variable, and significant univariate interactions were followed up with post-hoc testing of simple main effects for categorical predictors comprising more than two levels and an examination of correlation coefficients for continuous variables.

Measures of effect size differed according to the test undertaken. For the MANOVAs and the ANOVAs, the measure of effect size was partial  $\eta^2$ , which was judged by the following criteria: a weak or trivial effect was partial  $\eta^2 < .01$ , a small effect was partial  $\eta^2 = .01 - .05$ , a moderate effect was partial  $\eta^2 = .06 - .13$ , and a large effect was partial  $\eta^2 \geq .14$ . By

contrast, for pairwise comparisons between categorical variables, the measure of effect size was Cohen's  $d$ , whereby a weak or trivial effect was  $d < .19$ , a small effect was  $d = .20 - .49$ , a moderate effect was  $d = .50 - .79$ , and a large effect was  $d \geq .80$ . In the case of post-hoc tests involving continuous variables, the measure of effect size was  $r^2$  and it was judged according to the criteria outlined above.

## Chapter 4: Results

This following chapter examines (a) the psychometric properties of the ITQ, (b) the teachers' reasons for undertaking casual relief teaching, (c) the correlations among the ITQ scores and the DIQ variables, (d) the similarities and differences in ITQ scores between the CRTs and the permanent teachers, and (e) the ITQ scores by way of the separate group characteristics and in combination with employment status (i.e., CRT and permanent teacher).

### *The Psychometric Properties of the Issues in Teaching Questionnaire and the Demographic Information Questionnaire Reasons for Undertaking Casual Relief Teaching*

Given that the ITQ was developed according to 10 theoretical constructs derived from the literature regarding casual relief teaching, the usual sequence of psychometric testing (i.e., factor analysis followed by reliability testing) was modified. First, the reliability analyses were undertaken to determine the internal consistency of the items comprising each of the theoretically derived constructs or "areas of concern." Next, the 10 ITQ subscale scores were factor analysed, separately and in combination, to evaluate their construct validity.

### *The Internal Reliability of the Issues in Teaching Questionnaire*

The internal reliability of the ITQ subscales was evaluated using Cronbach's coefficient  $\alpha$  and separate procedures were conducted overall and for the permanent teachers and the CRTs. Items with low corrected item-total correlations (e.g.,  $< .30$ ) and/or with improved overall  $\alpha$  levels if deleted were removed from the subscale and, where appropriate, incorporated into another theoretically related subscale. After removing or transferring problematic items, the internal reliability of the ITQ subscales was retested. The original and revised ITQ subscales can be seen in Tables A1 and A2, respectively.

#### *Information and communication subscale.*

Item 175 ("I feel alienated or estranged from staff") and item 111 ("Maps of school grounds are imprecise") were removed from the original Information and Communication subscale and discarded. The corrected item-total correlations for item 175 were  $-.38$  for the CRTs,  $-.16$  for the permanent teachers, and  $-.40$  for the two groups combined. The removal of item 175 from the subscale increased the overall  $\alpha$  to  $.81$  for the CRTs,  $.70$  for the permanent

teachers, and .88 for both groups combined. For item 111, the corrected item-total correlations were .16 for the CRTs, .08 for the permanent teachers, and .16 for the two groups combined. Although the removal of item 111 from the subscale did not alter the overall  $\alpha$  of .78 for the CRTs, it increased the overall  $\alpha$  to .68 for the permanent teachers and .87 for both groups combined. After making these changes, the overall  $\alpha$  for the revised Information and Communication subscale was .82 for the CRTs, .72 for the permanent teachers, and .89 for the two groups combined.

*Provisions and facilities subscale.*

Item 55 ("Tea and coffee is provided by the school") and item 48 ("I feel unsafe in the classroom or schoolyard") were removed from the original Provisions and Facilities subscale. Item 48 was transferred to the Job Stress subscale, whereas item 55 was discarded. The corrected item-total correlations for item 55 were .17 for the CRTs, .06 for the permanent teachers, and -.11 for the two groups combined. The removal of item 55 from the subscale did not alter the overall  $\alpha$  of .74 for the CRTs; however, it increased the overall  $\alpha$  to .70 for the permanent teachers and .82 for both groups combined. For item 48, the corrected item-total correlations were .07 for the CRTs, .19 for the permanent teachers, and .09 for the two groups combined. Although the removal of item 48 from the subscale decreased the overall  $\alpha$  to .66 for the permanent teachers, it increased the overall  $\alpha$  to .80 for both groups combined and had no effect on the overall  $\alpha$  of .74 for the CRTs. These changes resulted in an overall  $\alpha$  of .74 for the CRTs, .70 for the permanent teachers, and .83 for the two groups combined on the Provisions and Facilities subscale.

*Student management subscale.*

Item 66 ("I apply my own standards or expectations for student behaviour") and item 181 ("I have my own unique set of rules in addition to school rules") were removed from the original Student Management subscale and discarded. The corrected item-total correlations for item 66 were -.05 for the CRTs, .05 for the permanent teachers, and < -.01 for the two groups combined. The removal of item 66 increased the overall  $\alpha$  to .70 for the CRTs, .65 for the permanent teachers, and .68 for both groups combined. For item 181, the corrected item-total correlations were .07 for the CRTs, .14 for the permanent teachers, and .09 for the two groups combined. The removal of item 181 increased the overall  $\alpha$  to .71 for the CRTs, .65

for the permanent teachers, and .68 for both groups combined. Subsequently, the overall  $\alpha$  for the revised Student Management subscale was .73 for the CRTs, .67 for the permanent teachers, and .71 for the two groups combined.

*Status subscale.*

Item 91 ("My job performance is monitored") was removed from the original Status subscale and discarded. The corrected item-total correlations for item 91 were -.09 for the CRTs, -.04 for the permanent teachers, and -.27 for the two groups combined. The removal of item 91 increased the overall  $\alpha$  to .80 for the CRTs, .79 for the permanent teachers, and .86 for both groups combined. After making these changes, the overall  $\alpha$  for the revised Status subscale was .81 for the CRTs, .80 for the permanent teachers, and .87 for the two groups combined.

*Job security subscale.*

Item 18 ("I feel obliged to work when ill or stressed") was removed from the original Job Security subscale and transferred to the Job Stress subscale. The corrected item-total correlations for item 18 were .20 for the CRTs, .06 for the permanent teachers, and -.04 for the two groups combined. The removal of item 18 increased the overall  $\alpha$  to .81 for the CRTs, .77 for the permanent teachers, and .90 for both groups combined. These changes resulted in an overall  $\alpha$  of .81 for the CRTs, .77 for the permanent teachers, and .90 for the two groups combined.

*Job satisfaction subscale.*

Item 150 ("I am entitled to fringe benefits") was removed from the original Job Satisfaction subscale and discarded. The corrected item-total correlations for item 150 were .08 for the CRTs, .14 for the permanent teachers, and .28 for the two groups combined. The removal of item 150 increased the overall  $\alpha$  to .72 for both the CRTs and the permanent teachers; however, it did not alter the overall  $\alpha$  of .82 for both groups combined. Subsequently, the overall  $\alpha$  for the revised Job Satisfaction subscale was .72 for the CRTs, .73 for the permanent teachers, and .83 for the two groups combined.

*Job stress subscale.*

Item 199 ("I have high autonomy") and item 90 ("I talk to staff about work-related problems") were removed from the original Job Stress subscale and transferred to the Lesson Management and the Relationships with the School Community subscales, respectively. The corrected item-total correlations for item 199 were .03 for the CRTs, .07 for the permanent teachers, and .02 for the two groups combined. The removal of item 199 increased the overall  $\alpha$  to .83 for the CRTs, .80 for the permanent teachers, and .81 for both groups combined. For item 90, the corrected item-total correlations were .15 for the CRTs, .05 for the permanent teachers, and  $< -.01$  for the two groups combined. The removal of item 90 increased the overall  $\alpha$  to .83 for the CRTs, .80 for the permanent teachers, and .81 for both groups combined.

Item 18 ("I feel obliged to work when ill or stressed"), originally from the Job Security subscale, and item 48 ("I feel unsafe in the classroom or schoolyard"), originally from the Provisions and Facilities subscale, were identified for inclusion into the revised Job Stress subscale after being removed from their original respective subscales. The corrected item-total correlations for item 18 were .41 for the CRTs, .35 for the permanent teachers, and .40 for the two groups combined. Although the removal of item 18 would not have altered the overall  $\alpha$  of .84 for the CRTs, it would have decreased the overall  $\alpha$  to .81 for the permanent teachers and .82 for both groups combined. For item 48, the corrected item-total correlations were .16 for the CRTs, .19 for the permanent teachers, and .18 for the two groups combined. The removal of item 48 would not have altered the  $\alpha$  of .84 for the CRTs, .82 for the permanent teachers, and .83 for both groups combined. After making these changes, the overall  $\alpha$  for the revised Job Stress subscale was .84 for the CRTs, .82 for the permanent teachers, and .83 for the two groups combined.

*Lesson management subscale.*

Item 78 ("I have difficulty implementing lesson plans") was removed from the original Lesson Management subscale and discarded. The corrected item-total correlations for item 78 were .07 for the CRTs, .11 for the permanent teachers, and .12 for the two groups combined. The removal of item 78 from the subscale decreased the overall  $\alpha$  to .24 for the permanent teachers; however, it increased the overall  $\alpha$  to .42 for the CRTs and .59 for both groups combined.

Item 199 ("I have high autonomy"), originally from the Job Stress subscale, was identified for inclusion into the revised Lesson Management subscale. The corrected item-total correlations for item 199 were .05 for the CRTs, .19 for the permanent teachers, and .22 for the two groups combined. Although the removal of item 199 from the subscale would have increased the overall  $\alpha$  to .41 for the CRTs and would not have affected the overall  $\alpha$  of .59 for both groups combined, it would have decreased the overall  $\alpha$  to .23 for the permanent teachers. These changes resulted in an overall  $\alpha$  of .38 for the CRTs, .31 for the permanent teachers, and .59 for the two groups combined.

*Relationships with the school community subscale.*

There were no problematic items identified in the original Relationships with the School Community subscale and all of the items were included in subsequent analyses; however, item 90 ("I talk to staff about work related problems"), originally from the Job Stress subscale, was identified for inclusion into the revised Relationships with the School Community subscale. The corrected item-total correlations for item 90 were .49 for the CRTs, .41 for the permanent teachers, and .59 for the two groups combined. The removal of item 90 from the subscale would not have altered the overall  $\alpha$  of .87 for the CRTs; however, it would have decreased the overall  $\alpha$  to .78 for the permanent teachers and .90 for both groups combined. Subsequently, the overall  $\alpha$  for the revised Relationships with the School Community subscale was .87 for the CRTs, .80 for the permanent teachers, and .90 for the two groups combined.

*Relationships with students subscale.*

There were no problematic items identified in the original Relationships with Students subscale and all of the items were included in subsequent analyses. The overall  $\alpha$  for the revised Relationships with Students subscale was .92 for the CRTs, .84 for the permanent teachers, and .90 for the two groups combined.

*The Construct Validity of the Issues in Teaching Questionnaire*

An exploratory factor analysis was used to evaluate the construct validity of the revised ITQ. Separate procedures were undertaken overall and separately for each subscale. In each case, the underlying internal factor structure was examined using principal components

factor analysis with varimax rotation. The final factor solution was based on the SPSS default criterion of eigenvalues  $> 1.00$  and the analyses were based on tetrachoric correlations. Items with factor loadings  $> .50$  were deemed satisfactory. The varimax rotated factor loadings for each subscale and the entire scale can be seen in Tables 4 and 5, respectively.

*Information and communication subscale.*

The Information and Communication subscale comprised 19 items. Three factors were extracted accounting for 50% of the total variance. The first factor had an eigenvalue of 6.44 and accounted for 36% of the total variance, whereas the second and third factors accounted for 8% and 6% of the total variance, respectively. Eleven items loaded on Factor 1, four items loaded on Factor 2, and four items loaded on Factor 3. All items had factor loadings  $> .50$ . The three item clusters were theoretically interpretable and related to staff and students (Factor 1), buildings and grounds (Factor 2), and rules and regulations (Factor 3).

*Provisions and facilities subscale.*

The Provisions and Facilities subscale comprised 14 items. Three factors were extracted accounting for 54% of the total variance. The first factor had an eigenvalue of 4.46 and accounted for 32% of the total variance, whereas the second and third factors accounted for 13% and 9% of the total variance, respectively. Six items loaded on Factor 1, five items loaded on Factor 2, and three items loaded on Factor 3. Ten items had factor loadings  $> .50$ . The three item clusters were theoretically interpretable and related to physical provisions (Factor 1), teaching materials (Factor 2), and work safety (Factor 3).

*Student management subscale.*

The Student Management subscale comprised 14 items. Four factors were extracted accounting for 48% of the total variance. The first factor had an eigenvalue of 3.46 and accounted for 25% of the total variance, whereas the remaining factors (i.e., 2, 3, and 4) accounted for 8%, 8%, and 7% of the total variance, respectively. Six items loaded on Factor 1, three items loaded on Factor 2, four items loaded on Factor 3, and one item loaded on Factor 4. Twelve items had factor loadings  $> .50$ . The four item clusters were theoretically interpretable and related to decision-making (Factor 1), school policy (Factor 2), autonomy (Factor 3), and praise and rewards (Factor 4).



*Lesson management subscale.*

The Lesson Management subscale comprised eight items. Two factors were extracted accounting for 43% of the total variance. The first factor had an eigenvalue of 2.18 and accounted for 27% of the total variance, whereas the second factor accounted for 16% of the total variance. The eight items were equally divided between the first and second factors, and all items had factor loadings  $> .50$ . The two item clusters were theoretically interpretable and related to time management (Factor 1) and lesson content (Factor 2).

*Relationships with students subscale.*

The Relationships with Students subscale comprised 31 items. Six factors were extracted accounting for 49% of the total variance. The first factor had an eigenvalue of 8.76 and accounted for 28% of the total variance, whereas the remaining factors (i.e., 2, 3, 4, 5, and 6) accounted for 6%, 4%, 4%, 4%, and 3%, respectively. Eleven items loaded on Factor 1, six items loaded on Factor 2, four items loaded on Factor 3, four items loaded on Factor 4, three items loaded on Factor 5, and three items loaded on Factor 6. Twenty-five of the items had factor loadings  $> .50$ . The six item clusters were theoretically interpretable and related to teacher effectiveness (Factor 1), student recalcitrance (Factor 2), teacher credibility (Factor 3), student malevolence (Factor 4), student honesty (Factor 5), and teaching ability (Factor 6).

*Relationships with the school community subscale.*

The Relationships with the School Community subscale comprised 20 items. Three factors were extracted accounting for 51% of the total variance. The first factor had an eigenvalue of 7.35 and accounted for 37% of the total variance, whereas the second and third factors accounted for 8% and 6% of the total variance, respectively. Nine items loaded on Factor 1, seven items loaded on Factor 2, and four items loaded on Factor 3. Sixteen items had factor loadings  $> .50$ . The three item clusters were theoretically interpretable and related to acceptance and inclusion (Factor 1), collegial support (Factor 2), and perceived competence (Factor 3).

*Status subscale.*

The Status subscale comprised 20 items. Five factors were extracted accounting for 52% of the total variance. The first factor had an eigenvalue of 5.71 and accounted for 29% of the total variance, whereas the remaining factors (i.e., 2, 3, 4, and 5) accounted for 7%, 6%, 5%, and 5% of the total variance, respectively. Five items loaded on Factor 1, six items loaded on Factor 2, five items loaded on Factor 3, three items loaded on Factor 4, and one item loaded on Factor 5. For each item, the factor loadings ranged from .38 to .85. The five item clusters were theoretically interpretable and related to school hierarchy (Factor 1), professional regard (Factor 2), acknowledgment and recognition (Factor 3), utilisation of expertise (Factor 4), and performance checks (Factor 5).

*Job security subscale.*

The Job Security subscale comprised 11 items. One factor was extracted accounting for 51% of the total variance and it had an eigenvalue of 5.62. All items loaded on the one factor and factor loadings ranged from .40 to .84. This single item cluster was theoretically interpretable and related to the availability, consistency, and guarantee of work (Factor 1).

*Job satisfaction subscale.*

The Job Satisfaction subscale comprised 15 items. Four factors were extracted accounting for 63% of the total variance. The first factor had an eigenvalue of 4.41 and accounted for 34% of the total variance, whereas the remaining factors (i.e., 2, 3, and 4) accounted for 12%, 9%, and 8%, respectively. Five items loaded on Factor 1, three items loaded on Factor 2, four items loaded on Factor 3, and three items loaded on Factor 4. All items had factor loadings > .50. The four item clusters were theoretically interpretable and related to pay and conditions (Factor 1), intrinsic satisfaction (Factor 2), feedback and evaluation (Factor 3), and motivation and effort (Factor 4).

*Job stress subscale.*

The Job Stress subscale comprised 24 items. Six factors were extracted accounting for 51% of the total variance. The first factor had an eigenvalue of 5.05 and accounted for 21% of the total variance. The remaining factors (i.e., 2, 3, 4, 5, and 6) accounted for 10%, 6%, 5%,

5%, and 4% of the total variance, respectively. Seven items loaded on Factor 1, four items loaded on Factor 2, six items loaded on Factor 3, three items loaded on Factor 4, two items loaded on Factor 5, and two items loaded on Factor 6. For each item, the factor loadings ranged from .44 to .80. The six item clusters were theoretically interpretable and related to work pressures (Factor 1), work load (Factor 2), anxiety (Factor 3), grievances (Factor 4), work variety (Factor 5), and hostility (Factor 6).

Table 4  
*Varimax Rotated Factor Loadings for the Issues in Teaching Questionnaire Item Scores*

Subscale	Item	Factor loadings					
		1	2	3	4	5	6
Information and communication	126	.74					
	67	.70					
	115	.69					
	80	.68					
	11	.66					
	73	.65					
	64	.64					
	97	.63					
	32	.60					
	6	.54					
	168	.52					
	176		.72				
	82		.62				
	119		.59				
	62		.51				
	179				.64		
	75				.59		
65				.56			
100				.56			
Provisions and facilities	112	.90					
	89	.83					
	132	.83					
	2	.79					
	56	.44					
	130	.35					
	191		.86				
	155		.86				
	204		.71				
	41		.50				
	50		.41				
	128				.78		
	190				.78		
	185				.53		
Student management	71	.70					
	83	.69					
	35	.64					

Table 4  
Continued

Subscale	Item	Factor loadings					
		1	2	3	4	5	6
Student management continued	103	.61					
	117	.60					
	4	.54					
	99		.73				
	189		.70				
	44		.56				
	198				.78		
	137				.53		
	215				.45		
	37				.40		
	216					.91	
	Lesson management	127	.73				
14		.69					
87		.61					
199		.52					
210			.70				
27			.62				
183			.58				
40			.52				
Relationships with students	23	.64					
	180	.63					
	140	.58					
	131	.57					
	169	.57					
	10	.54					
	186	.53					
	59	.52					
	113	.46					
	172	.46					
	174	.43					
	205		.69				
	92		.66				
	193		.58				
	135		.56				
	51		.52				
	104		.41				
	77				.70		
	197				.67		
	152				.59		
	101				.54		
	164					.61	
	158					.49	
208					.48		
33					.45		
28						.65	
209						.59	

Table 4  
Continued

Subscale	Item	Factor loadings					
		1	2	3	4	5	6
Relationships with students continued	202					.56	
	102						.72
	116						.52
	213						.51
Relationships with the school community	106	.83					
	167	.83					
	195	.76					
	76	.69					
	192	.68					
	7	.66					
	201	.63					
	13	.52					
	90	.52					
	42		.69				
	211		.67				
	24		.63				
	58		.62				
	34		.49				
	214		.47				
	163		.45				
	108				.69		
	217				.65		
	15				.60		
	154				.47		
Status	121	.71					
	31	.69					
	170	.66					
	153	.58					
	173	.58					
	139		.70				
	133		.62				
	143		.56				
	95		.56				
	147		.54				
	36		.53				
	61				.66		
	184				.62		
	160				.55		
	52				.55		
	81				.50		
	9					.79	
	120					.38	
118						.85	
Job security	166	.84					
	86	.81					
	38	.78					

Table 4  
Continued

Subscale	Item	Factor loadings					
		1	2	3	4	5	6
Job security continued	107	.77					
	151	.75					
	26	.73					
	43	.72					
	171	.69					
	22	.67					
	88	.63					
	203	.40					
Job satisfaction	3	.89					
	141	.88					
	25	.76					
	5	.57					
	93	.50					
	8		.83				
	177		.81				
	144		.80				
	17			.76			
	157			.62			
	47			.57			
	60			.57			
	123				.82		
	40				.80		
	39				.75		
	Job stress	29	.78				
53		.71					
122		.62					
200		.59					
156		.53					
68		.44					
18		.44					
96			.80				
146			.77				
162			.70				
110			.51				
207				.73			
182				.63			
45				.62			
85				.57			
196				.46			
109				.45			
98					.64		
114					.62		
187					.57		
74					.80		
136					.70		
72						.75	

Table 4  
Continued

Subscale	Item	Factor loadings					
		1	2	3	4	5	6
Job stress continued	48						.72

*The Issues in Teaching Questionnaire scale.*

An exploratory factor analysis was also undertaken for the 10 subscale scores of the ITQ. Two factors were extracted accounting for 75% of the total variance. The first factor had an eigenvalue of 6.04 and accounted for 60% of the total variance, whereas the second factor had an eigenvalue of 1.47 and accounted for 15% of the total variance. Seven subscales loaded on Factor 1 and three subscales loaded on Factor 2. For each subscale, the factor loadings ranged from .67 to .91. Both item clusters were theoretically interpretable and related to out-of-class concerns (Factor 1) and in-class concerns (Factor 2).

Table 5  
*Varimax Rotated Factor Loadings for the Issues in Teaching Questionnaire Subscale Scores*

Subscale	Factor loadings	
	1	2
Information and communication	.91	
Provisions and facilities	.89	
Relationships with the school community	.89	
Job satisfaction	.86	
Job security	.84	
Status	.83	
Lesson management	.82	
Job stress		.83
Student management		.77
Relationships with students		.67

*The Construct Validity of the Demographic Information Questionnaire - Reasons for Undertaking Casual Relief Teaching*

The reasons for undertaking casual relief teaching, as indicated on the DIQ, were subjected to an exploratory factor analysis. The responses of 406 CRTs, as well as 359 permanent teachers with prior casual relief teaching experience, were included in the analysis. The underlying internal factor structure was examined using principal components factor analysis with varimax rotation. The final factor solution was based on the SPSS default criterion of eigenvalues  $> 1.00$  and the analyses were based on Pearson's product-moment correlations. Items with factor loadings  $> .50$  were deemed satisfactory.

All items exhibited communalities  $> .50$  and five factors were extracted accounting for 70% of the total variance. The first factor had an eigenvalue of 3.12 and accounted for 26% of the total variance, whereas the remaining factors (i.e., 2, 3, 4, and 5) accounted for 16%, 11%, 9%, and 8% of the total variance, respectively. As seen in Table 6, four reasons loaded on Factor 1, three reasons loaded on Factor 2, two reasons loaded on both Factors 3 and 4, and one reason loaded on Factor 5. Each reason for undertaking casual relief teaching had factor loadings  $> .50$ . The five factors were theoretically interpretable and related to lifestyle (Factor 1), teaching experience (Factor 2), permanence (Factor 3), finance (Factor 4), and dissatisfaction [with permanent teaching] (Factor 5).

A qualitative analysis of participants' comments or "other" reasons for undertaking casual relief teaching indicated that the teachers (e.g., CRTs [currently] and permanent teachers [previously]) undertook casual relief teaching in order to support further study, travel, personal interests, and other vocations. Some teachers commented that they enjoyed the benefits associated with casual relief teaching including early dismissal times, reduced workload, and reduced administrative duties (e.g., meetings, reports, lesson preparation, and student assessment). Others commented that casual relief teaching provided financial support while on leave without pay, provided employment opportunities for those not fully qualified to teach, and represented a way to ease back into teaching after an extended absence. Teachers with health issues stated that casual relief teaching is associated with less stress compared with permanent teaching and enabled them to utilise their knowledge and skills within the constraints imposed by their health.



Table 6

*Varimax Rotated Factor Loadings for the Demographic Information Questionnaire - Reasons for Undertaking Casual Relief Teaching*

Reason	Factor loadings <sup>a</sup>				
	1	2	3	4	5
Flexibility	.82				
Family commitments	.81				
Lifestyle	.80				
No longer working full-time	.52				
Challenge		.83			
Work variety		.74			
Teaching experience		.73			
Unable to work permanently			.86		
Unable to obtain permanent work			.68		
Money				.84	
Financial support				.73	
Dissatisfied with permanent teaching conditions					.90

*Note.*<sup>a</sup> Based on the responses of 406 CRTs and 359 permanent teachers with prior casual relief teaching experience.

*Summary*

According to the reliability analyses, the internal consistency of the 10 separate ITQ subscales was sound and demonstrated that the participants responded to the majority of items comprising each of the ITQ subscales in a consistent manner. An exploratory factor analysis of the ITQ subscales, separately and overall, revealed interpretable factor structures that were consistent with their theoretically derived constructs; this supported the internal construct validity of the ITQ, as well as the existence of an “in-class” factor and an “out-of-class” factor. An exploratory factor analysis of the teachers’ reasons for undertaking casual relief teaching, as indicated on the DIQ, also found five theoretically interpretable factors, which related to lifestyle (Factor 1), teaching experience (Factor 2), permanence (Factor 3), finance (Factor 4), and dissatisfaction [with permanent teaching conditions] (Factor 5).

*Correlations among the Issues in Teaching Questionnaire Subscale Scores and the  
Continuous Demographic Information Questionnaire Variables*

*Correlations among the Issues in Teaching Questionnaire Subscale Scores*

The correlations among the ITQ subscale scores were calculated overall and separately for the permanent teachers and the CRTs. As seen in Table 7, there were 45 correlations for each group and all correlations were significant at  $p < .001$  for the permanent teachers and the CRTs. For the two groups combined, 41 of the 45 correlations were significant at  $p < .001$ . The four correlations that were nonsignificant were the Job Stress subscale with the Information and Communication, Provisions and Facilities, Lesson Management, and Job Security subscales.

Using Hopkins' (2002) criteria for comparing effect sizes, the 45 corresponding correlations for the permanent teachers and the CRTs were compared. In eight instances, small differences (e.g., 10 - 29%) were found between the effect sizes of corresponding correlations for the permanent teachers and the CRTs: Job Stress with Relationships with Students (22%), Student Management (18%), and Job Security (12%); Status with Information and Communication (12%) and Provisions and Facilities (11%); and Job Satisfaction with Lesson Management (11%), Relationships with Students (10%), and Relationships with the School Community (10%). For each of these correlations, stronger effects were noted for the CRTs.

Table 7

*A Correlation Matrix of the Issues in Teaching Questionnaire Subscale Scores Overall and by Employment Status*

Subscale	Overall										
	1	2	3	4	5	6	7	8	9	10	
1 Information and communication	<i>r</i>	.80	.69	.36	.52	.82	.73	.75	.77	-.02	
	<i>n</i>	-	987	975	967	920	962	931	952	956	963
	<i>p</i>		< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	.50
2 Provisions and facilities	<i>r</i>		.70	.33	.52	.79	.73	.72	.77	.04	
	<i>n</i>		-	977	969	920	965	933	954	954	969
	<i>p</i>			< .001	< .001	< .001	< .001	< .001	< .001	< .001	.20
3 Lesson management	<i>r</i>			.23	.45	.68	.61	.64	.65	-.05	
	<i>n</i>			-	960	909	952	926	946	948	958
	<i>p</i>				< .001	< .001	< .001	< .001	< .001	< .001	.08
4 Student management	<i>r</i>				.60	.39	.40	.32	.33	.38	
	<i>n</i>				-	905	947	918	936	940	955
	<i>p</i>					< .001	< .001	< .001	< .001	< .001	< .001
5 Relationships with students	<i>r</i>					.58	.58	.45	.52	.35	
	<i>n</i>					-	903	881	891	894	901
	<i>p</i>						< .001	< .001	< .001	< .001	< .001
6 Relationships with the school community	<i>r</i>						.82	.73	.80	.12	
	<i>n</i>						-	918	928	935	942
	<i>p</i>							< .001	< .001	< .001	< .001
7 Status	<i>r</i>							.70	.76	.16	
	<i>n</i>							-	903	915	917
	<i>p</i>								< .001	< .001	< .001
8 Job security	<i>r</i>								.69	.02	
	<i>n</i>								-	927	938
	<i>p</i>									< .001	.52
9 Job satisfaction	<i>r</i>									.08	
	<i>n</i>									-	938
	<i>p</i>										.01

Table 7  
Continued

Subscale		Permanent teacher									
		1	2	3	4	5	6	7	8	9	10
1 Information and communication	<i>r</i>		.65	.41	.38	.40	.67	.51	.55	.55	.14
	<i>n</i>	-	619	610	605	581	603	585	587	592	603
	<i>p</i>		< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001
2 Provisions and facilities	<i>r</i>			.40	.36	.41	.65	.54	.48	.57	.30
	<i>n</i>		-	607	602	577	598	584	585	588	601
	<i>p</i>			< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001
3 Lesson management	<i>r</i>				.16	.24	.40	.34	.35	.29	.10
	<i>n</i>			-	595	568	589	580	579	583	595
	<i>p</i>				< .001	< .001	< .001	< .001	< .001	< .001	.01
4 Student management	<i>r</i>					.59	.40	.37	.27	.31	.34
	<i>n</i>				-	565	585	572	573	580	592
	<i>p</i>					< .001	< .001	< .001	< .001	< .001	< .001
5 Relationships with students	<i>r</i>						.47	.50	.32	.36	.36
	<i>n</i>					-	565	555	551	554	564
	<i>p</i>						< .001	< .001	< .001	< .001	< .001
6 Relationships with the school community	<i>r</i>							.69	.50	.62	.32
	<i>n</i>						-	572	568	575	582
	<i>p</i>							< .001	< .001	< .001	< .001
7 Status	<i>r</i>								.50	.61	.32
	<i>n</i>							-	557	563	572
	<i>p</i>								< .001	< .001	< .001
8 Job security	<i>r</i>									.43	.16
	<i>n</i>								-	566	576
	<i>p</i>									< .001	< .001
9 Job satisfaction	<i>r</i>										.31
	<i>n</i>									-	579
	<i>p</i>										< .001

Table 7  
Continued

Subscale		Casual relief teacher										
		1	2	3	4	5	6	7	8	9	10	
1	Information and communication	<i>r</i>	.60	.43	.36	.43	.68	.62	.48	.60	.30	
		<i>n</i>	-	368	365	362	339	359	346	365	364	360
		<i>p</i>		< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001
2	Provisions and facilities	<i>r</i>		.48	.30	.44	.64	.63	.43	.58	.31	
		<i>n</i>		-	370	367	343	367	349	369	366	368
		<i>p</i>			< .001	< .001	< .001	< .001	< .001	< .001	< .001	< .001
3	Lesson management	<i>r</i>			.22	.39	.50	.43	.31	.44	.19	
		<i>n</i>			-	365	341	363	346	367	365	363
		<i>p</i>				< .001	< .001	< .001	< .001	< .001	< .001	< .001
4	Student management	<i>r</i>				.62	.41	.40	.31	.32	.55	
		<i>n</i>				-	340	362	346	363	360	363
		<i>p</i>					< .001	< .001	< .001	< .001	< .001	< .001
5	Relationships with students	<i>r</i>					.53	.53	.32	.48	.59	
		<i>n</i>					-	338	326	340	340	337
		<i>p</i>						< .001	< .001	< .001	< .001	< .001
6	Relationships with the school community	<i>r</i>						.77	.51	.69	.42	
		<i>n</i>						-	346	360	360	360
		<i>p</i>							< .001	< .001	< .001	< .001
7	Status	<i>r</i>							.55	.66	.42	
		<i>n</i>							-	346	352	345
		<i>p</i>								< .001	< .001	< .001
8	Job security	<i>r</i>								.42	.39	
		<i>n</i>								-	361	362
		<i>p</i>									< .001	< .001
9	Job satisfaction	<i>r</i>									.37	
		<i>n</i>									-	359
		<i>p</i>										< .001

*The Relationships among the Issues in Teaching Questionnaire Subscale Scores and the Continuous Demographic and School-Related Variables*

The ITQ subscale scores and the continuous DIQ variables were correlated to determine significant relationships and effect sizes. Separate analyses were conducted overall and separately for the permanent teachers and the CRTs. As seen in Table 8, there were 80 correlations for each group and 16 were significant for the permanent teachers, 4 were significant for the CRTs, and 22 were significant overall at  $p < .001$ .

An examination of the correlation matrix for the permanent teachers, the CRTs, and for both groups combined indicated that there were some ITQ subscales and continuous DIQ variables that were not associated with any significant findings. In particular, there were no significant findings associated with Number of Students, Percentage Government Work, and the Job Stress subscale for the permanent teachers. For the CRTs, there were no significant findings associated with Percentage Catholic Work or Percentage Independent Work.

By contrast, significant, positive correlations were noted among the following corresponding correlations for the permanent teachers and the CRTs: Years of Teaching Experience with the Information and Communication, Student Management, Relationships with Students, Relationships with the School Community, Status, Job Security, Job Satisfaction, and Provisions and Facilities subscales; Age with the Student Management, Status, and Relationships with the School Community subscales; and Years of Permanent Teaching Experience with the Provisions and Facilities, Student Management, Relationships with Students, and Status subscales.

Using Hopkins' (2002) criteria for comparing effect sizes, each of the 80 corresponding correlations (i.e., significant and nonsignificant) for the permanent teachers and the CRTs were compared; however, no notable differences were found.

Table 8

*A Correlation Matrix of the Issues in Teaching Questionnaire Subscale Scores and the Continuous Demographic Information Questionnaire Variables Overall and by Employment Status*

Subscale		Age	Years of teaching experience	Years of CRT experience	Years of permanent experience	Number of students	Percentage government work	Percentage independent work	Percentage catholic work
		Overall							
Information and communication	<i>r</i>	-.01	.14	-.12	.12	.03	-.03	.07	-.04
	<i>n</i>	996	1006	676	928	953	996	982	985
	<i>p</i>	.85	< .001	.003	< .001	.42	.30	.02	.21
Provisions and facilities	<i>r</i>	-.02	.12	-.17	.18	.07	-.06	.10	-.03
	<i>n</i>	997	1007	682	929	956	997	983	985
	<i>p</i>	.56	< .001	< .001	< .001	.04	.08	.003	.33
Lesson management	<i>r</i>	-.09	.07	-.12	.13	.13	-.08	.22	-.12
	<i>n</i>	987	996	677	918	944	989	975	978
	<i>p</i>	.007	.02	< .001	< .001	.02	.02	< .001	< .001
Student management	<i>r</i>	.15	.21	< .01	.19	-.06	-.01	< .01	.01
	<i>n</i>	977	986	669	912	933	980	966	969
	<i>p</i>	< .001	< .001	.99	< .001	.08	.70	.90	.69
Relationships with students	<i>r</i>	.06	.18	-.08	.20	-.08	-.11	.11	.03
	<i>n</i>	922	930	632	860	881	925	911	914
	<i>p</i>	.07	< .001	.04	< .001	.03	.001	.002	.37
Relationships with the school community	<i>r</i>	.03	.16	-.09	.18	.03	-.07	.11	-.03
	<i>n</i>	965	977	661	904	927	966	952	955
	<i>p</i>	.43	< .001	.02	< .001	.37	.02	.001	.43
Status	<i>r</i>	.11	.27	.05	.29	-.01	-.09	.13	-.02
	<i>n</i>	936	947	640	872	894	939	926	929
	<i>p</i>	.001	< .001	.25	< .001	.69	.005	< .001	.55
Job security	<i>r</i>	-.01	.17	-.11	.19	.06	-.02	.11	-.09
	<i>n</i>	957	965	662	888	913	954	940	943
	<i>p</i>	.84	< .001	.005	< .001	.06	.49	.001	.008

Table 8  
Continued

Subscale		Age	Years of teaching experience	Years of CRT experience	Years of permanent experience	Number of students	Percentage government work	Percentage independent work	Percentage catholic work
Overall									
Job satisfaction	<i>r</i>	-.05	.10	-.11	.13	-.02	-.04	.08	-.04
	<i>n</i>	959	969	.664	895	918	960	946	949
	<i>p</i>	.17	.001	.006	< .001	.48	.17	.01	.25
Job stress	<i>r</i>	.03	.01	.02	-.04	-.10	< -.01	-.01	.01
	<i>n</i>	973	982	669	909	930	973	958	961
	<i>p</i>	.38	.88	.70	.20	.003	.93	.74	.73
Permanent teacher									
Information and communication	<i>r</i>	.06	.18	.12	.17	-.01	.04	-.04	-.02
	<i>n</i>	627	635	334	629	630	630	625	626
	<i>p</i>	.13	< .001	.03	< .001	.74	.30	.37	.66
Provisions and facilities	<i>r</i>	.03	.12	.04	.12	.09	< -.01	.04	-.05
	<i>n</i>	622	629	333	624	624	624	620	621
	<i>p</i>	.42	.003	.44	.003	.92	.92	.28	.25
Lesson management	<i>r</i>	-.04	.04	-.10	.07	.19	-.04	.25	-.21
	<i>n</i>	615	623	332	618	618	618	613	614
	<i>p</i>	.30	.30	.06	.09	.39	.38	< .001	< .001
Student management	<i>r</i>	.14	.24	.18	.21	-.06	.03	-.01	-.03
	<i>n</i>	609	616	327	611	610	613	608	609
	<i>p</i>	< .001	< .001	.001	< .001	.12	.40	.76	.45
Relationships with students	<i>r</i>	.11	.24	.12	.20	< .01	-.08	.10	< -.01
	<i>n</i>	580	587	316	581	581	585	580	581
	<i>p</i>	.01	< .001	.03	< .001	.94	.06	.02	.97
Relationships with the school community	<i>r</i>	.09	.19	.06	.20	-.01	-.03	.07	-.03
	<i>n</i>	602	610	321	605	605	605	600	601
	<i>p</i>	.03	< .001	.26	< .001	.72	.41	.11	.48



Table 8  
Continued

Subscale		Age	Years of teaching experience	Years of CRT experience	Years of permanent experience	Number of students	Percentage government work	Percentage independent work	Percentage catholic work
Permanent teacher									
Status	<i>r</i>	.23	.32	.02	.33	-.04	-.07	.11	-.03
	<i>n</i>	586	594	314	588	588	590	586	587
	<i>p</i>	< .001	< .001	.76	< .001	.35	.12	.008	.47
Job security	<i>r</i>	.11	.24	.10	.23	.05	.06	.05	-.14
	<i>n</i>	589	595	320	590	590	590	585	586
	<i>p</i>	.006	< .001	.06	< .001	.24	.14	.20	.001
Job satisfaction	<i>r</i>	.01	.11	.07	.12	-.08	.05	-.01	-.06
	<i>n</i>	593	600	322	596	595	595	590	591
	<i>p</i>	.88	.006	.22	.004	.07	.20	.78	.13
Job stress	<i>r</i>	-.05	-.06	-.04	-.07	-.05	< -.01	.03	-.03
	<i>n</i>	606	613	326	609	608	608	603	604
	<i>p</i>	.19	.15	.48	.07	.15	.95	.45	.43
Casual relief teacher									
Information and communication	<i>r</i>	.13	.16	.06	.10	-.11	.02	-.06	< -.01
	<i>n</i>	369	371	342	299	323	366	357	359
	<i>p</i>	.02	.002	.31	.07	.04	.66	.27	.97
Provisions and facilities	<i>r</i>	.12	.15	-.02	.17	-.15	< .01	-.06	.04
	<i>n</i>	375	378	349	305	332	373	363	364
	<i>p</i>	.03	.003	.67	.003	.005	.99	.22	.49
Lesson management	<i>r</i>	-.004	.09	-.01	.07	-.11	-.03	.05	-.02
	<i>n</i>	372	373	345	300	326	371	362	364
	<i>p</i>	.95	.10	.81	.23	.04	.57	.34	.65
Student management	<i>r</i>	.21	.18	-.01	.13	-.09	-.06	-.03	.09
	<i>n</i>	368	370	342	301	323	367	358	360
	<i>p</i>	< .001	.001	.09	.02	.11	.29	.61	.09

Table 8

*Continued*

Subscale		Age	Years of teaching experience	Years of CRT experience	Years of permanent experience	Number of students	Percentage government work	Percentage independent work	Percentage catholic work
Casual relief teacher									
Relationships with students	<i>r</i>	.10	.14	-.03	.15	-.26	-.11	.04	.10
	<i>n</i>	342	343	316	279	300	340	331	333
	<i>p</i>	.07	.01	.55	.01	< .001	.04	.47	.08
Relationships with the school community	<i>r</i>	.15	.19	.06	.10	-.10	-.05	< .01	.04
	<i>n</i>	363	367	340	299	322	361	352	354
	<i>p</i>	.004	< .001	.24	.08	.08	.37	.97	.50
Status	<i>r</i>	.16	.27	.13	.17	-.16	-.06	-.01	.06
	<i>n</i>	350	353	326	284	306	349	340	342
	<i>p</i>	.002	< .001	.02	.004	.004	.27	.91	.24
Job security	<i>r</i>	.06	.15	.05	.06	-.10	.04	-.02	-.05
	<i>n</i>	368	370	342	298	323	364	355	357
	<i>p</i>	.29	.004	.36	.29	.07	.44	.71	.35
Job satisfaction	<i>r</i>	.07	.11	.08	-.01	-.18	-.09	.02	.07
	<i>n</i>	366	369	342	299	323	365	356	358
	<i>p</i>	.16	.04	.12	.89	.001	.09	.65	.21
Job stress	<i>r</i>	.09	.11	-.05	.10	-.14	-.06	< .01	.07
	<i>n</i>	367	369	342	300	322	365	355	357
	<i>p</i>	.09	.03	.35	.08	.01	.22	.99	.21

*The Relationships among the Issues in Teaching Questionnaire Subscale Scores and the Demographic Information Questionnaire Factor Scores Associated with the Teachers' Reasons for Casual Relief Teaching*

The ITQ subscale scores and the DIQ factor scores associated with the teachers' reasons for casual relief teaching were correlated to determine significant relationships and effect sizes. Separate analyses were conducted for the permanent teachers, the CRTs, and for both groups combined. As seen in Table 9, there were 50 correlations for each group and three were significant for the permanent teachers, eight were significant for the CRTs, and nine were significant for the two groups combined at  $p < .001$ .

Interestingly, there were no significant findings associated with the Permanence factor or the Finance factor for the permanent teachers. There were also no significant findings associated with the Finance and Dissatisfaction factors, as well as the Lesson Management, and the Provisions and Facilities subscales for the CRTs. Overall, the Finance factor and the Relationships with Students subscale were not associated with significant findings.

Significant, positive correlations were noted among the following corresponding correlations for the permanent teachers and the CRTs: the Lifestyle factor with the Student Management and the Relationships with Students subscales.

A comparison of the 50 corresponding correlations (i.e., significant and nonsignificant) for the permanent teachers and the CRTs using Hopkin's (2002) criteria found a small difference between the effect sizes of the permanent teachers and the CRTs on the Job Security subscale with the Permanence factor (10%), whereby the effect size was notably stronger for the CRTs. In this case, a significant, negative correlation was found between the Permanence factor and the Job Security subscale for the CRTs but not for the permanent teachers.

Table 9

*A Correlation Matrix of the Issues in Teaching Questionnaire Subscale Scores and the Demographic Information Questionnaire Factor Scores Associated with the Teachers' Reasons for Undertaking Casual Relief Teaching Overall and by Employment Status*

Subscale		Lifestyle factor	Work experience factor	Permanence factor	Finance factor	Dissatisfaction factor
				Overall		
Information and communication	<i>r</i>	.02	< .01	< .01	-.03	-.26
	<i>n</i>	595	595	595	595	595
	<i>p</i>	.65	.97	.96	.53	< .001
Provisions and facilities	<i>r</i>	-.04	.01	< -.01	-.03	-.26
	<i>n</i>	595	595	595	595	595
	<i>p</i>	.29	.91	.93	.52	< .001
Lesson management	<i>r</i>	-.08	.02	.03	-.01	-.18
	<i>n</i>	594	594	594	594	594
	<i>p</i>	.04	.66	.54	.76	< .001
Student management	<i>r</i>	.17	-.06	-.08	-.04	-.11
	<i>n</i>	584	584	584	584	584
	<i>p</i>	< .001	.18	.05	.37	.01
Relationships with students	<i>r</i>	.14	.01	-.07	-.03	-.10
	<i>n</i>	556	556	556	556	556
	<i>p</i>	.001	.89	.10	.51	.03
Relationships with the school community	<i>r</i>	.03	.03	-.08	-.03	-.19
	<i>n</i>	577	577	577	577	577
	<i>p</i>	.48	.50	.05	.54	< .001
Status	<i>r</i>	.02	-.01	-.14	-.03	-.16
	<i>n</i>	563	563	563	563	563
	<i>p</i>	.59	.79	.001	.55	< .001
Job security	<i>r</i>	.07	-.03	-.11	.01	-.24
	<i>n</i>	583	583	583	583	583
	<i>p</i>	.11	.49	.01	.91	< .001

Table 9  
Continued

Subscale		Lifestyle factor	Work experience factor	Permanence factor	Finance factor	Dissatisfaction factor
		Overall				
Job satisfaction	<i>r</i>	.04	.12	-.03	.01	-.23
	<i>n</i>	583	583	583	583	583
	<i>p</i>	.30	.003	.49	.88	< .001
Job stress	<i>r</i>	.19	.11	-.14	< -.01	-.02
	<i>n</i>	584	584	584	584	584
	<i>p</i>	< .001	.01	.001	.99	.68
		Permanent teacher				
Information and communication	<i>r</i>	.06	-.06	.04	.03	-.24
	<i>n</i>	280	280	280	280	280
	<i>p</i>	.30	.30	.51	.65	< .001
Provisions and facilities	<i>r</i>	.01	-.02	< .01	.01	-.21
	<i>n</i>	279	279	279	279	279
	<i>p</i>	.90	.74	.99	.84	.001
Lesson management	<i>r</i>	-.04	.03	.05	-.07	-.09
	<i>n</i>	279	279	279	279	279
	<i>p</i>	.54	.61	.41	.25	.15
Student management	<i>r</i>	.15	-.14	-.07	-.07	-.14
	<i>n</i>	275	275	275	275	275
	<i>p</i>	.01	.02	.27	.23	.02
Relationships with students	<i>r</i>	.16	-.13	-.06	-.06	-.10
	<i>n</i>	264	264	264	264	264
	<i>P</i>	.01	.03	.33	.37	.09
Relationships with the school community	<i>r</i>	.11	-.05	-.03	< -.01	-.24
	<i>n</i>	268	268	268	268	268
	<i>p</i>	.07	.39	.62	.94	< .001

Table 9  
Continued

Subscale		Lifestyle factor	Work experience factor	Permanence Factor	Finance factor	Dissatisfaction factor
Permanent teacher						
Status	<i>r</i>	.07	-.12	-.08	< .01	-.17
	<i>n</i>	263	263	263	263	263
	<i>p</i>	.24	.06	.23	.99	.005
Job security	<i>r</i>	.11	-.16	.02	.06	-.21
	<i>n</i>	270	270	270	270	270
	<i>p</i>	.07	.01	.30	.30	< .001
Job satisfaction	<i>r</i>	.05	.10	-.02	.05	-.20
	<i>n</i>	271	271	271	271	271
	<i>p</i>	.43	.12	.77	.44	.001
Job stress	<i>r</i>	.07	.14	-.09	.02	-.11
	<i>n</i>	275	275	275	275	275
	<i>p</i>	.22	.02	.13	.81	.08
Casual relief teacher						
Information and communication	<i>r</i>	.17	.08	-.11	-.06	-.03
	<i>n</i>	315	315	315	315	315
	<i>p</i>	.003	.16	.06	.30	.57
Provisions and facilities	<i>r</i>	.06	.07	-.10	-.03	-.04
	<i>n</i>	316	316	316	316	316
	<i>p</i>	.29	.20	.09	.56	.46
Lesson management	<i>r</i>	-.01	.06	-.06	.04	.05
	<i>n</i>	315	315	315	315	315
	<i>p</i>	.91	.31	.31	.45	.34
Student management	<i>r</i>	.23	.02	-.11	-.01	-.03
	<i>n</i>	309	309	309	.309	309
	<i>p</i>	< .001	.79	.05	.92	.64

Table 9  
Continued

Subscale		Lifestyle factor	Work experience factor	Permanence Factor	Finance factor	Dissatisfaction factor
Casual relief teacher						
Relationships with students	<i>r</i>	.22	.09	-.12	-.01	.03
	<i>n</i>	292	292	292	292	292
	<i>p</i>	< .001	.14	.03	.90	.66
Relationships with the school community	<i>r</i>	.11	.11	-.19	-.01	.05
	<i>n</i>	309	309	309	309	309
	<i>p</i>	.05	.06	.001	.93	.35
Status	<i>r</i>	.11	.09	-.29	-.02	.07
	<i>n</i>	300	300	300	300	300
	<i>p</i>	.06	.13	< .001	.74	.24
Job security	<i>r</i>	.23	.10	-.31	< -.01	-.01
	<i>n</i>	313	313	313	313	313
	<i>p</i>	< .001	.07	< .001	.98	.92
Job satisfaction	<i>r</i>	.25	.26	-.15	-.01	.02
	<i>n</i>	312	312	213	312	312
	<i>p</i>	< .001	< .001	.007	.83	.70
Job stress	<i>r</i>	.27	.07	-.15	-.02	-.08
	<i>n</i>	309	309	309	309	309
	<i>p</i>	< .001	.24	.01	.67	.15

## *Summary*

A number of significant correlations were noted among the ITQ subscales, the DIQ variables, and the DIQ factor scores associated with reasons for casual relief teaching for the permanent teachers, the CRTs, and the two groups combined. A comparison of the effect sizes for corresponding correlations between the permanent teachers and the CRTs revealed some similarities, as well as some notable differences, whereby the relationship was stronger for the CRTs in each instance.

### *The Issues in Teaching Questionnaire Scores*

#### *Individual Item Analysis of the Casual Relief Teachers' and the Permanent Teachers' Scores on the Issues in Teaching Questionnaire*

To determine whether or not significant differences existed between the responses of the CRTs and the permanent teachers on the individual items comprising the ITQ, item scores were analysed by employment status using the  $\chi^2$  statistic. As seen in Table A3, the CRTs and the permanent teachers obtained significantly different scores for the majority of items (88%). In each case, the permanent teachers obtained significantly higher scores on each item compared with the CRTs, which reflected a more positive attitude, perception or experience across each area of concern. The strongest effects were found for items relating to the ITQ Job Security (e.g., "I work at more than one school" [ $V = .78$ ], "I have contract or ongoing employment" [ $V = .71$ ], and "I have a regular or stable income" [ $V = .68$ ] etc.), Lesson Management (e.g., "I participate in parent-teacher interviews" [ $V = .78$ ], "I attend staff meetings" [ $V = .76$ ], and "I write school reports" [ $V = .76$ ] etc.), and Relationships with the School Community subscales (e.g., "I am invited to attend professional development activities" [ $V = .73$ ], "I am included in social activities" [ $V = .66$ ], and "I participate in school decision-making" [ $V = .63$ ] etc.).

By contrast, there were no significant differences and only weak effects between the responses of the CRTs and the permanent teachers for some items relating to the Job Stress (e.g., "I worry about my job performance" [ $V = .03$ ], "I feel tense or uptight performing my duties" [ $V = .04$ ], and "I feel as if I am taken for granted" [ $V = .01$ ] etc.), Relationships with Students (e.g., "I am involved in altercations with students" [ $V = .05$ ], "I question the honesty of students" [ $V = .04$ ], and "My impression is that students think I'm no good at what I do" [ $V = .02$ ] etc.), and Student Management subscales (e.g., "I praise students for work well done"



[ $V = .02$ ], "I adhere to prescribed discipline protocol" [ $V = .05$ ], and "I question my decisions" [ $V = .003$ ] etc).

*A Comparison of the Casual Relief Teachers' and the Permanent Teachers' Subscale Scores on the Issues in Teaching Questionnaire*

One of the central questions to be addressed concerned the relationship between employment status and the 10 subscales comprising the ITQ. In order to investigate this relationship, a multivariate simple regression model with employment status as the single predictor and the 10 ITQ subscale scores as multiple dependent variables was evaluated. A significant multivariate effect was found,  $\Lambda = .32$ ,  $F(10, 733) = 152.97$ ,  $p < .001$ , partial  $\eta^2 = .68$ , 95% CI  $\eta^2 (.64, .70)$ , and follow-up univariate analyses, as seen in Table 10, found a significant relationship between employment status and each subscale. An examination of the means and standard deviations found that the permanent teachers obtained significantly higher scores on each subscale, except Job Stress, compared with the CRTs. Large effects were noted for all subscales, except the Relationships with Students, Job Stress, and Student Management subscales, whereby moderate, small, and small effects were noted, respectively.

Table 10

*Means and Standard Deviations for the Issues in Teaching Questionnaire Subscale Scores by Employment Status with Significance Tests*

Subscale	Permanent teacher <i>n</i> = 451		Casual relief teacher <i>n</i> = 293		<i>F</i>	ANOVA <i>df</i> = 1, 742		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		<i>p</i>	partial $\eta^2$	95% CI $\eta^2$
Information and communication	34.52	2.14	28.37	3.93	759.21	< .001	.51	.46, .54
Job security	21.89	2.10	16.86	3.20	673.17	< .001	.48	.43, .51
Provisions and facilities	26.51	1.94	21.95	2.82	682.68	< .001	.48	.43, .52
Job satisfaction	29.15	2.44	24.33	2.76	627.16	< .001	.46	.41, .50
Lesson management	14.78	1.09	12.56	1.39	592.63	< .001	.44	.39, .49
Relationships with the school community	38.39	2.24	32.59	4.53	538.35	< .001	.42	.37, .46
Status	38.07	3.15	33.08	3.96	363.21	< .001	.33	.27, .38
Relationships with students	59.59	3.37	56.13	6.39	93.16	< .001	.11	.07, .15
Job stress	40.97	4.26	42.98	4.45	38.08	< .001	.05	.02, .08
Student management	26.78	1.94	26.07	2.42	19.76	< .001	.03	.01, .05

## *Summary*

An analysis of the teachers' individual item scores on the ITQ indicated that, for the majority of items, the permanent teachers scored significantly higher than the CRTs. The strongest effects were found for items relating to the Job Security, Lesson Management, and Relationships with the School Community subscales, whereas the weakest effects were found for items relating to the Job Stress, Student Management, and Relationships with Students subscales. This indicated that there were more substantial differences between the permanent teachers and the CRTs in terms of their "out-of-class" concerns compared with their "in-class" concerns.

A subsequent analysis of the teachers' subscale scores on the ITQ provided further support for this preliminary finding. Significant differences and large effects were noted between the CRTs' and the permanent teachers' scores on the Lesson Management, Information and Communication, Provisions and Facilities, Job Security, Job Satisfaction, Status, and Relationships with the School Community subscales. On the Job Stress, Student Management, and Relationships with Students subscales, however, only small to moderate effects were observed, despite there being significant differences between the two groups.

### *Demographic and School-Related Variables, Separately and in Combination with Employment Status, as Predictors of the Issues in Teaching Questionnaire Subscale Scores*

#### *Demographic Information Questionnaire Variables as Predictors of the Issues in Teaching Questionnaire Subscale Scores*

To determine which of the DIQ variables best predicted the subscale scores on the ITQ, a series of MANOVA models were evaluated. In each model, one of the DIQ variables served as the independent variable or the predictor and the 10 ITQ subscale scores served as the multiple dependent variables. The strength of the relationship between the various predictors and the ITQ subscale scores were then compared with the model involving employment status, which was reported earlier. The results are reported below.

#### *School level.*

The relationship between school level (i.e., primary school vs. secondary school) and the weighted linear combination of the ITQ subscale scores was examined using a

multivariate simple regression model. A significant multivariate effect was found,  $\Lambda = .85$ ,  $F(10, 712) = 13.01$ ,  $p < .001$ , partial  $\eta^2 = .15$ , 95% CI  $\eta^2 (.10, .19)$ , and follow-up univariate analyses of each dependent variable, as seen in Table 11, found a significant relationship between school level and each subscale, except Status and Job Satisfaction.

An examination of the means and standard deviations found that the primary school teachers obtained significantly higher scores compared with the secondary school teachers on the Relationships with Students, Job Stress (N.B.: higher scores are indicative of lower stress on this subscale only), and Student Management subscales, and in each instance, the effect size was small. By contrast, the secondary school teachers obtained significantly higher scores compared with the primary school teachers on the following subscales: Lesson Management, Provisions and Facilities, Information and Communication, Job Security, and Relationships with the School Community. The effect sizes were small for all comparisons, except Lesson Management, whereby a moderate difference was noted. For the Job Satisfaction and Status subscales, there were no significant differences or notable effects between the primary school teachers' and the secondary school teachers' scores.

Table 11

*Means and Standard Deviations for the Issues in Teaching Questionnaire Subscale Scores by School Level with Significance Tests*

Subscale	Primary school teacher <i>n</i> = 423		Secondary school teacher <i>n</i> = 300		ANOVA <i>df</i> = 1, 721			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>P</i>	partial $\eta^2$	95% CI $\eta^2$
Lesson management	13.62	1.45	14.40	1.71	44.03	< .001	.06	.03, .09
Relationships with students	59.05	3.81	57.39	6.07	20.43	< .001	.03	.01, .06
Job stress	42.35	4.27	40.89	4.59	19.12	< .001	.03	.01, .05
Student management	26.73	1.94	26.26	2.36	8.58	.004	.01	< .01, .03
Provisions and facilities	24.54	3.04	25.18	3.32	7.22	.007	.01	< .01, .03
Information and communication	31.90	4.13	32.68	4.09	6.21	.01	.01	< .01, .03
Job security	19.77	3.59	20.36	3.43	4.94	.03	.01	< .01, .02
Relationships with the school community	35.91	4.32	36.60	4.35	4.38	.04	.01	< .01, .02
Status	36.07	4.03	36.39	4.46	1.00	.32	< .01	< .01, .01
Job satisfaction	27.27	3.25	27.42	3.72	0.31	.58	< .01	< .01, .01

*Years of teaching experience.*

The relationship between years of teaching experience (i.e., total teaching experience) and the weighted linear combination of the ITQ subscale scores was examined using a multivariate simple regression model. A significant multivariate effect was found,  $\Lambda = .88$ ,  $F(10, 730) = 10.32$ ,  $p < .001$ , partial  $\eta^2 = .12$ , 95% CI  $\eta^2 (.07, .16)$ , and follow-up univariate analyses of each dependent variable, as seen in Table 12, found a significant relationship between years of teaching experience and each subscale, except Job Stress.

In order to examine the nature of these relationships, the overall correlations in Table 8 were examined. A significant, positive relationship existed between years of teaching experience and the following subscales: Status, Student Management, Relationships with Students, Job Security, Relationships with the School Community, Information and Communication, Provisions and Facilities, Job Satisfaction, and Lesson Management. The effect sizes were small for all correlations, except those involving the Lesson Management and Status subscales, whereby weak and moderate effects were noted, respectively.

Table 12  
*Univariate ANOVAs Illustrating the Relationship between Years of Teaching Experience and the Issues in Teaching Questionnaire Subscale Scores*

Subscale	$F^a$	$p$	partial $\eta^2$	95% CI $\eta^2$
Status	60.67	< .001	.08	.04, .11
Student management	29.25	< .001	.04	.02, .07
Job security	27.54	< .001	.04	.01, .07
Relationships with the school community	24.50	< .001	.03	.01, .06
Relationships with students	22.37	< .001	.03	.01, .06
Information and communication	20.65	< .001	.03	.01, .05
Provisions and facilities	16.68	< .001	.02	.01, .05
Job satisfaction	16.56	< .001	.02	.01, .05
Lesson management	5.12	.02	< .01	< .01, .02
Job stress	0.33	.56	< .01	< .01, .01

*Note.*<sup>a</sup> *Degrees of freedom (1, 739) for all comparisons.*

*Age.*

The relationship between age and the weighted linear combination of the ITQ subscale scores was examined using a multivariate simple regression model. A significant multivariate effect was found,  $\Lambda = .93$ ,  $F(10, 727) = 5.82$ ,  $p < .001$ , partial  $\eta^2 = .07$ , 95% CI  $\eta^2$  (.03, .10) and follow-up univariate analyses of each dependent variable, as seen in Table 13, found a significant relationship between age and the following subscales: Status and Student Management. In order to examine the nature of these relationships, the overall correlations in Table 8 were examined. A significant, positive relationship existed between age and the Student Management and Status subscales, and in each instance, a small effect was observed.

Table 13

*Univariate ANOVAs Illustrating the Relationship between Age and the Issues in Teaching Questionnaire Subscale Scores*

Subscale	$F^a$	$p$	partial $\eta^2$	95% CI $\eta^2$
Student management	15.95	< .001	.02	.01, .05
Status	11.10	.001	.01	< .01, .04
Lesson management	3.17	.08	< .01	< .01, .02
Relationships with students	3.07	.08	< .01	< .01, .02
Relationships with the school community	2.25	.13	< .01	< .01, .02
Information and communication	0.61	.44	< .01	< .01, .01
Job stress	0.23	.63	< .01	< .01, .01
Provisions and facilities	0.07	.80	< .01	< .01, < .01
Job satisfaction	0.06	.80	< .01	< .01, < .01
Job security	0.01	.94	< .01	< .01, < .01

*Note.* <sup>a</sup> Degrees of freedom (1, 736) for all comparisons.

*School sector.*

The relationship between school sector (i.e., government, independent, and Catholic) and the weighted linear combination of the ITQ subscale scores was examined using a multivariate simple regression model. A significant multivariate effect was found,  $\Lambda = .91$ ,  $F(20, 1452) = 3.37$ ,  $p < .001$ , partial  $\eta^2 = .04$ , 95% CI  $\eta^2 (.01, .05)$ , and follow-up univariate analyses of each dependent variable, as seen in Table 14, found a significant relationship between school sector and each subscale, except Student Management and Job Stress.

Subsequent post-hoc testing using Tukey's HSD procedure, as seen in Table 15, indicated that the teachers working in independent schools obtained significantly higher scores on the Relationships with the School Community, Job Security, Provisions and Facilities, and Lesson Management subscales compared with teachers working in government schools and Catholic schools. Small effects were noted for all but two comparisons. A moderate effect was found between the teachers working in the government and independent sectors on the Lesson Management subscale, whereas a large effect was found between the teachers working in the independent and Catholic sectors on the Lesson Management subscale. The teachers working in independent schools also scored significantly higher on the Job Satisfaction, Relationships with Students, Status, and Information and Communication subscales compared with the teachers working in government schools. A weak effect was found between the teachers working in the government and independent schools on the Status subscale, however, for all other comparisons, the effect size was small.



Table 14

*Univariate ANOVAs Illustrating the Relationship between School Sector and the Issues in Teaching Questionnaire Subscale Scores*

Subscale	Government <i>n</i> = 507		Independent <i>n</i> = 108		Catholic <i>n</i> = 123		ANOVA <i>df</i> = 2, 735			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	partial $\eta^2$	95% CI $\eta^2$
Lesson management	13.80	1.66	14.81	1.37	13.62	1.42	21.05	< .001	.05	.03, .09
Relationships with students	57.80	5.53	59.85	3.30	58.59	4.12	7.76	< .001	.02	< .01, .04
Job satisfaction	27.14	3.60	28.29	2.87	27.02	3.29	5.35	.005	.01	< .01, .03
Job security	19.90	3.52	20.85	3.50	19.37	3.64	5.20	.006	.01	< .01, .03
Provisions and facilities	24.59	3.25	25.63	3.04	24.56	3.18	4.90	.008	.01	< .01, .03
Relationships with the school community	35.97	4.46	37.31	3.61	35.76	4.48	4.77	.009	.01	< .01, .03
Status	35.92	4.36	37.25	3.79	35.99	4.11	4.44	.01	.01	< .01, .03
Information and communication	31.97	4.23	33.08	3.65	32.02	4.47	3.20	.04	.01	< .01, .02
Student management	26.45	2.24	26.71	1.99	26.57	2.02	0.72	.49	< .01	< .01, .01
Job stress	41.69	4.61	42.00	3.79	41.71	4.32	0.22	.80	< .01	< .01, .01

Table 15

*Pairwise Comparisons of the Issues in Teaching Questionnaire Subscale Scores by School Sector with Significance Tests*

Subscale	School sector	<i>M</i>	<i>SD</i>	<i>n</i>	School sector	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Job satisfaction	Government	27.14	3.60	507	Independent	28.29	2.87	108	.005	- 0.33	- 0.54, - 0.12
	Government	27.14	3.60	507	Catholic	27.02	3.29	123	.94	0.03	- 0.16, 0.23
	Independent	28.29	2.87	108	Catholic	27.02	3.29	123	.016	0.41	0.15, 0.67
Relationships with students	Government	57.80	5.53	507	Independent	59.85	3.30	108	< .001	- 0.39	- 0.60, - 0.18
	Government	57.80	5.53	507	Catholic	58.59	4.12	123	.26	- 0.15	- 0.35, 0.05
	Independent	59.85	3.30	108	Catholic	58.59	4.12	123	.14	0.33	0.07, 0.59
Job stress	Government	41.69	4.61	507	Independent	42.00	3.79	108	.79	- 0.07	- 0.28, 0.14
	Government	41.69	4.61	507	Catholic	41.71	4.32	123	.99	< 0.01	- 0.20, 0.19
	Independent	42.00	3.79	108	Catholic	41.71	4.32	123	.87	0.07	- 0.52, 0.10
Status	Government	35.92	4.36	507	Independent	37.25	3.79	108	.009	< 0.01	0.10, 0.18
	Government	35.92	4.36	507	Catholic	35.99	4.11	123	.99	- 0.02	- 0.21, 0.18
	Independent	37.25	3.79	108	Catholic	35.99	4.11	123	.06	0.32	0.06, 0.58
Relationships with the school community	Government	35.97	4.46	507	Independent	37.31	3.61	108	.01	- 0.33	- 0.54, - 0.12
	Government	35.97	4.46	507	Catholic	35.76	4.48	123	.88	0.05	- 0.15, 0.24
	Independent	37.31	3.61	108	Catholic	35.76	4.48	123	.019	0.38	0.12, 0.64

Table 15

*Continued*

Subscale	School sector	<i>M</i>	<i>SD</i>	<i>n</i>	School sector	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Information and communication	Government	31.97	4.23	507	Independent	33.08	3.65	108	.034	- 0.27	- 0.48, - 0.06
	Government	31.97	4.23	507	Catholic	32.02	4.47	123	.99	- 0.01	- 0.21, 0.19
	Independent	33.08	3.65	108	Catholic	32.02	4.47	123	.13	0.26	< 0.01, 0.52
Student management	Government	26.45	2.24	507	Independent	26.71	1.99	108	.49	- 0.12	- 0.33, 0.09
	Government	26.45	2.24	507	Catholic	26.57	2.02	123	.85	- 0.05	- 0.25, 0.14
	Independent	26.71	1.99	108	Catholic	26.57	2.02	123	.87	0.07	- 0.19, 0.33
Job security	Government	19.90	3.52	507	Independent	20.85	3.50	108	.029	- 0.27	- 0.48, - 0.06
	Government	19.90	3.52	507	Catholic	19.37	3.64	123	.31	0.15	- 0.05, 0.35
	Independent	20.85	3.50	108	Catholic	19.37	3.64	123	.005	0.41	0.15, 0.67
Provisions and facilities	Government	24.59	3.25	507	Independent	25.63	3.04	108	.006	- 0.32	- 0.53, - 0.11
	Government	24.59	3.25	507	Catholic	24.56	3.18	123	.99	0.01	- 0.19, 0.21
	Independent	25.63	3.04	108	Catholic	24.56	3.18	123	.031	0.34	0.08, 0.60
Lesson management	Government	13.80	1.66	507	Independent	14.81	1.37	108	< .001	- 0.63	- 0.84, - 0.41
	Government	13.80	1.66	507	Catholic	13.62	1.42	123	.50	0.11	- 0.09, 0.31
	Independent	14.81	1.37	108	Catholic	13.62	1.42	123	< .001	0.85	0.58, 1.12

*Number of students.*

The relationship between number of students and the weighted linear combination of the ITQ subscale scores was examined using a multivariate simple regression model. A significant multivariate effect was found,  $\Lambda = .96$ ,  $F(10, 691) = 3.26$ ,  $p < .001$ , partial  $\eta^2 = .05$ , 95% CI  $\eta^2$  (.01, .06), and follow-up univariate analyses of each dependent variable, as seen in Table 16, found a significant relationship between number of students and the following subscales: Job Stress and Lesson Management. In order to examine the nature of these relationships, the overall correlations in Table 8 were examined. A significant, negative relationship was found between number of students and the Job Stress subscale (N.B.: lower scores are indicative of higher stress), whereas a significant, positive relationship was found between number of students and the Lesson Management subscale. The effect sizes for both of these correlations were small.

Table 16  
*Univariate ANOVAs Illustrating the Relationship between Number of Students and the Issues in Teaching Questionnaire Subscale Scores*

Subscale	$F^a$	$p$	partial $\eta^2$	95% CI $\eta^2$
Lesson management	10.14	.002	.01	< .01, .04
Job stress	6.68	.01	.01	< .01, .03
Provisions and facilities	3.21	.07	.01	< .01, .02
Job security	2.53	.11	< .01	< .01, .02
Relationships with students	1.19	.28	< .01	< .01, .01
Student management	0.85	.36	< .01	< .01, .01
Relationships with the school community	0.56	.45	< .01	< .01, .01
Information and communication	0.50	.48	< .01	< .01, .01
Job satisfaction	0.13	.72	< .01	< .01, .01
Status	0.06	.80	< .01	< .01, < .01

*Note.*<sup>a</sup> Degrees of freedom (1, 700) for all comparisons.

### *Sex.*

The relationship between sex and the weighted linear combination of the ITQ subscale scores was examined using a multivariate simple regression model. A significant multivariate effect was found,  $\Lambda = .96$ ,  $F(10, 728) = 2.87$ ,  $p = .002$ , partial  $\eta^2 = .04$ , 95% CI  $\eta^2$  (.01, .06), and follow-up univariate analyses of each dependent variable, as seen in Table 17, found a significant relationship between sex and the Relationships with Students subscale. An examination of the means indicated that the female teachers obtained significantly higher scores on the Relationships with Students subscale compared with the male teachers; however, the effect size for this comparison was weak.

Table 17

*Univariate ANOVAs Illustrating the Relationship between Sex and the Issues in Teaching Questionnaire Subscale Scores*

Subscale	Male <i>n</i> = 205		Female <i>n</i> = 534		ANOVA <i>df</i> = 1, 737			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	partial $\eta^2$	95% CI $\eta^2$
Relationships with students	57.61	3.71	58.52	4.73	4.97	.03	< .01	< .01, .02
Student management	26.31	2.46	26.60	2.01	2.75	.10	< .01	< .01, .02
Job security	19.69	3.64	20.01	3.53	1.21	.27	< .01	< .01, .01
Status	36.41	4.23	36.03	4.25	1.2	.27	< .01	< .01, .01
Information and communication	31.89	4.30	32.19	4.19	0.78	.38	< .01	< .01, .01
Job satisfaction	27.14	3.71	27.32	3.37	0.39	.53	< .01	< .01, .01
Provisions and facilities	24.86	3.16	24.70	3.22	0.38	.54	< .01	< .01, .01
Job stress	41.92	4.56	41.73	4.40	0.25	.62	< .01	< .01, .01
Relationships with the school community	36.05	4.33	36.16	4.36	0.09	.76	< .01	< .01, .01
Lesson management	13.90	1.70	13.91	1.60	0.003	.95	< .01	< .01, < .01

*Socioeconomic status.*

The relationship between socioeconomic status (i.e., lower class, lower middle class, middle class, middle upper class, and upper class) and the weighted linear combination of the ITQ subscale scores was examined using a multivariate simple regression model. Participants who indicated that they usually worked at an upper class school ( $n = 5$ ) were omitted from the analysis due to low cell numbers. Nevertheless, a significant multivariate effect was found,  $\Lambda = .90$ ,  $F(30, 2114) = 2.72$ ,  $p < .001$ , partial  $\eta^2 = .04$ , 95% CI  $\eta^2$  (.01, .04), and follow-up univariate analyses of each dependent variable, as seen in Table 18, found a significant relationship between socioeconomic status and each subscale, except Student Management.

Subsequent post-hoc testing using Tukey's HSD procedure, as seen in Table 19, found that the teachers working in the lower class schools obtained significantly higher scores on the Job Satisfaction, Status, Relationships with the School Community, Information and Communication, Job Security, Provisions and Facilities, and Lesson Management subscales compared with the teachers working in the lower-middle class schools. A small effect was found for each of these comparisons, except on the Job Security subscale, whereby a moderate effect was noted. By contrast, the teachers working in the lower class schools obtained significantly lower scores on the Job Stress subscale (N.B.: lower scores are indicative of higher stress) compared with the teachers working in the lower-middle class and middle class schools, and in each instance, a small effect was found. The teachers working in the lower class schools also obtained significantly higher scores on the Job Security and Information and Communication subscales compared with the teachers working in the middle class schools, and for both of these comparisons, the effect size was small. Additionally, the teachers working in the middle class schools obtained significantly higher scores on the Relationships with Students and Provisions and Facilities subscales compared with the teachers working in the lower-middle class schools, and the teachers working in the middle-upper class schools obtained significantly higher scores on the Relationships with Students subscale compared with the teachers working in the lower-middle class schools. For each of these comparisons, small effects were observed.

Table 18

*Univariate ANOVAs Illustrating the Relationship between Socioeconomic Status and the Issues in Teaching Questionnaire Subscale Scores*

Subscale	Lower class n = 146		Lower middle class n = 249		Middle class n = 249		Middle upper class n = 89		ANOVA df = 3, 729			
	M	SD	M	SD	M	SD	M	SD	F	p	partial $\eta^2$	95% CI $\eta^2$
Job security	21.03	2.68	19.37	3.67	19.81	3.73	20.36	3.47	7.49	< .001	.03	.01, .06
Information and communication	33.34	3.55	31.43	4.51	32.07	4.14	32.51	3.97	6.83	< .001	.03	.01, .05
Job satisfaction	28.10	3.29	26.65	3.73	27.48	3.25	27.22	3.24	5.87	.001	.02	< .01, .05
Relationships with students	57.77	5.54	57.41	5.73	58.84	4.25	59.45	4.18	5.51	.001	.02	< .01, .04
Provisions and facilities	25.33	2.98	24.13	3.37	24.92	3.03	25.10	3.29	5.42	.001	.02	< .01, .04
Job stress	40.62	4.82	41.93	4.41	42.29	4.09	41.60	4.62	4.58	.003	.02	< .01, .04
Relationships with the school community	37.08	4.22	35.47	4.60	36.28	3.99	36.35	4.30	4.49	.004	.02	< .01, .04
Status	37.07	4.20	35.55	4.39	36.27	4.06	35.91	4.08	4.20	.006	.02	< .01, .04
Lesson management	14.26	1.43	13.71	1.62	13.84	1.67	14.11	1.73	4.18	.006	.02	< .01, .04
Student management	26.34	2.30	26.39	2.15	26.66	2.12	26.74	2.15	1.29	.28	.01	< .01, .02



Table 19

*Pairwise Comparisons of the Issues in Teaching Questionnaire Subscale Scores by Socioeconomic Status with Significance Tests*

Subscale	Socioeconomic status	<i>M</i>	<i>SD</i>	<i>n</i>	Socioeconomic status	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Job satisfaction	Lower class	28.10	3.29	146	Lower middle class	26.65	3.73	249	.001	0.40	0.20, 0.61
	Lower class	28.10	3.29	146	Middle class	27.48	3.25	249	.42	0.19	- 0.02, 0.39
	Lower class	28.10	3.29	146	Middle upper class	27.22	3.24	89	.33	0.27	< 0.01, 0.53
	Lower middle class	26.65	3.73	249	Middle class	27.48	3.25	249	.06	- 0.24	- 0.41, - 0.06
	Lower middle class	26.65	3.73	249	Middle upper class	27.22	3.24	89	.65	- 0.16	- 0.40, 0.08
	Middle class	27.48	3.25	249	Middle upper class	27.22	3.24	89	.98	0.08	- 0.16, 0.32
Relationships with students	Lower class	57.77	5.54	146	Lower middle class	57.41	5.73	249	.96	0.07	- 0.13, 0.28
	Lower class	57.77	5.54	146	Middle class	58.84	4.25	249	.25	- 0.27	- 0.48, - 0.07
	Lower class	57.77	5.54	146	Middle upper class	59.45	4.18	89	.10	- 0.46	- 0.73, - 0.19
	Lower middle class	57.41	5.73	249	Middle class	58.84	4.25	249	.014	- 0.28	- 0.46, - 0.11
	Lower middle class	57.41	5.73	249	Middle upper class	59.45	4.18	89	.010	- 0.38	- 0.62, - 0.14
	Middle class	58.84	4.25	249	Middle upper class	59.45	4.18	89	.86	- 0.14	- 0.39, 0.10
Job stress	Lower class	40.62	4.82	146	Lower middle class	41.93	4.41	249	.037	- 0.29	- 0.49, - 0.08
	Lower class	40.62	4.82	146	Middle class	42.29	4.09	249	.003	- 0.38	- 0.59, - 0.18
	Lower class	40.62	4.82	146	Middle upper class	41.60	4.62	89	.47	- 0.21	- 0.47, 0.06
	Lower middle class	41.93	4.41	249	Middle class	42.29	4.09	249	.90	- 0.08	- 0.26, 0.09
	Lower middle class	41.93	4.41	249	Middle upper class	41.60	4.62	89	.97	0.07	- 0.17, 0.32

Table 19

*Continued*

Subscale	Socioeconomic status	<i>M</i>	<i>SD</i>	<i>n</i>	Socioeconomic status	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Job stress continued	Middle class	42.29	4.09	249	Middle upper class	41.60	4.62	89	.71	0.16	- 0.08, 0.40
Status	Lower class	37.07	4.20	146	Lower middle class	35.55	4.39	249	.005	0.35	0.15, 0.56
	Lower class	37.07	4.20	146	Middle class	36.27	4.06	249	.37	0.19	- 0.01, 0.40
	Lower class	37.07	4.20	146	Middle upper class	35.91	4.08	89	.25	0.28	0.01, 0.54
	Lower middle class	35.55	4.39	249	Middle class	36.27	4.06	249	.30	- 0.17	- 0.35, 0.01
	Lower middle class	35.55	4.39	249	Middle upper class	35.91	4.08	89	.96	- 0.08	- 0.33, 0.16
	Middle class	36.27	4.06	249	Middle upper class	35.91	4.08	89	.96	0.09	- 0.15, 0.33
Relationships with the school community	Lower class	37.08	4.22	146	Lower middle class	35.47	4.60	249	.003	0.36	0.15, 0.57
	Lower class	37.08	4.22	146	Middle class	36.28	3.99	249	.39	0.20	- 0.01, 0.40
	Lower class	37.08	4.22	146	Middle upper class	36.35	4.30	89	.72	0.17	- 0.09, 0.44
	Lower middle class	35.47	4.60	249	Middle class	36.28	3.99	249	.22	- 0.19	- 0.36, - 0.01
	Lower middle class	35.47	4.60	249	Middle upper class	36.35	4.30	89	.46	- 0.19	- 0.44, 0.05
	Middle class	36.28	3.99	249	Middle upper class	36.35	4.30	89	.99	- 0.02	- 0.26, 0.22
Information and communication	Lower class	33.34	3.55	146	Lower middle class	31.43	4.51	249	< .001	0.46	0.25, 0.66
	Lower class	33.34	3.55	146	Middle class	32.07	4.14	249	.027	0.32	0.12, 0.53
	Lower class	33.34	3.55	146	Middle upper class	32.51	3.97	89	.56	0.22	- 0.04, 0.49
	Lower middle class	31.43	4.51	249	Middle class	32.07	4.14	249	.42	- 0.15	- 0.32, 0.03

Table 19

*Continued*

Subscale	Socioeconomic status	<i>M</i>	<i>SD</i>	<i>n</i>	Socioeconomic status	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Information and communication continued	Lower middle class	31.43	4.51	249	Middle upper class	32.51	3.97	89	.22	- 0.25	- 0.49, < - 0.01
	Middle class	32.07	4.14	249	Middle upper class	32.51	3.97	89	.91	- 0.11	-0.35, 0.14
Student management	Lower class	26.34	2.30	146	Lower middle class	26.39	2.15	249	.99	- 0.02	- 0.23, 0.18
	Lower class	26.34	2.30	146	Middle class	26.66	2.12	249	.62	- 0.35	- 0.35, 0.06
	Lower class	26.34	2.30	146	Middle upper class	26.74	2.15	89	.65	- 0.44	- 0.44, 0.09
	Lower middle class	26.39	2.15	249	Middle class	26.66	2.12	249	.62	- 0.30	- 0.30, 0.05
	Lower middle class	26.39	2.15	249	Middle upper class	26.74	2.15	89	.68	- 0.40	- 0.40, 0.08
	Middle class	26.66	2.12	249	Middle upper class	26.74	2.15	89	.99	- 0.28	- 0.28, 0.20
Job security	Lower class	21.03	2.68	146	Lower middle class	19.37	3.67	249	< .001	0.50	0.29, 0.70
	Lower class	21.03	2.68	146	Middle class	19.81	3.73	249	.008	0.36	0.15, 0.57
	Lower class	21.03	2.68	146	Middle upper class	20.36	3.47	89	.62	0.22	- 0.04, 0.49
	Lower middle class	19.37	3.67	249	Middle class	19.81	3.73	249	.62	- 0.12	- 0.29, 0.06
	Lower middle class	19.37	3.67	249	Middle upper class	20.36	3.47	89	.15	- 0.27	- 0.52, - 0.03
	Middle class	19.81	3.73	249	Middle upper class	20.36	3.47	89	.70	- 0.15	- 0.39, 0.09
Provisions and facilities	Lower class	25.33	2.98	146	Lower middle class	24.13	3.37	249	.003	0.37	0.16, 0.58
	Lower class	25.33	2.98	146	Middle class	24.92	3.03	249	.74	0.14	- 0.07, 0.34
	Lower class	25.33	2.98	146	Middle upper class	25.10	3.29	89	.98	0.07	- 0.19, 0.34

Table 19

*Continued*

Subscale	Socioeconomic status	<i>M</i>	<i>SD</i>	<i>n</i>	Socioeconomic status	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Provisions and facilities continued	Lower middle class	24.13	3.37	249	Middle class	24.92	3.03	249	.042	- 0.25	- 0.42, - 0.07
	Lower middle class	24.13	3.37	249	Middle upper class	25.10	3.29	89	.10	- 0.29	- 0.53, - 0.05
	Middle class	24.92	3.03	249	Middle upper class	25.10	3.29	89	.99	- 0.06	- 0.30, 0.18
Lesson management	Lower class	14.26	1.43	146	Lower middle class	13.71	1.62	249	.010	0.35	0.15, 0.56
	Lower class	14.26	1.43	146	Middle class	13.84	1.67	249	.09	0.26	0.06, 0.47
	Lower class	14.26	1.43	146	Middle upper class	14.11	1.73	89	.96	0.10	- 0.17, 0.36
	Lower middle class	13.71	1.62	249	Middle class	13.84	1.67	249	.90	- 0.08	- 0.25, 0.10
	Lower middle class	13.71	1.62	249	Middle upper class	14.11	1.73	89	.26	- 0.24	- 0.48, < - 0.01
	Middle class	13.84	1.67	249	Middle upper class	14.11	1.73	89	.65	- 0.16	- 0.40, 0.08

### *Highest teaching qualification.*

The relationship between highest teaching qualification (i.e., certificate, diploma, bachelor's degree, graduate diploma, master's degree, and doctorate) and the weighted linear combination of the ITQ subscale scores was examined using a multivariate simple regression model. Even though participants with doctorates ( $n = 4$ ) were omitted from the analysis due to low cell numbers, a significant multivariate effect was found,  $\Lambda = .90$ ,  $F(40, 2735) = 1.87$ ,  $p = .001$ , partial  $\eta^2 = .03$ , 95% CI  $\eta^2$  ( $< .01$ ,  $.02$ ), and follow-up univariate analyses of each dependent variable, as seen in Table 20, found a significant relationship between highest teaching qualification and the following subscales: Job Stress, Lesson Management, and Relationships with Students.

Subsequent post-hoc testing using Tukey's HSD procedure, as seen in Table 21, indicated that the teachers with a bachelor's degree obtained significantly higher scores on the Relationships with Students subscale compared with the teachers with a graduate diploma; however, the effect sizes for this comparison was small. The teachers with a bachelor's degree and a graduate diploma also obtained significantly higher scores on the Lesson Management subscale compared with the teachers with a diploma, and in each instance, small effects were observed. Finally, the teachers with a graduate diploma obtained significantly lower scores (N.B.: lower scores are indicative of higher stress) on the Job Stress subscale compared with the teachers with a certificate, diploma or bachelor's degree. On this particular subscale, small effects were noted for all comparisons, except between the teachers with a certificate and a graduate diploma, whereby a moderate effect was observed.

Table 20

*Univariate ANOVAs Illustrating the Relationship between Highest Teaching Qualification and the Issues in Teaching Questionnaire Subscale Scores*

Subscale	Certificate <i>n</i> = 20		Diploma <i>n</i> = 97		Bachelor's degree <i>n</i> = 318		Graduate diploma <i>n</i> = 240		Master's degree <i>n</i> = 60		ANOVA <i>df</i> = 4, 730			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	partial $\eta^2$	95% CI $\eta^2$
Job stress	43.65	3.94	42.47	4.05	42.20	4.28	40.84	4.75	41.28	3.92	5.22	< .001	.03	.01, .05
Lesson management	13.35	1.73	13.34	1.71	14.07	1.47	13.93	1.70	14.05	1.73	4.59	.001	.03	< .01, .05
Relationships with students	59.85	3.07	58.01	4.96	58.89	3.96	57.26	6.29	58.15	5.16	4.17	.002	.02	< .01, .04
Student management	27.25	1.41	26.61	2.46	26.64	2.03	26.20	2.33	26.50	1.71	2.16	.07	.01	< .01, .03
Status	37.50	3.68	35.74	4.36	36.31	3.84	35.72	4.68	36.55	4.41	1.57	.18	.01	< .01, .02
Information and communication	33.05	3.17	31.51	4.19	32.24	4.07	32.14	4.40	31.68	4.59	0.97	.42	< .01	< .01, .01
Provisions and facilities	24.95	2.65	24.18	3.37	24.89	3.02	24.67	3.45	24.75	3.21	0.96	.43	< .01	< .01, .01
Job satisfaction	28.05	2.72	26.94	3.49	27.40	3.29	27.11	3.70	27.03	3.77	0.75	.56	< .01	< .01, .01
Job Security	20.40	3.15	19.52	3.88	20.08	3.39	19.81	3.63	19.72	3.84	0.66	.62	< .01	< .01, .01
Relationships with the school community	36.85	3.76	35.76	4.52	36.25	4.12	35.94	4.71	36.13	4.55	0.46	.77	< .01	< .01, .01

Table 21

*Pairwise Comparisons of the Issues in Teaching Questionnaire Subscale Scores by Highest Teaching Qualification with Significance Tests*

Subscale	Highest teaching qualification	<i>M</i>	<i>SD</i>	<i>n</i>	Highest teaching qualification	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Job satisfaction	Certificate	28.05	2.72	20	Diploma	26.94	3.49	97	.69	0.33	- 0.16, 0.81
	Certificate	28.05	2.72	20	Bachelor's degree	27.40	3.29	318	.93	0.20	- 0.25, 0.65
	Certificate	28.05	2.72	20	Graduate diploma	27.11	3.70	240	.78	0.26	- 0.20, 0.71
	Certificate	28.05	2.72	20	Master's degree	27.03	3.77	60	.79	0.29	- 0.22, 0.79
	Diploma	26.94	3.49	97	Bachelor's degree	27.40	3.29	318	.99	- 0.14	- 0.37, 0.09
	Diploma	26.94	3.49	97	Graduate diploma	27.11	3.70	240	.99	- 0.05	- 0.28, 0.19
	Diploma	26.94	3.49	97	Master's degree	27.03	3.77	60	.99	- 0.02	- 0.35, 0.30
	Bachelor's degree	27.40	3.29	318	Graduate diploma	27.11	3.70	240	.88	0.08	- 0.08, 0.25
	Bachelor's degree	27.40	3.29	318	Master's degree	27.03	3.77	60	.95	0.11	- 0.17, 0.39
	Graduate diploma	27.11	3.70	240	Master's degree	27.03	3.77	60	.99	0.02	- 0.26, 0.30
Relationships with students	Certificate	59.85	3.07	20	Diploma	58.01	4.96	97	.57	0.39	- 0.10, 0.87
	Certificate	59.85	3.07	20	Bachelor's degree	58.89	3.96	318	.92	0.24	- 0.21, 0.70
	Certificate	59.85	3.07	20	Graduate diploma	57.26	6.29	240	.18	0.42	- 0.04, 0.88
	Certificate	59.85	3.07	20	Master's degree	58.15	5.16	60	.69	0.36	- 0.15, 0.86
	Diploma	58.01	4.96	97	Bachelor's degree	58.89	3.96	318	.56	- 0.22	- 0.68, 0.23
	Diploma	58.01	4.96	97	Graduate diploma	57.26	6.29	240	.73	0.12	- 0.33, 0.58
	Diploma	58.01	4.96	97	Master's degree	58.15	5.16	60	.99	- 0.03	- 0.54, 0.48

Table 21

*Continued*

Subscale	Highest teaching qualification	<i>M</i>	<i>SD</i>	<i>n</i>	Highest teaching qualification	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Relationships with students continued	Bachelor's degree	58.89	3.96	318	Graduate diploma	57.26	6.29	240	.002	0.32	0.15, 0.49
	Bachelor's degree	58.89	3.96	318	Master's degree	58.15	5.16	60	.83	0.18	- 0.10, 0.45
	Graduate diploma	57.26	6.29	240	Master's degree	58.15	5.16	60	.74	- 0.15	- 0.43, 0.14
Job stress	Certificate	43.65	3.94	20	Diploma	42.47	4.05	97	.81	0.29	- 0.19, 0.77
	Certificate	43.65	3.94	20	Bachelor's degree	42.20	4.28	318	.61	0.34	- 0.11, 0.79
	Certificate	43.65	3.94	20	Graduate diploma	40.84	4.75	240	.047	0.60	0.14, 1.06
	Certificate	43.65	3.94	20	Master's degree	41.28	3.92	60	.22	0.60	0.08, 1.11
	Diploma	42.47	4.05	97	Bachelor's degree	42.20	4.28	318	.98	0.06	- 0.16, 0.29
	Diploma	42.47	4.05	97	Graduate diploma	40.84	4.75	240	.017	0.36	0.12, 0.59
	Diploma	42.47	4.05	97	Master's degree	41.28	3.92	60	.46	0.30	- 0.03, 0.62
	Bachelor's degree	42.20	4.28	318	Graduate diploma	40.84	4.75	240	.003	0.30	0.13, 0.47
	Bachelor's degree	42.20	4.28	318	Master's degree	41.28	3.92	60	.57	0.22	- 0.06, 0.49
	Graduate diploma	40.84	4.75	240	Master's degree	41.28	3.92	60	.96	- 0.10	- 0.38, 0.19
Status	Certificate	37.50	3.68	20	Diploma	35.74	4.36	97	.44	0.41	- 0.07, 0.90
	Certificate	37.50	3.68	20	Bachelor's degree	36.31	3.84	318	.74	0.31	- 0.14, 0.76
	Certificate	37.50	3.68	20	Graduate diploma	35.72	4.68	240	.37	0.38	- 0.07, 0.84
	Certificate	37.50	3.68	20	Master's degree	36.55	4.41	60	.91	0.22	- 0.29, 0.73



Table 21

*Continued*

Subscale	Highest teaching qualification	<i>M</i>	<i>SD</i>	<i>n</i>	Highest teaching qualification	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Status continued	Diploma	35.74	4.36	97	Bachelor's degree	36.31	3.84	318	.77	- 0.14	- 0.37, 0.08
	Diploma	35.74	4.36	97	Graduate diploma	40.84	4.75	240	.99	- 1.10	- 1.35, - 0.85
	Diploma	35.74	4.36	97	Master's degree	36.55	4.41	60	.78	- 0.18	- 0.51, 0.14
	Bachelor's degree	36.31	3.84	318	Graduate diploma	35.72	4.68	240	.48	0.14	- 0.03, 0.31
	Bachelor's degree	36.31	3.84	318	Master's degree	36.55	4.41	60	.99	- 0.06	- 0.34, 0.22
	Graduate diploma	40.84	4.75	240	Master's degree	36.55	4.41	60	.66	0.91	0.62, 1.21
Relationships with the school community	Certificate	36.85	3.76	20	Diploma	35.76	4.52	97	.85	0.25	- 0.24, 0.73
	Certificate	36.85	3.76	20	Bachelor's degree	36.25	4.12	318	.98	0.15	- 0.31, 0.60
	Certificate	36.85	3.76	20	Graduate diploma	35.94	4.71	240	.90	0.20	- 0.26, 0.65
	Certificate	36.85	3.76	20	Master's degree	36.13	4.55	60	.97	0.16	- 0.34, 0.67
	Diploma	35.76	4.52	97	Bachelor's degree	36.25	4.12	318	.88	- 0.12	- 0.34, 0.11
	Diploma	35.76	4.52	97	Graduate diploma	35.94	4.71	240	.99	- 0.04	- 0.27, 0.20
	Diploma	35.76	4.52	97	Master's degree	36.13	4.55	60	.99	- 0.08	- 0.40, 0.24
	Bachelor's degree	36.25	4.12	318	Graduate diploma	35.94	4.71	240	.93	0.07	- 0.10, 0.24
	Bachelor's degree	36.25	4.12	318	Master's degree	36.13	4.55	60	.99	0.03	- 0.25, 0.30
	Graduate diploma	35.94	4.71	240	Master's degree	36.13	4.55	60	.99	- 0.04	- 0.32, 0.24
Information and communication	Certificate	33.05	3.17	20	Diploma	31.51	4.19	97	.57	0.38	- 0.11, 0.86

Table 21

*Continued*

Subscale	Highest teaching qualification	<i>M</i>	<i>SD</i>	<i>n</i>	Highest teaching qualification	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Information and communication continued	Certificate	33.05	3.17	20	Bachelor's degree	32.24	4.07	318	.92	0.20	- 0.25, 0.65
	Certificate	33.05	3.17	20	Graduate diploma	32.14	4.40	240	.89	0.21	- 0.25, 0.67
	Certificate	33.05	3.17	20	Master's degree	31.68	4.59	60	.72	0.32	- 0.19, 0.82
	Diploma	31.51	4.19	97	Bachelor's degree	32.24	4.07	318	.57	- 0.15	- 0.39, 0.08
	Diploma	31.51	4.19	97	Graduate diploma	32.14	4.40	240	.72	- 0.14	- 0.38, 0.09
	Diploma	31.51	4.19	97	Master's degree	31.68	4.59	60	.99	- 0.04	- 0.36, 0.28
	Bachelor's degree	32.24	4.07	318	Graduate diploma	32.14	4.40	240	.99	0.02	- 0.14, 0.19
	Bachelor's degree	32.24	4.07	318	Master's degree	31.68	4.59	60	.89	0.13	- 0.14, 0.41
	Graduate diploma	32.14	4.40	240	Master's degree	31.68	4.59	60	.94	0.10	- 0.18, 0.39
Student management	Certificate	27.25	1.41	20	Diploma	26.61	2.46	97	.74	0.27	- 0.21, 0.76
	Certificate	27.25	1.41	20	Bachelor's degree	26.64	2.03	318	.73	0.30	- 0.15, 0.76
	Certificate	27.25	1.41	20	Graduate diploma	26.20	2.33	240	.22	0.46	0.00, 0.92
	Certificate	27.25	1.41	20	Master's degree	26.50	1.71	240	.66	0.44	- 0.02, 0.90
	Diploma	26.61	2.46	97	Bachelor's degree	26.64	2.03	318	.99	- 0.01	- 0.24, 0.21
	Diploma	26.61	2.46	97	Graduate diploma	26.20	2.33	240	.52	0.17	- 0.06, 0.41
	Diploma	26.61	2.46	97	Master's degree	26.50	1.71	240	.99	0.06	- 0.18, 0.29
	Bachelor's degree	26.64	2.03	318	Graduate diploma	26.20	2.33	240	.12	0.20	0.04, 0.37

Table 21

*Continued*

Subscale	Highest teaching qualification	<i>M</i>	<i>SD</i>	<i>n</i>	Highest teaching qualification	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Student management continued	Bachelor's degree	26.64	2.03	318	Master's degree	26.50	1.71	240	.99	0.07	- 0.09, 0.24
	Graduate diploma	26.20	2.33	240	Master's degree	26.50	1.71	240	.87	- 0.15	- 0.33, 0.03
Job security	Certificate	20.40	3.15	20	Diploma	19.52	3.88	97	.85	0.23	- 0.25, 0.71
	Certificate	20.40	3.15	20	Bachelor's degree	20.08	3.39	318	.99	0.09	- 0.36, 0.55
	Certificate	20.40	3.15	20	Graduate diploma	19.81	3.63	240	.95	0.16	- 0.29, 0.62
	Certificate	20.40	3.15	20	Master's degree	19.72	3.84	60	.95	0.18	- 0.32, 0.69
	Diploma	19.52	3.88	97	Bachelor's degree	20.08	3.39	318	.65	- 0.16	- 0.39, 0.07
	Diploma	19.52	3.88	97	Graduate diploma	19.81	3.63	240	.96	- 0.08	- 0.31, 0.16
	Diploma	19.52	3.88	97	Master's degree	19.72	3.84	60	.99	- 0.05	- 0.37, 0.27
	Bachelor's degree	20.08	3.39	318	Graduate diploma	19.81	3.63	240	.90	0.08	- 0.09, 0.24
	Bachelor's degree	20.08	3.39	318	Master's degree	19.72	3.84	60	.95	0.10	- 0.17, 0.38
	Graduate diploma	19.81	3.63	240	Master's degree	19.72	3.84	60	.99	0.02	- 0.26, 0.31
Provisions and facilities	Certificate	24.95	2.65	20	Diploma	24.18	3.37	97	.86	0.23	- 0.25, 0.72
	Certificate	24.95	2.65	20	Bachelor's degree	24.89	3.02	318	.99	0.02	- 0.43, 0.47
	Certificate	24.95	2.65	20	Graduate diploma	24.67	3.45	240	.99	0.08	- 0.37, 0.54
	Certificate	24.95	2.65	20	Master's degree	24.75	3.21	60	.99	0.06	- 0.44, 0.57
	Diploma	24.18	3.37	97	Bachelor's degree	24.89	3.02	318	.31	- 0.23	- 0.46, < 0.01

Table 21

*Continued*

Subscale	Highest teaching qualification	<i>M</i>	<i>SD</i>	<i>n</i>	Highest teaching qualification	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Provisions and facilities continued	Diploma	24.18	3.37	97	Graduate diploma	24.67	3.45	240	.71	- 0.14	- 0.38, 0.09
	Diploma	24.18	3.37	97	Master's degree	24.75	3.21	60	.81	- 0.17	- 0.49, 0.15
	Bachelor's degree	24.89	3.02	318	Graduate diploma	24.67	3.45	240	.93	0.07	- 0.10, 0.24
	Bachelor's degree	24.89	3.02	318	Master's degree	24.75	3.21	60	.99	0.05	- 0.23, 0.32
	Graduate diploma	24.67	3.45	240	Master's degree	24.75	3.21	60	.99	- 0.02	- 0.31, 0.26
Lesson management	Certificate	13.35	1.73	20	Diploma	13.34	1.71	97	.99	0.01	- 0.48, 0.49
	Certificate	13.35	1.73	20	Bachelor's degree	14.07	1.47	318	.29	- 0.48	- 0.97, - 0.03
	Certificate	13.35	1.73	20	Graduate diploma	13.93	1.70	240	.52	- 0.34	- 0.80, 0.12
	Certificate	13.35	1.73	20	Master's degree	14.05	1.73	60	.44	-0.40	- 0.91, 0.11
	Diploma	13.34	1.71	97	Bachelor's degree	14.07	1.47	318	.001	- 0.48	- 0.71, - 0.25
	Diploma	13.34	1.71	97	Graduate diploma	13.93	1.70	240	.019	- 0.35	- 0.58, - 0.11
	Diploma	13.34	1.71	97	Master's degree	14.05	1.73	60	.06	- 0.41	- 0.74, - 0.09
	Bachelor's degree	14.07	1.47	318	Graduate diploma	13.93	1.70	240	.85	0.09	- 0.08, 0.26
	Bachelor's degree	14.07	1.47	318	Master's degree	14.05	1.73	60	.99	0.01	- 0.26, 0.29
	Graduate diploma	13.93	1.70	240	Master's degree	14.05	1.73	60	.99	- 0.07	- 0.35, 0.21

### *School setting.*

The relationship between school setting (i.e., inner urban, suburban, semirural, and rural) and the weighted linear combination of the ITQ subscale scores was examined using a multivariate simple regression model. A significant multivariate effect was found,  $\Lambda = .93$ ,  $F(30, 2122) = 1.67$ ,  $p = .01$ , partial  $\eta^2 = .02$ , 95% CI  $\eta^2 (< .01, .02)$ , and follow-up univariate analyses of each dependent variable, as seen in Table 22, found a significant relationship between school setting and the following subscales: Job Satisfaction, Relationships with Students, Status, Relationships with the School Community, Information and Communication, Job Security, Provisions and Facilities, and Lesson Management.

Subsequent post-hoc testing using Tukey's HSD procedure, as seen in Table 23, indicated that the teachers working in semirural and suburban areas obtained significantly higher scores on the Job Satisfaction, Relationships with Students, Status, Relationships with the School Community, Information and Communication, Job Security, Provisions and Facilities, and Lesson Management subscales compared with teachers working in inner urban areas. The effects were moderate for all but three of these comparisons. A small effect was noted between the teachers working in inner urban and semirural schools on the Relationships with Students subscale, and between the teachers working in inner urban and suburban schools on the Information and Communication and Lesson Management subscales.

Table 22

*Univariate ANOVAs Illustrating the Relationship between School Setting and the Issues in Teaching Questionnaire Subscale Scores*

Subscale	Inner urban <i>N</i> = 64		Suburban <i>n</i> = 534		Semirural <i>n</i> = 118		Rural <i>n</i> = 20		ANOVA <i>df</i> = 3, 732			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	partial $\eta^2$	95% CI $\eta^2$
Job security	18.13	3.42	20.09	3.43	20.49	3.69	19.40	4.47	7.20	< .001	.03	.01, .05
Lesson management	13.19	1.50	13.93	1.60	14.31	1.64	13.80	1.91	6.73	< .001	.03	.01, .05
Relationships with the school community	34.03	5.50	36.26	4.23	36.88	3.78	36.25	4.55	6.46	< .001	.03	.01, .05
Provisions and facilities	23.25	3.26	24.89	3.15	25.05	3.14	24.10	4.05	5.72	.001	.02	< .01, .05
Relationships with students	55.91	6.73	58.51	4.71	58.47	5.18	56.85	6.60	5.67	.001	.02	< .01, .05
Job satisfaction	25.70	2.33	27.42	3.49	27.54	3.22	27.55	3.91	5.05	.002	.02	< .01, .04
Status	34.23	4.53	36.30	4.13	36.53	4.15	36.15	5.52	4.98	.002	.02	< .01, .04
Information and communication	30.36	4.55	32.33	4.10	32.48	4.09	31.60	4.58	4.66	.003	.02	< .01, .04
Student management	25.97	2.64	26.53	2.13	26.75	1.85	26.50	3.02	1.85	.14	.01	< .01, .02
Job stress	41.28	4.80	41.78	4.49	41.81	4.19	42.00	3.42	0.28	.84	< .01	< .01, .01

Table 23

*Pairwise Comparisons of the Issues in Teaching Questionnaire Subscale Scores by School Setting with Significance Tests*

Subscale	School setting	<i>M</i>	<i>SD</i>	<i>n</i>	School setting	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Job satisfaction	Inner urban	25.70	2.33	64	Suburban	27.42	3.49	534	.001	- 0.51	- 0.77, - 0.25
	Inner urban	25.70	2.33	64	Semirural	27.54	3.22	118	.003	- 0.62	- 0.93, - 0.31
	Inner urban	25.70	2.33	64	Rural	27.55	3.91	20	.16	- 0.66	- 1.77, - 0.15
	Suburban	27.42	3.49	534	Semirural	27.54	3.22	118	.99	- 0.03	- 0.23, 0.16
	Suburban	27.42	3.49	534	Rural	27.55	3.91	20	.99	- 0.04	- 0.48, 0.41
	Semirural	27.54	3.22	118	Rural	27.55	3.91	20	.99	< 0.01	- 0.48, 0.47
Relationships with students	Inner urban	55.91	6.73	64	Suburban	58.51	4.71	534	.001	- 0.52	- 0.78, - 0.26
	Inner urban	55.91	6.73	64	Semirural	58.47	5.18	118	.006	- 0.44	- 0.76, - 0.13
	Inner urban	55.91	6.73	64	Rural	56.85	6.60	20	.89	- 0.14	- 0.64, 0.36
	Suburban	58.51	4.71	534	Semirural	58.47	5.18	118	.99	0.01	- 0.19, 0.21
	Suburban	58.51	4.71	534	Rural	56.85	6.60	20	.47	0.35	- 0.10, 0.79
	Semirural	58.47	5.18	118	Rural	56.85	6.60	20	.54	0.30	- 0.18, 0.77
Job stress	Inner urban	41.28	4.80	64	Suburban	41.78	4.49	534	.83	- 0.11	- 0.37, 0.15
	Inner urban	41.28	4.80	64	Semirural	41.81	4.19	118	.87	- 0.12	- 0.42, 0.18
	Inner urban	41.28	4.80	64	Rural	42.00	3.42	20	.92	- 0.16	- 0.66, 0.34
	Suburban	41.78	4.49	534	Semirural	41.81	4.19	118	.99	- 0.12	- 0.42, 0.18
	Suburban	41.78	4.49	534	Rural	42.00	3.42	20	.99	- 0.16	- 0.66, 0.34

Table 23

*Continued*

Subscale	School setting	<i>M</i>	<i>SD</i>	<i>n</i>	School setting	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Job stress continued	Semirural	41.81	4.19	118	Rural	42.00	3.42	20	.99	- 0.05	- 0.50, 0.43
Status	Inner urban	34.23	4.53	64	Suburban	36.30	4.13	534	.001	- 0.50	- 0.76, - 0.23
	Inner urban	34.23	4.53	64	Semirural	36.53	4.15	118	.003	- 0.53	- 0.84, - 0.23
	Inner urban	34.23	4.53	64	Rural	36.15	5.52	20	.29	- 0.40	- 0.90, 0.11
	Suburban	36.30	4.13	534	Semirural	36.53	4.15	118	.95	- 0.06	- 0.25, 0.14
	Suburban	36.30	4.13	534	Rural	36.15	5.52	20	.99	0.04	- 0.41, 0.48
	Semirural	36.53	4.15	118	Rural	36.15	5.52	20	.98	0.08	- 0.39, 0.56
Relationships with the school community	Inner urban	34.03	5.50	64	Suburban	36.26	4.23	534	.001	- 0.51	- 0.77, - 0.25
	Inner urban	34.03	5.50	64	Semirural	36.88	3.78	118	< .001	- 0.64	- 0.95, - 0.33
	Inner urban	34.03	5.50	64	Rural	36.25	4.55	20	.18	- 0.42	- 0.92, 0.09
	Suburban	36.26	4.23	534	Semirural	36.88	3.78	118	.49	- 0.15	- 0.35, 0.05
	Suburban	36.26	4.23	534	Rural	36.25	4.55	20	.99	< 0.01	- 0.44, 0.45
	Semirural	36.88	3.78	118	Rural	36.25	4.55	20	.93	0.16	- 0.31, 0.64
Information and communication	Inner urban	30.36	4.55	64	Suburban	32.33	4.10	534	.002	- 0.47	- 0.73, - 0.21
	Inner urban	30.36	4.55	64	Semirural	32.48	4.09	118	.006	- 0.50	- 0.80, - 0.19
	Inner urban	30.36	4.55	64	Rural	31.60	4.58	20	.65	- 0.27	- 0.77, 0.23
	Suburban	32.33	4.10	534	Semirural	32.48	4.09	118	.98	- 0.04	- 0.24, 0.16



Table 23

*Continued*

Subscale	School setting	<i>M</i>	<i>SD</i>	<i>n</i>	School setting	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Information and communication continued	Suburban	32.33	4.10	534	Rural	31.60	4.58	20	.87	0.18	- 0.27, 0.62
	Semirural	32.48	4.09	118	Rural	31.60	4.58	20	.82	0.21	- 0.26, 0.68
Student management	Inner urban	25.97	2.64	64	Suburban	26.53	2.13	534	.20	- 0.26	- 0.52, < 0.01
	Inner urban	25.97	2.64	64	Semirural	26.75	1.85	118	.09	- 0.36	- 0.67, - 0.05
	Inner urban	25.97	2.64	64	Rural	26.50	3.02	20	.77	- 0.19	- 0.70, 0.31
	Suburban	26.53	2.13	534	Semirural	26.75	1.85	118	.74	- 0.11	- 0.30, 0.09
	Suburban	26.53	2.13	534	Rural	26.50	3.02	20	.99	0.01	- 0.43, 0.46
	Semirural	26.75	1.85	118	Rural	26.50	3.02	20	.96	0.12	- 0.35, 0.60
Job security	Inner urban	18.13	3.42	64	Suburban	20.09	3.43	534	< .001	- 0.57	- 0.83, - 0.31
	Inner urban	18.13	3.42	64	Semirural	20.49	3.69	118	< .001	- 0.65	- 0.94, - 0.36
	Inner urban	18.13	3.42	64	Rural	19.40	4.47	20	.49	- 0.34	- 0.85, 0.16
	Suburban	20.09	3.43	534	Semirural	20.49	3.69	118	.68	- 0.11	- 0.31, 0.08
	Suburban	20.09	3.43	534	Rural	19.40	4.47	20	.82	0.20	- 0.25, 0.65
	Semirural	20.49	3.69	118	Rural	19.40	4.47	20	.57	0.28	- 0.19, 0.76
Provisions and facilities	Inner urban	23.25	3.26	64	Suburban	24.89	3.15	534	.001	- 0.52	- 0.78, - 0.26
	Inner urban	23.25	3.26	64	Semirural	25.05	3.14	118	.002	- 0.56	- 0.87, - 0.25
	Inner urban	23.25	3.26	64	Rural	24.10	4.05	20	.72	- 0.24	- 0.75, 0.26

Table 23

*Continued*

Subscale	School setting	<i>M</i>	<i>SD</i>	<i>n</i>	School setting	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Provisions and facilities continued	Suburban	24.89	3.15	534	Semirural	25.05	3.14	118	.96	- 0.05	- 0.25, 0.15
	Suburban	24.89	3.15	534	Rural	24.10	4.05	20	.70	0.25	- 0.20, 0.69
	Semirural	25.05	3.14	118	Rural	24.10	4.05	20	.60	0.29	- 0.19, 0.76
Lesson management	Inner urban	13.19	1.50	64	Suburban	13.93	1.60	534	.003	- 0.46	- 0.73, - 0.20
	Inner urban	13.19	1.50	64	Semirural	14.31	1.64	118	< .001	- 0.70	- 1.01, - 0.68
	Inner urban	13.19	1.50	64	Rural	13.80	1.91	20	.45	- 0.38	- 0.88, 0.13
	Suburban	13.93	1.60	534	Semirural	14.31	1.64	118	.10	- 0.24	- 0.44, - 0.04
	Suburban	13.93	1.60	534	Rural	13.80	1.91	20	.99	0.08	- 0.37, 0.53
	Semirural	14.31	1.64	118	Rural	13.80	1.91	20	.56	0.30	- 0.17, 0.78

## *Summary*

By comparison with the other demographic and school-related variables, employment status was the best predictor of scores on the ITQ followed by school level, years of teaching experience, age, school sector, sex, socioeconomic status, highest teaching qualification, and school setting. The relationship between employment status and the 10 ITQ subscales highlighted some important points of difference between the CRTs and the permanent teachers. More specifically, the CRTs obtained significantly higher scores on the Job Stress subscale (N.B.: higher scores are indicative of lower stress) compared with the permanent teachers, whereas the permanent teachers obtained significantly higher scores on all other subscales compared with the CRTs. For these comparisons, the effect sizes were small on the Job Stress and Student Management subscales, moderate on the Relationships with Students subscale, and large for all other subscales.

### *Demographic and School-Related Variables as Moderators of the Relationship between Employment Status and the Issues in Teaching Questionnaire Subscale Scores*

Employment status was found to be the best predictor of the ITQ subscale scores as evidenced in the multivariate simple regression models reported above. In order to test for any moderating influence of the demographic and school-related variables on the relationship between employment status and the 10 subscale scores of the ITQ, a series of multivariate regression models were evaluated. In these models, employment status and the separate demographic and school-related variables served as the independent variables, and the 10 ITQ subscale scores served as the multiple dependent variables. In each instance, the interaction of employment status with a demographic or school-related variable provided a direct-test of moderation (Howell, 2002). Hence, in the results presented below, the focus is on the interaction effects between employment status and each of the demographic and school-related variables.

#### *Employment status and school level.*

The relationship between employment status (i.e., permanent teacher vs. CRT) and school level (i.e., primary school vs. secondary school) on the ITQ subscale scores was examined using a multivariate interaction regression model. A significant multivariate interaction was found between employment status and school level on the weighted linear

combination of multiple dependent variables,  $\Lambda = .89$ ,  $F(10, 710) = 9.17$ ,  $p < .001$ , partial  $\eta^2 = .11$ , 95% CI  $\eta^2 (.06, .15)$ , and follow-up univariate analyses of each dependent variable, as seen in Table 24, found a significant interaction between employment status and school level for all subscales, except Student Management.

Table 24

*Univariate ANOVAs Illustrating the Moderating Effect of School Level on the Relationship between Employment Status and the Issues in Teaching Questionnaire Subscale Scores*

Subscale	$F^a$	$p$	partial $\eta^2$	95% CI $\eta^2$
Relationships with students	44.84	< .001	.06	.03, .09
Lesson management	38.45	< .001	.05	.02, .09
Job satisfaction	12.17	.001	.02	< .01, .04
Provisions and facilities	12.06	.001	.02	< .01, .04
Job security	11.71	.001	.02	< .01, .04
Information and communication	10.42	.001	.01	< .01, .04
Status	9.88	.002	.01	< .01, .03
Relationships with the school community	6.43	.011	< .01	< .01, .03
Job stress	4.55	.033	< .01	< .01, .02
Student management	0.34	.56	< .01	< .01, .01

*Note.*<sup>a</sup> Degrees of freedom (1, 719) for all comparisons.

In order to examine the nature of these relationships, means and standard deviations for the two sets of simple main effects were examined. As seen in Table 25, the first set of simple main effects found that the permanent teachers obtained significantly higher scores compared with the CRTs at the primary school level and the secondary school level on the following subscales: Job Satisfaction, Relationships with Students, Status, Relationships with the School Community, Information and Communication, Job Security, Provisions and Facilities, and Lesson Management. A small effect was observed for the comparison between the permanent teachers and the CRTs working in primary schools on the Relationships with Students subscale; however, for all other comparisons, the effect size was large. On the Job Stress subscale, the CRTs obtained significantly higher scores (N.B.: higher scores are indicative of lower stress) compared with the permanent teachers at the primary school level, whereby a small effect was found; however, there was no significant difference between the two groups at the secondary school level.

As seen in Table 26, the second set of simple main effects shows that the CRTs at the primary school level obtained significantly higher scores compared with the CRTs at the

secondary school level on the following subscales: Job Satisfaction, Relationships with Students, Status, Relationships with the School Community, Information and Communication, Job Security, Provisions and Facilities, and Lesson Management. Small effects were observed for each of these comparisons, except on the Relationships with Students subscale, whereby a moderate effect was noted. By contrast, the CRTs at the secondary school level obtained significantly lower scores (N.B.: lower scores are indicative of higher stress) compared with the CRTs at the primary school level on the Job Stress subscale, and in this instance, the effect size was small.

In relation to the permanent teachers, those working in secondary schools obtained significantly higher scores on the Lesson Management subscale compared with those working in primary schools, and for this particular comparison, a moderate effect was noted. Interestingly, there were no significant differences between scores obtained by the permanent teachers at the primary school level versus the secondary school level on the following subscales: Job Satisfaction, Relationships with Students, Job Stress, Status, Relationships with the School Community, Information and Communication, Job Security, and Provisions and Facilities. Furthermore, the effect sizes for these comparisons were trivial.

Table 25

*Means and Standard Deviations for the Issues in Teaching Questionnaire Subscale Scores by School Level and Employment Status with Significance Tests*

Subscale	Primary school								Secondary school							
	Permanent teacher <i>n</i> = 228		Casual relief teacher <i>n</i> = 195		ANOVA <i>df</i> = 1, 719				Permanent teacher <i>n</i> = 218		Casual relief teacher <i>n</i> = 82		ANOVA <i>df</i> = 1, 719			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	partial $\eta^2$	95% CI $\eta^2$	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	partial $\eta^2$	95% CI $\eta^2$
Information and communication	34.47	2.36	28.90	3.72	392.92	< .001	.35	.29, .40	34.61	1.84	27.54	3.99	359.66	< .001	.33	.28, .38
Job security	21.86	2.25	17.31	3.30	336.95	< .001	.32	.27, .37	21.99	1.85	16.02	2.84	327.79	< .001	.31	.26, .36
Provisions and facilities	26.42	1.99	22.34	2.55	337.19	< .001	.32	.27, .37	26.65	1.88	21.28	3.16	330.27	< .001	.32	.26, .36
Job satisfaction	29.31	2.36	24.90	2.45	323.83	< .001	.31	.26, .36	29.01	2.50	23.18	3.06	321.00	< .001	.31	.26, .36
Relationships with the school community	38.38	2.39	33.03	4.28	277.27	< .001	.28	.23, .33	38.43	2.08	31.72	5.00	246.84	< .001	.26	.20, .31
Lesson management	14.41	1.04	12.69	1.30	235.79	< .001	.25	.20, .30	15.19	.98	12.30	1.45	373.83	< .001	.34	.28, .39
Status	38.09	2.99	33.71	3.81	169.66	< .001	.19	.14, .24	38.06	3.31	31.93	4.04	188.85	< .001	.21	.16, .26
Job stress	41.21	4.15	43.67	4.04	34.39	< .001	.05	.02, .08	40.62	4.36	41.60	5.11	3.05	.08	< .01	< .01, .02
Relationships with students	59.93	2.65	58.02	4.62	19.71	< .001	.03	.01, .05	59.22	3.99	52.51	7.75	137.47	< .001	.16	.11, .21
Student management	27.05	1.73	26.36	2.11	11.20	.001	.02	< .01, .04	26.50	2.12	25.62	2.82	10.57	.001	.01	< .01, .04

Table 26

*Means and Standard Deviations for the Issues in Teaching Questionnaire Subscale Scores by Employment Status and School Level with Significance Tests*

Subscale	Permanent teacher								Casual relief teacher							
	Primary school <i>n</i> = 228		Secondary school <i>n</i> = 218		ANOVA <i>df</i> = 1, 719				Primary school <i>n</i> = 195		Secondary school <i>n</i> = 82		ANOVA <i>df</i> = 1, 719			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>P</i>	partial $\eta^2$	95% CI $\eta^2$	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	partial $\eta^2$	95% CI $\eta^2$
Relationships with students	59.93	2.65	59.22	3.99	2.87	.10	< .01	< .01, .02	58.02	4.62	52.51	7.75	89.68	< .001	.11	.07, .15
Job satisfaction	29.31	2.36	29.01	2.50	1.52	.22	< .01	< .01, .01	24.90	2.45	23.18	3.06	26.89	< .001	.04	.01, .07
Job stress	41.21	4.15	40.62	4.36	2.07	.15	< .01	< .01, .02	43.67	4.04	41.60	5.11	13.42	< .001	.02	< .01, .04
Provisions and facilities	26.42	1.99	26.65	1.88	1.09	.30	< .01	< .01, .01	22.34	2.55	21.28	3.16	12.44	< .001	.02	< .01, .04
Information and communication	34.47	2.36	34.61	1.84	0.27	.61	< .01	< .01, .01	28.90	3.72	27.54	3.99	12.99	< .001	.02	< .01, .04
Job security	21.86	2.25	21.99	1.85	0.26	.61	< .01	< .01, .01	17.31	3.30	16.02	2.84	14.83	< .001	.02	< .01, .04
Status	38.09	2.99	38.06	3.31	0.01	.94	< .01	< .01, < .01	33.71	3.81	31.93	4.04	15.40	< .001	.02	.01, .05
Lesson management	14.41	1.04	15.19	.98	50.56	< .001	.07	.04, .10	12.69	1.30	12.30	1.45	6.36	.01	.01	< .01, .03
Student management	27.05	1.73	26.50	2.12	7.50	.006	.01	< .01, .03	26.36	2.11	25.62	2.82	7.24	.007	.01	< .01, .03
Relationships with the school community	38.38	2.39	38.43	2.08	0.03	.87	< .01	< .01, < .01	33.03	4.28	31.72	5.00	9.06	.003	.01	< .01, .03

*Employment status and number of students.*

The relationship between employment status (i.e., permanent teacher vs. CRT) and number of students on the ITQ subscale scores was examined using a multivariate interaction regression model. A significant multivariate interaction was found between employment status and number of students on the weighted linear combination of multiple dependent variables,  $\Lambda = .94$ ,  $F(10, 689) = 4.06$ ,  $p < .001$ , partial  $\eta^2 = .06$ , 95% CI  $\eta^2$  (.02, .08), and follow-up univariate analyses of each dependent variable, as seen in Table 27, found a significant interaction between employment status and number of students for the following subscales: Job Satisfaction, Status, Information and Communication, Job Security, Relationships with Students, Provisions and Facilities, and Lesson Management.

In order to examine the nature of these relationships, the correlations for the permanent teachers and the CRTs in Table 8 were examined. A significant, negative relationship was found between number of students with the Job Satisfaction, Status, Information and Communication, Relationships with Students, Lesson Management, and Provisions and Facilities subscales for the CRTs but not for the permanent teachers. Although a moderate effect was noted for the correlation between number of students and the Relationships with Students subscale, for all other correlations, a small effect was observed.

Table 27  
*Univariate ANOVAs Illustrating the Moderating Effect of Number of Students on the Relationship between Employment Status and the Issues in Teaching Questionnaire Subscale Scores*

Subscale	$F^a$	$P$	partial $\eta^2$	95% CI $\eta^2$
Relationships with students	19.92	< .001	.03	.01, .06
Lesson management	15.37	< .001	.02	.01, .05
Provisions and facilities	11.01	.001	.02	< .01, .04
Job security	5.67	.02	< .01	< .01, .03
Job satisfaction	5.33	.02	< .01	< .01, .02
Information and communication	5.01	.03	< .01	< .01, .02
Status	5.00	.03	< .01	< .01, .02
Job stress	2.63	.11	< .01	< .01, .02
Relationships with the school community	2.61	.11	< .01	< .01, .02
Student management	0.31	.58	< .01	< .01, .01

*Note.*<sup>a</sup> Degrees of freedom (1, 698) for all comparisons.



*Employment status and age.*

The relationship between employment status (i.e., permanent teacher vs. CRT) and age on the ITQ subscale scores was examined using a multivariate interaction regression model. A significant multivariate interaction was found between employment status and age on the weighted linear combination of multiple dependent variables,  $\Lambda = .97$ ,  $F(10, 725) = 2.17$ ,  $p = .018$ , partial  $\eta^2 = .03$ , 95% CI  $\eta^2$  ( $< .01$ ,  $.04$ ), and follow-up univariate analyses of each dependent variable, as seen in Table 28, found a significant interaction between employment status and age on the Relationships with the School Community and the Information and Communication subscales.

In order to examine the nature of these relationships, the correlations for the permanent teachers and the CRTs in Table 8 were examined. A significant, positive relationship existed between age and the Relationships with the School Community subscale for both the permanent teachers and the CRTs. A small effect was noted for the CRTs; however, a weak effect was noted for the permanent teachers. Although a significant, positive relationship was also noted between age and the Information and Communication subscale for the CRTs, the same relationship was not observed for the permanent teachers. For this particular correlation, a small effect was found.

Table 28  
*Univariate ANOVAs Illustrating the Moderating Effect of Age on the Relationship between Employment Status and the Issues in Teaching Questionnaire Subscale Scores*

Subscale	$F^a$	$p$	partial $\eta^2$	95% CI $\eta^2$
Relationships with the school community	6.98	.008	.01	< .01, .03
Information and communication	4.38	.04	.01	< .01, .02
Provisions and facilities	1.99	.16	< .01	< .01, .02
Job satisfaction	0.75	.39	< .01	< .01, .01
Relationships with students	0.43	.51	< .01	< .01, .01
Student management	0.12	.73	< .01	< .01, .01
Status	0.08	.78	< .01	< .01, < .01
Job security	0.03	.86	< .01	< .01, < .01
Job stress	0.02	.90	< .01	< .01, < .01
Lesson management	0.01	.92	< .01	< .01, < .01

*Note.*<sup>a</sup> Degrees of freedom (1, 734) for all comparisons.

*Employment status and years of teaching experience.*

The relationship between employment status (i.e., permanent teacher vs. CRT) and years of teaching experience (i.e., total teaching experience) on the weighted linear combination of the ITQ subscale scores was examined using a multivariate interaction regression model. A significant multivariate interaction was found between employment status and years of teaching experience on the weighted linear combination of multiple dependent variables,  $\Lambda = .97$ ,  $F(10, 717) = 2.16$ ,  $p = .018$ , partial  $\eta^2 = .03$ , 95% CI  $\eta^2 (< .01, .04)$ ; however, follow-up univariate analyses of each dependent variable, as seen in Table 29, found no significant interaction between employment status and years of teaching experience for any of the subscales. For this reason, simple main effects were not considered.

Table 29

*Univariate ANOVAs Illustrating the Moderating Effect of Years of Teaching Experience on the Relationship between Employment Status and the Issues in Teaching Questionnaire Subscale Scores*

Subscale	$F^a$	$p$	partial $\eta^2$	95% CI $\eta^2$
Relationships with the school community	2.36	.13	< .01	< .01, .02
Job stress	1.80	.18	< .01	< .01, .01
Student management	1.78	.18	< .01	< .01, .01
Information and communication	1.01	.31	< .01	< .01, .01
Job security	0.83	.36	< .01	< .01, .01
Provisions and facilities	0.72	.40	< .01	< .01, .01
Job satisfaction	0.50	.48	< .01	< .01, .01
Lesson management	0.49	.48	< .01	< .01, .01
Status	0.20	.65	< .01	< .01, .01
Relationships with students	0.07	.79	< .01	< .01, < .01

*Note.*<sup>a</sup> Degrees of freedom (1, 737) for all comparisons.

*Employment status and school sector.*

The relationship between employment status (i.e., permanent teacher vs. CRT) and school sector (i.e., government, independent, and Catholic) on the weighted linear combination of the ITQ subscale scores was examined using a multivariate interaction regression model. A significant multivariate interaction was found between employment status and school sector on the weighted linear combination of multiple dependent variables,  $\Lambda = .94$ ,  $F(20, 1446) = 2.10$ ,  $p = .003$ , partial  $\eta^2 = .03$ , 95% CI  $\eta^2 (< .01, .03)$ , and follow-up univariate analyses of each dependent variable, as seen in Table 30, found a significant interaction between employment status and school sector on the Lesson Management, Job Satisfaction, and Provisions and Facilities subscales.

In order to examine the nature of these relationships, means and standard deviations for the two sets of simple main effects were examined. The first set of simple main effects can be seen in Table 31. The permanent teachers obtained significantly higher scores on the Lesson Management, Job Satisfaction, and Provisions and Facilities subscales compared with the CRTs working in government, independent, and Catholic schools. Although moderate effects were noted for the comparisons involving independent and Catholic schools, large effects were observed for all comparisons involving government schools.

The second set of simple main effects can be seen in Table 32. A significant difference was found among scores on the Lesson Management subscale for the permanent teachers working in government, independent, and Catholic schools, and subsequent post-hoc testing using Tukey's HSD procedure, as seen in Table 33, found significant differences for all pairwise comparisons. In particular, the permanent teachers working in government schools obtained significantly higher scores on the Lesson Management subscale compared with the permanent teachers working in Catholic schools, and the permanent teachers working in independent schools obtained significantly higher scores on the Lesson Management subscale compared with the permanent teachers working in government schools and Catholic schools. For these comparisons, a small effect was noted between the teachers working in government and Catholic schools, a moderate effect was noted between the teachers working in government and independent schools, and a large effect was noted between the teachers working in independent and Catholic schools.

Table 30

*Univariate ANOVAs Illustrating the Moderating Effect of School Sector on the Relationship between Employment Status and the Issues in Teaching Questionnaire Subscale Scores*

Subscale	$F^a$	$p$	partial $\eta^2$	95% CI $\eta^2$
Lesson management	4.18	.016	.01	< .01, .03
Job satisfaction	3.11	.045	< .01	< .01, .02
Provisions and facilities	3.03	.049	< .01	< .01, .02
Job security	2.66	.07	< .01	< .01, .02
Relationships with students	1.52	.22	< .01	< .01, .02
Job stress	1.17	.31	< .01	< .01, .01
Student management	1.07	.34	< .01	< .01, .01
Status	0.89	.41	< .01	< .01, .01
Information and communication	0.34	.71	< .01	< .01, .01
Relationships with the school community	0.29	.75	< .01	< .01, .01

*Note.*<sup>a</sup> Degrees of freedom (2, 732) for all comparisons.

Table 31

Means and Standard Deviations for the Issues in Teaching Questionnaire Subscale Scores by School Sector and Employment Status with Significance Tests

Subscale	Government								Independent								Catholic							
	Permanent teacher n = 294		Casual relief teacher n = 213		ANOVA df = 1, 732				Permanent teacher n = 84		Casual relief teacher n = 24		ANOVA df = 1, 732				Permanent teacher n = 73		Casual relief teacher n = 50		ANOVA df = 1, 732			
	M	SD	M	SD	F	p	partial $\eta^2$	95% CI $\eta^2$	M	SD	M	SD	F	p	partial $\eta^2$	95% CI $\eta^2$	M	SD	M	SD	F	p	partial $\eta^2$	95% CI $\eta^2$
Information and communication	34.52	2.21	28.46	3.81	513.29	<.001	.41	.36, .46	34.56	1.77	27.92	3.83	93.20	<.001	.11	.07, .16	34.45	2.67	28.46	4.52	120.56	<.001	.14	.10, .19
Job security	21.94	2.04	17.08	3.17	439.34	<.001	.38	.32, .42	22.00	1.94	15.96	3.36	111.11	<.001	.13	.09, .18	21.30	2.38	16.56	3.32	100.31	<.001	.12	.08, .16
Provisions and facilities	26.49	1.97	21.97	2.82	465.11	<.001	.39	.34, .44	26.89	1.63	21.21	2.69	111.44	<.001	.13	.09, .18	26.19	2.14	22.18	2.95	88.24	<.001	.11	.07, .15
Job satisfaction	29.27	2.45	24.21	2.77	481.35	<.001	.40	.35, .44	29.25	2.11	24.92	2.65	53.38	<.001	.07	.04, .11	28.58	2.67	24.76	2.74	65.78	<.001	.08	.05, .12
Relationships with the school community	38.36	2.41	32.69	4.55	356.91	<.001	.33	.27, .38	38.70	1.85	32.22	4.78	65.38	<.001	.08	.05, .12	38.19	1.95	32.22	4.78	95.06	<.001	.12	.08, .16
Lesson management	14.74	1.06	12.50	1.44	442.33	<.001	.38	.32, .42	15.37	.89	12.88	.90	82.84	<.001	.10	.06, .14	14.27	1.10	12.66	1.30	55.15	<.001	.07	.04, .11
Status	37.99	3.27	33.07	4.06	245.23	<.001	.25	.20, .30	38.56	2.82	32.67	3.13	53.01	<.001	.07	.04, .10	37.84	3.02	33.30	4.03	49.92	<.001	.06	.03, .10
Job stress	40.94	4.39	42.73	4.71	21.17	<.001	.03	.01, .06	41.56	3.75	43.54	3.59	3.89	.049	<.01	<.01, .02	40.42	4.26	43.58	3.69	15.68	<.001	.02	.01, .05
Relationships with students	59.36	3.64	55.63	6.82	75.48	<.001	.09	.06, .13	60.55	1.82	57.42	5.53	8.04	.005	.01	<.01, .03	59.42	3.46	57.38	4.70	5.45	.020	<.01	<.01, .02
Student management	26.80	1.89	25.96	2.57	19.01	<.001	.03	.01, .05	26.83	1.94	26.29	2.12	1.19	.28	<.01	<.01, .01	26.66	2.14	26.44	1.84	0.31	.58	<.01	<.01, .01

Table 32

Means and Standard Deviations for the Issues in Teaching Questionnaire Subscale Scores by Employment Status and School Sector with Significance Tests

Subscale	Permanent teacher										Casual relief teacher									
	Government <i>n</i> = 294		Independent <i>n</i> = 84		Catholic <i>n</i> = 73		ANOVA <i>df</i> = 2, 732				Government <i>n</i> = 213		Independent <i>n</i> = 24		Catholic <i>n</i> = 50		ANOVA <i>df</i> = 2, 732			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	partial $\eta^2$	95% CI $\eta^2$	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p</i>	partial $\eta^2$	95% CI $\eta^2$
Lesson management	14.74	1.06	15.37	.89	14.27	1.10	17.25	< .001	.05	.02, .08	12.50	1.44	12.88	.90	12.66	1.30	1.32	.27	< .01	< .01, .02
Job security	21.94	2.04	22.00	1.94	21.30	2.38	2.77	.06	< .01	< .01, .02	17.08	3.17	15.96	3.36	16.56	3.32	2.54	.08	< .01	< .01, .02
Job satisfaction	29.27	2.45	29.25	2.11	28.58	2.67	2.20	.11	< .01	< .01, .02	24.21	2.77	24.92	2.65	24.76	2.77	1.56	.21	< .01	< .01, .02
Relationships with students	59.36	3.64	60.55	1.82	59.42	3.46	2.07	.13	< .01	< .01, .02	55.63	6.82	57.42	5.53	57.38	4.70	3.73	.02	.01	< .01, .03
Provisions and facilities	26.49	1.97	26.89	1.63	26.19	2.14	1.84	.16	< .01	< .01, .02	21.97	2.82	21.21	2.69	22.18	2.95	1.47	.23	< .01	< .01, .02
Job stress	40.94	4.39	41.56	3.75	40.42	4.26	1.36	.26	< .01	< .01, .02	42.73	4.71	43.54	3.59	43.58	3.69	1.02	.36	< .01	< .01, .01
Status	37.99	3.27	38.56	2.82	37.84	3.02	1.06	.35	< .01	< .01, .01	33.07	4.06	32.67	3.13	33.30	4.03	0.27	.77	< .01	< .01, .01
Relationships with the school community	38.36	2.41	38.70	1.85	38.19	1.95	0.51	.60	< .01	< .01, .01	32.69	4.55	32.46	4.06	32.22	4.78	0.41	.66	< .01	< .01, .01
Student management	26.80	1.89	26.83	1.94	25.55	2.14	0.16	.85	< .01	< .01, .01	25.96	2.57	26.29	2.12	26.44	1.84	1.14	.32	< .01	< .01, .01
Information and communication	34.52	2.21	34.56	1.77	34.45	2.67	0.03	.97	< .01	< .01, < .01	28.46	3.81	27.92	3.83	28.46	4.52	0.37	.69	< .01	< .01, .01

Table 33

*Pairwise Comparisons of the Issues in Teaching Questionnaire Subscale Scores by Employment Status and School Sector with Significance Tests*

Subscale	Employment status	School sector	<i>M</i>	<i>SD</i>	<i>n</i>	School sector	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Job satisfaction	Permanent teacher	Government	29.27	2.45	294	Independent	29.25	2.11	84	.96	0.01	- 0.23, 0.25
		Government	29.27	2.45	294	Catholic	28.58	2.67	73	.04	0.28	0.02, 0.53
		Independent	29.25	2.11	84	Catholic	28.58	2.67	73	.99	0.28	- 0.04, 0.59
	Casual relief teacher	Government	24.21	2.77	213	Independent	24.92	2.65	24	.20	- 0.26	- 0.68, 0.17
		Government	24.21	2.77	213	Catholic	24.76	2.77	50	.17	- 0.20	- 0.51, 0.11
		Independent	24.92	2.65	24	Catholic	24.76	2.77	50	.81	0.06	- 0.43, 0.54
Relationships with students	Permanent teacher	Government	59.36	3.64	294	Independent	60.55	1.82	84	.045	- 0.36	- 0.60, - 0.11
		Government	59.36	3.64	294	Catholic	59.42	3.46	73	.92	- 0.02	- 0.27, 0.24
		Independent	60.55	1.82	84	Catholic	59.42	3.46	73	.14	0.42	0.10, 0.73
	Casual relief teacher	Government	55.63	6.82	213	Independent	57.42	5.53	24	.08	- 1.05	- 1.32, - 0.78
		Government	55.63	6.82	213	Catholic	57.38	4.70	50	.02	- 0.46	- 0.76, - 0.16
		Independent	57.42	5.53	24	Catholic	57.38	4.70	50	.98	0.01	- 0.48, 0.49
Job stress	Permanent teacher	Government	40.94	4.39	294	Independent	41.56	3.75	84	.25	- 0.15	- 0.39, 0.10
		Government	40.94	4.39	294	Catholic	40.42	4.26	73	.37	0.12	- 0.14, 0.38
		Independent	41.56	3.75	84	Catholic	40.42	4.26	73	.10	0.28	- 0.03, 0.60
	Casual relief teacher	Government	42.73	4.71	213	Independent	43.54	3.59	24	.39	- 0.18	- 0.60, 0.25

Table 33

*Continued*

Subscale	Employment status	School sector	<i>M</i>	<i>SD</i>	<i>n</i>	School sector	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Job stress continued	Casual relief teacher	Government	42.73	4.71	213	Catholic	43.58	3.69	50	.21	- 0.19	- 0.50, 0.12
		Independent	43.54	3.59	24	Catholic	43.58	3.69	50	.97	- 0.01	- 0.50, 0.48
Status	Permanent teacher	Government	37.99	3.27	294	Independent	38.56	2.82	84	.19	- 0.18	- 0.42, 0.06
		Government	37.99	3.27	294	Catholic	37.84	3.02	73	.73	0.05	- 0.21, 0.30
		Independent	38.56	2.82	84	Catholic	37.84	3.02	73	.20	0.25	- 0.07, 0.56
	Casual relief teacher	Government	33.07	4.06	213	Independent	32.67	3.13	24	.60	0.22	- 0.26, 0.58
		Government	33.07	4.06	213	Catholic	33.30	4.03	50	.67	- 0.08	- 0.39, 0.23
		Independent	32.67	3.13	24	Catholic	33.30	4.03	50	.47	- 0.17	- 0.65, 0.32
Relationships with the school community	Permanent teacher	Government	38.36	2.41	294	Independent	38.70	1.85	84	.40	- 0.15	- 0.39, 0.10
		Government	38.36	2.41	294	Catholic	38.19	1.95	73	.71	0.07	- 0.18, 0.33
		Independent	38.70	1.85	84	Catholic	38.19	1.95	73	.34	0.27	- 0.05, 0.58
	Casual relief teacher	Government	32.69	4.55	213	Independent	32.46	4.06	24	.75	0.05	- 0.37, 0.47
		Government	32.69	4.55	213	Catholic	32.22	4.78	50	.38	0.10	- 0.21, 0.41
		Independent	32.46	4.06	24	Catholic	32.22	4.78	50	.77	0.05	- 0.43, 0.54
Information and communication	Permanent teacher	Government	34.52	2.21	294	Independent	34.56	1.77	84	.92	- 0.02	- 0.26, 0.22
		Government	34.52	2.21	294	Catholic	34.45	2.67	73	.86	0.03	- 0.23, 0.29



Table 33

*Continued*

Subscale	Employment status	School sector	<i>M</i>	<i>SD</i>	<i>n</i>	School sector	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Information and communication continued	Permanent teacher	Independent	34.56	1.77	84	Catholic	34.45	2.67	73	.82	0.05	- 0.26, 0.36
	Casual relief teacher	Government	28.46	3.81	213	Independent	27.92	3.83	24	.40	0.14	- 0.28, 0.56
		Government	28.46	3.81	213	Catholic	28.46	4.52	50	.99	< 0.01	- 0.31, 0.31
		Independent	27.92	3.83	24	Catholic	28.46	4.52	50	.46	- 0.12	- 0.61, 0.36
Student management	Permanent teacher	Government	26.80	1.89	294	Independent	26.83	1.94	84	.91	- 0.02	- 0.26, 0.23
		Government	26.80	1.89	294	Catholic	26.66	2.14	73	.60	0.07	- 0.18, 0.33
		Independent	26.83	1.94	84	Catholic	26.66	2.14	73	.61	0.08	- 0.23, 0.40
	Casual relief teacher	Government	25.96	2.57	213	Independent	26.29	2.12	24	.48	- 0.13	- 0.55, 0.29
		Government	25.96	2.57	213	Catholic	26.44	1.84	50	.16	- 0.20	- 0.50, 0.11
		Independent	26.29	2.12	24	Catholic	26.44	1.84	50	.78	- 0.08	- 0.56, 0.41
Job security	Permanent teacher	Government	21.94	2.04	294	Independent	22.00	1.94	84	.33	- 0.15	- 0.40, 0.09
		Government	21.94	2.04	294	Catholic	21.30	2.38	73	.06	0.30	0.05, 0.56
		Independent	22.00	1.94	84	Catholic	21.30	2.38	73	.02	0.44	0.12, 0.76
	Casual relief teacher	Government	17.08	3.17	213	Independent	15.96	3.3	24	.045	0.35	- 0.07, 0.77
		Government	17.08	3.17	213	Catholic	16.56	3.32	50	.20	0.16	- 0.15, 0.47
		Independent	15.96	3.36	24	Catholic	16.56	3.32	50	.35	- 0.18	- 0.67, 0.31

Table 33

*Continued*

Subscale	Employment status	School sector	<i>M</i>	<i>SD</i>	<i>n</i>	School sector	<i>M</i>	<i>SD</i>	<i>n</i>	<i>p</i>	<i>d</i>	95% CI
Provisions and facilities	Permanent teacher	Government	26.49	1.97	294	Independent	26.89	1.63	84	.16	- 0.21	- 0.45, 0.03
		Government	26.49	1.97	294	Catholic	26.19	2.14	73	.33	0.15	- 0.11, 0.41
		Independent	26.89	1.63	84	Catholic	26.19	2.14	73	.06	0.37	0.05, 0.69
	Casual relief teacher	Government	21.97	2.82	213	Independent	21.21	2.69	24	.13	0.27	- 0.15, 0.69
		Government	21.97	2.82	213	Catholic	22.18	2.95	50	.57	- 0.07	- 0.38, 0.23
		Independent	21.21	2.69	24	Catholic	22.18	2.95	50	.09	- 0.33	- 0.82, 0.16
Lesson management	Permanent teacher	Government	14.74	1.06	294	Independent	15.37	.89	84	< .001	- 0.61	- 0.86, - 0.37
		Government	14.74	1.06	294	Catholic	14.27	1.10	73	.003	0.44	0.18, 0.70
		Independent	15.37	.89	84	Catholic	14.27	1.10	73	< .001	1.10	0.77, 1.44
	Casual relief teacher	Government	12.50	1.44	213	Independent	12.88	.90	24	.14	- 0.27	- 0.69, 0.15
		Government	12.50	1.44	213	Catholic	12.66	1.30	50	.38	- 0.11	- 0.42, 0.20
		Independent	12.88	.90	24	Catholic	12.66	1.30	50	.47	0.18	- 0.30, 0.67

*Employment status and socioeconomic status.*

The relationship between employment status (i.e., permanent teacher vs. CRT) and socioeconomic status (e.g., lower class, lower middle class, middle class, middle-upper class, and upper class) on the weighted linear combination of the ITQ subscale scores was examined using a multivariate interaction regression model. Participants working in upper class schools ( $n = 5$ ) were omitted from the analyses due to low cell numbers. A significant multivariate interaction was found between employment status and socioeconomic status on the weighted linear combination of multiple dependent variables,  $\Lambda = .94$ ,  $F(30, 2102) = 1.48$ ,  $p = .045$ , partial  $\eta^2 = .02$ , 95% CI  $\eta^2$  ( $< .01, .02$ ); however, follow-up univariate analyses of each dependent variable, as seen in Table 34, found no significant interaction between employment status and socioeconomic status for any of the subscales. For this reason, simple main effects were not considered.

Table 34

*Univariate ANOVAs Illustrating the Moderating Effect of Socioeconomic Status on the Relationship between Employment Status and the Issues in Teaching Questionnaire Subscale Scores*

Subscale	$F^a$	$p$	partial $\eta^2$	95% CI $\eta^2$
Student management	2.36	.07	.01	< .01, .03
Relationships with students	1.83	.14	.01	< .01, .02
Job security	1.51	.21	.01	< .01, .02
Lesson management	1.31	.27	.01	< .01, .02
Relationships with the school community	1.14	.33	.01	< .01, .02
Provisions and facilities	0.96	.41	< .01	< .01, .01
Job stress	0.95	.41	< .01	< .01, .01
Job satisfaction	0.53	.66	< .01	< .01, .01
Information and communication	0.29	.84	< .01	< .01, .01
Status	0.25	.86	< .01	< .01, .01

*Note.* <sup>a</sup> Degrees of freedom (3, 725) for all comparisons.

*Employment status and sex.*

The relationship between employment status (i.e., permanent teacher vs. CRT) and sex (i.e., male vs. female) on the weighted linear combination of the ITQ subscale scores was examined using a multivariate interaction regression model. The interaction between employment status and sex on the weighted linear combination of the multiple dependent variables was nonsignificant,  $\Lambda = .98$ ,  $F(10, 726) = 1.38$ ,  $p = .19$ , partial  $\eta^2 = .02$ , 95% CI  $\eta^2$  ( $< .01, .03$ ), and therefore follow-up univariate tests were not considered.

*Employment status and highest teaching qualification.*

The relationship between employment status (i.e., permanent teacher vs. CRT) and highest teaching qualification (i.e., certificate, diploma, Bachelor's degree, graduate diploma, Master's degree, and doctorate) on the weighted linear combination of the ITQ subscale scores was examined using a multivariate interaction regression model. Participants with doctorates ( $n = 4$ ) were omitted from the analysis due to low cell numbers. Given that the interaction between employment status and highest teaching qualification on the weighted linear combination of the multiple dependent variables was nonsignificant,  $\Lambda = .93$ ,  $F(40, 2713) = 1.29$ ,  $p = .10$ , partial  $\eta^2 = .02$ , 95% CI  $\eta^2$  ( $< .01, .02$ ), follow-up univariate tests were not considered.

*Employment status and school setting.*

The relationship between employment status (i.e., permanent teacher vs. CRT) and school setting (i.e., inner urban, suburban, semirural, and rural) on the weighted linear combination of the ITQ subscale scores was examined using a multivariate interaction regression model. In this case, the interaction between employment status and school setting on the weighted linear combination of the multiple dependent variables was nonsignificant,  $\Lambda = .95$ ,  $F(30, 2111) = 1.14$ ,  $p = .28$ , partial  $\eta^2 = .02$ , 95% CI  $\eta^2$  ( $< .01, .01$ ), and as such, follow-up univariate tests were not considered.

## *Summary*

The demographic or school-related variable that had the strongest moderating influence on the relationship between employment status and the 10 subscale scores of the ITQ was school level followed by number of students, age, years of teaching experience, school sector, socioeconomic status, sex, highest teaching qualification, and school setting. For this interaction, significant findings were obtained for each subscale, except Student Management. At the primary school level, the permanent teachers obtained significantly higher scores on each subscale, except Job Stress, compared with the CRTs, and large effects were noted for each subscale, except Job Stress and Relationships with Students. At the secondary school level, the permanent teachers obtained significantly higher scores on each subscale, except Job Stress, compared with the CRTs, and large effects were found for each subscale, except Job Stress. Only one significant difference was noted between the permanent teachers at the primary school level versus the secondary school level; the permanent teachers at the primary school level obtained a significantly higher score on the Lesson Management subscale compared with the permanent teachers at the secondary school level, whereby a moderate effect was noted. By contrast, there were numerous differences noted between the CRTs working in primary schools versus secondary schools. In particular, the CRTs at the primary school level obtained significantly higher scores on all subscales compared with the CRTs at the secondary school level; however, in most instances, a small effect was noted.

## Chapter 5: Discussion

### *Summary of Main Findings*

The main findings to emerge from the current study related to (a) the psychometric quality of the survey instrument (i.e., the ITQ), (b) the importance of employment status as a predictor of the 10 subscales, and (c) the similarities and differences between the teaching experiences of the CRTs and the permanent teachers.

A wide range of schools were involved in the current study including primary schools and secondary schools from various regions in and around metropolitan Melbourne. These schools were from a wide range of settings (e.g., inner urban, suburban, semirural, and rural), socioeconomic backgrounds (e.g., lower class, lower middle class, middle class, middle upper class, and upper class), and educational sectors (e.g., government, independent, and Catholic sectors).

Four hundred and eight CRTs and 670 permanent teachers participated in the current study. The personal demographic characteristics of the CRTs were very similar to those of the permanent teachers, and both groups of teachers were representative of the general teaching population in Australia in regard to age, sex, and total teaching experience (see e.g., DEST, 2003b).

The teachers' (e.g., CRTs and permanent teachers) reasons for casual relief teaching, currently or previously, related to one of five main categories including lifestyle, teaching experience, permanence not available or viable, finance, and dissatisfaction with permanent teaching conditions. The leading reason for undertaking casual relief teaching was lifestyle followed by teaching experience.

The psychometric properties of the ITQ were generally excellent, although there was some notable variation across the subscales. For most subscales, a few items were removed or transferred to other subscales in order to improve internal reliability. Overall, the internal reliability of the ITQ subscales was excellent separately for the CRTs and the permanent teachers, and for the two groups combined. Furthermore, an exploratory factor analysis found that the ITQ had sound construct validity, and confirmed the existence of an "in-class" factor and an "out-of-class" factor. The "in-class" factor compromised the Job Stress, Student Management, and Relationships with Students subscales, whereas the "out-of-class" factor comprised the Information and Communication, Provisions and Facilities, Relationships with the School Community, Lesson Management, Status, Job Satisfaction, and Job Security subscales.

By comparison with the other group variables, employment status (e.g., CRT or permanent teacher) was the best predictor of subscale scores on the ITQ. A comparison of the responses of the CRTs and the permanent teachers across the 10 areas of concern outlined in the ITQ indicated that there were significant differences between the two groups. The permanent teachers reported more positive attitudes, perceptions, and experiences on the Job Security, Information and Communication, Provisions and Facilities, Job Satisfaction, Lesson Management, Relationships with the School Community, Status, Relationships with Students, and Student Management subscales compared with the CRTs; however, the CRTs reported less job stress compared with the permanent teachers. When the responses of the CRTs and the permanent teachers were compared on a scale of magnitude (e.g., effect size), there were substantial differences between their “out-of-class” concerns (e.g., the Information and Communication, Job Security, Job Satisfaction, Provisions and Facilities, Relationships with School Community, Lesson Management, and Status subscales), yet much smaller differences between their “in-class” concerns (e.g., the Relationships with Students, Student Management, and Job Stress subscales).

### *Sample Characteristics*

The sample was large and representative of the general teaching population in Australia. Four hundred and eight CRTs and 670 permanent teachers from various schools in and around metropolitan Melbourne participated in the current study. Unlike previous Australian studies regarding casual relief teaching (see e.g., Bourke, 1993; Bransgrove & Jesson, 1993; Crittenden, 1994; Gill & Hand, 1992; McCormack & Thomas, 2002), the current sample was substantially larger and consisted of beginning and experienced CRTs and permanent teachers working in primary schools and secondary schools within the government, independent, and Catholic sectors. Although a few similar large-scale, quantitative studies have been conducted abroad (see e.g., Cardon, 2002; St. Michel, 1994), these samples do not represent the Australian teaching population and therefore the findings from these studies should not be generalised to the educational community in Australia.

Overall, the personal demographic characteristics of the CRTs were very similar to those of the permanent teachers and representative of the general teaching population in Australia in relation to sex, age, and teaching experience (see e.g., DEST, 2003c). Almost two-thirds of the CRTs and the permanent teachers were female, and the mean age for both groups was in the low 40s. Like the permanent teachers, the majority of CRTs were well

qualified and held a Bachelor's degree or higher in teaching, and reported extensive teaching experience (e.g., > 15 years total teaching experience). By and large, both groups worked in medium-sized, lower middle class or middle class government schools in suburbia. Consistent with these findings, other researchers have found that the majority of CRTs are female (see e.g., Bourke, 1993; Galvez-Martin, 1997; Gill & Hand, 1992; J. K. Rogers, 2001), aged in their early 40s (see e.g., Bourke, 1993; Cleeland, 2000; J. K. Rogers, 2001), fully certified to teach (see e.g., Bourke, 1993; Gill & Hand, 1992; St. Michel, 1994), and experienced at teaching (see e.g., Bourke, 1993; St. Michel, 1994).

There were, however, a few notable differences between the personal demographic characteristics of the CRTs and the permanent teachers. On average, the permanent teachers had slightly more permanent teaching experience compared with the CRTs, and the CRTs had almost twice the casual relief teaching experience compared with the permanent teachers. The CRTs may have viewed casual relief teaching as a more attractive career option than permanent teaching and therefore remained in the field for longer periods of time compared with the permanent teachers.

A greater proportion of permanent teachers worked in schools in the northern, north-eastern, and eastern regions compared with the CRTs, whereas a greater proportion of CRTs worked in schools in the southern, south-eastern, south-western, and western regions compared with the permanent teachers; however, an examination of the sampling procedures used in the current study confirmed that these findings were due to sampling error. Additionally, there were more permanent teachers representing the lower class and middle upper class schools compared with the CRTs. Once again this finding was probably due to sampling error; however, it may also be explained in terms of teacher preference, whereby CRTs can be more selective as to where they work.

The total proportion of teachers from the government, independent, and Catholic sectors was consistent with recent statistics profiling Australian teachers (see e.g., TSDRG, 2003); however, almost twice the proportion of permanent teachers worked in independent schools compared with the CRTs. It is possible that permanent teaching opportunities are more abundant than casual relief teaching opportunities in independent schools and that independent schools rely on a smaller pool of familiar CRTs compared with government and Catholic schools.



## *The Teachers' Reasons for Undertaking Casual Relief Teaching*

According to the exploratory factor analysis, the teachers gave five main reasons for casual relief teaching. Casual relief teaching (a) suited the lifestyle of some teachers (e.g., family commitments and other interests), (b) enabled teachers to gain teaching experience (e.g., beginning and returning teachers), (c) provided employment when permanent teaching was not available or viable, (d) enabled teachers to earn a primary or supplementary income, and (e) provided alternative employment for teachers dissatisfied with permanent teaching conditions. Lifestyle was the leading reason for undertaking casual relief teaching followed by teaching experience, which is consistent with previous suggestions that it offers flexible working arrangements (Galloway, 1993; St. Michel, 1994; Wilgoren, 2000) for those with study commitments (Nidds & McGerald, 1994) or family responsibilities (Barlin & Hallgarten, 2002; O'Grady, 2001) and provides valuable work experience for beginning teachers (see e.g., Augustin, 1987; Crittenden, 1994; Grimshaw et al., 2003; McCormack & Thomas, 2002).

A qualitative analysis of teachers' comments and "other reasons" for undertaking casual relief teaching found that, in each instance, their reasons related to one of the abovementioned factors. The teachers commented that casual relief teaching supported their study commitments, travel plans, personal interests, and other vocations (Lifestyle factor), and provided financial support while on leave without pay (Finance factor). Others commented that they enjoyed the benefits associated with casual relief teaching including early dismissal times, reduced workload and administrative duties, and less job stress (Dissatisfaction [with permanent teaching] factor). Finally, it was mentioned that casual relief teaching provided employment opportunities for those not fully qualified to teach and enabled teachers to ease back into teaching after an extended absence (Teaching Experience factor).

The current findings support previous suggestions that teachers undertake casual relief teaching to gain teaching experience (see e.g., Casadonti, 1998; Colbert, 2001; Condra, 1977; Crittenden, 1994; J. M. Johnson et al., 1988; Junor, 2000; Nidds & McGerald, 1994; Renzelman & Goc Karp, 1999; Robinson et al., 1992; Shilling, 1991; Swan, 2002; Wyld, 1995), ease back into teaching after a break (see e.g., Junor, 2000; Robinson et al., 1992), earn an income (see e.g., Bourke, 1993; Hoch, 1996; J. M. Johnson et al., 1988; Junor, 2000; Laquidara Hill, 1997; J. K. Rogers, 2001; Shilling, 1991; St. Michel, 1994; Sturgeon, 2004b), provide employment when a permanent position cannot be obtained (see e.g., Barlin & Hallgarten, 2002; Bransgrove & Jesson, 1993; Grimshaw et al., 2003; Nidds & McGerald,

1994; O'Grady, 2001; Shilling, 1991; St. Michel, 1994; Sturgeon, 2004a; Ward, 2001), suit lifestyle needs through flexible work arrangements (see e.g., Galloway, 1993; St. Michel, 1994; Wilgoren, 2000), and avoid the additional responsibilities associated with permanent teaching (see e.g., Barlin & Hallgarten, 2002; Maughan, 2001; J. K. Rogers, 2001). Despite this, there was no indication that the teachers in the current sample used casual relief teaching to network with other teachers (see e.g., Casadonti, 1998; Shilling, 1991) or enhance their employability as suggested by some authors (see e.g., Casadonti, 1998; Dilanian, 1986; J. M. Johnson et al., 1988; Lacy-Roberts, 1998; Laquidara Hill, 1997; Maughan, 2001; Wyld, 1995).

### *The Psychometric Properties of the Issues in Teaching Questionnaire*

The internal reliability of the ITQ was evaluated using Cronbach's coefficient  $\alpha$ . Corrected item-total correlations  $> .30$  and overall reliability coefficients  $> .70$  were deemed acceptable, and for the most part, the items comprising each subscale conformed to these criteria. The corrected item-total correlations ranged from  $.30$  to  $.64$  for the CRTs,  $.30$  to  $.63$  for the permanent teachers, and  $.30$  to  $.78$  for the two groups combined. The overall reliability coefficients for the subscales ranged from  $.38$  to  $.92$  for the CRTs,  $.31$  to  $.84$  for the permanent teachers, and  $.59$  to  $.92$  for the two groups combined. The number of subscales with overall reliability coefficients  $> .70$  was nine for the CRTs, eight for the permanent teachers, and nine for both groups combined. The Lesson Management subscale had the lowest measure of internal reliability separately for the CRTs and permanent teachers, and for the two groups combined possibly because it comprises two item clusters including time management and lesson content, which are only broadly related. Generally speaking, the findings indicated that the internal reliability of the ITQ subscales was excellent separately for the CRTs and the permanent teachers, and for the two groups combined.

To determine the construct validity of the ITQ, the 10 subscales were subjected to separate exploratory factor analyses. Communalities  $> .50$  and eigenvalues  $> 1.0$  were deemed acceptable and a one-factor solution was considered desirable. Although a one-factor solution was extracted for the Job Security subscale, two or more factor solutions with theoretically related item clusters were extracted for all other subscales. Despite this, all factors were theoretically interpretable and the amount of total variability explained by the factor solution(s) ranged from 43% to 63%. The results indicated that the construct validity of each subscale was satisfactory and that the items comprising each subscale related to the

theoretical construct(s) being measured at least to a reasonable degree. The subscale with the most satisfactory construct validity was Job Satisfaction and the subscale with the least satisfactory construct validity was Lesson Management.

Using the same procedures and criteria outlined above, the construct validity of the ITQ in its entirety was also evaluated. An examination of the exploratory factor analysis indicated that all ITQ subscale totals exhibited communalities  $> .50$ . A two-factor solution was extracted accounting for 75% of the total variability and both factors were theoretically interpretable. The two item clusters related to an “in-class” factor and an “out-of-class” factor. The “in-class” factor comprised the Job Stress, Relationships with Students, and Student Management subscales, whereas the “out-of-class” factor comprised the Information and Communication, Provisions and Facilities, Relationships with the School Community, Lesson Management, Job Satisfaction, Job Security, and Status subscales.

Based on these psychometric properties (i.e., reliability and construct validity), the ITQ is a reliable and valid measure of the professional needs and concerns of teachers with varied work circumstances. The ITQ builds on the previous work of others by addressing a broader, more exhaustive range of work-related concerns, as well as examining topical issues, such as job security, which are becoming evermore important in this era of increasing workforce casualisation. Unlike other researchers who have attempted to examine the problems within casual relief teaching by modifying or adapting existing questionnaires designed for other groups, such as student teachers (see e.g., J. M. Johnson et al., 1988), which do not address the unique issues intrinsic to casual relief teaching, the ITQ was developed to be equally relevant to CRTs and permanent teachers. While other questionnaires focus on issues specific to CRTs working in primary schools (see e.g., Bourke, 1993; Boyer, 1998; Crittenden, 1994; Gill & Hand, 1992; Pascale et al., 1984), the ITQ was designed to be inclusive of the professional needs and concerns of teachers working in primary schools and secondary schools. The ITQ was designed with both beginning and experienced teachers in mind, and addresses a range of issues affecting teachers with differing amounts of teaching experience. Other research in this area has focused mainly on issues affecting only beginning CRTs (see e.g., McCormack & Thomas, 2002) or CRTs with limited teaching experience (see e.g., Palmer et al., 1996). The ITQ is one of only a few questionnaires in existence to enable direct comparisons between the attitudes, perceptions, and experiences of CRTs and permanent teachers (see also McCormack & Thomas, 2002; Palmer et al., 1996), and among the responses of teachers working across different settings (e.g., primary schools and secondary schools) and educational sectors (e.g., government, independent, and Catholic

schools), which have not been systematically studied until now.

In sum, the ITQ represents (a) a substantial improvement on existing scales for measuring the attitudes, perceptions, and experiences of both CRTs and permanent teachers, and (b) is a ready-made tool that can be used reliably with teachers across a range of school settings.

#### *Comparisons between the Casual Relief Teachers and the Permanent Teachers*

The ITQ item scores of the CRTs and the permanent teachers were compared, whereby a number of interesting findings were observed. The  $\chi^2$  item analyses indicated that there were no significant differences and only weak effects between the responses of the CRTs and the permanent teachers in relation to 25 items; the majority (e.g., 19 items) being “in-class” concerns, that is, from the Relationships with Students (e.g., items 28, 46, 102, 138, 148, and 209), Student Management (e.g., items 37, 66, 189, 198, and 216), and Job Stress (e.g., items 48, 72, 74, 98, 114, 136, 196, and 200) subscales. By contrast, the  $\chi^2$  item analyses also indicated that there were significant differences and moderate to large effects between the responses of the CRTs and the permanent teachers in relation to 43 items; the majority (e.g., 25 items) being “out-of-class” concerns, that is, from the Job Security (e.g., items 12, 21, 22, 26, 38, 57, 63, 86, 107, 145, 159, 166, 188, and 212), Lesson Management (e.g., items 1, 20, 30, 87, 125, and 127), and Relationships with the School Community (e.g., items 7, 76, 106, 167, and 195) subscales. For these items, the permanent teachers reported significantly more positive attitudes, perceptions, and experiences compared with the CRTs. At a glance, these findings indicated that there were larger differences between the CRTs and the permanent teachers in terms of their concerns in the wider school context compared with their more general classroom concerns.

To further substantiate these preliminary findings, the ITQ subscale scores for the CRTs and the permanent teachers were compared using a multivariate simple regression model. In this model, employment status served as the independent variable and the 10 ITQ subscales served as the multiple dependent variables. A number of significant differences were found. The permanent teachers reported more positive attitudes, perceptions, and experiences across all areas of concern, except job stress, compared with the CRTs; however, the CRTs reported slightly less job stress compared with the permanent teachers. More importantly, a comparison of effect sizes found large differences between the responses of the CRTs and the permanent teachers on the Information and Communication, Job Security, Job

Satisfaction, Provisions and Facilities, Relationships with the School Community, Lesson Management, and Status subscales. Only a moderate difference was noted between the responses of the CRTs and the permanent teachers on the Relationships with Students subscale, and small differences were found between the responses of the two groups on the Student Management and Job Stress subscales. Overall, these findings corroborate the results from the item analyses; that is, the differences between the CRTs and the permanent teachers are more pronounced as they relate to concerns outside the classroom compared with those within the classroom. In this sense, all teachers, regardless of employment status, share more or less the same classroom concerns regarding their ability to develop a rapport with students, effectively manage student behaviour, and cope with work-related stress, despite marked differences in their professional treatment outside the classroom. Strong, significant differences exist between the CRTs and the permanent teachers in terms of their employment conditions, and how they are currently being accommodated in schools and integrated into school communities, whereby CRTs are not receiving professional parity with their permanent counterparts.

A comparison of the correlations among the ITQ subscale scores for the CRTs and the permanent teachers highlighted a range of similarities and differences. All correlations among the ITQ subscale scores were significant and positive for the CRTs and the permanent teachers, and a comparison of effect sizes found no notable differences between the two groups for 37 of the 45 corresponding correlations. Given the sheer number of similarities, only the more interesting findings will be discussed. To begin with, as scores on the Information and Communication subscale increased for the CRTs and the permanent teachers, so too did scores on the Relationships with Students, Relationships with the School Community, and Student Management subscales. Not surprisingly, the CRTs and the permanent teachers developed better student relations as they learned more about individual students and their needs, reported improved classroom and behaviour management as school information increased, and developed better relations with colleagues and parents as their communication and collaboration improved. Second, the CRTs' and the permanent teachers' scores on the Lesson Management and Relationships with Students subscales increased as their scores on the Student Management subscale increased, which indicates that they encountered less student recalcitrance as they developed a better rapport with students and refined their instructional skills. Third, the CRTs and the permanent teachers scored higher on the Relationships with the School Community, Job Security, and Job Satisfaction subscales as scores on the Student Management subscale increased. Perhaps work-related satisfaction

increased for the CRTs and the permanent teachers as they encountered fewer discipline problems, and their relations with colleagues and parents improved as they made fewer discipline referrals or complaints about students. It is also quite possible that the CRTs and the permanent teachers with better behaviour management had fewer concerns regarding their continued employment because they perceived themselves as being more competent. Fourth, the CRTs and the permanent teachers reported higher scores (N.B.: higher scores are indicative of lower stress) on the Job Stress subscale as scores on the Information and Communication, Provisions and Facilities, Lesson Management, Relationships with the School Community, and Job Satisfaction subscales increased. As expected, lower work-related stress was related to better physical working conditions, greater professional recognition, improved working relationships with colleagues and parents, better communication and collaboration, and superior curriculum knowledge and instructional skills for both groups. Finally, higher scores on the Student Management, Job Security, Job Satisfaction, Relationships with Students, and Relationships with the School Community subscales were associated with higher scores on the Status subscale for both the CRTs and the permanent teachers. These results would suggest that work-related satisfaction improves as teachers gain greater professional recognition, and that classroom and behaviour management, and student relations improve as teachers acquire greater authority. Teachers may also feel more secure in their job, and have better relations with colleagues and parents as they acquire seniority.

By contrast, eight differences were found among the corresponding ITQ subscale correlations for the CRTs and permanent teachers. In each instance, the strength of the relationships among the ITQ subscales were notably stronger for the CRTs compared with the permanent teachers, and a comparison of the relative effect sizes for these correlations found small differences between the two groups. A stronger relationship existed between the Job Stress subscale with the Job Security, Student Management, and Relationships with Students subscales for the CRTs compared with the permanent teachers. Naturally, the CRTs had more concerns about their job security compared with the permanent teachers because, unlike permanent teachers, they do not typically have employment contracts or ongoing positions but work on a day-to-day basis. Also, the CRTs had more concerns about student behaviour and developing a rapport with students compared with the permanent teachers probably because they teach different groups of students at each teaching assignment and do not know what to expect when they enter the classroom. A stronger relationship was also found between the Status subscale with the Information and Communication, and the Provisions and

Facilities subscales for the CRTs compared with the permanent teachers. Clearly, CRTs perceive themselves as having less access to school resources compared with permanent teachers, which in effect, lowers their credibility and negatively impacts on their professional standing in the school community. Finally, a stronger relationship was noted between the Job Satisfaction subscale with the Lesson Management, Relationships with Students, and Relationships with the School Community subscales for the CRTs compared with the permanent teachers. Given that CRTs have fewer curriculum demands, such as ongoing lesson preparation, and student assessment and reporting compared with permanent teachers, it is not surprising that they derive greater enjoyment from lesson management than their permanent counterparts. CRTs can also avoid ongoing classroom concerns regarding student recalcitrance, off-task behaviour, and truancy compared with permanent teachers, which is likely to make time spent with students more professionally rewarding. Staff acceptance and belonging may also be more strongly associated with work-related satisfaction for the CRTs compared with the permanent teachers because they regularly work in different or multiple schools.

A comparison of the correlations between the ITQ subscale scores and the continuous DIQ variables for the CRTs and the permanent teachers highlighted a range of similarities but no notable differences. In 15 instances, there were significant, positive correlations between the same variables for the CRTs and the permanent teachers, and a comparison of relative effect sizes found no notable differences between the two groups. More specifically, the CRTs and the permanent teachers reported more satisfactory attitudes, perceptions, and experiences across all ITQ subscales, except Lesson Management, with greater years of teaching experience. In other words, the demands associated with lesson preparation are ongoing and do not lessen over time regardless of teaching experience. The CRTs and the permanent teachers also reported more satisfactory attitudes, perceptions, and experiences on the Student Management, Relationships with Students, and Status subscales with greater years of permanent teaching experience. As would be expected with greater years of permanent teaching experience, the teachers developed improved classroom and behaviour management, and acquired greater credibility and seniority, which translated into greater student respect and professional standing in the school community. Finally, the CRTs and the permanent teachers reported more satisfactory attitudes, perceptions, and experiences on the Student Management, Relationships with the School Community, and Status subscales with increasing age. In this sense, it would seem that teacher credibility increases with age, which indirectly increases a teacher's professional standing in the school community, and

consequently, the amount of respect received.

Likewise, the correlations between the ITQ subscales and the DIQ factor scores associated with reasons for undertaking casual relief teaching for the CRTs and the permanent teachers revealed some interesting similarities, as well as one important point of difference. Significant, positive correlations were found for the Lifestyle factor with the Student Management and the Relationships with Students subscales for the CRTs and the permanent teachers, and a comparison of the relative effect sizes found no notable differences between the two groups. As seen here, classroom and behaviour management, and student relations improved for the teachers as their lifestyle reasons for casual relief teaching increased. One possible reason for this finding is that CRTs who undertake casual relief teaching for lifestyle reasons are less stressed than those who, for example, undertake casual relief teaching purely for other reasons, such as finance, which positively influences their ability to build a rapport with students and effectively manage inappropriate student behaviour; however, it is unclear as to why the permanent teachers' lifestyle reasons for casual relief teaching in the past positively impacted on their current classroom and behaviour management, and student relations. Perhaps a third variable, such as personality, mediated these relationships. By contrast, a small but interesting difference was found in relation to job security and perceptions of job permanence between the CRTs and the permanent teachers. A significant, negative correlation was found between the Permanence factor and the Job Security subscale for the CRTs but not for the permanent teachers, and a comparison of the relative effect sizes found a small difference between the two groups. Understandably, the CRTs' perceptions of job security in their current employment decreased as their desire for permanent teaching positions increased; however, this relationship was not noted for the permanent teachers, who had ongoing positions or employment contracts.

#### *The Moderating Influence of the Demographic and School-Related Variables on the Issues in Teaching Questionnaire Subscale Scores*

To determine whether the attitudes, perceptions, and experiences of the teachers were best predicted by employment status (i.e., permanent teacher or CRT) or another group characteristic, the *F* ratios and effect sizes associated with the MANOVAs for each of the demographic and school-related variables were examined separately. As expected, the best predictor of subscale scores on the ITQ was employment status followed by school level, years of teaching experience, age, school sector, number of student enrolments, sex,



socioeconomic status, highest teaching qualification, and school setting, which provided further support for the suggestion that the ITQ effectively discriminates between the professional needs and concerns of teachers with varied employment circumstances.

Consistent with the results from the  $\chi^2$  item analyses and the multivariate simple regression model involving employment status and the 10 subscale scores of the ITQ, the permanent teachers reported significantly more positive attitudes, perceptions, and experiences across all areas of concern (e.g., the ITQ subscales), except work-related stress, compared with the CRTs. For work-related stress, the CRTs reported significantly more positive attitudes, perceptions, and experiences in this area compared with the permanent teachers. An examination of the effects associated with these comparisons indicated that large differences existed between the groups in relation to their “out-of-class” concerns (e.g., Information and Communication, Job Security, Provisions and Facilities, Job Satisfaction, Lesson Management, Relationships with School Community, and Status subscales), whereas much smaller differences were noted between their “in-class” concerns (e.g., Student Management, Relationships with Students, and Job Stress subscales).

The interaction between employment status and each of the other group variables on the ITQ subscale scores were then examined to provide a direct-test of moderation (see e.g., Howell, 2002). An examination of the *F* ratios and effect sizes associated with these MANOVAs indicated that employment status combined with school level was the best predictor of subscale scores on the ITQ followed by employment status combined with age, years of teaching experience, school sector, socioeconomic status, sex, highest teaching qualification, and school setting.

As seen in the univariate ANOVAs involving employment status with school level (see Table 26), there were significant differences between the responses of the CRTs and the permanent teachers in primary schools and secondary schools on the following subscales: Relationships with the School Community, Lesson Management, Job Satisfaction, Provisions and Facilities, Job Security, Information and Communication, and Status. For each of these comparisons, large effects were noted, whereby the CRTs reported less positive attitudes, perceptions, and experiences compared with the permanent teachers. Apart from the general differences between the CRTs and the permanent teachers, as already discussed, the findings indicated that the CRTs working in primary schools and secondary schools shared the same general concerns outside the classroom regarding their working arrangements, provisions in schools, and assimilation into the school community. Second, a significant difference was found between the responses of the CRTs and the permanent teachers working in primary

schools and secondary schools on the Relationships with Students subscale. Although the effect was small at the primary school level, a large effect was noted at the secondary school level. In both settings, the CRTs reported less positive attitudes, perceptions, and experiences regarding their interactions with students compared with the permanent teachers. Generally speaking, the CRTs and the permanent teachers working in primary schools were more alike in terms of their interactions with students compared with the CRTs and the permanent teachers working in secondary schools perhaps because they worked with younger students who perceived them as having similar credibility and authority. Primary school students may also be generally more cooperative and compliant, and seek the approval of their teachers more so than secondary school students. Third, a significant difference and a moderate effect was noted between the responses of the CRTs and the permanent teachers working in primary schools on the Job Stress subscale, whereby the permanent teachers reported more work-related stress; however, this difference and effect was not noted at the secondary school level. Presumably, there are more curriculum demands in primary schools and greater student management concerns in secondary schools. With this in mind, permanent teachers are likely to have more ongoing curriculum demands, such as staff meetings, lesson planning and preparation, and student assessment and reporting compared with CRTs at the primary school level, which accounts for their higher levels of work-related stress. In secondary schools, however, there were no differences in work-related stress between the CRTs and the permanent teachers probably because their student management concerns are equally stressful. Finally, a significant difference and a small effect was noted between the responses of the CRTs working in primary schools versus secondary schools on the Information and Communication, Provisions and Facilities, Lesson Management, Relationships with the School Community, Status, Job Security, Job Satisfaction, and Job Stress subscales, and a significant difference and a moderate effect was found between the CRTs working in primary schools versus secondary schools on the Relationships with Students subscale. In each of these areas, the CRTs working in primary schools reported more positive attitudes, perceptions, and experiences compared with the CRTs working in secondary schools, which may indicate that there are pertinent differences between primary schools and secondary schools in terms of their structure and organisation. While CRTs working in primary schools are typically trained as generalist teachers and have knowledge across a range of curriculum areas, CRTs working in secondary schools typically have knowledge in one or two disciplines only. CRTs working in primary schools typically work in the one classroom each day, whereby student work, lesson provisions, and other teaching materials can be more easily

found, whereas CRTs working in secondary schools usually work in different classrooms each lesson and do not have the same resources at hand. Primary school CRTs are also at an advantage since they work with the same group of students all day long and therefore have considerably more opportunities (e.g., up to 6 or 7 times) to develop a rapport with students compared with secondary school CRTs who usually teach different groups of students each lesson. Unlike CRTs working in secondary schools, CRTs working in primary schools may be able to foster more supportive relationships with coworkers and parents, acquire greater status, and may be provided with more school information because they work in smaller, more cohesive schools (e.g., lower student enrolments and fewer staff). CRTs may derive greater enjoyment from teaching in primary schools than secondary schools because they work with younger students who are more eager to learn and respond more positively to authority. Primary school CRTs may also regard themselves as less dispensable than secondary school CRTs because they believe that working with young children is more important and/or is valued more highly than working with adolescents.

As seen in the univariate ANOVAs involving employment status with school sector (see Table 31), there were significant differences between the responses of the CRTs and the permanent teachers on the Lesson Management subscale in each school sector: government, independent, and Catholic schools. A large effect was noted between the groups in government schools, whereas a moderate effect was found between the groups in independent and Catholic schools. Although the CRTs reported more negative attitudes, perceptions, and experiences in terms of their lesson provisions compared with the permanent teachers across each of the different school sectors, the differences were more pronounced in government schools compared with independent and Catholic schools, which may indicate that nongovernment schools provide more lesson support to CRTs compared with government schools. In this sense, nongovernment schools may place a greater emphasis on student learning and achievement, and/or go to greater lengths to ensure CRTs have meaningful work or activities to give students compared with government schools.

#### *The Relationship between the Current Research Findings and Previous Research Focussing on Casual Relief Teaching*

For the most part, the current findings are consistent with previous research into casual relief teaching. Other research has indicated that, unlike permanent teachers, CRTs typically do not have employment contracts or tenure (see e.g., Jones, 1999; O'Grady, 2001;

St. Michel, 1994) and their work is characterised by uncertain working arrangements (see e.g., McCormack & Thomas, 2002), irregular work schedules (see e.g., J. K. Rogers, 2001), and short-term employment (see e.g., Shilling, 1991; Wyld, 1995), which is consistent with the current finding that CRTs have significantly less job security compared with permanent teachers. More specifically, the current study found that the majority of the CRTs did not have contractual working arrangements or ongoing employment (81%;  $V = .71$ ) and were not provided with employment guarantees (90%;  $V = .64$ ). The majority of the CRTs reported that they worked on a needs basis (89%;  $V = .61$ ) at more than one school (86%;  $V = .78$ ), whereby they were on-call (90%;  $V = .68$ ). Furthermore, most of the CRTs did not have regular employment (65%;  $V = .66$ ) or a stable income (70%;  $V = .68$ ) and would have liked to work more often given the opportunity (40%;  $V = .51$ ).

Earlier studies have indicated that CRTs receive less school information (see e.g., Clifton & Rambaran, 1985; Crittenden, 1994; Deay & Bontempo, 1986; McHugh, 1997; St. Michel, 1994), class information (see e.g., Crittenden, 1994; Deay & Bontempo, 1986; Galvez-Martin, 1997; McHugh, 1997; St. Michel, 1994), and student information (see e.g., Bourke, 1993; Bransgrove & Jesson, 1993; Cleeland, 2000; Clifton & Rambaran, 1985; Crittenden, 1994), and have less access to school resources (see e.g., Bourke, 1993; Cleeland, 2000; Colbert, 2001; Keyser, 1994; Lassmann, 2001; McLane, 2002; Webb, 1995) compared with permanent teachers. Indeed, the current findings suggest that CRTs are not catered for in the same way as their permanent counterparts. In particular, the CRTs reported that they were not always provided with a staff handbook when beginning work at a new school (75%;  $V = .57$ ) and were neither up-to-date with school news (60%;  $V = .53$ ) nor clear about school rules (35%;  $V = .39$ ) and emergency procedures (68%;  $V = .64$ ). For the most part, the CRTs reported that they were unfamiliar with the physical layout of school(s) (56%;  $V = .36$ ) and had difficulty locating classrooms (83%;  $V = .21$ ). In some cases, the CRTs did not know the names of staff (48%;  $V = .51$ ) or their union representative (79%;  $V = .62$ ) and were unfamiliar with the students in their care (46%;  $V = .48$ ), as well as those students with disabilities or impairments (33%;  $V = .37$ ). Often the CRTs were not allocated their own desk or designated workspace (75%;  $V = .72$ ) and were not provided with a safe place to leave personal belongings while on duty (58%;  $V = .34$ ). Some of the CRTs were not supplied with basic teaching materials, such as whiteboard markers or chalk (32%;  $V = .31$ ), and many were not privy to use the staff photocopier (77%;  $V = .60$ ). Usually, the CRTs were not allocated pigeonholes (86%;  $V = .83$ ) and were not provided with their own set of classroom keys (77%;  $V = .68$ ).

In relation to lesson management, previous research has indicated that, unlike permanent teachers, CRTs often teach unfamiliar or different groups of students on a regular basis (see e.g., Clifton & Rambaran, 1985; Keller, 1976; Morrison & Galloway, 1996; St. Michel, 1995, "UK government: Schools need to do more to support temporary teachers, says Ofsted", 2002; Webb, 1995), rarely know their teaching schedules in advance and cannot prepare for lessons ahead of time (see e.g., Tracy, 1988), and do not always have expertise or experience in the curriculum area assigned to them (see e.g., Augustin, 1987; Clifton & Rambaran, 1985; J. M. Johnson et al., 1988; Shreeve et al., 1983; St. Michel, 1995; Tracy, 1988, "UK government: Schools need to do more to support temporary teachers, says Ofsted", 2002; Webb, 1995). Previous work in this area has also found that CRTs were not always provided with up-to-date seating charts (see e.g., McHugh, 1997; St. Michel, 1994), clear lesson objectives (see e.g., Crittenden, 1994; Galvez-Martin, 1997), and meaningful (see e.g., Hamann et al., 2003a; Hamann et al., 2003b; McHugh, 1997) lesson plans or activities (see e.g., Crittenden, 1994; Galvez-Martin, 1997; St. Michel, 1994). As previously speculated, the current findings indicate that CRTs have significantly less positive attitudes, perceptions, and experiences regarding lesson management compared with permanent teachers. In particular, the majority of the CRTs reported that they did not attend staff or faculty meetings (79%;  $V = .76$ ), have contact with parents (78%;  $V = .62$ ), and write school reports (83%;  $V = .76$ ). A large proportion of the CRTs indicated that they taught different groups of students on a regular basis (66%;  $V = .65$ ) and were routinely assigned classes beyond their professional knowledge or experience (78%;  $V = .22$ ). Generally speaking, the CRTs did not know their teaching schedules in advance (i.e., at least the day before) (52%;  $V = .55$ ) or receive lesson preparation time (83%;  $V = .33$ ), and were not informed as to where the students were up to in their learning (75%;  $V = .51$ ). Many of the CRTs reported that they did not have meaningful work to give students (87%;  $V = .12$ ) and relied on wordfinds or puzzles to keep students busy during class time (97%;  $V = .25$ ).

Regarding their interactions with colleagues, previous research has shown that CRTs have numerous concerns about their collegial relations (see e.g., Griswold, 2001; McHugh, 1997; Pascale et al., 1984). Various reports have indicated that CRTs are not always introduced to staff (see e.g., Crittenden, 1994; McHugh, 1997), provided with opportunities to interact with coworkers (see e.g., St. Michel, 1994), invited to staff social functions (see e.g., Bourke, 1993; Boyer, 1998; McHugh, 1997), considered to be legitimate staff members (see e.g., Cleeland, 2000; Clifton & Rambaran, 1985), offered the same assistance and support as permanent teachers (see e.g., Bourke, 1993; McCormack & Thomas, 2002), and made to feel

as if they are accepted by their coworkers (see e.g., Cleeland, 2000; J. K. Rogers, 2001), all of which closely mirror the current finding that CRTs have significantly less positive relationships with the school community compared with permanent teachers. On the whole, the CRTs in the current study reported that they did not feel part of the school community (52%;  $V = .51$ ) or as belonging to a team (56%;  $V = .51$ ) and said that they were not typically included in staff social activities (70%;  $V = .66$ ) or invited to attend professional development programs (81%;  $V = .73$ ). In most cases, the CRTs indicated that their opinions were not solicited for school decision-making (92%;  $V = .63$ ) and that they did not receive feedback about student matters they had referred on (50%;  $V = .34$ ). Another widely held view among the CRTs was that the school community viewed them as ineffective or incompetent in their role (93%;  $V = .21$ ).

In line with earlier suggestions that CRTs seldom spend enough time with students to develop a rapport (see e.g., Bransgrove & Jesson, 1993; McCormack & Thomas, 2002), have difficulty obtaining the cooperation of students (see e.g., Cleeland, 2000; Clifton & Rambaran, 1985), and encounter less satisfactory student behaviour compared with permanent teachers (see e.g., Hamann et al., 2003a; McCormack & Thomas, 2002; St. Michel, 1995, "UK government: Schools need to do more to support temporary teachers, says Ofsted", 2002; Wood & Knight, 1989), the current findings indicate that CRTs have significantly less positive relationships with students compared with permanent teachers. Generally speaking, the CRTs reported that, more often than not, students were dishonest (85%;  $V = .08$ ), played pranks on them (79%;  $V = .25$ ), took liberties with them (73%;  $V = .21$ ), misbehaved in their presence (69%;  $V = .23$ ), challenged their instructions (70%;  $V = .15$ ), tried to intimidate them (79%;  $V = .20$ ), and expressed attitudes and behaved in ways that made them feel threatened (94%;  $V = .08$ ). A considerable proportion of the CRTs said they had been involved in altercations with students (81%;  $V = .05$ ) and at one time or another had felt unsafe in the classroom or schoolyard (91%;  $V = .03$ ). For the most part, the CRTs believed that students achieved very little in their classes (84%;  $V = .31$ ) and often engaged in off-task behaviours (82%;  $V = .23$ ). The CRTs were also of the opinion that students questioned their teaching ability (85%;  $V = .23$ ), regarded them to be babysitters rather than professional educators (78%;  $V = .34$ ), and viewed them as generally ineffective in the classroom (90%;  $V = .13$ ) and less competent than permanent teachers (74%;  $V = .31$ ).

Existing research in the area of student discipline indicated that CRTs have many concerns in relation to classroom and behaviour management (see e.g., Bontempo & Deay, 1986; Bransgrove & Jesson, 1993; Galvez-Martin, 1997; McCormack & Thomas, 2002;

McHugh, 1997; Ostapczuk, 1994; Renzelman & Goc Karp, 1999; J. K. Rogers, 2001). In support of these previous research findings, the current findings indicate that the CRTs had significantly less positive attitudes, perceptions, and experiences in relation to student management compared with the permanent teachers. Generally speaking, the CRTs reported difficulties managing the classroom environment (85%;  $V = .07$ ) including distinguishing between appropriate and inappropriate student behaviour (71%;  $V = .14$ ), deciding on appropriate disciplinary action (78%;  $V = .16$ ), and determining at what point they should apply negative consequences (83%;  $V = .14$ ). For these reasons, the CRTs said they often questioned their decisions in relation to student management issues (70%;  $V < .01$ ).

Consistent with previous suggestions (see e.g., Bourke, 1993; Cardon, 2002; Cleeland, 2000; Clifton & Rambaran, 1985; Drake, 1981; Grimshaw et al., 2003; Moscovici, 2003; Rawson, 1981; Robinson et al., 1992; Shilling, 1991; Warner, 2003), the current findings indicate that CRTs have significantly lower status in the school community compared with permanent teachers. In many cases, the CRTs did not regard themselves as having official positions in schools (49%;  $V = .45$ ), and perceived themselves as having less credibility with students (85%;  $V = .31$ ) and less authority compared with permanent teachers (64%;  $V = .26$ ). A large proportion of the CRTs did not believe they were highly regarded by coworkers (48%;  $V = .33$ ) or treated equally as professionals (35%;  $V = .38$ ), and many of the CRTs saw themselves as constituting a low priority in schools (45%;  $V = .35$ ) and being underutilised for their knowledge and skills (36%;  $V = .22$ ). Another commonly held belief was that the school community did not perceive them as doing a good job (93%;  $V = .26$ ) or as having a valuable role (41%;  $V = .31$ ).

Although previous research has indicated that CRTs generally enjoy their work (see e.g., Bransgrove & Jesson, 1993) and find casual relief teaching personally and professionally advantageous at times (see e.g., Bourke, 1993), the vast majority of available research indicated that casual relief teaching is an unattractive career prospect (see e.g., Robinson et al., 1992), which is not professionally rewarding or personally fulfilling (see e.g., Rawson, 1981; Robinson et al., 1992; J. K. Rogers, 2001; Shilling, 1991; St. Michel, 1995). Consistent with these latter findings, the CRTs in the current study generally rated their job satisfaction significantly less favourably compared with the permanent teachers with approximately one-third indicating that their work was not personally rewarding (32%;  $V = .29$ ) or professionally satisfying (30%;  $V = .29$ ). In many instances, the CRTs reported that they were poorly paid (37%;  $V = .03$ ) and did not receive holiday pay (93%;  $V = .86$ ) or paid sick leave (89%;  $V = .85$ ). Overall, the CRTs did not receive performance appraisals as part of their employment

(90%;  $V = .57$ ) and believed that casual relief teaching provided few, if any, opportunities for career advancement (75%;  $V = .40$ ). More times than not, the CRTs said they received little professional recognition for their efforts (52%;  $V = .24$ ) and felt as if they were taken for granted (74%;  $V = .17$ ).

Although Palmer et al. (1996) found no significant differences in stress symptoms or types of stressors between CRTs and permanent teachers working in primary schools, the researchers acknowledged that greater differences may have been found had they surveyed teachers with greater teaching experience (e.g., > 3 years). In the current study, the CRTs and the permanent teachers brought with them a vast range of teaching experience and, as predicted by Palmer et al. (1996), the results indicate a small, significant difference in work-related stress between the CRTs and the permanent teachers, whereby the CRTs reported slightly less work-related stress compared with the permanent teachers. Nonetheless, the CRTs still reported that their work was demanding (73%;  $V = .27$ ) and that they were often pressed for time (65%;  $V = .40$ ). There was general agreement among the CRTs that they felt obliged to accept offers of work when they were feeling unwell (60%;  $V = .06$ ) and that they were overworked (88%;  $V = .40$ ) or expected to do much while on duty (86%;  $V = .50$ ). In many cases, the CRTs reported feeling tense or uptight performing their duties (84%;  $V = .04$ ) and unsafe in the classroom or schoolyard (91%;  $V = .03$ ). As a direct result of their work, many CRTs experienced emotional or physical illnesses (84%;  $V = .12$ ), such as anxiety (58%;  $V = .11$ ), feelings of inadequacy (82%;  $V = .19$ ), and other stress-related conditions (60%;  $V = .20$ ), and consequently, had considered leaving the teaching profession (60%;  $V = .01$ ).

Generally speaking, there are many parallels between the current findings and previous research in the area of casual relief teaching. One consistent theme to emerge from a review of the previous research in this area, as well as these more recent findings, is that CRTs have many work-related concerns, many of which are unique to casual relief teaching.

### *Theoretical and Practical Implications*

#### *Regulatory.*

According to the current findings, CRTs do not enjoy the same working conditions and employment protections of their permanent counterparts. In light of these findings and the fact that employment in education is becoming increasingly casualised, careful



consideration needs to be given to the employment legislation pertaining to CRTs. In particular, awards and agreements need to be revised to improve the working conditions and employment protections associated with casual relief teaching (see e.g., Campbell & Brosnan, 2005; Pocock et al., 2004), and regulatory bodies need to improve the enforcement of revisions to the legislation (see e.g., Pocock et al., 2004). Casual clauses need to further restrict the use of CRTs to unexpected or short-term situations, such as when a permanent teacher is away ill or attending a professional development program, so that they are not used in a long-term manner in place of permanent teachers, for example, when a teaching vacancy has not been filled or a permanent teacher is on long service leave (see e.g., Pocock et al., 2004). Alternatively, a casual clause needs to be added to awards and agreements stipulating that CRTs have the option of converting to permanent status or receiving standard entitlements following a long-term or regular teaching stint (see e.g., Pocock et al., 2004). As a further disincentive, the casual loading or wage premium associated with casual relief teaching needs to be increased so that the salary of a CRT is over and above that of a permanent teacher with equivalent qualifications and teaching experience, and provides adequate compensation for loss of benefits, such as superannuation, public holidays, and leave entitlements (see e.g., Campbell & Brosnan, 2005; Pocock et al., 2004). As compensation for unexpected or last minute call-ins exceeding a minimum time frame, employers should also be required to provide CRTs with a bonus in addition to their salary.

*School systems and administrators.*

Given the considerable differences between the CRTs and the permanent teachers in terms of the way in which they are accommodated in schools and integrated into school communities, school administrators should endeavour to bridge this gap by improving the employment arrangements and working conditions of CRTs. First and foremost, school administrators should consider offering more flexible, permanent employment to better accommodate those teachers seeking nonstandard working arrangements. Alternatively, permanent relief teachers could be employed to rove among a small cluster of schools in a local area or network. In schools where there are large student enrolments or where the need for external cover is consistently high, one or more permanent relief teachers could be employed at these schools. If not feasible to employ permanent relief teachers, CRTs should be notified well in advance of teaching assignments and in the case of unexpected absences, they should be contacted as early as possible on the morning of the teaching assignment.

At each teaching assignment, CRTs should be given at least one teaching period off, preferably the first or second period, for lesson revision, planning, and/or preparation. Other breaks in the day or extra time off from teaching could also be negotiated depending on the difficulty of the teaching assignment or classes to be overseen. Whenever possible, careful consideration should be given to matching the skills and abilities of the CRT with particular lessons or classes.

To ensure that CRTs are effective in their role and do not stand apart from permanent teachers, CRTs should be provided with the same resources as their permanent counterparts. School administrators should provide CRTs with classroom keys, a desk, and a safe place to leave personal belongings. When beginning work at a new school, CRTs should be provided with a folder outlining the bell times, school timetable, office locations, staff roles and responsibilities, internal phone numbers, school uniform or dress code, school rules and consequences, discipline procedures, yard duty areas, names and photographs of students with additional needs, class lists of each homegroup, and a map of the school grounds, which is clearly marked with building names and room numbers. CRTs should be given library and photocopier privileges, allocated an individual or communal pigeonhole, and have access to email, as well as the Internet.

The working relationships between CRTs and permanent teachers need to be improved via greater communication and collaboration. CRTs should be formally invited to attend staff social functions and encouraged by coworkers to join them for informal staff gatherings (e.g., a coffee at the local shops). CRTs should not be scheduled to cover the yard duties of other teachers who are otherwise available, especially when there are staff morning teas or other opportunities to socialise. Staff should make a concerted effort to include CRTs in conversations and make them feel welcome and accepted as one of their own. School administrators should ensure that discipline referrals from CRTs are treated seriously and followed up promptly, and that they are provided with timely feedback about the outcome. CRTs should also receive constructive feedback applicable to their work, and have their efforts and contributions to education formally acknowledged.

CRTs need to be viewed as valued and competent professionals, who undertake a very important job under difficult circumstances. Labels, such as “substitute teacher” need to be removed in favour of more positive, professional terms, such as “casual relief teacher”, which do not imply that these professionals are below standard or lacking credibility. Further to this point, CRTs should not be required to wear identification tags in schools stating that they are “temporary”, “emergency” or “substitute” teachers, which reinforces their low status. If

required for security purposes, identification tags should be exactly the same as that given to permanent teachers.

As a matter of courtesy, school administrators should invite CRTs who service the school regularly to participate in inservice programs arranged by the school, especially if it comes at little or no extra cost. An orientation and induction session at the start of the year would also enable CRTs to familiarise themselves with the school and staff, as well as policies and procedures, and would provide a forum for new and existing CRTs to get to know each other.

### *Individuals.*

As a group, CRTs should demand professional parity with their permanent counterparts and endeavour to reduce their marginalisation within the education system. To begin with, CRTs require professional advocacy and would benefit from joining education unions that support and further their interests. The Victorian branch of the Australian Education Union ([AEU], 2007) charges CRTs a flat-rate membership fee of \$179.63 per annum, which is a substantial saving on the full-time rate and a cost-effective option for those working more than one and a half days per week. As an added incentive to join, union fees are fully tax deductible (AEU, 2007).

CRTs should enquire about professional development and training offered by their registration board, such as those provided or funded by the VIT to further their professional knowledge and skills, and keep up-to-date with current issues and advancements in education. The VIT offers a range of professional development programs and seminars in metropolitan and regional Victoria, which are free to CRTs (see e.g., "Calling all CRTs", 2007).

To improve their working relationships with schools, CRTs should consider making themselves available to only a small number of schools, for example two or three, in a local area or network. By servicing the same schools regularly, CRTs will become familiar with staff and students, and be better able to develop a rapport with them.

As for permanent teachers, they should be mindful of their professional responsibility to ensure CRTs have plenty of meaningful work to give students in their absence. Permanent teachers should prepare emergency work ahead of time for unexpected absences (e.g., illness) and, if not already documented, should contact school administrators with instructions for their classes on the morning of their absence. Careful consideration should be given to the type of work left by permanent teachers to ensure that classes run smoothly. For obvious

reasons, it is inadvisable for permanent teachers to leave work involving dangerous or complicated practical components and busy work designed purely to pass the time. All allocated work needs to be relevant to the topic of study and written tasks should be handed in for assessment at the end of the lesson. Following each teaching assignment, CRTs should provide permanent teachers with written feedback about work completed and problems encountered to enable prompt follow-up.

### *Methodological Issues and Future Research Directions*

As mentioned in chapter four, some of the demographic and school-related variables were confounded due to sampling procedures. In particular, there were more permanent teachers than CRTs from the northern regions (e.g., north, north-east, and north-west) and more CRTs than permanent teachers from the southern regions (e.g., south, south-east, and south-west) meaning that the responses of the CRTs and the permanent teachers working in the different school regions could not be examined for similarities and differences. By comparison with the other socioeconomic classes, there were very few CRTs and permanent teachers representing schools from affluent areas in and around metropolitan Melbourne. For these reasons, the attitudes, perceptions, and experiences of the CRTs and the permanent teachers working in affluent areas could not be compared or examined by way of other socioeconomic groups. To ensure that pertinent differences in relation to these variables have not been overlooked, it would be worthwhile to include these groups in future research involving the ITQ.

The vast majority of CRTs who participated in the current study were sourced from employment agencies. Unlike nonagency CRTs who have full control over where they work, agency CRTs have less control in this regard and have to settle with what they are offered. For these reasons, agency CRTs may work at a greater number of schools, which are less familiar to them compared with nonagency CRTs, and consequently, may have less positive attitudes, perceptions, and experiences regarding casual relief teaching. Given that the current sample comprised a large proportion of agency CRTs, the attitudes, perceptions, and experiences of this cohort may have been less positive than would have been expected had more nonagency CRTs participated. As such, the results of the current study may not accurately reflect the attitudes, perceptions, and experiences of the entire casual relief teaching fraternity, and fewer differences may have been found between the CRTs and the permanent teachers had more nonagency CRTs participated in the current study. A

comparison of the attitudes, perceptions, and experiences of agency CRTs with nonagency CRTs in relation to the 10 areas of concern identified in the current study would build on the current findings and possibly provide a new perspective on the problems intrinsic to casual relief teaching.

In order to generalise the results of the current study to other school settings, it is further recommended that future research compare the attitudes, perceptions, and experiences of CRTs and permanent teachers working in preschools, single-sex schools, and alternative educational settings (e.g., special schools and teaching units) in relation to the 10 areas of concern identified in the current study.

To further build on the current study, the research findings reported in this thesis could be used to form the basis of other studies designed to improve casual relief teaching programs in schools. Research in this area could focus on developing viable, cost-effective solutions to improving the employment conditions of CRTs, and the way in which they are accommodated in schools and integrated into school communities. Furthermore, the outcomes associated with these improvements could be evaluated at a school and student level, and personally for CRTs.

For the purposes of developing a nationwide profile of CRTs, more information is needed about the personal, demographic characteristics of CRTs in Australia. Although the current findings provide a snapshot of CRTs in Victoria, comparative data is required in other states and the Northern Territory in Australia. There is also a need to obtain more accurate data regarding the number of CRTs Australia-wide and the frequency with which they are employed in schools. With improved information in this area, casual relief teaching can gain greater recognition as an important issue affecting all school communities and educational authorities can better plan professional development initiatives for CRTs.

Finally, further psychometric evaluation of the ITQ would provide additional support for its excellent psychometric properties overtime and with different teacher groups. Using the current data, the construct validity of the ITQ could be evaluated separately for the CRTs and the permanent teachers using exploratory factor analysis. To determine the reliability of the ITQ overtime, in a new study, the test-retest reliability of the ITQ could be evaluated by administering it to the same participants on two separate occasions roughly one month apart and correlating the data obtained. One final suggestion would be to shorten the ITQ by reducing the number of items comprising each subscale in order to make it quicker to administer and score. By doing so, however, the psychometric properties of the scale would need to be reevaluated to ensure its excellent reliability and validity.

### *Secondary Findings*

In addition to the main findings discussed above, some interesting secondary findings were noted for the permanent teachers. Although these findings are not central to the study aims, they are worthy of note and will be briefly discussed. To begin with, an examination of the simple main effects associated with the univariate ANOVAs illustrating the moderating effect of school level on the relationship between employment status and the ITQ subscale scores (see Table 26) found a significant difference and a moderate effect between the responses of the permanent teachers working in primary schools versus secondary schools on the Lesson Management subscale. More specifically, the permanent teachers working in secondary schools reported more positive attitudes, perceptions, and experiences regarding lesson management compared with the permanent teachers working in primary schools. One possible explanation for this finding is that permanent teachers working in secondary schools have fewer curriculum demands because they typically specialise in one or two subject areas, whereas permanent teachers working in primary schools are generalist teachers and need to be knowledgeable across a wide range of curriculum areas.

Additionally, the simple main effects associated with the univariate ANOVAs illustrating the moderating effect of school sector on the relationship between employment status and the ITQ subscale scores (see Table 32) found a significant difference and a small effect between the responses of the permanent teachers working in government versus Catholic schools on the Lesson Management subscale. Similar differences were found between the responses of the permanent teachers working in independent versus government schools, and independent versus Catholic schools on the same variable; however, the effects were moderate and large, respectively. Although few differences existed between the responses of the permanent teachers in government and Catholic schools in terms of their lesson management, much larger differences existed in this area when the responses of the permanent teachers in government and Catholic schools were compared with the responses of the permanent teachers working in independent schools. In both instances, the permanent teachers working in independent schools reported significantly more positive attitudes, perceptions, and experiences in relation to lesson management compared with the permanent teachers working in the other school sectors, which may indicate that they have more curriculum resources at hand or collaborate more with colleagues in regard to curriculum matters.

Finally, as seen in the correlations among the ITQ subscale scores and the DIQ variables (see Table 8), there was a significant, positive correlation and a small effect between age and the following subscales for the permanent teachers: Student Management, Relationships with Students, Status, and Job Security. In each instance, the permanent teachers reported significantly more positive attitudes, perceptions, and experiences in relation to their professional standing in the school community and their job security with increasing age. As would be expected, perhaps permanent teachers acquire greater seniority, such as leadership positions, and perceive themselves as being less dispensable with increasing age. Permanent teachers may also have better relations with students and improved classroom and behaviour management with increasing age because they have more teaching experience, and greater credibility and authority.

### *Conclusions*

The current study is the first large-scale quantitative study of its kind in Australia, whereby the professional needs and concerns of CRTs and permanent teachers working across a range of school settings were systematically compared using a new, purpose-built questionnaire, the ITQ.

As a group, the CRTs reported slightly less work-related stress compared with the permanent teachers; however, the permanent teachers perceived themselves as having better conditions of employment, greater access to school resources, improved lesson provisions, more school and student information, elevated status in the education system, higher levels of job satisfaction, stronger bonds with students and other members of the school community, and superior classroom and behaviour management compared with the CRTs. By and large, these findings were consistent with previous research regarding casual relief teaching.

Although many parallels were found between the CRTs and the permanent teachers in terms of their concerns in the classroom, substantial differences existed between the two groups in relation to their concerns outside the classroom in the wider school context. One of the most important findings to emerge from the current study was the considerable differences between the CRTs and the permanent teachers in terms of their working conditions and employment protections, and how they are being accommodated in schools and integrated into school communities. In these regards, the CRTs are not receiving professional parity with their permanent counterparts.

Casual relief teaching programs in schools need to be reevaluated in light of the

current findings and the fact that employment in education is becoming increasingly casualised. As more teachers take up casual relief teaching in the future, protections need to be put in place to prevent CRTs from being further marginalised. A concerted effort is also needed to improve the current state of casual relief teaching, and bridge the gap between CRTs and permanent teachers in terms of their professional treatment.



## References

- Abdal-Haqq, I. (1997). *Not just a warm body: Changing images of the substitute teacher* (No. SP037586). Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education (ERIC Document Reproduction Service No. ED412208).
- Aceto, J. T. (1995). A piece of cake. *Phi Delta Kappan*, 76(6), 490-492.
- Augustin, H. (1987). Substitute teachers: An endangered species. *The Clearing House*, 60(9), 393-396.
- Australian Bureau of Statistics. (1999, 7 February). Special article: Casual employment. Retrieved May 11, 2006, from <http://www.abs.gov.au/ausstats/abs@.nsf/Lookup/1D092D8F58D782B2CA2569DE0021ED33>
- Australian Bureau of Statistics. (2002, 20 February). Employment arrangements. Retrieved May 11, 2006, from <http://abs.gov.au/Ausstats/abs@.nsf/Lookup/888F75788217011ACA256B350012268F>
- Australian Bureau of Statistics. (2005). Employment arrangements: Casual employees (No. 4102.0). Canberra, Australian Capital Territory: Author.
- Australian Bureau of Statistics. (2006a). Casual employees (No. 1301.0). Canberra, Australian Capital Territory: Author.
- Australian Bureau of Statistics. (2006b). Forms of employment (No. 6359.0) (Reissue). Canberra, Australian Capital Territory: Author.
- Australian Bureau of Statistics. (2007). Spotlight on employment type (July, No. 6105.0). Canberra, Australian Capital Territory: Author.
- Australian Education Union. (2007, January 1). Membership rates. Retrieved September 21, 2007, from [http://aeu-vic.labor.net.au/join/files/subscription\\_rates\\_Jan07.pdf](http://aeu-vic.labor.net.au/join/files/subscription_rates_Jan07.pdf)
- Australian Industrial Relations Commission. (1996). Victorian independent schools teachers award 1996. Retrieved May 9, 2006, from [http://www.airc.gov.au/looseleaf/looseleaf\\_awards/aw802001/aw802001\\_1\\_30.pdf](http://www.airc.gov.au/looseleaf/looseleaf_awards/aw802001/aw802001_1_30.pdf)
- Australian Industrial Relations Commission. (1998). Victorian Catholic schools and Catholic education offices award 1998. Retrieved May 9, 2006, from [http://www.airc.gov.au/looseleaf/looseleaf\\_awards/aw802001/aw802001\\_1\\_39.pdf](http://www.airc.gov.au/looseleaf/looseleaf_awards/aw802001/aw802001_1_39.pdf)
- Barlin, D., & Hallgarten, J. (2002). Supply teachers: Symptom of the problem or part of the solution? *Management in Education*, 16(1), 18-21.
- Barnard, N. (2001, October 19). The secret of our supplies. *The Times Educational*

- Supplement*, pp. S22-23.
- Barton, G. (2003, April 4). Supply. *The Times Educational Supplement*, pp. F24-25.
- Bear, D. E., & Carpenter, R. (1961). Substitute teaching programs. *American School Board Journal*, 14, 16-17.
- Benedict, K. C. (1987). Student expectations and the substitute teacher. *The Clearing House*, 61(1), 27-28.
- Blackburne, L. (1989, October 6). Poorly paid and powerless. *The Times Educational Supplement*, p. 6.
- Bontempo, B. T., & Deay, A. M. (1986). Substitute teachers: An analysis of problem situations. *Contemporary Education*, 57(2), 85-89.
- Bourke, S. (1993). Learning about casual primary teachers in New South Wales. *Unicorn*, 19(2), 64-71.
- Boyer, C. E. (1998). Behaviors and attitudes of teachers toward substitutes: The relationship between effective practices and attitudes of inclusion. *ERS Spectrum*, 16(2), 43-47.
- Brace, D. L. (1990). Establishing a support system for substitute teachers. *National Association of Secondary School Principals Bulletin*, 74(526), 73-77.
- Bransgrove, E., & Jesson, A. (1993). A matter of survival: Stress and the emergency teacher. *Set*, 1(6), 1-4.
- Burgess, J., & Campbell, I. (1998). The nature and dimensions of precarious employment in Australia. *Labour and Industry*, 8(3), 5-21.
- Burrows, G., & Mansell, W. (2000, September 1). Supply rates vary by £45 a day. *The Times Educational Supplement*. Retrieved May 11, 2006, from [http://www.tes.co.uk/search/story/?story\\_id=337964](http://www.tes.co.uk/search/story/?story_id=337964)
- Calkins, K. L. (1989). The plight of the substitute teacher. *The Clearing House*, 62(5), 228-230.
- Calling all CRTs. (2007, September). *iteach: The Victorian Institute of Teaching newsletter*, 2.
- Campbell, I. (2000). The spreading net: Age and gender in the process of casualisation in Australia. *Journal of Australian Political Economy*, 45, 68-98.
- Campbell, I. (2001). Casual employees and the training deficit: Exploring employer calculations and choices. *International Journal of Employment Studies*, 9(1), 61-101.
- Campbell, I. (2004). Casual work and casualisation: How does Australia compare? *Labour and Industry*, 15(2), 85-111.
- Campbell, I., & Brosnan, P. (2005). Relative advantages: Casual employment and

- casualisation in Australia and New Zealand. *New Zealand Journal of Industrial Relations*, 30(3), 33-45.
- Campbell, I., & Burgess, J. (2001a). Casual employment in Australian and temporary employment in Europe: Developing a cross-national comparison. *Work, Employment and Society*, 15(1), 171-184.
- Campbell, I., & Burgess, J. (2001b). A new estimate of casual employment? *Australian Bulletin of Labour*, 27(2), 85-108.
- Cardon, P. W. (2002). A qualitative study of the perceptions of substitute teaching quality. *SubJournal*, 3(2), 29-45.
- Casadonti, C. (1998). Life as a substitute teacher. *The Instrumentalist*, 53(4), 92.
- Cleeland, L. (2000). *Qualitative research into secondary school casual relief teachers' perceptions of work-related stress*. Unpublished honours thesis, The Royal Melbourne Institute of Technology, Bundoora, Victoria, Australia.
- Clifton, R. A., & Rambaran, R. (1985). Substitute teaching: Survival in a marginal situation. *Urban Education*, 22(3), 310-327.
- Colbert, R. P. (2001, Fall). *Substitute teaching: A college professor's personal experience*. Paper presented at the Fitchburg State College, MA (ERIC Document Reproduction Service ED460106).
- Collins, S. H. (1982). Substitute teaching: A clearer view and definition. *The Clearing House*, 55(5), 231-232.
- Combe, C. (1987). *A theme a day again: More day programs for the casual teacher*. Milperra, New South Wales, Australia: Macarthur Institute of Higher Education.
- Condra, S. (1977). Substitute teaching. *School and Community*, 24-26.
- Cooper, J., Goss, C., & Linardos, Y. (1999). Employment law. *Australian Company Secretary*, 51(7), 326-328.
- Cotten, D. J. (1995). Liability of educators for the negligence of others. *The Physical Educator*, 52(2), 70-77.
- Crittenden, A. (1994). Evaluation of the relief teaching programme in government primary schools in Western Australia. *Issues in Educational Research*, 4(2), 81-93.
- de Ruyter, A. (1997). Workforce casualisation in Australia: A shift share analysis. *Australian Journal of Labour Economics*, 1(2), 143-159.
- Deay, A. M., & Bontempo, B. T. (1986). Helping substitute teachers contribute to school effectiveness. *The Clearing House*, 59(8), 359-362.
- Delbridge, A., Bernard, L., Blair, D., Butler, S., Peters, P., & Yallop, C. (Eds.). (2003). *The*

- Macquarie dictionary* (Revised 3rd edition ed.). Sydney, New South Wales, Australia: The Macquarie Library (Macquarie University).
- Department for Education & Skills. (2003, September 9). *School workforce in England*. Retrieved April 15, 2004, from <http://www.dfes.gov.uk/rsgateway/DB/SFR/s000411/sfr23-2003.pdf>
- Department of Education, Science & Training. (2003a, October). *Australia's teachers: Australia's future. Main report*. Retrieved April 29, 2004, from [http://www.dest.gov.au/schools/teachingreview/documents/Main\\_Report.pdf](http://www.dest.gov.au/schools/teachingreview/documents/Main_Report.pdf)
- Department of Education, Science & Training. (2003b). Demand and supply of primary and secondary school teachers in Australia. Part E. Qualitative research: National survey of teachers. Retrieved March 2, 2004, from [http://www.mceetya.edu.au/pdf/demand/part\\_ei.pdf](http://www.mceetya.edu.au/pdf/demand/part_ei.pdf)
- Department of Education, Science & Training. (2003c). *Demand and supply of primary and secondary school teachers in Australia. Parts A-D*. Retrieved March 2, 2004, from <http://www.mceetya.edu.au/pdf/demand/demand.pdf>
- Department of Education & Training. (2004, January 19). *Casual relief teaching*. Retrieved January 26, 2004, from <http://www.teaching.vic.gov.au/careeropp/casual.htm>
- Department of Education and Training. (2004, August 2004). *Salaries for casual relief teachers in Victorian government schools*. Retrieved May 9, 2006, from <http://www.eduweb.vic.gov.au/hrweb/employcond/salary/salaries.htm>
- Diegel, S. (1997). Labor pool: Temporary workers may meet staffing needs with fewer hassles. *Springfield Business Journal*, 17(35), 17.
- Dilanian, S. M. (1986). *Dimensions of needs in secondary substitute teaching* (No. SP028455). MI: Birmingham School District (ERIC Document Reproduction Service No. ED277686).
- Dorward, J., Hawkins, A., & Smith, G. G. (2000). Substitute teacher availability, pay, and influence on teacher professional development: A national survey. *ERS Spectrum*, 18(3), 40-46.
- Drake, J. M. (1981). Making effective use of the substitute teacher: An administrative opportunity. *National Association of Secondary School Principals Bulletin*, 65(446), 74-80.
- Drury, W. R. (1988). Eight ways to make sure substitute teachers aren't babysitters. *American School Board Journal*, 175(3), 51.
- Duebber, D. (2000). Substitute teaching: Sink or swim. *Educational Leadership*, 57(8), 73-

- Esposito, F. J. (1975). Improving the role of substitute teachers. *National Association of Secondary School Principals Bulletin*, 59(395), 47-50.
- Ewing, L. A. (2001). *Relief teaching in Western Australian primary schools*. Unpublished master's thesis, University of Western Australia, Nedlands, Western Australia.
- Falcone, P. (1993). Temp to perm: An alternative strategy. *HR Focus*, 70(6), 13.
- Feldman, R. (1981). *Substitute teaching: Problems and prospects* (No. SP018294). South Bend, IN: Indiana University (ERIC Document Reproduction Service No. ED202848).
- Ferrara, P. J., & Ferrara, M. M. (1993). Where's our real teacher? *Schools in the Middle*, 3(2), 11-15.
- Fielder, D. J. (1991). An examination of substitute teacher effectiveness. *The Clearing House*, 64(6), 375-377.
- Freedman, M. K. (1975). The new substitutes: Free to teach! *National Association of Secondary School Principals Bulletin*, 59(391), 95-98.
- Galloway, S. (1993). Out of sight, out of mind: A response to the literature on supply teaching. *Educational Research*, 35(2), 159-169.
- Galvez-Martin, M. E. (1997, February 17-19). *What are the needs of substitute teaching to be effective?* Paper presented at the Annual Meeting of the Association of Teacher Educators, Washington, DC (ERIC Document Reproduction Service No. ED412187).
- Gammarano, P. J. (2003). Substitute success. *The Science Teacher*, 70(2), 54-55.
- Garwood, S. G. (1976). Ten ways to prevent classroom chaos. *Teacher*, 94(2), 75.
- Gill, B., & Hand, B. (1992). The professional standing of the replacement teacher in the education community: A country region's perspective. *Education in Rural Australia*, 2(1), 35-48.
- Glass, R. S. (2001). Subs looking for a little respect. *American Teacher*, 85(8), 8.
- Gonzales, L. M. (2002). Inspiring the pinch-hitters: Job satisfaction and dissatisfaction of substitute teachers. *Dissertation Abstracts International*, 63(6A), 2060 (UMI No. 3056184).
- Graham, J. (2000, December). *Teacher supply and demand in Victoria*. Retrieved January 26, 2004, from <http://www.aeuvic.asn.au/Curric%20-%20supply%20&%20demand.doc>
- Grimshaw, D., Earnshaw, J., & Hebson, G. (2003). Private sector provision of supply teachers: A case of legal swings and professional roundabouts. *Journal of Education*

- Policy*, 18(3), 267-288.
- Griswold, P. A. (2001). The substitute teacher: An irony of the school improvement process. *Journal of School Improvement*, 2(2), 33-37.
- Hamann, D. L., Frost, R., & Hewitt, M. (2003a). The perceptions of middle and junior high school music students toward substitute teachers. *Contributions to Music Education*, 30(2), 43-58.
- Hamann, D. L., Hedden, D. G., & Legette, R. (2003b). Music classroom teachers' perceptions of substitute teachers' ability and experience: A study. *Applications of Research in Music Education*, 21(2), 12-63.
- Hayes, M. J. (1975). Stranger in the classroom. *Phi Delta Kappan*, 57(4), 270-272.
- Hoch, D. (1996). Substitute teaching: Tougher than boot camp? *Principal*, 75(5), 41-42.
- Holdaway, E. A., & Bentham, J. A. (1974). The provision of substitute teachers. *The Alberta Journal of Educational Research*, 20(1), 24-33.
- Hopkins, W. G. (2002). A scale of magnitudes for effect statistics. Retrieved November 25, 2004, from <http://www.sportsci.org/resource/stats/effectmag.html>
- Howell, D. C. (2002). *Statistical methods for psychology* (5th ed.). Pacific Grove, CA: Duxbury.
- Independent Schools Council of Australia. (2006). Frequently asked questions. Retrieved May 9, 2006, from [http://www.ncisa.edu.au/html/school\\_faqs.htm](http://www.ncisa.edu.au/html/school_faqs.htm)
- Jentzen, A. E., & Vockell, E. L. (1978). Substitute teachers: Current status and some suggestions for improvement. *National Association of Secondary School Principals Bulletin*, 62(416), 84-88.
- Johnson, J. M., Holcombe, M., & Vance, K. (1988). Apprehensions of substitute teachers. *The Clearing House*, 62(2), 89-91.
- Johnson, L. M. (2000, March 16-18). *Substitute teachers and students with learning disabilities: Problems in rural areas*. Paper presented at the In Capitalizing on Leadership in Rural Special Education: Making a Difference for Children and Families Conference, Alexandria, VA (ERIC Document Reproduction Service No. ED439886).
- Jones, K. R. (1999). *Managing substitute teaching* (No. SP038978). Alexandria, VA: National Association of Elementary School Principals (ERIC Document Reproduction Service No. ED437388).
- Jones, K. R., & Hawkins, A. (2000). Substitute solutions. *American School Board Journal*, 187(8), 34-37.

- Jorgensen, H., & Riemer, H. (2000). Permatemps: Young temp workers as permanent second class employees. *The American Prospect*, 11(18), 38-40.
- Junor, A. (2000). "You don't take sick leave unless you are dying": Casual professionals and precarious work. *Education Links*, 60, 25-29.
- Junor, A., & Wallace, M. (2001, 31 January - 3 February). Regulating casual education work in Australia: Markets, professionalism and industrial relations. *Paper Presented at the 15th Association of Industrial Relations Academics of Australia and New Zealand Conference in Wollongong, New South Wales, Australia*. Retrieved May 21, 2006, from <http://www.mngt.waikato.ac.nz/departments/Strategy%20and%20Human%20Resource%20Management/Airaanz/old/conference/Wollongong/volume1.pdf>
- Keller, S. A. (1976). Dear teacher, while you were gone. *Teacher*, 94(2), 77.
- Keyser, S. (1994, June 3). Fill in until you fall over. *The Times Educational Supplement*, p. A4.
- Kievra, B. (1998, November 29). The substitute squeeze: Schools scramble to find fill-ins. *Telegram & Gazette*, p. A1.
- Kraft, D. W. (1980). New approaches to the substitute teacher problem. *National Association of Secondary School Principals Bulletin*, 64(437), 79-86.
- Kryger, T. (2003-2004, May 24). *Casual employment: Trends and characteristics*. Retrieved November 17, 2004, from <http://www.aph.gov.au/library/pubs/RN/2003-04/04rn53.pdf>
- Lacy-Roberts, K. (1998, June 19). Handy hints for the hired help. *The Times Educational Supplement*, p. 32.
- Laquidara Hill, J. (1997, December 7). Substitute teachers drop in from all walks of life. *Telegram & Gazette*, p. A23.
- Lassmann, M. E. (2001). Defining the role of the substitute teacher. *Education*, 121(3), 625-628.
- Lokey, G., Ingram, L., & Lang, J. B. (1989, October 4-6). *Wanted: Substitute teachers not babysitters*. Paper presented at the Mid-America Regional Conference of the Association of Teacher Educators, Kingston/Durant, OK (ERIC Document Reproduction Service No. ED331779).
- Lord, M. (1998). Regular duty for substitutes. *U.S. News & World Report*, 125(10), 26.
- Mangan, J., & Williams, C. (1999). Casual employment in Australia: A further analysis. *Australian Economic Papers*, 38(2), 40-50.

- Mann, T. (2000). A salute to substitutes. *Teaching Pre K-8*, 31(2), 14.
- Mastrian, L., King, J. C., & Pascale, P. J. (1984). *The elementary substitute teacher questionnaire* (No. TM840031). PA: Farrell School District (ERIC Document Reproduction Service No. ED240140).
- Maughan, C. (2001, January 12). Teacher for sale. *The Times Educational Supplement*, pp. 36-37.
- McCormack, A., & Thomas, K. (2002, December 1-5). The reality of uncertainty: The plight of casual beginning teachers. *Paper Presented at the 32nd Annual Conference of the Australian Association for Research in Education in Brisbane, Queensland, Australia*. Retrieved May 21, 2006, from <http://www.aare.edu.au/02pap/mcc02407.htm>
- McHugh, S. J. (1997). The professional status of substitute teachers in Southern Alberta Zone 6. *Masters Abstracts International*, 37(6), 1562 (UMI No. 061238439X).
- McHugh, S. J. (2001). *The successful substitute teacher* (No. SP040210). Bloomington, IN: Phi Delta Kappa Educational Foundation (ERIC Document Reproduction Service No. ED457133).
- McLane, K. A. (2002). Teachers. *The Antioch Review*, 60(1), 126-132.
- Merrow, J. (1999, August 23). Money can't buy good teachers. *The New York Times*, p. A15.
- Messmer, M. (1994). Temporary employees are permanent part of new Europe. *Personnel Journal*, 73(1), 100-101.
- Morrison, M. (1999). Temps in teaching: The role of private employment agencies in a changing labour market for teachers. *Journal of Education Policy*, 14(2), 167-184.
- Morrison, M., & Galloway, S. (1996). Researching moving targets: Using diaries to explore supply teachers' lives. *Explorations in Sociology*, 45, 34-57.
- Moscovici, H. (2003). Secondary science emergency permit teachers' perspectives on power relations in their environments and the effects of these powers on classroom practices. *Teacher Education Quarterly*, 30(2), 41-54.
- National Union of Teachers. (2003, August). Supply teachers: Pay, conditions and working time. Retrieved January 30, 2004, from <http://www.teachers.org.uk/resources/pdf/supplyteachers2.pdf>
- Nidds, J. A., & McGerald, J. (1994). Substitute teachers: Seeking meaningful instruction in the teacher's absence. *The Clearing House*, 68(1), 25-26.
- O'Donnell, A. (2004). Non-standard workers in Australia: Counts and Controversies. *Australian Journal of Labour Law*, 17, 1-28.
- O'Grady, C. (2001, January 12). Should you keep it casual? *The Times Educational*



*Supplement*, pp. S34-35.

- Ogden, W. R. (2002). The real crisis in the classroom: Where have all the teachers gone? *Education*, 123(2), 365-369.
- Ostapczuk, E. D. (1994). *What makes effective secondary education substitute teachers? Literature review* (No. SP035197). NY: Information Analyses (ERIC Document Reproduction Service No. ED374075).
- Palmer, A., Sinclair, K., & Bailey, M. (1996, November 25-29). Teacher stress: A comparison between casual and permanent primary school teachers with a special focus on coping. *Paper Presented at the Australian Association for Research in Education Conference, Singapore*. Retrieved March 4, 2004, from <http://www.aare.edu.au/96pap/palma96.239>
- Pardini, P. (2000). Are you available to work for us today? Substitute training programs. Improvement efforts cannot ignore the substitute. *Journal of Staff Development*, 21(4), 52-57.
- Parsons, J. B., & Dillon, D. (1980-1981). Toward improvement in substitute teaching. *Teacher Educator*, 16(3), 27-33.
- Pascale, P. J., King, J. C., & Mastrian, L. (1984). The development and validation of an elementary school substitute teacher questionnaire. *Educational and Psychological Measurement*, 44(2), 507-511.
- Peetz, D. (2005). Retrenchment and labour market disadvantage: Role of age, job tenure and casual employment. *Journal of Industrial Relations*, 47(3), 294-309.
- Peyton, C. M. (2000, October 2). Special report: Emergency teachers fill critical gaps. *Denver Post*, p. A2.
- Pinnell, H. (2001). Temping offers. *Report*, 24(3), 10-11.
- Pocock, B., Buchanan, J., & Campbell, I. (2004). Meeting the challenge of casual work in Australia: Evidence, past treatment and future policy. *Australian Bulletin of Labour*, 30(1), 16-32.
- Purvis, J. R., & Garvey, R. C. (1993). Components of an effective substitute teacher program. *The Clearing House*, 66(6), 370-373.
- Rawson, D. V. (1981). Increasing the effectiveness of substitute teachers. *National Association of Secondary School Principals Bulletin*, 65(446), 81-84.
- Recker, T. (1985). The single-day substitute: Achieving dignity despite tradition. *The Clearing House*, 58(6), 242-243.
- Renzelman, M., & Goc Karp, G. (1999). That first job. Substitute teaching in another subject

- area: Tips for survival. *Strategies*, 12(4), 31-34.
- Repass, J. (1981). Hey! Whatever happened to our regular teacher? *Teacher*, 98(7), 45-46.
- Robb, H. E. (1979). Decline and fall of the substitute teacher. *Journal of Teacher Education*, 30(2), 27-30.
- Robinson, R., Munn, P., & MacDonald, C. (1992). *Once a teacher always a teacher? Encouraging return to teaching* (No. SP033881). Edinburgh, Scotland: Scottish Council for Research in Education (ERIC Document Reproduction Service No. ED346099).
- Rogers, B. (2002). Behaviour management: Supporting relief teachers in your school. *Classroom*, 22(7), 22-23.
- Rogers, J. K. (2001). There's no substitute: The politics of time transfer in the teaching profession. *Work and Occupations*, 28(1), 64-90.
- Rose, T. L., Beattie, J. R., & White, R. (1987). *Current practices and procedures in the use of substitute teachers* (No. EA 020 785). Washington, DC: Office of Special Education and Rehabilitative Services (ERIC Reproduction Service No. ED 304 772).
- Rundall, R. A. (1986). Continuity in subbing: Problems and solutions. *The Clearing House*, 59(5), 240.
- Russo, A. (2001). No substitute for quality. *School Administrator*, 58(1), 6-17.
- See, H. (1970). A substitute's problems. *National Education Association Journal*, 59(2), 58-59.
- Seldner, J. K. (1983). Substitute teaching: Is there a better way? *Teacher Education Quarterly*, 10(4), 61-70.
- Shilling, C. (1991). Supply teachers: Working on the margins. A review of the literature. *Educational Research*, 33(1), 3-11.
- Shreeve, W. C., Nicely-Leach, J., Radebaugh, M. R., Morrill, C. M., & Slatton, S. (1983). *Substitute teachers: The professional contradiction* (No. SP028444). DC: Eastern Washington University (ERIC Document Reproduction Service No. ED278621).
- Simpson, M., Dawkins, P., & Madden, G. (1997). Casual employment in Australia: Incidence and determinants. *Australian Bulletin of Labour*, 36(2), 194-204.
- Smith, G. G. (1999). Dealing with the substitute teacher shortage. *The School Administrator*, 56(4), 31.
- Smock, F. A. (2000, February 27). Substitute teacher pool still shrinking. *Telegram & Gazette*, p. B1.
- Snow Frosch, C. (1981). Food for thought: Proper utilization of the substitute teacher.

- National Association of Secondary School Principals Bulletin*, 65(445), 68-71.
- St. Michel, T. (1994). Substitute teachers: Who? What? How? When? Where? Why? A case study of the substitute process. *Dissertation Abstracts International*, 55(4A), 925 (UMI No. 9422151).
- St. Michel, T. (1995). *Effective substitute teachers: Myth, mayhem, or magic? The practising administrator's leadership series (Report No. EA026748)*. Thousand Oaks, CA: Corwin Press Incorporated (ERIC Document Reproduction Service No. ED383091).
- Stanley, S. (1991). Substitute teachers can manage their classrooms effectively. *National Association of Secondary School Principals Bulletin*, 75(532), 84-88.
- Steltenpohl, E. H. (1974). How to uncomplicate your substitute teacher program and make it make sense too. *American School Board Journal*, 161(2), 37-40.
- Strangeways, S. (2003). Concern over supply teaching levels in town. *Northern Echo*, p. 6.
- Strauss, A., & Corbin, J. M. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.
- Sturgeon, R. (2000). The advantages of being a substitute teacher. Retrieved March 2, 2004, from <http://www.av.qnet.com/~rsturgn/advntgs.htm>
- Sturgeon, R. (2004a). Power tricks. Retrieved March 2, 2004, from <http://www.av.qnet.com/~rsturgn/powerx.htm>
- Sturgeon, R. (2004b). Reasons to become a substitute teacher. Retrieved March 2, 2004, from <http://www.av.qnet.com/~rsturgn/reasons.htm>
- Sturgeon, R. (2004c). The typical day of a substitute teacher. Retrieved March 2, 2004, from <http://www.av.qnet.com/~rsturgn/typclday.htm>
- Substitutes hold conference to air their concerns. (2000). *American Teacher*, 85(1), 21.
- Swan, M. (2002, July 12). At the end of the lesson they were hooked. The penny had dropped. *The Times Educational Supplement*, p. S23.
- Tannenbaum, M. D. (2000). No substitute for quality. *Educational Leadership*, 57(8), 70-72.
- Teacher Supply & Demand Reference Group. (2003, November). Teacher supply and demand report. 2004, from <http://www.teaching.vic.gov.au/pdfs/Teacher%20Supply%20and%20Demand%20in%20Victoria%202003.pdf>
- Tracy, S. J. (1988). Improve substitute teaching with staff development. *National Association of Secondary School Principals Bulletin*, 72(508), 85-88.
- Trent, J. H., & Ghilotti, S. (1972). A comparison of teachers', administrators', and substitute teachers' perceptions of substitute teachers. *College Student Journal*, 6(4), 52-54.

- UK government: Schools need to do more to support temporary teachers, says Ofsted. (2002, December 16). *M2 Presswire*, p. 1.
- Vail, K. (2000). Organizing substitute teachers. *American School Board Journal*, 187(8), 36-37.
- Victorian Institute of Teaching. (2003, October 7). Application for registration. Retrieved January 26, 2004, from <http://www.vit.vic.edu.au/appreg.htm>
- Ward, M. (2001). Supply teaching: Into the unknown. *Report*, 24(3), 13.
- Warner, B. (2003). Lessons of a substitute teacher. *T + D*, 57(7), 27.
- Warren, R. (1988). Substitute teachers: Education's relief pitchers. *National Association of Secondary School Principals Bulletin*, 72(512), 96-99.
- Webb, P. C. (1995, November 27-30). Just a relief teacher. *Paper Presented at the Annual Conference of the Australian Association for Research in Education in Hobart, Tasmania*. Retrieved January 1, 2004, from <http://www.aare.edu.au/95pap/willj95.015>
- Weems, L. (2003). Representations of substitute teachers and the paradoxes of professionalism. *Journal of Teacher Education*, 54(3), 254-265.
- Wildridge, J. J. (1996). Surviving the toughest year of all: First-year substitute teaching. *Kappa Delta Pi Record*, 32(3), 102-103.
- Wilgoren, J. (2000, July 15). Substitute teachers see a time to shine. *The New York Times*, p. A7.
- Williams, M. (1988). Identity crisis of a substitute teacher. *Middle School Journal*, 20(2), 34.
- Wilson, A. (1990, September 28). Temping fate. *The Times Educational Supplement*, p. 27.
- Wilson, K. (1999). Working with substitute teachers. *Principal*, 73(3), 43-44.
- Wood, E., & Knight, J. (1989). I feel sorry for supply teachers: An ethnographic study. *Unicorn*, 15(1), 36-43.
- Wooden, M., & Warren, D. (2004). Non-standard employment and job satisfaction: Evidence from the HILDA survey. *Journal of Industrial Relations*, 46(3), 275-297.
- Wyld, D. C. (1995). The FMLA and the changing demand for substitute teachers. *The Clearing House*, 68(5), 301-306.
- Yarger, C. C., & Luckner, J. L. (1999). Itinerant teaching: The inside story. *American Annals of the Deaf*, 144(4), 309-314.
- Young, P., & Carrick, A. (1993). Information for the casual teacher. *The Practising Administrator*, 15(2), 4-6, 43.

## Appendix A

Project Information for School Principals: A comparison of casual relief teachers' and permanent teachers' perspectives on occupational stress and satisfaction.

May - December, 2003

Dear Principal,

Students undertaking the Doctor of Psychology program at the Royal Melbourne Institute of Technology (RMIT) University Bundoora are required to undertake applied research as a course requirement.

The current study is a comparison of occupational stress and satisfaction among permanently (i.e., full-time & part-time) and casually employed primary and secondary school teachers working in different educational sectors: Catholic, independent, and government. Few researchers have investigated the needs and concerns inherent in casual relief teaching and how this compares with permanent teaching. Further to this point, it is not known whether teachers working in different educational sectors (i.e., government, independent, and Catholic) report different types of occupational stress and satisfaction. This study will improve the quality and amount of information currently available on stress and satisfaction in casual relief teaching and will contrast perspectives between subgroups of educators working in different educational sectors.

The purpose of this letter is to request your school's involvement in the study. Approximately 600 teachers from various primary and secondary schools in and around metropolitan Melbourne are needed to conduct the study. As participants, they are required to provide brief demographic information, complete the *Issues in Teaching Questionnaire*, and return the anonymously completed questionnaires to the researcher either via a drop box located in your main staffroom or by reply-paid post (all materials will be provided). The questionnaires take about 20 minutes to complete and this is the extent of their involvement. A copy of the questionnaires as well as ethics approval from each of the relevant school boards are enclosed for your perusal.

Your school's participation in this study is solicited, but strictly voluntary. If you choose to participate, please understand that this study may not be of any direct benefit to your school or staff. This study is for research purposes only and the results will be reported to RMIT University, the Department of Education and Training, the Catholic Education Office, and may also appear in publications. As a participating school, you will receive group summary data for your school and comparative data with other schools on request, provided that a reasonable sample of teachers agree to participate. Please note, however, that schools will not be identified and only group data will be analysed and reported.

If you would like your school to participate in the study or would like further information regarding this matter, please do not hesitate to contact my supervisor, Dr. John Reece, on the number below. Your interest and participation would be greatly appreciated.

Yours sincerely,

Lara Cleeland, B.Ed., Grad.Dip.Beh.Sci., B.App.Sci. (Hon.)(Psych.) Researcher (03) 9925 7376	John Reece, Ph.D. Supervisor (03) 9925 7512
--	---

## Appendix B

Project Information for Participants: A comparison of casual relief teachers' and permanent teachers' perspectives on occupational stress and satisfaction.

May - December, 2003

Dear Teacher,

Students undertaking the Doctor of Psychology program at the Royal Melbourne Institute of Technology (RMIT) University are required to undertake applied research as a course requirement.

The current study is a comparison of occupational stress and satisfaction among permanently (i.e., full-time & part-time) and casually employed primary and secondary school teachers working in different educational sectors: Catholic, independent, and government. Few researchers have investigated the needs and concerns inherent in casual relief teaching and how this compares with permanent teaching. Further to this point, it is not known whether teachers working in different educational sectors (i.e., government, independent, and Catholic) report different types of occupational stress and satisfaction. This study will improve the quality and amount of information currently available on stress and satisfaction in casual relief teaching and will contrast perspectives between subgroups of educators working in different educational sectors.

The purpose of this letter is to request your involvement in the study. Approximately 600 primary and secondary school teachers are involved in the study and as a participant you are required to provide brief demographic information, complete the *Issues in Teaching Questionnaire*, and return the anonymously completed questionnaires to the researcher either via a drop box located in your main staffroom or in a reply-paid envelope (where provided). The questionnaires take about 20 minutes to complete and this is the extent of your involvement.

If you are a casual relief teacher and have received this questionnaire by post, it is important for you to know that it has been sent to you by an employment agency or school that you are registered with. In order to ensure your privacy, we have not seen any of the data from any of these agencies or schools (the questionnaires were processed & posted by staff at the agencies), so it is possible that you either have received or will receive multiple copies of this questionnaire. We apologise for this, but it is an unavoidable by-product of guaranteeing your privacy. If you do receive multiple copies of the questionnaire, please return the excess questionnaires by reply-paid post.

Your participation in this study is solicited, but strictly voluntary. If you choose to participate, please understand that this study may not be of any direct benefit to you. This study is for research purposes only and the results will be reported to RMIT University, the Department of Education and Training, the Catholic Education Office, and may also appear in publications. Finally, your consent to participate is given by your completion and return of the questionnaires. If you do not wish to participate, please return the uncompleted questionnaires either via the RMIT drop-box or in the reply-paid envelope (where provided).

If you would like any additional information regarding this matter, please do not hesitate to contact my supervisor, Dr. John Reece, on the number below. Your participation would be much appreciated.

Yours sincerely,

Lara Cleeland, B.Ed., Grad.Dip.Beh.Sci., B.App.Sci. (Hon.)(Psych.) Researcher (03) 9925 7376	John Reece, Ph.D. Supervisor (03) 9925 7512
--	---

Appendix C  
**Demographic Information Questionnaire**

Lara Cleeland, John Reece, Ph.D., & Emma Little, Ph.D.

RMIT University

---

PLEASE READ THESE INSTRUCTIONS CAREFULLY.

Respond to the following items by circling the appropriate response or by filling in the relevant information. Provide *one* response only for *each* of the items. If you work at more than one school, make your response appropriate to the school where you work most. Try not to skip any items.

1. What is your sex?
  - a) Male
  - b) Female
2. What is your age?  
\_\_\_\_\_ years
3. What is your highest teaching qualification?
  - a) Certificate
  - b) Diploma
  - c) Bachelor's degree
  - d) Graduate diploma
  - e) Master's degree
  - f) Doctoral degree
4. How many years teaching experience do you have?  
\_\_\_\_\_ years
5. Is the majority of your work in:
  - a) Primary schools
  - b) Secondary schools
  - c) Other (please specify).....
6. What sector is the school in?
  - a) Government
  - b) Private or Independent
  - c) Catholic
7. Approximately how many students are enrolled at the school?  
\_\_\_\_\_ students
8. Which of the following settings is the school located in?
  - a) Inner urban
  - b) Suburban
  - c) Semirural
  - d) Rural
9. What is the socioeconomic status of the student population?
  - a) Lower class
  - b) Lower-middle class
  - c) Middle class
  - d) Middle-upper class
  - e) Upper class
10. What region is the school located in?
  - a) North-west
  - b) North
  - c) North-east
  - d) East
  - e) South-east
  - f) South
  - g) South-west
  - h) West

11. What percentage of your work is in the following sectors?  
 Government \_\_\_\_\_ %  
 Private or Independent \_\_\_\_\_ %  
 Catholic \_\_\_\_\_ %
12. Are you currently a casual relief teacher?  
 a) No ⇒ GO TO QUESTION 13  
 b) Yes ⇒ GO TO QUESTION 15
13. Have you ever worked as a casual relief teacher?  
 a) Yes ⇒ GO TO QUESTION 14  
 b) No ⇒ PLEASE CONTINUE ON WITH THE NEXT QUESTIONNAIRE.
14. How many years did you have casual employment?  
 \_\_\_\_\_ years  
 ⇒ GO TO QUESTION 17
15. Have you ever worked as a permanent (i.e., full-time or part-time) teacher?  
 a) Yes ⇒ GO TO QUESTION 16  
 b) No ⇒ GO TO QUESTION 17
16. How many years did you work as a permanent teacher?  
 \_\_\_\_\_ years  
 ⇒ GO TO QUESTION 17

17. How important are/were the following in your decision to work as a casual relief teacher?

	Not at all important				Very important
To gain teaching experience.....	1	2	3	4	5
It suits my lifestyle.....	1	2	3	4	5
Flexibility of hours.....	1	2	3	4	5
For the challenge.....	1	2	3	4	5
For the money.....	1	2	3	4	5
No longer working full-time.....	1	2	3	4	5
Desire to work in a variety of schools.....	1	2	3	4	5
Dissatisfaction with conditions for permanent teachers	1	2	3	4	5
Unable to work as a permanent teacher.....	1	2	3	4	5
Provides financial support for other interests.....	1	2	3	4	5
Unable to obtain permanent employment.....	1	2	3	4	5
Works in with family commitments.....	1	2	3	4	5
Other (please specify).....	1	2	3	4	5

## **ALL TEACHERS**

**Please continue on with the next questionnaire**



Appendix D  
**Issues in Teaching Questionnaire**

Lara Cleeland, John Reece, Ph.D., & Emma Little, Ph.D.

RMIT University

**PLEASE READ THESE INSTRUCTIONS CAREFULLY.**

Respond to the following items by circling the response that best describes you. For example, you would respond to the item "I attend staff meetings" by circling the Generally True for Me response category if you usually attend staff meetings but on occasion do not. By contrast, you would respond to the same item by circling the Generally Not True for Me response category if you usually do not attend staff meetings but on occasion do. Circle *one* response only for *each* of the items. You may find that some of the items are not applicable to you. If this happens, circle the Generally Not True for Me response category. Also, if you work at more than one school, make your response appropriate to the school where you work most. Try not to skip any items.

Item	Generally True for Me	Generally Not True for Me
1. I attend staff meetings.....	1	2
2. I have a photocopier number.....	1	2
3. I receive holiday pay.....	1	2
4. It is difficult deciding whether student behaviour is acceptable.....	1	2
5. Opportunities are available for career advancement.....	1	2
6. I refer to maps to find my way around school grounds.....	1	2
7. I feel part of the school community.....	1	2
8. My work is personally satisfying.....	1	2
9. I am qualified to teach the subject(s) or class(es) on my timetable.....	1	2
10. Students are on-task in my class(es).....	1	2
11. I know where students are up to in their learning.....	1	2
12. I am employed on a needs basis.....	1	2
13. Staff know my name.....	1	2
14. I get at least one teaching period or block of time off each day.....	1	2
15. I worry about how staff view my ability.....	1	2
16. I teach junior students more often than senior students.....	1	2
17. My complaints are followed-up.....	1	2
18. I feel obliged to work when ill or stressed.....	1	2
19. I feel as if students treat me differently from other teachers.....	1	2
20. I have contact with parents.....	1	2
21. I know the day before the class(es) I will teach.....	1	2
22. Work is erratic.....	1	2
23. I get the impression from students that I'm effective in the classroom...	1	2
24. I am treated as a member of staff.....	1	2
25. I receive performance evaluation.....	1	2
26. I would like to work more often.....	1	2

Item	Generally True for Me	Generally Not True for Me
27. I have work for students to go on with.....	1	2
28. I question the honesty of students.....	1	2
29. I experience work-related anxiety.....	1	2
30. I write school reports.....	1	2
31. I feel as if I am low in the "pecking order".....	1	2
32. I have a staff handbook.....	1	2
33. Students play pranks on me.....	1	2
34. Staff are approachable.....	1	2
35. I have difficulty discerning inappropriate student behaviour.....	1	2
36. I receive the same privileges as other teachers.....	1	2
37. I question my decisions.....	1	2
38. I have a secure job.....	1	2
39. I go beyond the call of duty.....	1	2
40. Work I prepare is relevant to the topic of study.....	1	2
41. My professional needs are met.....	1	2
42. I feel accepted by my colleagues.....	1	2
43. Work is available when I want it.....	1	2
44. I match consequences appropriately to offences.....	1	2
45. I feel at ease when interacting with students.....	1	2
46. Boys and girls have an equal number of problem behaviours.....	1	2
47. The principal takes an interest in what I do.....	1	2
48. I feel unsafe in the classroom or schoolyard.....	1	2
49. I work hard.....	1	2
50. I am provided with white board markers or chalk.....	1	2
51. Students challenge my instructions.....	1	2
52. My knowledge or experience is put to best possible use.....	1	2
53. I experience work-related stress.....	1	2
54. I have a lot of responsibility.....	1	2
55. Tea and coffee is provided by the school.....	1	2
56. I am provided with a safe place to leave my personal belongings.....	1	2
57. I teach the same class(es) regularly.....	1	2
58. I receive moral support from staff.....	1	2
59. I believe that students learn much in my class(es).....	1	2
60. I have adequate working conditions.....	1	2
61. Staff behaviours or attitudes make me feel inferior.....	1	2
62. I have difficulty getting into rooms.....	1	2
63. I have contract or ongoing employment.....	1	2
64. I am kept informed of everyday school business.....	1	2
65. I am clear on the school rules.....	1	2
66. I apply my own standards or expectations for student behaviour.....	1	2

Item	Generally True for Me	Generally Not True for Me
67. I know the names of most school personnel.....	1	2
68. I encounter work-related hassles.....	1	2
69. My key (i.e., "lock and key") needs are determined on a daily basis....	1	2
70. I complete paperwork.....	1	2
71. I have difficulty managing student behaviour.....	1	2
72. I am in conflict with staff.....	1	2
73. I have access to confidential student information.....	1	2
74. I have work variety.....	1	2
75. I know what to do in a school emergency.....	1	2
76. I feel part of a team.....	1	2
77. Students believe that I can only supervise classes.....	1	2
78. I have difficulty implementing lesson plans.....	1	2
79. I can see myself working in the same role for the foreseeable future...	1	2
80. I know by memory the names of students in my class(es).....	1	2
81. I receive recognition for work well done.....	1	2
82. I locate school buildings easily.....	1	2
83. I have difficulty deciding on appropriate disciplinary action.....	1	2
84. Work or activities I give students is prepared by me only.....	1	2
85. I get anxious when teaching.....	1	2
86. I have a regular or stable income.....	1	2
87. I prepare for class(es) at a moment's notice.....	1	2
88. Each day, I feel like I compete with others to obtain work.....	1	2
89. I have my own desk or designated work space.....	1	2
90. I talk to staff about work-related problems.....	1	2
91. My job performance is monitored.....	1	2
92. Students muck around in my class(es).....	1	2
93. I am well paid.....	1	2
94. I know which areas of the school grounds are out-of-bounds.....	1	2
95. Students know or call me by name.....	1	2
96. I have too much work to do.....	1	2
97. I ask for directions around the school.....	1	2
98. I think about leaving the teaching profession.....	1	2
99. I enforce school rules.....	1	2
100. I know who to ask when I need assistance.....	1	2
101. Students perceive me to be a bona fide or real teacher.....	1	2
102. My impression is that students think I'm no good at what I do.....	1	2
103. I am unsure when to punish students.....	1	2
104. Student recalcitrance consumes much of my time.....	1	2
105. I cover other teachers' classes.....	1	2
106. I am included in social activities.....	1	2

Item	Generally True for Me	Generally Not True for Me
107. My employment is guaranteed.....	1	2
108. I get the impression that staff question my competence.....	1	2
109. I know what is expected of me professionally.....	1	2
110. I have more pressures than other teachers.....	1	2
111. Maps of school grounds are imprecise.....	1	2
112. I have a pigeonhole.....	1	2
113. Students bludge in my class(es).....	1	2
114. I feel as if I am taken for granted.....	1	2
115. I know who the union representative is.....	1	2
116. Students question my knowledge or experience.....	1	2
117. I have good behaviour management.....	1	2
118. Classroom checks are carried out to monitor my performance.....	1	2
119. I know my way around school grounds.....	1	2
120. My knowledge is sufficient to assist students with their learning.....	1	2
121. I have low rank or status in the school hierarchy.....	1	2
122. Work-related stress affects my personal life.....	1	2
123. I put in a lot of effort.....	1	2
124. I know in advance (at least the day before) when I'm needed to work.	1	2
125. I participate in parent-teacher interviews.....	1	2
126. I am up-to-date with school news.....	1	2
127. I receive lesson preparation time.....	1	2
128. I have concerns about my personal safety.....	1	2
129. I take home group or roll call.....	1	2
130. I know how to use the photocopier.....	1	2
131. Students respect my authority.....	1	2
132. I have my own set of room keys.....	1	2
133. I am not recognised as having an official teaching position.....	1	2
134. I feel as if I have the most challenging job in the school.....	1	2
135. Students believe that they will get away with much in my class(es).....	1	2
136. I would like more work variety.....	1	2
137. I report fewer student incidents than I observe.....	1	2
138. There is an equal number of problem behaviours among year levels....	1	2
139. I have been formally introduced to staff.....	1	2
140. I have a rapport with students in my class(es).....	1	2
141. I get paid sick days.....	1	2
142. I teach in different classrooms everyday.....	1	2
143. Staff treat me as their equal.....	1	2
144. I enjoy my work.....	1	2
145. I cover other teachers' classes everyday.....	1	2
146. I am overworked.....	1	2

Item	Generally True for Me	Generally Not True for Me
147. I am remunerated for years teaching experience.....	1	2
148. Junior students have more problem behaviours than senior students...	1	2
149. I sit by myself at recess or lunch.....	1	2
150. I am entitled to fringe benefits.....	1	2
151. Availability of work is consistent.....	1	2
152. I think students see me as less competent than other teachers.....	1	2
153. My professional opinions are solicited for school-decision-making.....	1	2
154. My impression is that staff think I'm ineffective in the classroom.....	1	2
155. Teaching materials are easy to access.....	1	2
156. Emotional or physical illness results from my work.....	1	2
157. I receive feedback about matters I refer on.....	1	2
158. Students try to intimidate me.....	1	2
159. I am on-call to work.....	1	2
160. I am highly regarded among my colleagues.....	1	2
161. I am assigned classes beyond my knowledge or experience.....	1	2
162. I am pressed for time.....	1	2
163. Staff go out of their way to help me.....	1	2
164. I am vulnerable to student pranks.....	1	2
165. Usually I teach senior classes.....	1	2
166. I have regular employment.....	1	2
167. I am invited to attend professional development activities.....	1	2
168. I am aware of students with impairments in my class(es).....	1	2
169. Students treat me with respect.....	1	2
170. I receive low priority in the educational system.....	1	2
171. I worry about obtaining work.....	1	2
172. Students achieve little in my class(es).....	1	2
173. I am in a position of authority.....	1	2
174. Students think I have difficulty managing inappropriate behaviour.....	1	2
175. I feel alienated or estranged from staff.....	1	2
176. I have difficulty locating classrooms.....	1	2
177. My job is personally rewarding.....	1	2
178. I undertake yard, bus, or canteen duties.....	1	2
179. I know my rights as an employee.....	1	2
180. Students comply with my instructions.....	1	2
181. I have my own unique set of rules in addition to school rules.....	1	2
182. I feel inadequate as a teacher.....	1	2
183. I rely on word finds or puzzles to keep students busy.....	1	2
184. My impression is that I am a valued employee.....	1	2
185. I worry that my personal belongings will get damaged.....	1	2
186. I get the feeling that students think I'm good at teaching.....	1	2

Item	Generally True for Me	Generally Not True for Me
187. I have work-related grievances.....	1	2
188. I work at more than one school.....	1	2
189. I adhere to prescribed discipline protocol.....	1	2
190. I feel safe in my work environment.....	1	2
191. It is easy to locate teaching materials.....	1	2
192. I am considered to be part of the staff.....	1	2
193. Students take liberties with me.....	1	2
194. Teaching affects my well-being.....	1	2
195. I participate in school decision-making.....	1	2
196. I feel tense or uptight when performing my duties.....	1	2
197. Students regard me as a babysitter rather than a teacher.....	1	2
198. I modify school rules to suit my own standards or expectations.....	1	2
199. I have high autonomy.....	1	2
200. I worry about my job performance.....	1	2
201. I feel comfortable attending school based social functions.....	1	2
202. I find that students are dishonest.....	1	2
203. I feel dispensable.....	1	2
204. I am provided with the materials necessary to fulfil my role.....	1	2
205. Students misbehave in my class(es).....	1	2
206. My job is demanding.....	1	2
207. I undertake my duties confidently.....	1	2
208. I feel threatened by students.....	1	2
209. I am involved in altercations with students.....	1	2
210. I don't have meaningful work to give students.....	1	2
211. I know that I have the support of my colleagues.....	1	2
212. I know my teaching schedule in advance (at least the day before).....	1	2
213. Students question my teaching ability.....	1	2
214. My impression is that staff think I'm good at what I do.....	1	2
215. I turn a blind eye to inappropriate student behaviour.....	1	2
216. I praise students for work well done.....	1	2
217. I get the impression that staff stereotype me as incapable.....	1	2

## Appendix E

### Approval to Conduct Research from RMIT University



APPLIED SCIENCE

## MEMORANDUM

**FROM:** *Lina Papillo, Secretary, Faculty Human Research Ethics Sub-Committee*  
**PHONE:** *9925-6102*  
**FAX:** *9925-6107*  
**E-MAIL:** *lina.papillo@rmit.edu.au*

Faculty of Applied Science

Bundoora Campus  
PO Box 71  
Bundoora 3083  
Victoria Australia

Tel +61 3 9925 6102  
Fax +61 3 9925 6107  
E-mail  
wendy.fleming@rmit.edu.au  
<http://www.rmit.edu.au>

---

**TO:** Ms Lara Cleeland, Department of Psychology & Disability Studies  
**DATE:** 22 November 2002  
**RE:** Application for ethics approval  
**CC:** Dr John Reece, Chair, Faculty of Applied Science Human Research Ethics Sub-Committee

---

Your project, titled *A Comparison of Casual Relief Teachers' and Permanent Teachers' Perspectives on Occupational Stress and Satisfaction* has been considered by the Faculty of Applied Science Human Research Ethics Sub-Committee. You rated the project as Level 1 (i.e., no risks above the everyday norm) and the Sub-Committee agreed with that rating. After being considered by the Sub-Committee, the Chair informed you of the required changes. You have addressed all of the issues raised, and your amendments have been approved by the Chair of the Sub-Committee. You may consider your project, as it is described in your revised application, **APPROVED** for a period of three years from the date on this memo.

Should your project not be completed within three years, you should apply for an extension of approval. Also, you should be aware that there is a requirement to provide a report at the end of the project. Pro-formas for both tasks are available from the RMIT Human Research Ethics Committee website.

Let me take this opportunity to wish you all the best with your research. If any issues regarding ethics arise during the running of the project, please do not hesitate to contact the Chair of the Sub-Committee.

Sincerely

Lina Papillo  
Secretary, Faculty of Applied Science Human Research Ethics Sub-Committee

---

Created on 22 November 2002 12:17 Last printed 22 November 2002 12:17  
H:\Ethics Committee\Ethics02\Memos\Final Notification\Lara Cleeland #2 approval letter.doc  
Location: 251.2.53 FoAS HREC Secretary tp Page 1 of 1

## Appendix F

### Approval to Conduct Research in Government Schools



#### Department of Education & Training

Office of School Education

**SOS 002244**

25 October 2002

Lara Cleeland  
RMIT University  
Department of Psychology and Disability Studies  
PO Box 71  
BUNDOORA 3083

Dear Ms Cleeland

Thank you for your application of 28 August 2002 in which you request permission to conduct a research study in Victorian government schools titled: *A comparison of casual relief teachers' and permanent teachers' perspectives on occupational stress and satisfaction.*

I am pleased to advise that your research proposal is approved in principal, subject to the conditions detailed below, and with a need to gain further clarification on the following two points:

- In item 6, Methodology and Sampling Procedure: there is no explanation on how schools will be randomly chosen to be involved in this study;
- Research Instrument: Appendix D – Issues in Teaching Questionnaire. Question 22 reinforces gender stereotypical attitudes and is gender biased, *that boys display more problem behaviours than girls.* (It may be useful to obtain advice from the Gender Education Strategy Team.)

1. You obtain approval for the research to be conducted in each school directly from the principal. Details of your research, copies of this letter of approval and the letter of approval from the relevant ethics committee are to be provided to the principal. The final decision as to whether or not your research can proceed in a school rests with the principal.
2. No student is to participate in this research study unless they are willing to do so and parental permission is received. Sufficient information must be provided to enable parents to make an informed decision and their consent must be obtained in writing.

2 Treasury Place  
East Melbourne, Victoria 3002  
Telephone: +61 3 9637 2000  
DX 210083

GPO Box 4367  
Melbourne, Victoria 3001





3. As a matter of courtesy, you should advise the relevant Regional Director of the schools you intend to approach. An outline of your research and a copy of this letter should be provided to the Regional Director.
4. Any extensions or variations to the research proposal, additional research involving use of the data collected, or publication of the data beyond that normally associated with academic studies will require a further research approval submission.
5. At the conclusion of your study, a copy or summary of the research findings should be forwarded to me at the above address.

I wish you well with your research study. Should you have further enquiries on this matter, please contact Louise Dressing, Senior Policy Officer, Schools, Communities and Networks, on 9637 2349.

Yours sincerely

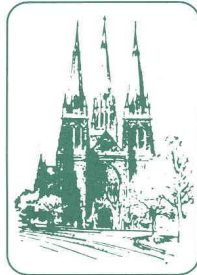


**Peter Enright**  
Manager  
Schools, Communities & Networks

encl.

## Appendix G

### Approval to Conduct Research in Catholic Schools



#### CATHOLIC EDUCATION OFFICE

JAMES GOULD HOUSE  
228 VICTORIA PARADE  
EAST MELBOURNE VIC. 3002

Telephone: (03) 9267 0228  
Facsimile: (03) 9415 9325

CORRESPONDENCE TO:  
Email ADDRESS:

P.O. BOX 3, EAST MELBOURNE VIC. 3002  
director@ceo.melb.catholic.edu.au  
ABN 85 176 448 204

IN REPLY PLEASE QUOTE:

GE02/0009

2 December 2002

Ms L Cleeland  
Doctor of Psychology Student  
C/- Dr J Reece  
Psychology and Disability Studies  
RMIT University  
PO Box 71  
BUNDOORA VIC 3083

Dear Ms Cleeland,

I am writing with regard to your letter of 14 November 2002 in which you referred to your forthcoming research project into casual relief teachers' and permanent teachers' perspectives on occupational stress and satisfaction. I understand that this research is part of your studies for the degree of Doctor of Psychology at RMIT University. You have asked approval to approach Catholic schools in the Archdiocese of Melbourne as you wish to survey teachers.

I am pleased to advise that your research proposal is approved in principle subject to the following standard conditions.

1. The decision as to whether or not research can proceed in a school rests with the School Principal. So you will need to obtain approval directly from the Principal of each school that you wish to involve.
2. You should provide each Principal with an outline of your research proposal and indicate what will be asked of the school. A copy of this letter of approval, and a copy of notification of approval from the University's Ethics Committee, should also be included.

...2

3. Any substantial modifications to the research proposal, or additional research involving use of the data collected, will require a further research approval submission to this Office.
4. Data relating to individuals or schools are to remain confidential.
5. Since participating schools have an interest in research findings, you should discuss with each Principal ways in which the results of the study could be made available for the benefit of the school community.
6. At the conclusion of the study, a copy or summary of the research findings should be forwarded to the Information Services Unit of the Catholic Education Office.

I wish you well with your research study. If you have any queries concerning this matter, please contact Mr Mark McCarthy of this Office.

With every best wish,

Yours sincerely,



(P. Annett)

ACTING DIRECTOR OF CATHOLIC EDUCATION

Table A1

*Reliability Analyses for the Original Issues in Teaching Questionnaire Subscale Items Overall and by Employment Status*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$
<i>Information and communication</i>																
I refer to maps to find my way around school grounds	6	1.56	.50	372	.29	.77	1.88	.32	624	.23	.67	1.76	.43	1000	.43	.86
I know where students are up to in their learning	11	1.53	.50	372	.37	.77	1.96	.20	624	.38	.65	1.80	.40	1000	.59	.85
I have a staff handbook	32	1.25	.44	372	.21	.78	1.83	.38	624	.26	.66	1.62	.49	1000	.53	.85
I have difficulty getting into rooms	62	1.70	.46	372	.24	.78	1.80	.40	624	.05	.70	1.76	.43	1000	.20	.87
I am kept informed of everyday school business	64	1.42	.49	372	.48	.76	1.91	.29	624	.44	.64	1.73	.45	1000	.66	.85
I am clear on the school rules	65	1.66	.47	372	.52	.76	1.96	.21	624	.38	.65	1.85	.36	1000	.59	.85
I know the names of most school personnel	67	1.54	.50	372	.52	.76	1.95	.21	624	.44	.65	1.80	.40	1000	.66	.85
I have access to confidential student information	73	1.29	.46	372	.45	.76	1.81	.39	624	.24	.67	1.62	.49	1000	.58	.85
I know what to do in a school emergency	75	1.32	.47	372	-.35	.78	1.09	.28	624	-.36	.67	1.18	.38	1000	-.45	.86
I know by memory the names of students in my class(es)	80	1.53	.50	372	.43	.76	1.94	.23	624	.36	.65	1.79	.41	1000	.60	.85
I locate school buildings easily	82	1.84	.37	372	.38	.77	1.97	.17	624	.36	.66	1.92	.27	1000	.42	.86
I ask for directions around the school	97	1.46	.50	372	.40	.77	1.91	.29	624	.34	.65	1.74	.44	1000	.58	.85
I know who to ask when I need assistance	100	1.90	.30	372	.32	.77	1.98	.14	624	.22	.67	1.95	.21	1000	.33	.86
Maps of school grounds are imprecise	111	1.86	.35	372	.16	.78	1.92	.27	624	.08	.68	1.90	.30	1000	.16	.87
I know who the union representative is	115	1.22	.42	372	.39	.77	1.84	.37	624	.28	.66	1.61	.49	1000	.61	.85

Table A1

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total					
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	
<i>Information and communication continued</i>																	
	I know my way around school grounds	119	1.82	.39	372	.46	.76	1.97	.17	624	.30	.66	1.91	.28	1000	.46	.86
	I am up-to-date with school news	126	1.40	.49	372	.58	.75	1.96	.21	624	.53	.64	1.75	.43	1000	.75	.84
	I am aware of students with impairments in my class(es)	168	1.68	.47	372	.42	.77	1.95	.22	624	.34	.66	1.85	.36	1000	.52	.85
	I feel alienated or estranged from staff	175	1.27	.45	372	-.38	.81	1.08	.26	624	-.16	.70	1.15	.36	1000	-.40	.88
	I have difficulty locating classrooms	176	1.83	.37	372	.36	.77	1.96	.19	624	.23	.67	1.92	.28	1000	.37	.86
	I know my rights as an employee	179	1.68	.47	372	.26	.78	1.92	.27	624	.24	.66	1.83	.38	1000	.39	.86
						Overall $\alpha =$	.78				Overall $\alpha =$	.67			Overall $\alpha =$	.86	
<i>Provisions and facilities</i>																	
	I have a photocopier number	2	1.24	.43	381	.31	.72	1.83	.37	630	.10	.68	1.61	.49	1016	.48	.77
	My professional needs are met	41	1.48	.50	381	.39	.72	1.83	.38	630	.39	.63	1.70	.46	1016	.51	.77
	I feel unsafe in the classroom or school yard	48	1.91	.29	381	.07	.74	1.89	.31	630	.19	.66	1.90	.30	1016	.08	.80
	I am provided with white board markers or chalk	50	1.68	.47	381	.41	.71	1.92	.27	630	.26	.65	1.83	.38	1016	.45	.78
	Tea and coffee is provided by the school	55	1.84	.37	381	.17	.74	1.59	.49	630	.06	.70	1.69	.47	1016	-.11	.82
	I am provided with a safe place to leave my personal belongings	56	1.42	.49	381	.38	.72	1.76	.43	630	.34	.64	1.63	.48	1016	.48	.77
	I have my own desk or designated work space	89	1.25	.43	381	.35	.72	1.94	.23	630	.33	.65	1.68	.47	1016	.62	.76

Table A1

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total					
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>	
<i>Provisions and facilities continued</i>																	
	I have a pigeonhole	112	1.13	.33	381	.31	.72	1.96	.21	630	.35	.65	1.65	.48	1016	.63	.76
	I have concerns about my personal safety	128	1.90	.30	381	.19	.73	1.94	.23	630	.30	.65	1.93	.26	1016	.23	.79
	I know how to use the photocopier	130	1.91	.29	381	.18	.73	2.00	.07	630	.16	.67	1.96	.19	1016	.26	.79
	I have my own set of room keys	132	1.22	.42	381	.32	.72	1.89	.31	630	.30	.65	1.64	.48	1016	.59	.76
	Teaching materials are easy to access	155	1.66	.47	381	.51	.70	1.85	.35	630	.50	.62	1.78	.41	1016	.52	.77
	I worry that my personal belongings will get damaged	185	1.79	.41	381	.27	.73	1.86	.35	630	.24	.66	1.83	.38	1016	.25	.79
	I feel safe in my work environment	190	1.93	.26	381	.25	.73	1.96	.19	630	.23	.66	1.95	.22	1016	.23	.79
	It is easy to locate teaching materials	191	1.69	.47	381	.54	.70	1.89	.32	630	.48	.63	1.81	.39	1016	.53	.77
	I am provided with the materials necessary to fulfil my role	204	1.74	.44	381	.44	.71	1.87	.34	630	.38	.64	1.82	.38	1016	.41	.78
						Overall $\alpha =$	.74				Overall $\alpha =$	.67			Overall $\alpha =$	.79	
<i>Lesson management</i>																	
	I get at least one teaching period or block of time off each day	14	1.19	.39	384	.03	.43	1.53	.50	643	.03	.34	1.41	.49	1032	.23	.57
	I have work for students to go on with	27	1.88	.33	384	.22	.35	1.97	.18	643	.07	.26	1.93	.25	1032	.23	.56
	Work I prepare is relevant to the topic of study	40	1.80	.40	384	.23	.34	1.98	.14	643	.27	.21	1.91	.28	1032	.37	.53
	I have difficulty implementing lesson plans	78	1.84	.37	384	.07	.42	1.89	.31	643	.11	.24	1.87	.33	1032	.12	.59

Table A1

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>
<i>Lesson management continued</i>																
I prepare for class(es) at a moment's notice	87	1.29	.45	384	.14	.39	1.79	.41	643	.11	.24	1.60	.49	1032	.38	.51
I receive lesson preparation time	127	1.17	.37	384	.20	.36	1.86	.35	643	.24	.14	1.60	.49	1032	.51	.45
I rely on word finds or puzzles to keep students busy	183	1.83	.38	384	.20	.35	1.97	.18	643	.11	.25	1.92	.28	1032	.27	.55
I don't have meaningful work to give students	210	1.87	.34	384	.30	.31	1.93	.25	643	.07	.26	1.91	.29	1032	.21	.57
					Overall $\alpha =$	.40				Overall $\alpha =$	.27				Overall $\alpha =$	.58
<i>Student management</i>																
It is difficult deciding whether student behaviour is acceptable	4	1.72	.45	376	.35	.66	1.87	.33	617	.28	.62	1.81	.39	998	.33	.64
I have difficulty discerning inappropriate student behaviour	35	1.85	.36	376	.46	.68	1.93	.25	617	.31	.64	1.90	.30	998	.40	.66
I question my decisions	37	1.70	.46	376	.26	.67	1.71	.46	617	.29	.62	1.71	.46	998	.28	.65
I match consequences appropriately to offences	44	1.90	.30	376	.28	.67	1.98	.15	617	.32	.62	1.95	.22	998	.31	.65
I apply my own standards or expectations for student behaviour	66	1.10	.30	376	-.05	.70	1.08	.26	617	.05	.65	1.09	.28	998	<-.01	.68
I have difficulty managing student behaviour	71	1.85	.36	376	.46	.65	1.90	.30	617	.37	.60	1.88	.32	998	.42	.63
I have difficulty deciding on appropriate disciplinary action	83	1.78	.42	376	.51	.64	1.91	.29	617	.39	.60	1.86	.35	998	.47	.62
I enforce school rules	99	1.92	.27	376	.22	.68	1.97	.16	617	.29	.62	1.96	.21	998	.26	.65
I am unsure when to punish students	103	1.83	.37	376	.44	.65	1.92	.27	617	.36	.61	1.89	.32	998	.41	.63

Table A1

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>
<i>Student management continued</i>																
I have good behaviour management	117	1.87	.33	376	.43	.65	1.94	.24	617	.28	.62	1.91	.28	998	.37	.64
I report fewer student incidents than I observe	137	1.48	.50	376	.34	.66	1.63	.48	617	.35	.60	1.58	.50	998	.35	.64
I have my own unique set of rules in addition to school rules	181	1.40	.49	376	.07	.71	1.32	.47	617	.14	.65	1.35	.48	998	.09	.68
I adhere to prescribed discipline protocol	189	1.92	.27	376	.37	.66	1.94	.23	617	.24	.62	1.93	.25	998	.30	.65
I modify school rules to suit my own standards or expectations	198	1.72	.45	376	.27	.67	1.67	.47	617	.28	.62	1.69	.46	998	.26	.65
I turn a blind eye to inappropriate student behaviour	215	1.92	.28	376	.37	.66	1.94	.23	617	.37	.61	1.93	.25	998	.37	.64
I praise students for work well done	216	1.99	.09	376	.21	.68	2.00	.06	617	.04	.64	2.00	.07	998	.13	.66
					Overall $\alpha =$	.68				Overall $\alpha =$	.64				Overall $\alpha =$	.66
<i>Relationships with students</i>																
Students are on-task in my class(es)	10	1.85	.36	348	.44	.91	1.97	.18	588	.29	.84	1.92	.27	940	.43	.90
I get the impression from students that I'm effective in the classroom	23	1.91	.29	348	.58	.91	1.97	.18	588	.47	.83	1.95	.23	936	.55	.90
I question the honesty of students	28	1.66	.47	348	.25	.92	1.69	.46	588	.27	.84	1.68	.47	936	.25	.91
Students play pranks on me	33	1.81	.40	348	.37	.92	1.95	.22	588	.41	.83	1.90	.31	936	.43	.90
Students challenge my instructions	51	1.73	.45	348	.47	.91	1.83	.38	588	.43	.83	1.79	.41	936	.45	.90
I believe that students learn much in my class(es)	59	1.75	.44	348	.50	.91	1.95	.22	588	.44	.83	1.88	.33	940	.53	.90



Table A1

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>
<i>Relationships with students continued</i>																
Students believe that I can only supervise classes	77	1.78	.41	348	.46	.91	1.93	.26	588	.18	.84	1.87	.34	936	.39	.90
Students muck around in my class(es)	92	1.76	.43	348	.59	.91	1.88	.32	588	.43	.83	1.84	.37	940	.53	.90
Students perceive me to be a bona-fide or real teacher	101	1.79	.41	348	.51	.91	1.97	.16	588	.32	.84	1.91	.29	936	.51	.90
My impression is that students think I'm no good at what I do	102	1.85	.36	348	.24	.92	1.86	.35	588	.15	.84	1.86	.35	936	.18	.91
Student recalcitrance consumes much of my time	104	1.70	.46	348	.53	.92	1.75	.43	588	.41	.83	1.73	.44	936	.44	.90
Students bludge in my class(es)	113	1.82	.39	348	.60	.91	1.93	.26	588	.49	.83	1.89	.32	940	.57	.90
Students question my knowledge or experience	116	1.84	.37	348	.47	.91	1.94	.25	588	.32	.84	1.90	.30	936	.44	.90
Students respect my authority	131	1.85	.35	348	.53	.91	1.96	.20	588	.45	.83	1.92	.27	936	.53	.90
Students believe that they will get away with much in my class(es)	135	1.73	.45	348	.60	.91	1.93	.26	588	.37	.83	1.85	.35	936	.57	.90
I have a rapport with students in my class(es)	140	1.88	.32	348	.45	.91	1.99	.12	588	.16	.84	1.95	.23	936	.42	.90
I think students see me as less competent than other teachers	152	1.74	.44	348	.46	.91	1.95	.21	588	.34	.83	1.87	.33	936	.48	.90
Students try to intimidate me	158	1.81	.40	348	.53	.91	1.94	.25	588	.57	.83	1.89	.32	936	.57	.90
I am vulnerable to student pranks	164	1.82	.39	348	.47	.91	1.96	.19	588	.42	.83	1.91	.29	940	.50	.90
Students treat me with respect	169	1.84	.37	348	.63	.91	1.96	.19	588	.50	.83	1.92	.27	940	.61	.90
Students achieve little in my class(es)	172	1.85	.36	348	.58	.91	1.93	.26	588	.29	.84	1.90	.30	940	.47	.90

Table A1

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$
<i>Relationships with students continued</i>																
Students think I have difficulty managing inappropriate behaviour	174	1.87	.34	348	.60	.91	1.95	.21	588	.48	.83	1.92	.27	936	.57	.90
Students comply with my instructions	180	1.93	.26	348	.58	.91	1.97	.17	588	.32	.84	1.95	.21	936	.48	.90
I get the feeling that students think I'm good at teaching	186	1.82	.39	348	.49	.91	1.94	.23	588	.37	.83	1.90	.31	936	.48	.90
Students take liberties with me	193	1.75	.43	348	.57	.91	1.90	.31	588	.39	.83	1.84	.36	936	.52	.90
Students regard me as a babysitter rather than a teacher	197	1.79	.41	348	.61	.91	1.99	.11	588	.21	.84	1.91	.28	936	.57	.90
I find that students are dishonest	202	1.85	.35	348	.42	.92	1.91	.29	588	.35	.83	1.89	.32	936	.39	.90
Students misbehave in my class(es)	205	1.71	.46	348	.57	.91	1.89	.32	588	.50	.83	1.82	.39	940	.57	.90
					Overall $\alpha =$	.92				Overall $\alpha =$	.84				Overall $\alpha =$	.90
<i>Relationships with school community</i>																
I feel part of the school community	7	1.49	.50	369	.58	.85	1.93	.26	612	.52	.76	1.77	.42	986	.69	.88
Staff know my name	13	1.69	.46	369	.43	.86	1.97	.17	612	.39	.77	1.87	.34	986	.54	.89
I worry about how staff view my ability	15	1.63	.49	369	.19	.87	1.69	.46	612	.25	.79	1.67	.47	986	.20	.90
I am treated as a member of staff	24	1.73	.45	369	.62	.85	1.98	.15	612	.46	.77	1.88	.32	986	.64	.88
Staff are approachable	34	1.92	.28	369	.22	.87	1.98	.15	612	.29	.78	1.96	.21	986	.27	.89
I feel accepted by my colleagues	42	1.80	.40	369	.58	.85	1.96	.19	612	.53	.77	1.90	.30	986	.59	.89

Table A1

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$
<i>Relationships with students continued</i>																
I receive moral support from staff	58	1.72	.45	369	.55	.86	1.96	.20	612	.35	.78	1.87	.34	986	.57	.89
I feel part of a team	76	1.45	.50	369	.65	.85	1.91	.29	612	.56	.75	1.74	.44	986	.73	.88
I am included in social activities	106	1.30	.46	369	.50	.86	1.94	.25	612	.51	.76	1.70	.46	986	.70	.88
I get the impression that staff question my competence	108	1.84	.37	369	.36	.86	1.95	.21	612	.32	.78	1.91	.29	986	.39	.89
My impression is that staff think I'm ineffective in the classroom	154	1.87	.34	369	.25	.87	1.93	.26	612	.17	.79	1.91	.29	986	.22	.89
Staff go out of their way to help me	163	1.60	.49	369	.48	.86	1.75	.43	612	.33	.78	1.70	.46	986	.41	.89
I am invited to attend professional development activities	167	1.19	.39	369	.38	.86	1.92	.28	612	.40	.77	1.64	.48	986	.65	.88
I am considered to be part of the staff	192	1.52	.50	369	.67	.85	1.98	.16	612	.38	.78	1.80	.40	986	.73	.88
I participate in school decision-making	195	1.08	.27	369	.32	.86	1.72	.45	612	.41	.77	1.48	.50	986	.57	.89
I feel comfortable attending school based social functions	201	1.44	.50	369	.50	.86	1.87	.34	612	.43	.77	1.71	.46	986	.61	.88
I know that I have the support of my colleagues	211	1.77	.42	369	.64	.85	1.95	.21	612	.43	.77	1.88	.32	986	.60	.89
My impression is that staff think I'm good at what I do	214	1.79	.41	369	.51	.86	1.95	.21	612	.30	.78	1.89	.31	986	.50	.89
I get the impression that staff stereotype me as incapable	217	1.93	.26	369	.37	.86	1.97	.17	612	.27	.78	1.95	.21	986	.31	.89
					Overall $\alpha =$	.87				Overall $\alpha =$	.78				Overall $\alpha =$	.89

Table A1

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>
<i>Status</i>																
I am qualified to teach the subject(s) or class(es) on my timetable	9	1.79	.41	357	.27	.78	1.96	.20	595	.19	.77	1.90	.31	956	.33	.83
I feel as if I am low in the “pecking order’	31	1.40	.49	357	.46	.76	1.68	.47	595	.56	.74	1.58	.50	956	.57	.82
I receive the same privileges as other teachers	36	1.39	.49	357	.42	.77	1.86	.35	595	.42	.75	1.69	.46	956	.57	.82
My knowledge or experience is put to best possible use	52	1.66	.48	357	.36	.77	1.85	.36	595	.33	.76	1.78	.42	956	.40	.82
Staff behaviours or attitudes make me feel inferior	61	1.83	.38	357	.32	.77	1.88	.32	595	.30	.76	1.86	.34	956	.29	.83
I receive recognition for work well done	81	1.49	.50	357	.47	.76	1.73	.45	595	.42	.75	1.64	.48	956	.48	.82
My job performance is monitored	91	1.76	.43	357	-.09	.80	1.36	.48	595	-.04	.79	1.51	.50	956	-.27	.86
Students know or call me by name	95	1.80	.40	357	.29	.77	1.97	.19	595	.24	.76	1.90	.30	956	.36	.83
Classroom checks are carried out to monitor my performance	118	1.89	.31	357	<-.01	.79	1.84	.37	595	.11	.77	1.86	.35	956	.01	.84
My knowledge is sufficient to assist students with their learning	120	1.96	.21	357	.24	.78	1.98	.16	595	.14	.77	1.97	.18	956	.18	.83
I have low rank or status in the school hierarchy	121	1.37	.48	357	.48	.76	1.69	.46	595	.57	.74	1.57	.50	956	.59	.81
I am not recognised as having an official teaching position	133	1.49	.50	357	.27	.78	1.90	.31	595	.21	.76	1.74	.44	956	.42	.82
I have been formally introduced to staff	139	1.55	.50	357	.39	.77	1.95	.23	595	.21	.76	1.80	.40	956	.48	.82
Staff treat me as their equal	143	1.65	.48	357	.56	.76	1.94	.24	595	.35	.76	1.83	.38	956	.56	.82
I am remunerated for years teaching experience	147	1.20	.40	357	.22	.78	1.70	.46	595	.30	.76	1.51	.50	956	.45	.82

Table A1

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$
<i>Status continued</i>																
My professional opinions are solicited for school decision-making	153	1.13	.34	357	.26	.78	1.64	.48	595	.46	.75	1.45	.50	956	.54	.82
I am highly regarded among my colleagues	160	1.52	.50	357	.58	.75	1.83	.37	595	.51	.74	1.71	.45	956	.61	.81
I am assigned classes beyond my knowledge or experience	161	1.78	.42	357	.24	.78	1.93	.26	595	.21	.76	1.87	.34	956	.30	.83
I receive low priority in the educational system	170	1.46	.50	357	.39	.77	1.80	.40	595	.48	.75	1.67	.47	956	.53	.82
I am in a position of authority	173	1.37	.48	357	.18	.78	1.63	.48	595	.35	.76	1.53	.50	956	.36	.83
My impression is that I am a valued employee	184	1.60	.49	357	.59	.75	1.87	.33	595	.44	.75	1.77	.42	956	.59	.82
					Overall $\alpha =$	.78				Overall $\alpha =$	.77				Overall $\alpha =$	.83
<i>Job security</i>																
I feel obliged to work when ill or stressed	18	1.60	.49	375	.20	.81	1.42	.50	596	.06	.77	1.49	.50	976	-.04	.90
Work is erratic	22	1.37	.48	375	.44	.80	1.87	.34	596	.31	.77	1.67	.47	976	.60	.89
I would like to work more often	26	1.41	.49	375	.53	.79	1.88	.33	596	.43	.75	1.70	.46	976	.65	.89
I have a secure job	38	1.17	.38	375	.39	.80	1.81	.40	596	.61	.73	1.56	.50	976	.71	.89
Work is available when I want it	43	1.48	.50	375	.59	.78	1.86	.34	596	.47	.75	1.72	.45	976	.64	.89
I have a regular or stable income	86	1.29	.46	375	.49	.79	1.94	.24	596	.56	.74	1.69	.46	976	.75	.88
Each day, I feel like I compete with others to obtain work	88	1.57	.50	375	.44	.80	1.93	.25	596	.34	.76	1.79	.41	976	.56	.90

Table A1

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$
<i>Job security continued</i>																
My employment is guaranteed	107	1.09	.28	375	.32	.81	1.76	.43	596	.59	.73	1.50	.50	976	.70	.89
Availability of work is consistent	151	1.40	.49	375	.62	.78	1.86	.34	596	.38	.76	1.69	.46	976	.66	.89
I have regular employment	166	1.36	.48	375	.62	.78	1.96	.21	596	.56	.75	1.72	.45	976	.78	.88
I worry about obtaining work	171	1.44	.50	375	.48	.79	1.85	.35	596	.47	.75	1.69	.46	976	.61	.89
I feel dispensable	203	1.40	.49	375	.28	.82	1.68	.47	596	.15	.80	1.57	.50	976	.34	.91
					Overall $\alpha =$	.80				Overall $\alpha =$	.73				Overall $\alpha =$	.87
<i>Job satisfaction</i>																
I receive holiday pay	3	1.07	.26	374	.21	.71	1.94	.25	601	.26	.70	1.61	.49	980	.62	.80
Opportunities are available for career advancement	5	1.24	.43	374	.23	.71	1.67	.47	601	.41	.68	1.51	.50	980	.50	.80
My work is personally satisfying	8	1.70	.46	374	.54	.67	1.93	.26	601	.47	.68	1.84	.37	980	.55	.80
My complaints are followed up	17	1.69	.47	374	.30	.70	1.85	.36	601	.40	.68	1.79	.41	980	.38	.81
I receive performance evaluation	25	1.10	.30	374	.15	.71	1.68	.47	601	.31	.70	1.46	.50	980	.53	.80
I go beyond the call of duty	39	1.67	.47	374	.31	.70	1.90	.30	601	.25	.70	1.81	.39	980	.39	.81
The principal takes an interest in what I do	47	1.45	.50	374	.40	.69	1.75	.44	601	.40	.68	1.63	.48	980	.49	.80
I work hard	49	1.93	.25	374	.19	.71	1.99	.11	601	.13	.71	1.97	.18	980	.21	.82

Table A1

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$
<i>Job satisfaction continued</i>																
I have adequate working conditions	60	1.86	.34	374	.27	.70	1.89	.31	601	.27	.70	1.88	.33	980	.22	.82
I am well paid	93	1.63	.48	374	.18	.71	1.62	.49	601	.19	.71	1.63	.48	980	.13	.83
I put in a lot of effort	123	1.86	.35	374	.30	.70	1.98	.15	601	.19	.70	1.93	.25	980	.33	.81
I get paid sick days	141	1.10	.31	374	.22	.71	1.95	.22	601	.32	.70	1.63	.48	980	.63	.79
I enjoy my work	144	1.81	.40	374	.46	.68	1.93	.26	601	.45	.68	1.88	.33	980	.45	.81
I am entitled to fringe benefits	150	1.08	.26	374	.08	.72	1.35	.48	601	.14	.72	1.24	.43	980	.28	.82
I receive feedback about matters I refer on	157	1.50	.50	374	.44	.68	1.82	.39	601	.41	.68	1.70	.46	980	.52	.80
My job is personally rewarding	177	1.67	.47	374	.51	.67	1.90	.30	601	.48	.68	1.81	.39	980	.54	.80
					Overall $\alpha =$	.71				Overall $\alpha =$	.71				Overall $\alpha =$	.82
<i>Job stress</i>																
I experience work-related anxiety	29	1.59	.49	369	.50	.81	1.48	.50	600	.56	.77	1.52	.50	973	.54	.78
I feel at ease when interacting with students	45	1.95	.22	369	.32	.82	1.98	.13	600	.11	.79	1.97	.17	973	.19	.80
I experience work-related stress	53	1.62	.49	369	.53	.81	1.40	.49	600	.60	.77	1.49	.50	973	.58	.78
I encounter work-related hassles	68	1.66	.47	369	.34	.82	1.51	.50	600	.48	.78	1.57	.50	973	.44	.78
I am in conflict with staff	72	1.94	.24	369	.27	.82	1.90	.30	600	.10	.80	1.92	.28	973	.17	.80

Table A1

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$
<i>Job stress continued</i>																
I have work variety	74	1.87	.34	369	.23	.82	1.86	.34	600	.19	.79	1.86	.34	973	.20	.80
I get anxious when teaching	85	1.82	.38	369	.49	.81	1.89	.32	600	.27	.79	1.86	.35	973	.34	.79
I talk to staff about work-related problems	90	1.57	.50	369	.15	.83	1.92	.27	600	.05	.80	1.79	.41	973	<-.01	.81
I have too much work to do	96	1.87	.34	369	.31	.82	1.34	.48	600	.38	.78	1.54	.50	973	.36	.79
I think about leaving the teaching profession	98	1.61	.49	369	.38	.81	1.61	.49	600	.36	.79	1.61	.49	973	.36	.79
I know what is expected of me professionally	109	1.93	.26	369	.26	.82	1.97	.16	600	.16	.79	1.96	.21	973	.18	.80
I have more pressures than other teachers	110	1.79	.41	369	.38	.81	1.71	.45	600	.24	.79	1.74	.44	973	.30	.79
I feel as if I am taken for granted	114	1.75	.43	369	.36	.81	1.75	.44	600	.34	.79	1.75	.43	973	.34	.79
Work-related stress affects my personal life	122	1.77	.42	369	.54	.81	1.57	.50	600	.63	.77	1.65	.48	973	.60	.77
I would like more work variety	136	1.80	.40	369	.31	.82	1.79	.41	600	.19	.79	1.79	.41	973	.24	.80
I am overworked	146	1.88	.33	369	.36	.81	1.48	.50	600	.48	.78	1.63	.48	973	.44	.78
Emotional or physical illness results from my work	156	1.85	.35	369	.51	.81	1.73	.44	600	.49	.78	1.78	.42	973	.50	.78
I am pressed for time	162	1.67	.47	369	.39	.81	1.24	.43	600	.38	.78	1.40	.49	973	.40	.79
I feel inadequate as a teacher	182	1.84	.37	369	.49	.81	1.94	.24	600	.14	.79	1.90	.30	973	.26	.79
I have work-related grievances	187	1.83	.38	369	.50	.81	1.72	.45	600	.42	.78	1.76	.43	973	.46	.78



Table A1

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$
<i>Job stress continued</i>																
I feel tense or uptight when performing my duties	196	1.84	.37	369	.50	.81	1.87	.34	600	.37	.79	1.86	.35	973	.40	.79
I have high autonomy	199	1.51	.50	369	.03	.83	1.70	.46	600	.07	.80	1.63	.48	973	.02	.81
I worry about my job performance	200	1.64	.48	369	.38	.81	1.66	.47	600	.36	.79	1.65	.48	973	.36	.79
I undertake my duties confidently	207	1.92	.28	369	.37	.81	1.98	.14	600	.19	.79	1.96	.21	973	.24	.80
					Overall $\alpha =$	.82					Overall $\alpha =$	.79			Overall $\alpha =$	.80

Note. *r* represents corrected item-total correlation.  $\alpha$  represents Cronbach's alpha if item deleted.

Table A2

*Reliability Analyses for the Revised Issues in Teaching Questionnaire Subscale Items Overall and by Employment Status*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$
<i>Information and communication</i>																
I refer to maps to find my way around school grounds	6	1.57	.50	377	.30	.81	1.88	.33	636	.25	.72	1.76	.43	1017	.44	.88
I know where students are up to in their learning	11	1.54	.50	377	.38	.81	1.96	.20	636	.42	.70	1.80	.40	1017	.59	.88
I have a staff handbook	32	1.25	.44	377	.22	.82	1.83	.38	636	.28	.72	1.62	.49	1017	.53	.88
I have difficulty getting into rooms	62	1.70	.46	377	.23	.82	1.80	.40	636	.07	.75	1.76	.43	1017	.20	.89
I am kept informed of everyday school business	64	1.42	.49	377	.48	.80	1.91	.29	636	.47	.70	1.73	.45	1017	.66	.88
I am clear on the school rules	65	1.66	.47	377	.52	.80	1.95	.21	636	.42	.70	1.85	.36	1017	.59	.88
I know the names of most school personnel	67	1.54	.50	377	.54	.80	1.95	.22	636	.44	.70	1.80	.40	1017	.67	.88
I have access to confidential student information	73	1.29	.46	377	.45	.80	1.81	.39	636	.27	.72	1.62	.49	1017	.58	.88
I know what to do in a school emergency	75	1.32	.47	377	-.35	.82	1.09	.28	636	-.38	.72	1.17	.38	1017	-.45	.89
I know by memory the names of students in my class(es)	80	1.53	.50	377	.45	.80	1.94	.24	636	.38	.71	1.79	.41	1017	.61	.88
I locate school buildings easily	82	1.84	.37	377	.39	.81	1.97	.18	636	.38	.71	1.92	.27	1017	.43	.88
I ask for directions around the school	97	1.46	.50	377	.40	.81	1.91	.29	636	.38	.70	1.74	.44	1017	.58	.88
I know who to ask when I need assistance	100	1.90	.30	377	.32	.81	1.98	.14	636	.27	.72	1.95	.22	1017	.34	.89
I know who the union representative is	115	1.22	.42	377	.39	.81	1.84	.37	636	.28	.72	1.61	.49	1017	.62	.88
I know my way around school grounds	119	1.82	.39	377	.47	.80	1.97	.17	636	.29	.71	1.92	.28	1017	.47	.88

Table A2

Continued

Subscale	Item	Casual relief teacher					Permanent teacher					Total						
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$		
<i>Information and communication continued</i>																		
	I am up-to-date with school news	126	1.41	.49	377	.60	.79	1.95	.21	636	.53	.70	1.75	.43	1017	.75	.87	
	I am aware of students with impairments in my class(es)	168	1.68	.47	377	.42	.81	1.95	.23	636	.33	.71	1.85	.36	1017	.51	.88	
	I have difficulty locating classrooms	176	1.83	.37	377	.37	.81	1.96	.20	636	.28	.71	1.91	.28	1017	.38	.89	
	I know my rights as an employee	179	1.68	.47	377	.27	.81	1.92	.27	636	.23	.72	1.83	.38	1017	.39	.89	
							Overall $\alpha =$					.82						
												Overall $\alpha =$					.72	
																	Overall $\alpha =$	.89
<i>Provisions and facilities</i>																		
	I have a photocopier number	2	1.24	.43	383	.33	.73	1.83	.37	630	.12	.71	1.61	.49	1018	.52	.82	
	My professional needs are met	41	1.48	.50	383	.39	.72	1.83	.38	630	.40	.67	1.70	.46	1018	.52	.82	
	I am provided with white board markers or chalk	50	1.68	.47	383	.41	.72	1.92	.27	630	.27	.69	1.83	.38	1018	.46	.82	
	I am provided with a safe place to leave my personal belongings	56	1.42	.49	383	.37	.72	1.76	.43	630	.33	.68	1.63	.48	1018	.47	.82	
	I have my own desk or designated work space	89	1.25	.44	383	.35	.73	1.94	.23	630	.41	.67	1.68	.47	1018	.66	.80	
	I have a pigeonhole	112	1.13	.34	383	.32	.73	1.96	.21	630	.39	.68	1.65	.48	1018	.68	.80	
	I have concerns about my personal safety	128	1.90	.30	383	.15	.74	1.94	.23	630	.27	.69	1.93	.26	1018	.20	.83	
	I know how to use the photocopier	130	1.91	.29	383	.18	.74	2.00	.07	630	.19	.70	1.96	.19	1018	.27	.83	
	I have my own set of room keys	132	1.22	.42	383	.34	.73	1.89	.31	630	.30	.68	1.64	.48	1018	.62	.81	

Table A2

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$
<i>Provisions and facilities continued</i>																
Teaching materials are easy to access	155	1.66	.48	383	.52	.71	1.85	.35	630	.52	.65	1.78	.42	1018	.51	.82
I worry that my personal belongings will get damaged	185	1.79	.41	383	.26	.74	1.86	.35	630	.24	.69	1.83	.38	1018	.24	.83
I feel safe in my work environment	190	1.93	.26	383	.21	.74	1.96	.19	630	.20	.69	1.95	.22	1018	.20	.83
It is easy to locate teaching materials	191	1.68	.47	383	.56	.70	1.89	.32	630	.50	.66	1.81	.39	1018	.54	.81
I am provided with the materials necessary to fulfil my role	204	1.74	.45	383	.45	.72	1.87	.34	630	.37	.67	1.82	.38	1018	.40	.82
					Overall $\alpha =$	.74				Overall $\alpha =$	.70				Overall $\alpha =$	.83
<i>Lesson management</i>																
I get at least one teaching period or block of time off each day	14	1.19	.39	379	.06	.39	1.53	.50	624	.13	.29	1.41	.49	1008	.28	.56
I have work for students to go on with	27	1.88	.33	379	.19	.33	1.97	.18	624	.09	.30	1.93	.25	1008	.21	.57
Work I prepare is relevant to the topic of study	40	1.80	.40	379	.25	.30	1.98	.14	624	.31	.26	1.91	.28	1008	.38	.54
I prepare for class(es) at a moment's notice	87	1.29	.45	379	.15	.35	1.79	.41	624	.08	.32	1.60	.49	1008	.37	.53
I receive lesson preparation time	127	1.17	.37	379	.24	.30	1.86	.35	624	.25	.21	1.60	.49	1008	.53	.46
I rely on word finds or puzzles to keep students busy	183	1.83	.38	379	.16	.34	1.97	.18	624	.07	.31	1.91	.28	1008	.24	.57
I have high autonomy	199	1.52	.50	379	.05	.41	1.70	.46	624	.19	.23	1.63	.48	1008	.21	.59
I don't have meaningful work to give students	210	1.87	.34	379	.21	.32	1.93	.25	624	<.01	.33	1.91	.29	1008	.15	.59

Table A2

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total								
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$				
<i>Lesson management continued</i>																				
					Overall $\alpha =$	.38						Overall $\alpha =$	.31						Overall $\alpha =$	.59
<i>Student management</i>																				
	It is difficult deciding whether student behaviour is acceptable	4	1.71	.45	378	.38	.71	1.88	.33	623	.31	.65	1.81	.39	1006	.37	.68			
	I have difficulty discerning inappropriate student behaviour	35	1.85	.36	378	.48	.73	1.94	.25	623	.34	.67	1.90	.30	1006	.43	.71			
	I question my decisions	37	1.70	.46	378	.29	.72	1.71	.46	623	.29	.66	1.71	.46	1006	.28	.70			
	I match consequences appropriately to offences	44	1.90	.30	378	.31	.72	1.98	.15	623	.35	.65	1.95	.22	1006	.34	.69			
	I have difficulty managing student behaviour	71	1.85	.36	378	.50	.70	1.90	.30	623	.41	.63	1.88	.32	1006	.45	.67			
	I have difficulty deciding on appropriate disciplinary action	83	1.78	.42	378	.54	.69	1.91	.29	623	.42	.63	1.86	.35	1006	.50	.66			
	I enforce school rules	99	1.92	.27	378	.24	.73	1.97	.16	623	.29	.66	1.95	.21	1006	.27	.70			
	I am unsure when to punish students	103	1.83	.37	378	.48	.70	1.92	.27	623	.37	.64	1.89	.32	1006	.45	.67			
	I have good behaviour management	117	1.87	.33	378	.47	.70	1.94	.24	623	.29	.65	1.91	.28	1006	.39	.68			
	I report fewer student incidents than I observe	137	1.48	.50	378	.34	.72	1.63	.48	623	.36	.64	1.58	.50	1006	.36	.69			
	I adhere to prescribed discipline protocol	189	1.92	.27	378	.36	.71	1.94	.23	623	.26	.65	1.93	.25	1006	.31	.69			
	I modify school rules to suit my own standards or expectations	198	1.72	.45	378	.20	.74	1.67	.47	623	.21	.68	1.69	.46	1006	.19	.72			
	I turn a blind eye to inappropriate student behaviour	215	1.92	.28	378	.36	.71	1.94	.23	623	.40	.64	1.93	.25	1006	.38	.69			

Table A2

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$
<i>Student management continued</i>																
I praise students for work well done	216	1.99	.09	378	.21	.68	2.00	.06	623	.04	.64	2.00	.07	1006	.13	.66
						Overall $\alpha =$ .73					Overall $\alpha =$ .67					Overall $\alpha =$ .71
<i>Relationships with students</i>																
Students are on-task in my class(es)	10	1.85	.36	348	.44	.91	1.97	.18	588	.29	.84	1.92	.27	940	.43	.90
I get the impression from students that I'm effective in the classroom	23	1.91	.29	348	.58	.91	1.97	.18	588	.47	.83	1.95	.23	936	.55	.90
I question the honesty of students	28	1.66	.47	348	.25	.92	1.69	.46	588	.27	.84	1.68	.47	936	.25	.91
Students play pranks on me	33	1.81	.40	348	.37	.92	1.95	.22	588	.41	.83	1.90	.31	936	.43	.90
Students challenge my instructions	51	1.73	.45	348	.47	.91	1.83	.38	588	.43	.83	1.79	.41	936	.45	.90
I believe that students learn much in my class(es)	59	1.75	.44	348	.50	.91	1.95	.22	588	.44	.83	1.88	.33	940	.53	.90
Students believe that I can only supervise classes	77	1.78	.41	348	.46	.91	1.93	.26	588	.18	.84	1.87	.34	936	.39	.90
Students muck around in my class(es)	92	1.76	.43	348	.59	.91	1.88	.32	588	.43	.83	1.84	.37	940	.53	.90
Students perceive me to be a bona-fide or real teacher	101	1.79	.41	348	.51	.91	1.97	.16	588	.32	.84	1.91	.29	936	.51	.90
My impression is that students think I'm no good at what I do	102	1.85	.36	348	.24	.92	1.86	.35	588	.15	.84	1.86	.35	936	.18	.91
Student recalcitrance consumes much of my time	104	1.70	.46	348	.53	.92	1.75	.43	588	.41	.83	1.73	.44	936	.44	.90
Students bludge in my class(es)	113	1.82	.39	348	.60	.91	1.93	.26	588	.49	.83	1.89	.32	940	.57	.90

Table A2

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$
<i>Relationships with students continued</i>																
Students question my knowledge or experience	116	1.84	.37	348	.47	.91	1.94	.25	588	.32	.84	1.90	.30	936	.44	.90
Students respect my authority	131	1.85	.35	348	.53	.91	1.96	.20	588	.45	.83	1.92	.27	936	.53	.90
Students believe that they will get away with much in my class(es)	135	1.73	.45	348	.60	.91	1.93	.26	588	.37	.83	1.85	.35	936	.57	.90
I have a rapport with students in my class(es)	140	1.88	.32	348	.45	.91	1.99	.12	588	.16	.84	1.95	.23	936	.42	.90
I think students see me as less competent than other teachers	152	1.74	.44	348	.46	.91	1.95	.21	588	.34	.83	1.87	.33	936	.48	.90
Students try to intimidate me	158	1.81	.40	348	.53	.91	1.94	.25	588	.57	.83	1.89	.32	936	.57	.90
I am vulnerable to student pranks	164	1.82	.39	348	.47	.91	1.96	.19	588	.42	.83	1.91	.29	940	.50	.90
Students treat me with respect	169	1.84	.37	348	.63	.91	1.96	.19	588	.50	.83	1.92	.27	940	.61	.90
Students achieve little in my class(es)	172	1.85	.36	348	.58	.91	1.93	.26	588	.29	.84	1.90	.30	940	.47	.90
Students think I have difficulty managing inappropriate behaviour	174	1.87	.34	348	.60	.91	1.95	.21	588	.48	.83	1.92	.27	936	.57	.90
Students comply with my instructions	180	1.93	.26	348	.58	.91	1.97	.17	588	.32	.84	1.95	.21	936	.48	.90
I get the feeling that students think I'm good at teaching	186	1.82	.39	348	.49	.91	1.94	.23	588	.37	.83	1.90	.31	936	.48	.90
Students take liberties with me	193	1.75	.43	348	.57	.91	1.90	.31	588	.39	.83	1.84	.36	936	.52	.90
Students regard me as a babysitter rather than a teacher	197	1.79	.41	348	.61	.91	1.99	.11	588	.21	.84	1.91	.28	936	.57	.90
I find that students are dishonest	202	1.85	.35	348	.42	.92	1.91	.29	588	.35	.83	1.89	.32	936	.39	.90

Table A2

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$
<i>Relationships with students continued</i>																
Students misbehave in my class(es)	205	1.71	.46	348	.57	.91	1.89	.32	588	.50	.83	1.82	.39	940	.57	.90
I feel threatened by students	208	1.95	.22	348	.41	.92	1.98	.15	588	.42	.83	1.97	.18	936	.41	.90
I am involved in altercations with students	209	1.83	.38	348	.30	.92	1.85	.36	588	.25	.84	1.84	.37	940	.26	.90
Students question my teaching ability	213	1.87	.34	348	.51	.91	1.98	.14	588	.45	.83	1.94	.24	936	.53	.90
					Overall $\alpha =$	.92				Overall $\alpha =$	.84				Overall $\alpha =$	.90
<i>Relationships with school community</i>																
I feel part of the school community	7	1.49	.50	369	.59	.86	1.93	.26	611	.53	.78	1.77	.42	985	.70	.89
Staff know my name	13	1.69	.46	369	.43	.87	1.97	.17	611	.41	.79	1.87	.34	985	.55	.89
I worry about how staff view my ability	15	1.63	.49	369	.19	.88	1.69	.46	611	.24	.80	1.67	.47	985	.19	.91
I am treated as a member of staff	24	1.73	.45	369	.61	.86	1.98	.15	611	.47	.79	1.88	.32	985	.64	.89
Staff are approachable	34	1.92	.28	369	.21	.87	1.98	.15	611	.30	.79	1.96	.21	985	.27	.90
I feel accepted by my colleagues	42	1.80	.40	369	.58	.86	1.96	.19	611	.53	.78	1.90	.30	985	.59	.89
I receive moral support from staff	58	1.72	.45	369	.56	.86	1.96	.20	611	.37	.79	1.87	.34	985	.58	.89
I feel part of a team	76	1.45	.50	369	.66	.86	1.91	.29	611	.56	.77	1.74	.44	985	.74	.89
I talk to staff about work-related problems	90	1.58	.50	369	.49	.87	1.93	.27	611	.41	.78	1.80	.40	985	.59	.89



Table A2

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>
<i>Relationships with school community continued</i>																
I am included in social activities	106	1.30	.46	369	.50	.86	1.94	.25	611	.51	.78	1.70	.46	985	.70	.89
I get the impression that staff question my competence	108	1.84	.37	369	.35	.87	1.95	.21	611	.32	.79	1.91	.29	985	.38	.90
My impression is that staff think I'm ineffective in the classroom	154	1.87	.34	369	.25	.87	1.93	.26	611	.16	.80	1.91	.29	985	.22	.90
Staff go out of their way to help me	163	1.60	.49	369	.49	.87	1.75	.43	611	.34	.79	1.70	.46	985	.41	.90
I am invited to attend professional development activities	167	1.19	.39	369	.38	.87	1.92	.28	611	.42	.78	1.64	.48	985	.65	.89
I am considered to be part of the staff	192	1.52	.50	369	.66	.86	1.98	.16	611	.38	.79	1.80	.40	985	.73	.89
I participate in school decision-making	195	1.08	.27	369	.32	.87	1.72	.45	611	.41	.79	1.48	.50	985	.58	.89
I feel comfortable attending school based social functions	201	1.44	.50	369	.50	.87	1.87	.34	611	.43	.78	1.71	.46	985	.61	.89
I know that I have the support of my colleagues	211	1.77	.42	369	.64	.86	1.95	.21	611	.43	.78	1.88	.32	985	.60	.89
My impression is that staff think I'm good at what I do	214	1.79	.41	369	.52	.86	1.95	.21	611	.29	.79	1.89	.31	985	.49	.90
I get the impression that staff stereotype me as incapable	217	1.93	.26	369	.36	.87	1.97	.17	611	.26	.79	1.95	.21	985	.31	.90
I am qualified to teach the subject(s) or class(es) on my timetable	9	1.79	.41	359	.26	.80	1.96	.20	597	.21	.80	1.90	.30	960	.34	.87
I feel as if I am low in the "pecking order"	31	1.40	.49	359	.46	.79	1.68	.47	597	.56	.77	1.58	.50	960	.56	.86
I receive the same privileges as other teachers	36	1.39	.49	359	.44	.79	1.86	.35	597	.43	.79	1.68	.47	960	.59	.86
My knowledge or experience is put to best possible use	52	1.66	.48	359	.37	.80	1.84	.36	597	.37	.79	1.77	.42	960	.42	.86

Table A2

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>
<i>Relationships with school community continued</i>																
Staff behaviours or attitudes make me feel inferior	61	1.83	.38	359	.33	.80	1.88	.32	597	.29	.79	1.86	.35	960	.29	.87
I receive recognition for work well done	81	1.49	.50	359	.50	.79	1.73	.45	597	.46	.78	1.64	.48	960	.51	.86
Students know or call me by name	95	1.80	.40	359	.29	.80	1.97	.18	597	.23	.80	1.90	.30	960	.36	.86
Classroom checks are carried out to monitor my performance	118	1.89	.31	359	<.01	.79	1.84	.37	597	.11	.77	1.96	.35	960	.01	.84
My knowledge is sufficient to assist students with their learning	120	1.96	.21	359	.24	.80	1.98	.16	597	.13	.80	1.97	.18	960	.18	.87
I have low rank or status in the school hierarchy	121	1.37	.48	359	.48	.79	1.69	.46	597	.56	.77	1.57	.50	960	.58	.86
I am not recognised as having an official teaching position	133	1.49	.50	359	.27	.80	1.90	.31	597	.20	.80	1.74	.44	960	.43	.86
I have been formally introduced to staff	139	1.55	.50	359	.42	.79	1.95	.23	597	.22	.80	1.80	.40	960	.51	.86
Staff treat me as their equal	143	1.65	.48	359	.55	.79	1.94	.24	597	.35	.79	1.83	.38	960	.56	.86
I am remunerated for years teaching experience	147	1.20	.40	359	.24	.80	1.70	.46	597	.30	.80	1.51	.50	960	.47	.86
My professional opinions are solicited for school decision-making	153	1.13	.34	359	.28	.80	1.64	.48	597	.50	.78	1.45	.50	960	.57	.82
I am highly regarded among my colleagues	160	1.52	.50	359	.59	.78	1.83	.37	597	.52	.78	1.72	.45	960	.62	.85
I am assigned classes beyond my knowledge or experience	161	1.78	.42	359	.22	.81	1.93	.26	597	.21	.80	1.87	.33	960	.30	.87
I receive low priority in the educational system	170	1.46	.50	359	.40	.80	1.80	.40	597	.48	.78	1.67	.47	960	.54	.86
I am in a position of authority	173	1.37	.48	359	.18	.81	1.63	.48	597	.35	.79	1.53	.50	960	.37	.87

Table A2

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total					
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	
<i>Relationships with school community continued</i>																	
	My impression is that I am a valued employee	184	1.59	.49	359	.61	.78	1.87	.34	597	.48	.78	1.77	.42	960	.60	.86
							Overall $\alpha =$									Overall $\alpha =$	.87
							.81										.80
<i>Job security</i>																	
	Work is erratic	22	1.37	.48	375	.44	.80	1.87	.34	597	.31	.77	1.67	.47	977	.60	.89
	I would like to work more often	26	1.41	.49	375	.53	.79	1.88	.33	597	.43	.75	1.70	.46	977	.65	.89
	I have a secure job	38	1.17	.38	375	.39	.80	1.81	.40	597	.61	.73	1.56	.50	977	.71	.89
	Work is available when I want it	43	1.48	.50	375	.59	.78	1.86	.34	597	.47	.75	1.72	.45	977	.64	.89
	I have a regular or stable income	86	1.29	.46	375	.49	.79	1.94	.24	597	.56	.74	1.69	.46	977	.75	.88
	Each day, I feel like I compete with others to obtain work	88	1.57	.50	375	.44	.80	1.93	.25	597	.34	.76	1.79	.41	977	.56	.90
	My employment is guaranteed	107	1.09	.28	375	.32	.81	1.76	.43	597	.59	.73	1.50	.50	977	.70	.89
	Availability of work is consistent	151	1.40	.49	375	.62	.78	1.86	.34	597	.38	.76	1.69	.46	977	.66	.89
	I have regular employment	166	1.36	.48	375	.62	.78	1.96	.21	597	.56	.75	1.73	.45	977	.78	.88
	I worry about obtaining work	171	1.44	.50	375	.48	.79	1.85	.36	597	.47	.75	1.69	.46	977	.61	.89
	I feel dispensable	203	1.40	.49	375	.28	.82	1.68	.47	597	.15	.80	1.57	.50	977	.34	.91
							Overall $\alpha =$									Overall $\alpha =$	.90
							.81										.77

Table A2

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	<i>α</i>
<i>Job satisfaction</i>																
I receive holiday pay	3	1.07	.26	378	.21	.71	1.93	.25	617	.25	.73	1.61	.49	1000	.62	.81
Opportunities are available for career advancement	5	1.24	.43	378	.22	.72	1.67	.47	617	.40	.71	1.51	.50	1000	.49	.82
My work is personally satisfying	8	1.70	.46	378	.54	.67	1.92	.27	617	.48	.71	1.84	.37	1000	.55	.82
My complaints are followed up	17	1.69	.47	378	.29	.71	1.85	.36	617	.41	.71	1.79	.41	1000	.38	.83
I receive performance evaluation	25	1.10	.30	378	.18	.72	1.68	.47	617	.36	.72	1.46	.50	1000	.55	.81
I go beyond the call of duty	39	1.67	.47	378	.32	.70	1.90	.30	617	.26	.73	1.81	.39	1000	.40	.83
The principal takes an interest in what I do	47	1.45	.50	378	.41	.69	1.75	.44	617	.42	.71	1.64	.48	1000	.50	.82
I work hard	49	1.93	.25	378	.19	.71	1.99	.11	617	.13	.71	1.97	.18	1000	.21	.82
I have adequate working conditions	60	1.87	.34	378	.24	.71	1.89	.31	617	.24	.73	1.88	.32	1000	.20	.84
I am well paid	93	1.63	.48	378	.18	.71	1.62	.49	617	.19	.71	1.63	.48	1000	.13	.83
I put in a lot of effort	123	1.86	.35	378	.28	.71	1.98	.15	617	.19	.73	1.93	.25	1000	.32	.83
I get paid sick days	141	1.11	.31	378	.24	.71	1.95	.22	617	.34	.72	1.63	.48	1000	.65	.81
I enjoy my work	144	1.81	.40	378	.47	.68	1.93	.26	617	.47	.71	1.88	.32	1000	.45	.82
I receive feedback about matters I refer on	157	1.50	.50	378	.44	.69	1.82	.39	617	.41	.71	1.70	.46	1000	.52	.82
My job is personally rewarding	177	1.67	.47	378	.50	.68	1.90	.29	617	.48	.70	1.82	.39	1000	.54	.82

Table A2

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total				
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$
<i>Job satisfaction continued</i>		Overall $\alpha = .72$					Overall $\alpha = .73$					Overall $\alpha = .83$				
<i>Job stress</i>																
I feel obliged to work when ill or stressed	18	1.60	.49	374	.41	.84	1.43	.50	614	.35	.81	1.49	.50	992	.39	.82
I experience work-related anxiety	29	1.59	.49	374	.53	.83	1.48	.50	614	.57	.80	1.52	.50	992	.56	.81
I feel at ease when interacting with students	45	1.95	.22	374	.31	.84	1.98	.13	614	.09	.82	1.97	.17	992	.17	.83
I feel unsafe in the classroom or school yard	48	1.91	.29	374	.16	.84	1.89	.31	614	.19	.82	1.90	.30	992	.18	.83
I experience work-related stress	53	1.61	.49	374	.55	.83	1.40	.49	614	.61	.79	1.48	.50	992	.60	.81
I encounter work-related hassles	68	1.66	.48	374	.37	.84	1.52	.50	614	.50	.80	1.57	.50	992	.46	.82
I am in conflict with staff	72	1.94	.24	374	.28	.84	1.90	.30	614	.11	.82	1.92	.28	992	.18	.83
I have work variety	74	1.87	.34	374	.21	.84	1.86	.34	614	.18	.82	1.87	.34	992	.19	.83
I get anxious when teaching	85	1.82	.38	374	.47	.83	1.89	.32	614	.26	.81	1.86	.35	992	.31	.82
I have too much work to do	96	1.87	.34	374	.33	.84	1.35	.48	614	.42	.81	1.54	.50	992	.42	.82
I think about leaving the teaching profession	98	1.61	.49	374	.37	.84	1.61	.49	614	.35	.81	1.61	.49	992	.35	.82
I know what is expected of me professionally	109	1.93	.26	374	.23	.84	1.97	.16	614	.13	.82	1.96	.21	992	.14	.83
I have more pressures than other teachers	110	1.79	.41	374	.39	.84	1.71	.45	614	.27	.81	1.74	.44	992	.32	.82
I feel as if I am taken for granted	114	1.75	.43	374	.36	.84	1.75	.44	614	.36	.81	1.75	.43	992	.35	.82

Table A2

*Continued*

Subscale	Item	Casual relief teacher					Permanent teacher					Total					
		<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	<i>M</i>	<i>SD</i>	<i>n</i>	<i>r</i>	$\alpha$	
<i>Job stress continued</i>																	
Work-related stress affects my personal life	122	1.77	.42	374	.57	.83	1.57	.50	614	.63	.79	1.65	.48	992	.62	.81	
I would like more work variety	136	1.80	.40	374	.29	.84	1.79	.41	614	.20	.82	1.79	.41	992	.23	.83	
I am overworked	146	1.88	.33	374	.40	.84	1.48	.50	614	.51	.80	1.63	.48	992	.50	.82	
Emotional or physical illness results from my work	156	1.85	.36	374	.52	.83	1.73	.44	614	.50	.80	1.78	.42	992	.52	.82	
I am pressed for time	162	1.67	.47	374	.44	.84	1.25	.43	614	.41	.81	1.41	.49	992	.46	.82	
I feel inadequate as a teacher	182	1.83	.37	374	.46	.84	1.94	.24	614	.12	.82	1.90	.30	992	.22	.83	
I have work-related grievances	187	1.83	.38	374	.50	.83	1.72	.45	614	.43	.81	1.76	.43	992	.47	.82	
I feel tense or uptight when performing my duties	196	1.84	.37	374	.49	.83	1.87	.34	614	.37	.81	1.86	.35	992	.40	.82	
I worry about my job performance	200	1.64	.48	374	.38	.84	1.67	.47	614	.37	.81	1.66	.48	992	.35	.82	
I undertake my duties confidently	207	1.91	.28	374	.36	.84	1.98	.13	614	.16	.82	1.96	.20	992	.20	.83	
					Overall $\alpha =$	.84					Overall $\alpha =$	.82				Overall $\alpha =$	.83

Note. *r* represents corrected item-total correlation.  $\alpha$  represents Cronbach's alpha if item deleted.

Table A3

*The Issues in Teaching Questionnaire Item Scores Overall and by Employment Status with Significance Tests Sorted by Effect Size*

Item	Casual relief teacher		Permanent teacher		Total		$\chi^2$	<i>p</i>	V	<i>n</i>
	Not True	True	Not True	True	Not True	True				
3	376	29	44	619	420	648	783.00	< .001	.86	1068
141	354	45	32	629	386	674	756.06	< .001	.85	1060
112	347	57	30	626	377	683	721.44	< .001	.83	1060
125	350	49	62	595	412	644	639.36	< .001	.78	1056
188	57	348	607	52	664	400	651.08	< .001	.78	1064
1	321	84	38	627	359	711	610.66	< .001	.76	1070
30	334	69	49	610	383	679	617.28	< .001	.76	1062
167	327	78	56	605	383	683	569.76	< .001	.73	1066
89	302	103	36	627	338	730	555.56	< .001	.72	1068
63	328	76	69	593	328	76	537.55	< .001	.71	1066
86	284	121	39	623	323	744	491.14	< .001	.68	1067
127	334	69	93	568	427	637	493.37	< .001	.68	1064
132	313	92	67	595	380	687	494.31	< .001	.68	1067
159	39	366	519	137	558	503	484.92	< .001	.68	1061
106	282	121	45	613	327	734	467.26	< .001	.66	1061
166	260	142	30	631	290	773	455.70	< .001	.66	1063

Table A3

*Continued*

Item	Casual relief teacher		Permanent teacher		Total		$\chi^2$	<i>p</i>	V	<i>n</i>
	Not True	True	Not True	True	Not True	True				
57	265	138	38	622	303	760	442.00	< .001	.65	1063
107	361	41	157	500	518	541	433.50	< .001	.64	1059
195	373	31	184	474	557	505	415.78	< .001	.63	1062
20	316	90	102	560	418	650	411.70	< .001	.62	1068
115	314	86	107	550	421	636	401.55	< .001	.62	1057
212	254	147	40	619	294	766	407.98	< .001	.62	1060
9	88	315	27	637	115	952	82.35	< .001	.61	1067
12	46	356	489	167	535	523	397.03	< .001	.61	1058
18	161	237	380	282	541	519	28.58	< .001	.61	1060
126	240	162	31	626	271	788	395.96	< .001	.61	1059
2	313	93	110	554	423	647	386.13	< .001	.60	1070
38	323	77	126	529	449	606	384.39	< .001	.60	1055
145	133	271	599	62	732	333	388.44	< .001	.60	1065
25	365	39	212	445	577	484	340.15	< .001	.57	1061
32	300	98	117	542	417	640	344.92	< .001	.57	1057
21	239	165	57	606	296	771	320.15	< .001	.55	1067



Table A3

*Continued*

Item	Casual relief teacher		Permanent teacher		Total		$\chi^2$	<i>p</i>	V	<i>n</i>
	Not True	True	Not True	True	Not True	True				
92	192	209	21	642	213	851	312.00	< .001	.54	1064
64	236	166	63	600	299	766	300.05	< .001	.53	1065
7	210	193	47	612	257	805	275.79	< .001	.51	1062
11	193	211	31	631	224	842	280.66	< .001	.51	1066
22	248	150	88	567	336	717	272.20	< .001	.51	1053
26	240	160	79	571	319	731	268.01	< .001	.51	1050
67	192	209	33	629	225	838	275.38	< .001	.51	1063
76	225	177	63	598	288	775	272.92	< .001	.51	1063
87	285	113	141	517	426	630	259.46	< .001	.50	1056
96	56	345	433	225	489	570	269.41	< .001	.50	1059
97	220	180	64	595	284	775	260.13	< .001	.50	1059
36	244	154	93	562	337	716	252.46	< .001	.49	1053
147	315	79	192	457	507	536	248.95	< .001	.49	1043
153	345	57	236	420	581	477	250.13	< .001	.49	1058
80	186	213	40	621	226	834	244.07	< .001	.48	1060
139	181	222	36	625	217	847	240.20	< .001	.48	1064

Table A3

*Continued*

Item	Casual relief teacher		Permanent teacher		Total		$\chi^2$	<i>p</i>	V	<i>n</i>
	Not True	True	Not True	True	Not True	True				
151	238	165	86	562	324	727	244.26	< .001	.48	1051
54	284	118	154	504	438	622	229.70	< .001	.47	1060
201	231	171	87	574	318	745	233.99	< .001	.47	1063
133	203	197	69	594	272	791	213.25	< .001	.45	1063
88	173	228	44	619	217	847	205.11	< .001	.44	1064
105	53	351	376	280	429	631	202.73	< .001	.44	1060
142	75	328	425	236	500	564	209.78	< .001	.44	1064
171	226	180	100	559	326	739	193.91	< .001	.43	1065
69	114	270	459	170	573	440	181.83	< .001	.42	1013
90	171	233	50	613	221	846	184.96	< .001	.42	1067
13	130	274	20	645	150	919	177.28	< .001	.41	1069
84	335	67	273	387	608	454	179.81	< .001	.41	1062
124	209	192	89	554	298	746	177.42	< .001	.41	1044
5	303	101	221	441	524	542	173.86	< .001	.40	1066
146	50	353	341	317	391	670	166.86	< .001	.40	1061
162	140	262	494	164	634	427	169.09	< .001	.40	1061

Table A3

*Continued*

Item	Casual relief teacher		Permanent teacher		Total		$\chi^2$	<i>p</i>	V	<i>n</i>
	Not True	True	Not True	True	Not True	True				
24	115	287	15	645	130	932	161.28	< .001	.39	1062
43	205	196	95	555	300	751	162.05	< .001	.39	1051
65	140	263	32	629	172	892	165.14	< .001	.39	1064
143	141	259	39	620	180	879	151.80	< .001	.38	1059
41	208	192	114	542	322	734	140.53	< .001	.37	1056
168	135	271	37	624	172	895	142.25	< .001	.37	1067
6	176	228	81	583	257	811	135.23	< .001	.36	1068
91	103	299	416	243	519	542	140.55	< .001	.36	1061
19	157	247	493	169	650	416	133.70	< .001	.35	1066
170	219	181	136	515	355	696	126.99	< .001	.35	1051
56	233	168	160	496	393	664	121.11	< .001	.34	1057
157	200	200	117	541	317	741	123.06	< .001	.34	1058
197	87	314	11	651	98	965	119.76	< .001	.34	1063
14	323	80	312	353	635	433	114.96	< .001	.33	1068
58	111	293	29	630	140	923	116.61	< .001	.33	1063
160	191	204	115	530	306	734	109.92	< .001	.33	1040

Table A3

*Continued*

Item	Casual relief teacher		Permanent teacher		Total		$\chi^2$	<i>p</i>	V	<i>n</i>
	Not True	True	Not True	True	Not True	True				
179	133	269	52	608	185	877	110.34	< .001	.32	1062
40	80	319	12	648	92	967	104.20	< .001	.31	1059
50	126	273	52	603	178	876	98.73	< .001	.31	1054
59	106	298	32	628	138	926	101.57	< .001	.31	1064
101	88	314	17	640	105	954	104.04	< .001	.31	1059
121	254	146	208	448	462	594	102.06	< .001	.31	1056
152	106	295	32	631	138	926	103.35	< .001	.31	1064
184	164	239	91	571	255	810	99.90	< .001	.31	1065
75	275	130	606	57	881	187	96.14	< .001	.30	1068
94	129	274	57	600	186	874	94.00	< .001	.30	1060
150	368	33	422	228	790	261	95.76	< .001	.30	1051
8	122	280	54	604	176	884	88.35	< .001	.29	1060
47	221	178	171	483	392	661	90.68	< .001	.29	1053
70	90	315	26	636	116	951	86.79	< .001	.29	1067
177	128	269	62	598	190	867	87.77	< .001	.29	1057
39	131	268	67	593	198	861	84.15	< .001	.28	1059

Table A3

*Continued*

Item	Casual relief teacher		Permanent teacher		Total		$\chi^2$	<i>p</i>	V	<i>n</i>
	Not True	True	Not True	True	Not True	True				
135	116	289	52	611	168	900	82.05	< .001	.28	1068
31	240	157	213	441	453	598	78.33	< .001	.27	1051
42	82	320	25	633	107	953	75.76	< .001	.27	1060
95	81	320	25	634	106	954	74.56	< .001	.27	1060
175	292	112	608	52	900	164	75.69	< .001	.27	1064
191	133	270	73	588	206	858	77.32	< .001	.27	1064
203	236	158	209	441	445	599	77.21	< .001	.27	1044
206	109	294	50	614	159	908	75.33	< .001	.27	1067
211	93	306	34	627	127	933	77.85	< .001	.27	1060
55	66	334	274	384	340	718	72.10	< .001	.26	1058
119	73	327	20	638	93	965	71.79	< .001	.26	1058
173	254	144	247	410	501	554	68.35	< .001	.26	1055
214	85	308	30	623	115	931	72.75	< .001	.26	1046
33	85	315	34	626	119	941	64.77	< .001	.25	1060
140	55	345	10	652	65	997	65.01	< .001	.25	1062
164	78	325	26	636	104	961	67.66	< .001	.25	1065

Table A3

*Continued*

Item	Casual relief teacher		Permanent teacher		Total		$\chi^2$	<i>p</i>	V	<i>n</i>
	Not True	True	Not True	True	Not True	True				
183	71	332	22	638	93	970	63.95	< .001	.25	1063
77	96	306	48	611	144	917	58.63	< .001	.24	1061
81	208	196	185	475	393	671	59.19	< .001	.24	1064
82	69	335	21	642	90	977	62.91	< .001	.24	1067
155	141	263	97	564	238	827	59.11	< .001	.24	1065
10	67	337	22	640	89	977	57.66	< .001	.23	1066
123	57	346	14	645	71	991	57.91	< .001	.23	1062
130	39	363	3	660	42	1023	56.51	< .001	.23	1065
149	265	141	561	100	826	241	55.26	< .001	.23	1067
169	71	335	26	635	97	970	55.91	< .001	.23	1067
205	126	277	81	577	207	854	57.19	< .001	.23	1061
213	61	342	17	646	78	988	58.42	< .001	.23	1066
52	144	260	107	550	251	810	51.90	< .001	.22	1061
161	89	312	46	613	135	925	51.92	< .001	.22	1060
4	117	287	82	580	199	867	45.39	< .001	.21	1066
108	70	325	32	624	102	949	46.41	< .001	.21	1051

Table A3

*Continued*

Item	Casual relief teacher		Permanent teacher		Total		$\chi^2$	<i>p</i>	V	<i>n</i>
	Not True	True	Not True	True	Not True	True				
131	65	339	26	636	91	975	47.53	< .001	.21	1066
176	67	338	27	634	94	972	48.48	< .001	.21	1066
193	109	292	73	584	182	876	45.16	< .001	.21	1058
53	159	242	397	262	556	504	42.39	< .001	.20	1060
92	108	292	76	580	184	872	41.04	< .001	.20	1056
158	84	317	47	615	131	932	44.32	< .001	.20	1063
186	73	326	37	618	110	944	42.43	< .001	.20	1054
182	73	330	41	622	114	952	37.35	< .001	.19	1066
17	123	270	103	555	226	825	35.68	< .001	.18	1051
79	147	251	133	527	280	778	35.94	< .001	.18	1058
122	101	302	280	376	381	678	33.65	< .001	.18	1059
27	49	353	23	636	72	989	29.87	< .001	.17	1061
100	40	362	15	644	55	1006	29.92	< .001	.17	1061
116	68	333	42	615	110	948	29.84	< .001	.17	1058
144	76	328	50	610	126	938	30.31	< .001	.17	1064
174	60	342	34	628	94	970	29.76	< .001	.17	1064

Table A3

*Continued*

Item	Casual relief teacher		Permanent teacher		Total		$\chi^2$	<i>p</i>	V	<i>n</i>
	Not True	True	Not True	True	Not True	True				
204	103	295	84	574	187	869	29.27	< .001	.17	1056
44	42	359	18	638	60	997	27.77	< .001	.16	1057
49	30	374	8	651	38	1025	28.04	< .001	.16	1063
83	89	314	67	594	156	908	28.57	< .001	.16	1064
113	72	328	50	606	122	934	26.19	< .001	.16	1056
137	210	188	241	415	451	603	25.99	< .001	.16	1054
51	122	281	114	542	236	823	23.97	< .001	.15	1059
163	159	243	166	491	325	734	23.93	< .001	.15	1059
165	314	82	426	228	740	310	23.75	< .001	.15	1050
172	66	338	47	611	113	949	22.25	< .001	.15	1062
34	38	365	19	640	57	1005	21.10	< .001	.14	1062
35	62	343	43	616	105	959	21.76	< .001	.14	1064
68	141	258	327	337	468	595	19.57	< .001	.14	1063
103	69	329	53	604	122	933	20.83	< .001	.14	1055
109	36	367	17	642	53	367	21.29	< .001	.14	1062
180	38	365	20	643	58	1008	20.03	< .001	.14	1066



Table A3

*Continued*

Item	Casual relief teacher		Permanent teacher		Total		$\chi^2$	<i>p</i>	V	<i>n</i>
	Not True	True	Not True	True	Not True	True				
207	34	369	15	647	49	1016	21.73	< .001	.14	1065
23	42	359	25	632	67	991	18.67	< .001	.13	1058
117	51	348	40	614	91	962	13.95	< .001	.12	1053
156	66	339	176	484	242	823	15.37	< .001	.12	1065
187	72	329	186	474	258	803	14.18	< .001	.12	1061
210	53	346	42	618	95	964	14.58	< .001	.12	1059
29	168	233	350	308	518	541	12.72	< .001	.11	1059
45	24	380	12	646	36	1026	12.95	< .001	.11	1062
62	124	281	136	526	260	807	13.84	< .001	.11	1067
154	54	346	46	615	100	961	12.49	< .001	.11	1061
99	30	371	19	639	49	1010	11.92	.001	.11	1059
85	76	329	78	585	154	914	9.99	.002	.10	1068
194	267	136	370	290	637	426	10.82	.001	.10	1063
217	29	368	20	638	49	1006	10.17	.001	.10	1055
61	71	331	76	584	147	915	7.91	.005	.09	1062
128	43	358	38	623	81	981	8.77	.003	.09	1062

Table A3

*Continued*

Item	Casual relief teacher		Permanent teacher		Total		$\chi^2$	<i>p</i>	V	<i>n</i>
	Not True	True	Not True	True	Not True	True				
181	241	163	453	209	694	372	8.50	.004	.09	1066
78	64	340	68	594	132	934	7.17	.01	.08	1066
111	53	343	54	593	107	936	6.77	.009	.08	1043
134	319	80	568	93	887	173	6.52	.01	.08	1060
185	83	317	97	564	180	881	6.53	.01	.08	1061
190	30	375	24	638	54	1013	7.48	.01	.08	1067
202	60	341	66	595	126	936	5.91	.02	.08	1062
208	23	380	17	647	40	1027	6.88	.01	.08	1067
15	158	246	211	450	369	696	5.72	.02	.07	1065
71	61	342	69	594	130	936	5.24	.02	.07	1066
104	128	263	168	473	296	736	5.06	.03	.07	1032
110	86	312	186	471	272	783	5.82	.02	.07	1055
118	47	354	106	550	153	904	3.96	.05	.06	1057
120	20	381	18	639	38	1020	3.63	.06	.06	1058
215	34	366	36	625	70	991	3.77	.05	.06	1061
16	159	245	297	365	456	610	3.11	.08	.05	1066

Table A3

*Continued*

Item	Casual relief teacher		Permanent teacher		Total		$\chi^2$	$p$	V	$n$
	Not True	True	Not True	True	Not True	True				
66	361	41	610	49	971	90	2.46	.12	.05	1061
72	28	377	66	597	94	974	2.90	.09	.05	1068
189	31	367	35	625	66	992	2.62	.11	.05	1058
198	115	288	218	442	333	730	2.35	.13	.05	1063
209	77	322	101	558	178	880	2.80	.09	.05	1058
28	143	257	208	445	351	702	1.70	.19	.04	1053
46	201	202	297	357	498	559	1.99	.16	.04	1057
129	120	284	220	438	340	722	1.60	.21	.04	1062
148	297	102	464	189	761	291	1.41	.23	.04	1052
196	66	336	91	570	157	906	1.40	.24	.04	1063
48	36	364	70	588	106	952	.74	.39	.03	1058
60	54	350	74	587	128	937	1.12	.29	.03	1065
93	146	252	256	396	402	648	.70	.40	.03	1050
200	152	250	230	433	382	683	1.06	.30	.03	1065
102	62	340	93	564	155	904	.32	.57	.02	1059
136	81	322	146	517	227	839	.55	.46	.02	1066

Table A3

*Continued*

Item	Casual relief teacher		Permanent teacher		Total		$\chi^2$	$p$	V	$n$
	Not True	True	Not True	True	Not True	True				
138	217	184	344	316	561	500	.40	.53	.02	1061
178	26	380	36	626	62	1006	.43	.51	.02	1068
216	3	402	3	660	6	1062	.37	.54	.02	1068
98	157	240	253	401	410	641	.08	.78	.01	1051
114	102	298	164	492	266	790	.03	.86	.01	1056
37	121	281	200	458	321	739	.01	.92	.003	1060
74	56	349	91	571	147	920	.001	.97	.001	1067