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Teacher Job Satisfaction in the Georgia Department of Juvenile Justice School System

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TEACHER JOB SATISFACTION IN THE GEORGIA DEPARTMENT OF

JUVENILE JUSTICE SCHOOL SYSTEM

by

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(Under the Direction of Charles Reavis)

ABSTRACT

Job satisfaction can be viewed as somewhat of a reflection of how an employee feels they

are treated within the work setting and can also affect physical and emotional well-being.

Concerns about supervisory relationships, expectations, working conditions, peer relationships,

and communication channels are key factors in determining job satisfaction for teachers.

Consequently, the level of job satisfaction a teacher feels toward his or her job can affect

organizational functioning and may become a reflection of organizational functioning. The

researcher administered a Likert-scale survey, The Job Satisfaction Questionnaire, developed by

Spector to 241 teachers who work in correctional facilities in the Georgia Department of Juvenile

Justice School System for the purpose of developing an understanding of job satisfaction among

teachers in this school system.

Survey results were obtained through a 40% return rate from the research sample. Sixty-

six percent of teachers who responded to the survey indicated job satisfaction while 34%

indicated job dissatisfaction. The researcher also analyzed levels of job satisfaction between

demographics and the nine subscales of the Job Satisfaction Questionnaire. The researcher

found teachers working in Regional Youth Detention Centers had higher overall levels of job

satisfaction than those working in Youth Development Campuses. Working conditions and

communication were two areas that were rated higher in terms of job satisfaction by teachers at

the Regional Youth Detention centers than by those at the Youth Development Campuses. The researcher also found that the workplace condition of size emerged as significant, especially with teachers who work with special populations. The researcher found that teachers with more years teaching experience and those with higher levels of certification were more satisfied with their jobs than those with less years teaching experience and lower levels of certification. The researcher also found that no one specific factor contributed to job satisfaction, making job satisfaction a difficult and complex challenge for any school system seeking to retain teachers.

The Georgia Department of Juvenile Justice could benefit from continuing to promote the cultivation of a positive organizational climate in which the schools within facilities provide places where students can learn in a safe, structured, orderly environment; and educational staff can work successfully toward focusing on instruction. Data from this study can serve to assist in pinpointing specific areas of concern that may require the attention of administrative personnel to help in eliminating potential areas of dissatisfaction that would increase the possibility of teachers remaining in their positions.

INDEX WORDS: Job satisfaction, teachers, working conditions, correctional facilities

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by

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DEDICATION

I dedicate this work to God, who has given me the strength to persevere, to my wife Babs, who is a constant source of love, encouragement, and support, to my children Joy, Jill, and Jenni, who have always been a source of inspiration to me, and to my parents Rufus and Mildred Williams, who were my first teachers and instilled in me the importance of pursuing my educational goals.

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The dissertation process for me has been a personal journey toward fulfillment of a lifelong goal. I can truly say that it has been a test of faith, endurance, commitment, and self-discipline. I am sincerely appreciative to my committee members for their patience, expertise, guidance, and support as I strived to complete this work.

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I would also like to thank the Georgia Department of Juvenile Justice for allowing me the privilege of conducting this research study. It has helped me to become a better person, and one who is more dedicated to his work than ever before.

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CHAPTER 1

INTRODUCTION

Job satisfaction is a central variable in the study of organizational structure and theory, and can be considered a reflection of organizational functioning. Job satisfaction is the extent to which people like or dislike their jobs, and can be defined as feelings or affective response an individual experiences in a certain job role. The assessment of job satisfaction in many organizations has become an important practice to determine employee well-being (Spector, 1995). Teacher job satisfaction, while difficult to define, may be even more difficult to measure. Determinants of job satisfaction are known to vary according to gender, age, experience, and position, and defining job satisfaction for teachers involves many wide-ranging differences as to what contributes to job satisfaction (Shann, 1998). While teachers' feelings about certain aspects of their jobs strongly affect their decisions to stay in teaching or leave the profession, it becomes clear that an understanding of teacher job satisfaction is important (Darling-Hammond, 2003). Minarik, Thornton, and Perreault (2003) indicate that the ever increasing attrition of teachers due to job dissatisfaction has depleted human capital, disrupted instructional programs, inhibited student learning, and increased operational costs. Significant increases in the attrition rates of teachers have increasingly become a major barrier to continuous school improvement (Minarik, Thornton, & Perreault 2003). Educational administrators in the United States today report an ever increasing shortage of qualified individuals in areas of critical need, such as math, science, and special education (Certo & Fox). According to the 1987-1988 Schools and Staffing Survey and 1988-1989 Teacher Follow-up Survey, the attrition rate for the teaching profession was 5.6% in the public schools and 12.7% in private schools. The rate at which public school teachers left general education changed insignificantly depending on the field of study (Bobbitt, Faupel, &

Burns, 1991). Teachers leaving their jobs due to job dissatisfaction do so mainly because of reasons relating to working conditions and organizational conditions (Ingersoll, 2002). Consequently, job satisfaction issues among teachers continues to be a key component related to the systemic teacher shortages experienced by schools today (Otto & Arnold, 2005).

Stress and job dissatisfaction, as reported by Hill and Barth (2004) emerge as compelling reasons for teachers abandoning their careers. Norton (1999) indicates that workplace conditions are key factors in determining job satisfaction for teachers. Since job satisfaction among new teachers is a problem for school systems throughout the United States, this concern is not likely to be resolved until those involved in the decision making process affecting teachers' working conditions make some major changes (Millet, 2005). Norton (1999) further states that organizational climate clearly affects job satisfaction; a satisfied teacher is more likely to find self-fulfillment and commitment in the role. Commitment is one of many variables that may be considered a predictor of job satisfaction, but it remains unclear whether enhanced job satisfaction leads to greater commitment, or greater commitment leads to increased job satisfaction. It may be possible that commitment and job satisfaction evolve simultaneously (Billingsley, 1992).

The Georgia Department of Juvenile Justice (DJJ) is an organization that is part of the state of Georgia's school system, and operates the state's 181st School District (O'Rourke, 2003). This district was created by an act of the 1992 Session of the General Assembly. The resulting legislation {O.C.G.A. 49-4A-12} provided for the newly created school district to have the same powers, privileges, authority, and standards as all other school districts in Georgia. In this unique school district, Youth Development Campuses (YDCs) provide academic and vocational programming for delinquent youth whose average stay ranges from 3 months to 5 years.

Regional Youth Detention Centers (RYDCs) provide temporary secure care, supervision, and academic programming to youth whose stay averages 10 to 30 days (O'Rourke, 2003).

Georgia Department of Juvenile Justice School System sites are each fully accredited through the Southern Association of Colleges and Schools and the Council on Accreditation and School Improvement (SACS-CASI). The number of teachers at each site ranges from 3 to 35, depending on the number of school eligible students assigned to each location, and both types of facilities employ both regular education teachers and special education teachers. Teachers are required to possess proper teaching credentials and certifications and these must be maintained through staff development and continuing education, just as teachers in Georgia's public schools (O'Rourke, 2003). Those who teach at YDCs and RYDCs may teach students from age seven through age seventeen or higher.

Working with troubled adolescents is difficult, but working with those who have multiple problems, compounded by being incarcerated, creates an even more formidable task (Rosenbaum, 1999). Teachers working in the Georgia Department of Juvenile Justice School System teach an incarcerated special population that includes some of the most demanding and difficult students in the field of education (Houchins, Shippen, & Catrett, 2004). Students under the educational supervision of these teachers often enter the facilities with a multiplicity of problems including drug and alcohol addiction, mental illness, histories of sexual and physical abuse, family issues, and exposure to violence. Teachers willing to work with this highly challenging population historically have been difficult to identify and retain (Rosenbaum, 1999). Consequently, high levels job satisfaction among teachers willing to work with this incarcerated population is mandatory if the special needs of these students are to be appropriately met (Houchins et al., 2004).

Magnitude of the Problem

Concerns about supervisory relationships, expectations, working conditions, peer relationships, and communication channels are key factors in determining job satisfaction for teachers and affect whether they stay or leave their jobs (Spector, 1995). The U. S. Department of Education reports that approximately six percent of the nation's teachers leave the field in a typical year, while seven percent change schools. Within three years, 20% of all new hires leave teaching, and nearly 50% of new teachers in urban districts leave within five years (Brown, 2003). Norton (1999) reported that as many as 25% of teachers leave the profession after only one year, and that 50% of all teachers leave within the first five years. Inman & Marlow (2004) indicated that 25 to 50% of new teachers resign during their first three years in the classroom. Winans (2005) reported that more than one million teachers, almost one-third of the profession, are in job transition each year. Houchins, Shippen, & Catrett (2004) reported that 15% of the population of teachers in the Georgia's Department of Juvenile Justice School System indicated that they were either planning to leave as soon as possible or stay only a few more years. The substantial amount of institutional and personal investment that is made in producing a certified teacher continues to be of major concern to educational administrators (Hancock, 2003). It is evident that the level of job satisfaction a teacher feels toward his or her job can affect organizational functioning and may become a reflection of organizational functioning. Educators must proactively address the systemic issues that contribute to ever increasing job dissatisfaction resulting in the loss of up to 50% of all teachers within the first five years of teaching (Hancock,).

Factors Contributing to Job Dissatisfaction

Numerous research efforts have focused on identifying specific contributors to teachers leaving the profession. Workplace conditions have historically been identified as key factors in determining job satisfaction for teachers, and many teachers leave their jobs as a result of job dissatisfaction (Norton, 1999). Norton indicates that the resulting job satisfaction impacts significantly on teacher attrition.   Several researchers have reported similar findings. Minarik, Thornton, and Perreault (2003) identified a number of major factors that cause teachers to leave the profession including:

1. inadequate induction

2.   lack of administrative support

3.   feelings of isolation

4. lack of community support

5.   student discipline

6.   lack of student motivation

7. unsafe working conditions

8. lack of teacher preparation

9.   low level rewards for skill and knowledge

10. lack of staff development (Minarik, Thornton, and Perreault (2003)

Age, experience, certification and substandard preparation routes appear to be the most consistent predictors of teacher attrition (Hill & Barth, 2004). Research efforts consistently link systemic job satisfaction issues to special education (Billingsley, 2004a). Special education teachers reportedly are more vulnerable to early attrition and less subject to retention than their regular education counterparts because of many reasons associated with job satisfaction, and

many more that are unique to their specific jobs (Billingsley). Similar research efforts conducted

by Houchins, Shippen and Catrett (2004) affirm that attrition rates of both general and special

education teachers working in institutional settings far exceed those reported in other educational

settings. Gersten, Keating, Yovanoff, and Harniss (2001) surveyed 887 special educators and

found that job design, coupled with perceived administrative and collegial lack of support, led to

high attrition among these teachers. Their research identified several critical factors necessary to

keep special educators from leaving their positions and keeping them satisfied with their jobs.

The results of this research emphasize that professional development opportunities and support

from the administration and fellow teachers must be provided (Gersten et al.).

Darling-Hammond's (2003) research cites a growing body of evidence indicating that

teachers who lack adequate initial preparation are more likely to leave the profession due to job

dissatisfaction. Many systems readily hire novice teachers or marginally certified teachers to fill

vacancies. These teachers are often inadequately prepared for what lies in store for them.

Consequently, the positions held by these individuals may soon become vacant again (Darling-

Hammond).

Schools with high-poverty levels reportedly have a much more difficult time retaining

teachers. Salary is a significant factor in these settings. Teachers in schools that serve the

largest concentrations of low-income students earn on the average one-third less than those in

higher-income schools. These same teachers reportedly have fewer resources, experience poorer

working conditions, and experience the stress of working with students and families who have a

wide range of needs. Darling-Hammond (2003) indicated that teachers in these schools were

under-prepared and unsupported, factors that ultimately increase attrition.

Factors Contributing to Job Satisfaction

In any profession, the process of ensuring the quality of the profession is fairly simple (Billingsley, 2004b). Differential pay for quality performance, regardless of years of service, could offset attrition of new teachers. Higher salaries for better-quality teachers would not only encourage more teachers to stay, it would also bring higher-quality applicants. Then, higher standards for admissions into the teaching profession would assure higher-quality applicants and higher continuance rates for high-quality teachers (Billingsley, 2004).

Salary is one factor that contributes to job satisfaction among teachers (Certo & Fox, 2002). Billingsley (2004b) states that school districts that are unable to offer competitive salaries face critical disadvantages when it comes to hiring and retaining teachers. As poorer school districts compete for teachers, equity implications also become apparent (Billingsley, 2004b). Billingsley proposes that one of the most important issues surrounding teacher quality is the failure of school systems to provide differential pay for outstanding teachers. Norton (1999) believes that schools must provide special incentives above and beyond normal compensation and benefits as enticements for teachers to remain in the system and improve job satisfaction.

One such incentive program, the Commonwealth's Teacher Retention Initiative developed by the state of Virginia, was considered in 2005 to be an innovative program designed to retain successful teachers at schools that are chronically difficult to staff. The focal point of this program was the payment of incentives for teachers who work in areas where job satisfaction was the lowest, mainly rural schools. A bonus of $15,000 was to be given to teachers who agree to stay in these schools for three years (Scarpa, 2005). In another study, McGlamory and Edick (2004), examined the effectiveness of a teacher induction and retention program, the Career Advancement and Development for Recruits and Experienced teachers

(CADRE) Project. Participants found the CADRE experience professionally and personally enriching, and teachers who participated in the project expressed satisfaction with their jobs and tended to remain in their CADRE district (McGlamory & Edick).

Minority teachers also face the high likelihood and possibility of leaving the teaching profession within their first three to five years. Tillman (2003) conducted a case study of an African-American teacher in her first year and suggests that mentoring was most beneficial in retaining first-year African-American teachers and in enhancing their professional and personal confidence and job satisfaction. These findings are important in light of the severe shortage of African-American teachers (Tillman).

Norton (1999) suggests several practices to aid in teacher job satisfaction including: adoption of a specific personnel policy on teacher retention, implementation of a plan to train personnel on system wide responsibilities, maintaining of accurate records of turnover, development of clear guidelines concerning the personnel process, and the provision of incentives for teachers to remain in the system. Norton proposed that incentives be utilized to assist in retaining teachers. Some of these proposed incentives were: stipends for university fees, childcare services, job placement services for spouses, and monetary support for the purchase of instructional materials be used by school districts to improve retention rates for teachers.

Houchins, Shippen, and Catrett (2004) surveyed teachers working in the Georgia Department of Juvenile Justice School System to examine job satisfaction factors specifically associated with this group of teachers. The majority of teachers included in the survey indicated that they were more satisfied than dissatisfied with their jobs. Areas relating to job satisfaction and dissatisfaction were identified that warranted more research, including workload manageability, disruptive student behavior, and parental support (Houchins et al.). The

researchers identified significant differences in job satisfaction between male and female teachers and between those with varying degrees of experience in the teaching field. In their study, females reported more positive personal experiences, whereas males reported more positive satisfaction with resources and less stress. Generally, job satisfaction increased with years of experience, and females indicated higher job satisfaction than males as years of experience increased(Houchins et al.).

Norton (1999) states:

> It only makes sense that a satisfied teacher is far more likely to find personal self-fulfillment in the role. By giving due attention to the work-life of personnel, by providing them with meaningful opportunities to grow intellectually by giving meaningful recognition for effective performance, and through the employee's commitment to grow from daily interactions, motivational benefits above those of monetary compensation are possible (p.54).

Statement of the Problem

Teacher job satisfaction is a major issue in the world of education. Educators reportedly hold approximately 3.8 million, or about 4%, of the available jobs in the United States. During the 2004-2005 school year 621,000, or almost 17%, of teachers were not satisfied with their jobs and left their positions. Significant numbers of these teachers held positions in special education. Slightly less than half all teachers transfer to a different school. That represents a rate of almost 1000 teachers per day who quit teaching and another 1000 teachers per day who transfer to a new school (Ingersoll, 2003). Ingersoll (2001) frequently cites a high turnover of new teachers; nearly a third in their first three years of teaching and half by the fifth year. These investigations into teacher mobility serve as examples of the dearth of research focused on specific factors that may contribute to the development of an understanding of why teachers employed in high stress positions leave their profession due to job dissatisfaction. This study will add to the limited existing research base that suggests that teacher job satisfaction is important for teachers in

facilities housing incarcerated youth due to the special needs of the population of students served by these schools. The researcher proposed to investigate whether Georgia Department of Juvenile Justice teachers are satisfied with their jobs by examining their current level of job satisfaction. The focus of the research consisted of teachers who worked in Georgia Department of Juvenile Justice (DJJ) School System, comprised of Regional Youth Detention Centers (RYDCs) and Youth Development Campuses (YDCs).

Research Questions

The primary research question addressed by the research effort was: What is the current level of job satisfaction for Georgia Department of Juvenile Justice School System teachers given current job expectations and current educational mandates? Specific sub questions generated by the primary research question are:

1. What is the level of job satisfaction for Georgia Department of Juvenile Justice School System teachers?

2. To what extent does job satisfaction vary by teacher demographics?

Significance of the Study

The issue of teacher job satisfaction has long been a topic of interest and concern to researchers in the field of education. Little research has been directed toward developing a better understanding of the components contributing to teacher job satisfaction in the Georgia Department of Juvenile Justice facilities. The researcher examined factors that potentially influence teacher job satisfaction and determine if DJJ teachers identify these factors as contributing to their level of satisfaction with their jobs. The study provides information designed to provide system administrators feedback involving specific criteria necessary to make

teaching positions within the Georgia Department of Juvenile Justice more attractive to currently employed teachers, thereby contributing to their overall level of job satisfaction.

There is little research on the topic of job satisfaction as it relates to juvenile correctional facilities. Only one study exists in which teachers working in juvenile correctional facilities in the state of Georgia were surveyed, and this one was conducted in 2004. In this study by Houchins, Shippen, and Catrett (2004), several factors relating to retention, attrition, and job satisfaction of Georgia's juvenile justice teachers were examined. The researchers who conducted this study recommended additional research in several areas, including job satisfaction, among this group of teachers. They suggested that their findings would have been more meaningful if broad topics had been broken down into specific issues, inspiring the current researcher to concentrate on job satisfaction among this group of teachers.

The implications of the present study potentially may be far-reaching, as Georgia is currently leading other states in providing appropriate educational services to incarcerated youth. Curriculum and educational programming that has been in use for several years are currently being closely scrutinized across the nation, and some states are even considering replication of programs offered in Georgia's facilities in similar facilities in their states. It was the intent of the proposed research effort to contribute to the research base in the area of teacher job satisfaction so that nation-wide, administrators will have additional data that may assist them in retaining teachers in these special facilities.

<center>Delimitations of the Study</center>

This study included 241 teachers who work in the Georgia Department of Juvenile Justice (GDJJ) School System, consisting of a total of 29 facilities. Due to the scope of this

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study, the results may not be generalizable to public schools other than those housing

incarcerated youth.

Limitations of the Study

This study was limited to a small, self-selected, population of teachers employed by the

Georgia Department of Juvenile Justice. All teachers assigned to the 22 DJJ schools located at

the RYDCs and 7 schools located at YDCs throughout the state were afforded the opportunity to

complete the standardized survey designed to provide data for the research effort.

Procedures

This study was conducted using a quantitative research design to survey the large

population of certified teachers in the Georgia Department of Juvenile Justice School System.

The researcher used the The Job Satisfaction Questionnaire (Spector, 1995), with an additional

section to collect demographic data. The Job Satisfaction Questionnaire (JSQ) is a 36-item

Likert-scale questionnaire. Respondents were asked to rate each of the 36 items using a $1-6$

scale, ranging from (1) disagree very much, to (6) agree very much. Items are written in both

directions, requiring that half must be reverse scored. The 241 respondents within the 29 facility

schools in the department were also asked to provide demographic information: total number of

years of educational experience; total number of years of employment as a teacher with the

Georgia Department of Juvenile Justice; age; gender; ethnicity; certification level; and YDC or

RYDC facility assignment.

Upon receiving IRB approval from Georgia Southern University, a Research Request was

submitted to and approved by the Research Review Committee of the Georgia Department of

Juvenile Justice. Questionnaires were administered in the fall of 2009, and packets containing

the appropriate number of cover letters, informed consent letters, and questionnaires, were

mailed to each of the Georgia Department of Juvenile Justice schools (see Appendix C). Each

school principal or lead teacher at each facility had been contacted prior to questionnaires being

mailed to assure that the administrators understood the intent and purpose of the research study.

A packet containing the appropriate number of survey materials for each facility, as represented

in Appendix C, was mailed to the principal or lead teacher at each of the 22 RYDCs and 7

YDCs. The packet contained: a letter to the principal or lead teacher, see Appendix G, and

sealed envelopes containing a letter to participant, informed consent, questionnaire, and self-

addressed postpaid return envelope. All administrators indicated support and willingness to

participate in the study.

The data were analyzed using the Statistical Package for Social Sciences version 13.0.

For research question one, "What is the level of job satisfaction for Georgia Department of

Juvenile Justice School System teachers?", the data were analyzed as an overall view of job

satisfaction within the department. For research question two, "To what extent does job

satisfaction vary by teacher demographics?", the data were also analyzed by t-test by teacher

demographic characteristics including: total number of years of educational experience; total

number of years of employment as a teacher with the Georgia Department of Juvenile Justice;

age; gender; ethnicity; certification level; and YDC or RYDC facility assignment.

Definition of Terms

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

Administrative support – promoting project interests through verbal statements, providing

clarity, consistency, and steadiness to participants, defining project goals and activities,

 and providing resources and other things of value for projects

Collegiality – an appreciation for relationships with one's colleagues

Working conditions – factors affecting the work environment in which an individual

carries out his/her duties, including; operating conditions; coworkers; physical plant;

organizational climate and structure; communication; nature of work; and supervision

Rewards – gratification or compensation (not necessarily monetary) received from a job

well done

Teacher induction – preparing, training, or mentoring a new or beginning teacher for their

role as teacher

Staff Development – continuing education training necessary for teachers to maintain

current teaching credentials

Georgia Department of Juvenile Justice (DJJ) – department charged with detainment and

care of juveniles who have committed unlawful offenses

Job satisfaction – feelings or affective response an individual experiences in a certain job role.

Regional Youth Detention Center (RYDC) – facility designed to house juveniles and

provide services on a short-term basis (10-30 day average stay)

Teacher attrition – leaving the profession of teaching

Teacher retention – remaining in the profession of teaching

Youth Development Campus (YDC) – Facilities designed to house juveniles and provide

services on a long-term basis (6 months to 5 years average stay)

Summary

Many teachers leave their jobs as a result of job dissatisfaction. Several researchers have

concluded that job satisfaction is affected by factors such as administrative support, teacher

induction, collegiality, community support, students, working conditions, teacher preparation,

rewards, and staff development. Additionally, other researchers report that stress and workplace conditions are key factors in determining job satisfaction for teachers.

The Georgia Department of Juvenile Justice (DJJ) is part of the state of Georgia's school system, and as such, operates the state's 181st School District. A total of 29 schools are located throughout the state, and 241 certified teachers work in these schools, which are housed within each facility. Little research has been completed in which job satisfaction among this group of teachers was measured.

The researcher used a modified form of the Job Satisfaction Survey (Spector, 1995), with an added demographic section, to collect data. A quantitative research design was used, and teachers were surveyed to determine their level of job satisfaction. Demographic data was collected to assist in determining variations in job satisfaction based on demographics.

CHAPTER 2

REVIEW OF RESEARCH AND RELATED LITERATURE

Introduction

Job satisfaction can be viewed as somewhat of a reflection of how an employee feels they are treated within the work setting and can also affect physical and emotional well-being. Concerns about supervisory relationships, expectations, working conditions, peer relationships, and communication channels are key factors in determining job satisfaction for teachers. Consequently, the level of job satisfaction a teacher feels toward his or her job can affect organizational functioning and may become a reflection of organizational functioning (Spector, 1995). There have been few researchers who have studied juvenile justice teachers, despite the fact that this group of educators work with some of the most demanding and complex youth in today's education educational system (Houchins, Shippen, & Catrett, 2004). Most current research suggests that juvenile justice teachers are faced with many of the same frustrations expressed by special education teachers in public schools. (Houchins, Guin, & Schroeder, 2001). Consequently, the current research review includes data from both special education and regular education research studies. This review explores teaching assignments of juvenile justice teachers and establishes that these characteristics are similar to those of regular and special education teachers working in non-correctional settings. However, unique characteristics, job requirements, expectations, and working conditions experienced by juvenile justice teachers continue to suggest the need for further investigation (Houchins et al., 2004).

High teacher resignations and the resulting turn over rate in teaching positions are contributors to the special education and general education teacher shortage facing today's schools (Otto & Arnold, 2005). Much of the previous research beginning in the 1980's has focused primarily on

methods for retaining the teachers after they initially enter the teaching profession (Otto & Arnold). This research identified specific factors associated with teacher job satisfaction including:

1. Low salaries

2. Psychological pressures affecting teachers

3. Declining respect for teachers by students, parents, and the general public

It is noted that much of the early research was characterized by inconsistent or contradictory findings (Chapman & Green, 1986). More recently Otto and Arnold investigated broader factors that influence job satisfaction, including perceived administrative support among a group of 228 experienced special education teachers. Of this group, sixty nine percent (69%) described satisfaction with their administrative support (Otto and Arnold, 2005).

Workplace Conditions

Much research has been conducted on the potential impact that unfavorable or depressing work conditions have on teacher retention rates. Workplace conditions have been identified as key factors in the determining job satisfaction for teachers. These key factors include: problems and frustration with the variety of administrative routines and accompanying paperwork encountered; concerns about the evaluation of student performance and school grading practices; problems relating to student behavior and handling of student discipline; problems relating to teacher load and expectations for assuming extra-curricular assignments; concerns about relationships with peers and administrative personnel, including supervisory relationships and communication channels; problems of finance in meeting the requirements of increased personal and professional expenditures on a first-year teacher's salary (Norton,1999). In a study

conducted by Minarik, Thornton, and Perreault (2003), the following factors were identified as

reasons why teachers might leave the profession:

1. Inadequate induction and administrative support

2. Feelings of isolation and lack of community

3. Lack of student discipline and lack of student motivation

4. Unsafe working conditions

5. Lack of teacher preparation and staff development

6. Low level rewards for skill and knowledge (Minarik, Thornton, and Perreault, 2003).

As can be seen, workplace conditions clearly affect how teachers feel about their

jobs. MacMillan (1999) reviewed the influence of workplace conditions on teacher job

satisfaction, reporting that the aspects of teaching that affect job satisfaction can be categorized

into three broad areas: teacher's feelings of competency, administrative control, and

organizational culture. The manner in which individual teachers perceive themselves as school

level contributors appears to be important in terms of their level of satisfaction outside of the

classroom, and this is directly related to the cultural environment of the school (MacMillan).

Schools that have organizational cultures whose characteristics are expressed in terms of

collegiality and collaboration are most commonly the types of schools that promote satisfaction

and feelings of professional involvement. MacMillan further states that schools that foster

cultures of isolation actually contribute to teacher dissatisfaction and a loss of professional

competence (MacMillan, 1999).

<div align="center">Causes of Job Dissatisfaction</div>

Beginning in the early 1990s, the annual number of exits from the field of teaching has

surpassed the number of entrants by an increasing amount, thus putting pressure on the hiring

systems in our nation. Less than twenty percent of this attrition is due to retirement.

Consequently, steep attrition in the first few years of teaching has been established as an ever

increasing problem (Darling-Hammond, 2003). Increases in teacher shortages is noted in certain

subject areas such as math and science, and in fields such as special education. These shortages

are directly related to teacher resignations, retirements and lack of adequate numbers of teacher

trained graduates necessary to replace the losses (Darling-Hammond, 2003). Ingersoll (2002)

reported that teacher attrition and teacher shortages can be primarily attributed to job

dissatisfaction and the pursuit of other jobs. He concludes that well over ninety percent of new

hires are replacements for recent departures (Ingersoll).

Researchers have expressed concerns regarding the high professional and personal

investments required to produce certified teachers. Of the numbers of teachers entering the

teaching profession fifty percent will leave within the first 5 years (Hancock, 2003). Hill and

Barth (2004) suggest that factors such as fairness in accountability, where parents and students

can both be lacking in accountability, has resulted in a number of teachers, especially at the

secondary school level, leaving the profession. These findings establish that teachers feel they

must actually guarantee the success of each and every student. This higher degree of

accountability is felt to contribute to increases in stress among educators (Hargrove, Walker,

Huber, Corrigan, & Moore, 2004). Hill and Barth (2004) further indicate that age, experience,

certification and substandard preparation routes appear to be most consistent predictors of when

a teacher leaves the profession. Graduates of 5-year preparation programs are more likely to

remain in teaching than the graduates of 4-year preparation programs. Teachers who enter the

classroom without student teaching leave the profession at nearly double the rate of those who

complete training (Hill and Barth).

It is generally agreed among researchers that reasonable amounts of pressure and responsibility for educational outcomes is acceptable and necessary. It is also noted that extreme levels of stress and the resulting pressure contributes to teachers becoming dissatisfied with their positions and leaving the profession prematurely (Hargrove et al., Hill & Barth, Inman & Marlow). Curtis (2005) suggests that job satisfaction is a significant variable in decisions made by teachers which result in them remaining in their jobs or leaving the teaching profession.

Richards (2004) indicates that as teachers age they begin to seriously contemplate retirement. The resulting increases in teacher retirements projected over the next decade potentially will result in high proportions of younger, less experienced teachers working in many educational settings. Loss of experienced teachers through retirement, as well as attrition, has become a systemic issue in certain schools, especially those that are hard to staff (Richards).

Darling-Hammond (2003) found that teachers lacking adequate initial preparation are more likely to leave the profession. Many school systems in their efforts to fill vacant teaching position hire novice teachers, who may be lacking in adequate preparation for their role. As a result, the newer teachers who lack adequate preparation will often resign after a short period of time. Although initial preparation issues may play a key role in these teachers leaving their positions, it is clear that job satisfaction is also a factor in determining whether or not they stay (Darling-Hammond, 2003).

<div align="center">Teacher Job Satisfaction</div>

Job satisfaction for new teachers continues to be a challenge for educational administrators. This systemic issue cannot be resolved until those involved in the decision making process affecting teacher work make some major changes in teacher preparation and responsibilities (Millet, 2005). When teachers are in need of rejuvenation, they appear to know

precisely what it takes to replenish their personal resources if the classroom itself does not provide what is needed (Williams, 2003). Through in-depth interviews with twelve teachers, Williams found that highly satisfied teachers credited talented administrators with providing the proper level of challenge and support needed for their schools to become creative and productive places. Teachers became members of the learning community, fostered by proactive principals and administrators and gained feelings of collegiality. These same teachers were able to fulfill strong personal needs for autonomy and creativity in their individual classrooms. Williams reports that when this group of teachers was interviewed they consistently stated that their rewards were meaningful relationships and the knowledge that they were making a difference in the lives of their students (Williams).

<div align="center">Organizational Climate</div>

The findings by Williams (2003) are further supported by Norton (1999), as mentioned earlier, who postulates that organizational climate has a direct effect on job satisfaction. He reports that satisfied teachers find self-fulfillment in the role of teaching when attention is given to the work-life of employees. This includes providing the teachers with meaningful personal recognition and meaningful opportunities to grow intellectually (Norton, 1999). Certo and Fox (2002) reported that teacher retention and attrition are correlated to the individual teacher's commitment to the profession, administrative support, or collegial relationships with their coworkers. Certo and Fox indicated that when certain factors including salary, administrative support, scheduling, and planning time were present and adequate, teachers voiced improved levels of job satisfaction. Their study establishes that administrative support plays a substantial role in molding teacher's attitudes toward teaching. Teachers who become effective in controlling the terms of their work show more commitment to the field (Certo & Fox).

Millinger (2004) notes that using mentors to support new teachers requires significant time, energy, and other resources. However, an effective mentoring program can benefit veteran teachers and novices alike, resulting in greater job satisfaction with teachers less likely to leave the field. This increased retention of teachers due to higher job satisfaction will lead to a more stable school community and a school climate of instructional improvement (Millinger).

Norton (1999) identified seven practices relating to school climate that potentially could be implemented in an effort to make teaching positions more attractive and in turn encourage teachers to remain in their jobs. These practices include:

1. the adoption of a specific personnel policy on teacher retention by the board of education;

2. designing and implementing a plan to train personnel on program purposes, budget needs, program strategies;

3. the delegation of leadership responsibilities;

4. maintain and utilize records of turnover to help to diagnose turnover patterns and problem areas so that they can be addressed;

5. devise ways to ascertain reasons personnel leave and determine factors that might help to retain personnel individually;

6. develop clear guidelines concerning the personnel process of teacher selection, orientation, assignment, support, staff development, and retention;

7. incentives for teachers to remain in the system above and beyond appropriate compensation and benefits (Norton, 1999).

As the research has indicated, strategic planning is needed to assist in reducing the number of teachers who leave the profession. Key players in this planning must be experienced

teachers, new teachers, school board members, and administrators. Strategic planning can and should be used to identify specific areas of need, to prioritize needs, and to develop action plans to tackle these needs (Billingsley, 2005). Such a collaborative strategic planning effort can make a real difference in solving the issue of teacher retention by making jobs more satisfying for teachers.

<div align="center">Meeting Teacher's Needs</div>

During the 1999-2000 school year, approximately 500,000 public and private school teachers left the teaching profession. Of this number more than 123,000 attributed their departure to a lack of administrative support (Millinger, 2004). With such a high rate of teacher attrition, administrators must continually work to fill their staff vacancies, and filling these vacancies is a task that takes them away from other crucial areas of need, such as staff support. Principals find school culture difficult to establish, students consistently get inexperienced teachers, and the school community hesitates to make significant personal and financial investments in people who may not stay long enough to give something back to the school (Millinger), making job satisfaction a critical issue for school administrators.

Billingsley (2004) reports that when school system administrators attend to the needs of teachers through actively creating supportive relationships between the administrators and teachers, reducing stress, clarifying roles, and providing professional support will ultimately result in the teachers deriving more satisfaction from their work. By working to increase the job satisfaction of teachers, principals can reduce attrition, and increase teacher retention (Billingsley).

Richards, (2004) surveyed a group of fifteen teachers in grades K-8, who had taught less than five years to identify specific behaviors that they valued most in their principals. The

results of the survey yielded implications for principals, indicating that those who were willing to work long hours as a staff motivator and team builder, provide opportunities for professional development, allow teachers to participate in shared decision-making, and show praise and acknowledgement to staff, were exhibiting behaviors considered crucial to job satisfaction for new teachers. In addition, Richards identified ten behaviors that teachers selected as valued most in affecting their job satisfaction. These valued behaviors described a principal who: respects and values teachers as professionals; has an open-door policy; is accessible, available, and willing to listen; is fair, honest, and trustworthy; is supportive of teachers with parents; is supportive of teachers in matters concerning student discipline; shows praise and acknowledgement for a job well done; demonstrates warmth and friendliness to teachers and students; respects differences in teaching styles; gives teachers opportunities for responsibility and decision-making; and is one who cares about what makes teachers happy in their jobs (Richards, 2004). Richards further stressed the importance of doing what one can to ensure that teachers experience job satisfaction. School principals and central office administrators were found to be instrumental in fostering the types of learning environments that aided in making the special educator's jobs more satisfying (Billingsley, 2004).

Williams (2003) conducted in-depth interviews with North Carolina teachers who averaged 23 years in the classroom. These teachers credit talented administrators with setting the right mix of challenge and support that enables schools to become joyful, creative, productive places. Despite their concerns about forced collegiality and standardization, these teachers were clear about their need to be members of a learning community in which they have time to collaborate with, learn from, and support their colleagues (Williams).

Systems Thinking

Minarik, Thornton, and Perreault (2003) suggest that teacher job satisfaction requires analysis from a broader perspective called systems thinking. Minarik et al. propose several strategies based on systems thinking for improved job satisfaction including the development of effective principal leadership of the school. The researchers suggest that schools require leaders who are visionary, servant-leaders, child advocates, community activists, and instructional coaches (Minarik et al.) School principals must transform their schools into employers of choice, where the needs of the individual are acknowledged and addressed and responsive procedures are utilized to evaluate effectiveness. School principals must strive to hire the right teachers, aligning their recruitment, screening, and interviewing practices with the district framework of teaching and learning. Relationships within the educational community must include mentoring, coaching, and orientation, and there should be a promotion of connectedness with the larger community, giving teachers a positive relationship within the community (Minarik et al.).

Special Education Teachers

Special education teachers appear to be more vulnerable to attrition and less prone to retention than their regular education counterparts for reasons which relate specifically to their jobs in special education (Billingsley, 2004a). Billingsley reports that positive working conditions are critical to job satisfaction and retention for special educators. Gersten, Keating, Yovanoff, and Harniss (2001) surveyed 887 special educators in an effort to identify factors that enhance their intent to stay in their jobs. The researchers found that job design, combined with perceived administrative and collegial support, led to high attrition among these teachers and identified several critical factors, necessary to keep special educators from leaving their

positions. These factors, which run parallel to those cited by other researchers (Richards, 2004; Billingsley, 2004; Williams, 2003; and Minarik, Thornton, and Perreault, 2003), included: perceived support from the administration and fellow teachers and increased professional development opportunities, both of which lead the teachers to satisfaction with their current position (Gersten et al, 2001). The researchers report increased problems of special educators leaving the field when a school district elects to implement drastic reforms and suggested that administrators work closely with the teachers (Gersten et al).

<div align="center">Newly Certified Teachers</div>

Tillman (2003), in a case study of a first year African-American teacher reports that reflection and reciprocal journaling encouraged communication between the first year teachers and the principals. This positive mentoring experience proved highly beneficial in fostering positive communication between the mentor, the novice teacher, and the principal. Tillman indicated that mentoring proved to be helpful in retaining first year African-American teachers. In another study, Tarnowski and Murphy (2003) found that a key component in retaining quality teachers centered on a positive pre-service experience, coupled with a positive mentoring experience. As a result of these and other findings described above, it is logical to question traditional methods of teacher recruitment and to refocus on providing retention strategies appropriate for insuring job satisfaction for teachers.

First year teachers often have difficult experiences when they begin their jobs. The Career Advancement and Development for Recruits and Experienced teachers (CADRE) project, a teacher induction and retention program, offers newly certified teachers the opportunity to spend their first year as a teacher supported by a university graduate program and by carefully selected teacher known as CADRE Associates, who serve as mentors. The goal of the project is

to insure beginning teachers of a successful first year teaching experience through exposure to a variety of professional experiences that will lead to job satisfaction. These experiences are specifically designed to speed up their attainment of a high level of professional skill and judgment that characterizes a more seasoned teacher (McGlamory & Edick, 2004). The CADRE project was able to identify benefits, both personal and professional, gained through participation in a cohort group. These benefits were found to be significant to the teacher's commitment to a career in education through increased job satisfaction (McGlamory & Edick).

<center>Georgia Department of Juvenile Justice Teachers</center>

Teachers working in Georgia Department of Juvenile Justice schools are required to possess proper teaching credentials and certifications and these must be maintained through staff development and continuing education, just as teachers in Georgia's public schools (O'Rourke, 2003). Those who teach at YDCs and RYDCs may teach students from age seven through age seventeen or higher. Regular education teachers and special education teachers at the YDCs must hold a valid Georgia certificate and meet "highly qualified" criteria set by the Georgia Professional Standards Commission Georgia Implementation Guidelines for The No Child Left Behind Act of 2001 Title II, Part A. A teacher who is "highly qualified" is required to meet all of the state's certification requirements and be assigned appropriately for the field in which he or she is teaching. Regular education teachers and special education teachers at the RYDCs must also hold a valid Georgia certificate. However, the requirements under the Georgia Implementation Guidelines for The No Child Left Behind Act of 2001 Title II, Part A, vary for these teachers. These teachers are covered under section 9.03 (teachers in juvenile institutions, correctional institutions, and other alternative settings) and section 9.07 (teachers in hospital/homebound programs) of the Georgia Implementation Guidelines of The No Child Left

Behind Act of 2001 Title II, Part A Criteria for "Highly Qualified" Teachers. Teachers who

teach in the hospital/homebound programs are not required to meet "highly qualified" teacher

requirements since students in these programs are typically not absent from school more than

twenty consecutive school days. (Georgia Professional Standards Commission, 2004).

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

There are important reasons to be concerned about job satisfaction, and the organizational

and professional factors that affect an individual's personal satisfaction with their job (Spector,

1995). Job satisfaction is to some extent a reflection of how an employee feels he or she is

treated, and can be considered an indicator of emotional or psychological well-being. Also, job

satisfaction can lead to behaviors by employees that can affect organizational functioning, hence

becoming a reflection of organizational functioning (Spector). Paul E. Spector (1995) developed

a 36 item Likert-type instrument to assess job satisfaction among employees of an organization.

The Job Satisfaction Questionnaire (Spector, 1995) is a slightly modified version of Spector's

original Job Satisfaction Scale and was used by the current researcher to assess the nine facets of

job satisfaction, as well as overall job satisfaction as outlined by Spector. These facets are

shown in Table 2.1.

Table 2.1

Facets from the Job Satisfaction Questionnaire

Facet	Description
Pay	Satisfaction with pay and pay raises
Promotion	Satisfaction with promotion opportunities
Supervision	Satisfaction with the person's immediate supervisor
Fringe benefits	Satisfaction with fringe benefits
Contingent rewards	Satisfaction with rewards (not necessarily monetary) given for good performance
Operating Conditions	Satisfaction with rules, procedures, and working conditions
Coworkers	Satisfaction with coworkers
Nature of Work	Satisfaction with the type of work done
Communication	Satisfaction with communication within the organization

These facets of job satisfaction each become subscales which are correlated to Job Satisfaction Questionnaire items. This correlation will be discussed further in Chapter III, and is represented in Chapter III in Table 3.2. The relation of the specific researchers mentioned in Chapter II, the facets of job satisfaction assessed in the Job Satisfaction Questionnaire (JSQ), and the JSQ subscale item numbers are combined and shown in Table 2.2.

Table 2.2

Research mapped to JSQ facets(subscales) and JSQ subscale item numbers

Facet (Subscale)	Literature Review	JSQ Subscale Item Numbers
Pay	Chapman & Green, 1986; Certo & Fox, 2002; McGlamory & Edick, 2004; Norton, 1999; Spector, 1995	1, 10r, 19r, 28
Promotion	Certo & Fox, 2002; Ingersoll, 2002; McGlamory & Edick, 2004; Millinger, 2004; Norton, 1999; Spector, 1995	2r, 11, 20, 33
Supervision	Certo & Fox, 2004; Gersten, Keating, Yovanoff, & Harniss, 2001; Hill & Barth, 2004; Inman & Marlowe, 2004; Macmillan, 1999; Millinger, 2004; Minarek, Thornton, & Perreault, 2003; Norton, 1999; Otto & Arnold, 2005; Richards, 2004; Spector, 1995; Tillman, 2003; Williams, 2003	3, 12r, 21r, 30
Fringe benefits	Ingersoll, 2002; McGlamory & Edick; Norton; Richards; Spector	4r, 13, 22, 29r
Contingent rewards	Certo & Fox, 2004; Macmillan, 1999; McGlamory & Edick, 2004; Millinger, 2004; Minarek, Thornton, & Perreault, 2003; Norton, 1999; Richards, 2004; Spector, 1995; Tillman, 2003; Williams, 2003	5, 14r, 23r, 32r
Operating conditions	Billingsley, 2004; Certo & Fox, 2002; Curtis, 2005; Gersten, Keating, Yovanoff, & Harniss, 2001; Hargrove, Walker, Huber, Corrigan, & Moore, 2004; Houchins, Shippen, & Catrett, 2004; Hill & Barth, 2004; Inman & Marlowe, 2004; Macmillan, 1999; Millinger, 2004; Minarek, Thornton, &	6r, 15, 24r, 31r

	Perreault, 2003; Norton, 1999; Otto & Arnold, 2005; Richards, 2004; Spector, 1995	
Coworkers	Certo & Fox, 2004; Gersten, Keating, Yovanoff, & Harniss, 2001; Inman & Marlowe, 2004; Macmillan, 1999; Millinger, 2004; Minarek, Thornton, & Perreault, 2003; Norton, 1999; Richards, 2004; Spector, 1995; Tarnowsky & Murphy, 2003; Williams, 2003	7, 16r, 25, 34r
Nature of work	Billingsley, 2004; Certo & Fox, 2004; Curtis, 2005; Darling-Hammond, 2004; Gersten, Keating, Yovanoff, & Harniss, 2001; Hargrove, Walker, Huber, Corrigan, & Moore, 2004; Houchins, Shippen, & Catrett, 2004; Inman & Marlowe; Macmillan, 1999; Millet, 2005; Norton, 1999; Richards, 2004; Spector, 1995; Williams, 2003	8r, 17, 27, 35
Communication	Certo & Fox, 2004; Gersten, Keating, Yovanoff, & Harniss, 2001; Houchins, Shippen, & Catrett, 2004; Inman & Marlowe, 2004; Millinger, 2004; Minarek, Thornton, & Perreault, 2003; Norton, 1999; Tarnowsky& Murphy, 2003; Tillman, 2003; Richards, 2004; Spector, 1995; Williams, 2003	9, 18r, 26r, 36r

Summary

Studies designed to measure job satisfaction provide numerous indicators as to why teachers remain in the profession including administrative support, collegial relationships with a mentor, and job satisfaction. Little research has been conducted investigating job satisfaction among Georgia Department of Juvenile Justice School System teachers, what makes their jobs satisfying, and whether this influences these teachers to stay or leave their jobs.

Research efforts have documented the importance of job satisfaction of teachers and have reported the influence that multiple variables including, induction, administrative support, feelings of isolation, community support, students, work conditions, teacher preparation, staff

development, and rewards for skill and knowledge have on teacher job satisfaction. Evidence found in the literature and the lack of investigation into the relationships among and between variables among teachers who are working in correctional facilities underscore the need for further study. Definitive research investigating job satisfaction among teachers working in the Georgia Department of Juvenile Justice facilities is warranted, resulting in the current study.

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CHAPTER THREE

METHODOLOGY

Introduction

The implementation of No Child Left Behind teacher accountability standards have placed ever increasing demands on teachers in the Georgia Department of Juvenile Justice (DJJ) School System. Teachers employed by the DJJ school district must continuously strive to increase the skills and knowledge base necessary to enable students to achieve to their fullest potential (Georgia Department of Juvenile Justice, 2008). These increased teaching profession demands have been found to influence teacher job satisfaction perception (Esteve, J. M., 2000). Historically, teacher job satisfaction has been regarded as a standard for measuring the success of education reform and is felt to be reflective of the quality of the teaching-learning process, as well as satisfaction with life in general (Rots, Isabel, & Aelterman, 2008). This study assessed teacher job satisfaction in the Georgia Department of Juvenile Justice School System. This chapter describes the research questions, research design, procedures for data collection, and data analysis.

Research Questions

The primary research question addressed by the research effort was: What is the current level of job satisfaction for Georgia Department of Juvenile Justice School System teachers given current job expectations and current educational mandates? Specific sub questions generated by the primary research question were:

1. What is the level of job satisfaction for Georgia Department of Juvenile Justice School System teachers?

2. Are their relationships between job satisfaction and teacher demographic factors?

The Setting

The Georgia Department of Juvenile Justice (GDJJ) has a staff of over 3,500 employees managing programs, services and facilities throughout the state. Over 59,000 youths are served annually, including youths who are placed on probation, sentenced to short-term incarceration, or committed to the Department's custody by Juvenile Courts (Georgia Department of Juvenile Justice, 2008).

The Georgia Department of Juvenile Justice School System consists of 29 schools located across the state of Georgia. The schools are located at Regional Youth Detention Centers (RYDCs) and Youth Development Campuses (YDCs).   Twenty-two Regional Youth Detention Centers (RYDCs), serve a combined total of 1,296 students. These facilities employ a combined teacher workforce of 110 certified teachers (Georgia Department of Juvenile Justice, 2008). A summary of RYDCs by facility; location; student enrollment; and number of teachers is presented in Table C.1(see Appendix C).

Seven larger Georgia Youth Development Campuses operated by the Department of Juvenile Justice School System serve a total of 1,260 students. The combined teacher workforce employed at the YDCs includes 131 certified teachers (Georgia Department of Juvenile Justice, 2008). A summary of YDCs by facility; location; student enrollment; and number of teachers is presented in Table C.2 (see Appendix C).

Population

The target population for the research study consists of all 241 certified teachers employed at the 22 RYDCs and the 7 YDCs in the state of Georgia. The sample represents the entire population of professionally certified teachers employed at all of the facilities operated by the Georgia Department of Juvenile Justice (Georgia Department of Juvenile Justice, 2008) and

is therefore considered to be a closed sample consisting of 241 research participants. All

participants were selected solely based on their positions as certified teachers employed by the

Georgia Department of Juvenile Justice (GDJJ) in the fall of 2009. No additional criteria were

applied. Demographic data for the population was requested by the researcher from the DJJ

central office but was unattainable. Therefore, generalizability could not be determined for all

DJJ teachers. All respondents were verified as certified by the school principals or lead teachers

from each of the 29 locations. Participants surveyed by type of GDJJ facility and total

participants are represented in Table 3.1.

Table 3.1

Certified Teachers Surveyed By Type of GDJJ Facility (N=241)

Regional Youth Detention Center (RYDC)	Youth Development Campus (YDC)	Total
110	131	N=241

Research Design

Isaac and Michael (1995) recommend that any systematic approach to research should be

structured and focus on the collection of meaningful, accurate information. They infer that the

individual conducting research must consider attitudes and opinions as common themes.

Discrepancies and inconsistencies in individual responses therefore are expected and recorded.

Isaac and Michael (1995) recommend that basic research designs include four themes that insure:

credibility, transferability, dependability, and conformability.

To be considered credible, a research design must produce reasonable, trustworthy

results. These outcomes should be transferable allowing application in similar settings.

Outcomes should be consistent with the findings of other similar research. Methods of data

collection and related process should be defensible and understood by individuals reviewing the

research (Isaac & Michael, 1995).

Gall, Gall and Borg (2003) recommend that quantitative research be used when comparing patterns of responses among large samples. The quantitative analysis employed in the current research study utilized data generated by ANOVA to examine means found in the forced-choice, Likert-type question responses to a Job Satisfaction Questionnaire and an informal demographic questionnaire in an effort to investigate job satisfaction in Georgia Department of Juvenile Justice facilities. Sample selection for the research was inclusive and purposive and was felt to typify the characteristics of teachers employed by the Georgia Department of Juvenile Justice. The study was designed to examine the job satisfaction level of teachers in the Georgia Department of Juvenile Justice School System who work in schools located in Regional Youth Detention Centers (RYDCs) and Youth Development Campuses (YDCs). Teachers' opinions were considered to be representative of their individual understanding and beliefs including past experiences and knowledge of the concept of teacher satisfaction. Closed Likert-type questions presented in the Job Satisfaction Questionnaire were designed to sample teachers' attitudes and opinions on job satisfaction from an organizational perspective.

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

The Job Satisfaction Questionnaire

The Job Satisfaction Questionnaire is a 36 item Likert-scale questionnaire that assesses ten facets (subscales) of job satisfaction including pay; promotion; supervision; fringe benefits; contingent rewards; operating conditions; coworkers; nature of work; and communication. The instrument used to collect data was a modified form of The Job Satisfaction Survey (Spector, 1995) with a demographic data section included to collect demographic information, and is referred to in the current research as the Job Satisfaction Questionnaire (JSQ). Modifications

made to the Job Satisfaction Scale (JSS) were completed after the instrument was piloted among

a group of eight principals and lead teachers, four each from RYDCs and YDCs. The group's

consensus was that the items assessed in the JSS were clear and relevant to teachers working in

schools in DJJ, with the exception of minor changes. Suggestions were made to alter the

wording of two items in the questionnaire to add clarity to them and provide a better fit to the

organizational setting in which the schools are located. Questionnaire item number five was

changed from: When I do a good job, I receive the recognition for it that I should receive; to:

When I do a good job, I receive the recognition for it that I should. Questionnaire item number

twenty-two was changed from: The benefit package we receive is equitable; to: The benefit

package we receive is comparable to those of other organizations. Permission was obtained from

the author prior to modifications being made to the instrument (see Appendix E).

The format employed by the instrument is subdivided into nine subscales. Each of the

nine subscales contain four items allowing a total satisfaction score to be computed by

combining all items. Each item listed in the Job Satisfaction Questionnaire consists of a

statement that is either favorable or unfavorable about an aspect of the job. For example item

number 1 concerns pay. The respondent is asked to circle one of the six numbers on the Likert-

scale that corresponds to their agreement or disagreement about the statement. A copy of the Job

Satisfaction Questionnaire employed in the study can be found in Appendix D. Respondents are

required to make choices that range from (1) disagree very much to (6) agree very much. Scores

of 3 and 4 serves as neutral responses. Items are written in both directions, requiring that half

must be reverse scored. Questionnaire items mapped to each subscale and items that must be

reverse scored are shown in Table 3.2.

Table 3.2

Subscale Contents of the Job Satisfaction Questionnaire

Subscale	Item number
Pay	1, 10r, 19r, 28
Promotion	2r, 11, 20, 33
Supervision	3, 12r, 21r, 30
Fringe benefits	4r, 13, 22, 29r
Contingent rewards	5, 14r, 23r, 32r
Operating Conditions	6r, 15, 24r, 31r
Coworkers	7, 16r, 25, 34r
Nature of Work	8r, 17, 27, 35
Communication	9, 18r, 26r, 36r

NOTE: Items followed by "r" should be reverse-scored.

To compute the various scores, individual responses are summed together. All responses to the Job Satisfaction Survey are numbered from 1 to 6, allowing some of the scores to be recorded as positive responses and some as negative responses. Positive response scores are deemed as indicators of job satisfaction and are a result of responses to positive statements present in the instrument. Responses that indicate dissatisfaction are negatively worded on the survey. Teachers who disagree with positive statements and who tend to agree with negative statements in turn will produce low scores representing job dissatisfaction. After reversing negatively scored items, all items are summed producing a total satisfaction score that is reflective of the sum of all 36 scale items. Each individual subscale score is reflective of a summary of the individual items. Item scores may range from 1 to 6 yielding individual subscale scores that range from 4 to 24. The total scores can range from a low of 36 to a maximum of 216. A total score of 126 or higher would indicate overall job satisfaction, and a score of less than 126 would indicate overall job dissatisfaction.

Reliability and Validity

Spector's (1995) original research efforts produced two types of reliability estimates supporting the value of the instrument. Data reflecting internal consistency reliability generated

by a sample of 3,067 survey respondents who completed the initial survey produced coefficient

alphas ranging from .60 for subscales to .91 for total scale scores. An alpha score of .70 is

considered to be the minimum standard for internal consistency (Spector,1995). Test-retest

reliability data taken from a smaller sample of 43 respondents eighteen months after initial

testing ranged from .37 to .74, indicating exceptional stability of responses over time. Internal

Consistency Reliability for the Job Satisfaction Questionnaire is shown in Table 3.3.

Table 3.3

Internal Consistency Reliability for the Job Satisfaction Survey

Subscale	Coefficient Alpha	Test-Retest Reliability
Pay	.75	.45
Promotion	.73	.62
Supervision	.82	.55
Fringe benefits	.73	.37
Contingent rewards	.76	.59
Operating Conditions	.62	.74
Coworkers	.60	.64
Nature of Work	.78	.54
Communication	.71	.65
Total	.91	.71
Sample size	2,870	43

 NOTE: Test-retest reliability was assessed over an 18-month time span.

Spector (1995) indicates the numerous scales and variables in current literature have been shown

to highly correlate with the Job Satisfaction Survey employed in the current study citing

similarities found in age; organization level; absence; organizational commitment; leadership

practices; intention to quit work; and turnover reported by Hackman & Oldham (1975).

Demographic Data Questionnaire

Participants were asked to provide demographic information about: total number of years

of educational experience; total number of years of employment as a teacher with the Georgia

Department of Juvenile Justice; age; gender; job assignment; ethnicity; and YDC or RYDC

facility assignment. A copy of the Demographic Survey is presented in Appendix D.

Demographic Survey items mapped to the research and to the research questions that the

demographic questions address is presented in Table 3.4.

Table 3.4

Demographic Survey Items Mapped to Literature Review and Research Questions

Survey Item	Literature Review	Research Questions
Ethnicity	Tillman, 2003	1, 2
Age	Curtis, 2005; Inman & Marlowe, 2004; Millinger, 2004	1, 2
Gender	Houchins, Shippen, Catrett, 2004	1, 2
Total years teaching experience	Darling-Hammond, 2003; Williams, 2003	1, 2
Total years teaching with DJJ	Houchins, Shippen, & Catrett, 2004	1, 2
Current job assignment	Georgia Department of Juvenile Justice, 2009; O'Rourke	1, 2
Certification level	Georgia Professional Standards Commission, 2009	1, 2

Data Collection

Approval by the Dissertation Committee, Georgia Southern University Institutional

Review Board (IRB) and the Georgia Department of Juvenile Justice was obtained prior to

beginning research efforts. IRB approval documentation is presented in Appendix A. Georgia

Department of Juvenile Justice approval documentation is presented in Appendix B.

Two hundred and forty-one teachers certified and credentialed by the Georgia

Department of Professional Practices, who are employed at 29 Georgia Department of Juvenile

Justice school programs, were surveyed. Participation in the research study was voluntary, and

surveys were completed individually. All completed forms that were utilized in the compilation

of data were returned to the researcher; therefore, all data was collected from primary sources.

Each school principal or lead teacher had been contacted prior to questionnaires being mailed to assure that the administrators understood the intent and purpose of the research study. A packet containing the appropriate number of survey materials for each facility, as represented in Appendix C, was mailed to the principal or lead teacher at each of the 22 RYDCs and 7 YDCs. The packet contained: a letter to the principal or lead teacher (see Appendix G), and sealed envelopes containing a letter to participant (Appendix H), informed consent (Appendix F, questionnaire (Appendix D), and a self-addressed postpaid return envelope. The principal or lead teacher at each of the 29 DJJ facilities was contacted to confirm receipt of the research instruments by the individual teachers and to encourage participation in the study. The educational administrator at each facility was asked to distribute the individually addressed envelopes containing questionnaire materials to each teacher and to encourage each individual teacher to participate in the research effort. Each administrator confirmed receipt and distribution of questionnaire materials.

The 241 participants in the research effort were asked to independently complete the Job Satisfaction Questionnaire (Spector, 1995) and Demographic Questionnaires sent to their workplaces through the United States Postal Service mail. Estimated duration to complete the surveys was approximately 30 minutes per individual. All research participants were provided standardized written instructions prior to being asked to complete the Job Satisfaction Scale and Demographic Survey.

Surveys were individually coded using a letter and a number enabling the researcher to identify the facility and teacher for the purpose follow up with participants when the surveys were not returned within a reasonable time. All coding notations were removed from the individual Job Satisfaction Questionnaires and Demographic Surveys upon receipt by the

researcher to ensure confidentiality of the participants. Follow up emails were sent to the

principal or lead teacher at each facility after a two week period to encourage a high response

rate.

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

The data were collected using the 36 item Job Satisfaction 6-point summated Likert-type

scaled questionnaire Scale and the Demographic Survey were analyzed using the Statistical

Package for Social Services (SSPS) software-program version 13.0. Data received from the job

satisfaction survey were analyzed to gain their frequency using the SSPS package. Percentages

of each response were also computed using this method.

To answer Research Question One, "What is the level of job satisfaction for Georgia

department of Juvenile Justice School System teachers?", data were compiled to reflect a profile

by the total scores and subscale scores for all participants and by YDC or RYDC assigned.

Descriptive statistics (mean, standard deviations, range) were computed and analyzed by group

and overall teacher population using individual ANOVA and t-tests to determine response

similarities, differences and group trends.

To answer Research Question Two, "To what extent does job satisfaction vary by teacher

demographics?", data were analyzed using descriptive statistics reflecting similarities and

differences according to demographic factors. Data was collected using a demographic survey

questionnaire which included: total number of years of educational experience; total number of

years of employment as a teacher with the Georgia Department of Juvenile Justice; age; gender;

job assignment; ethnicity; and YDC or RYDC facility assignment. Data were compiled to reflect

a profile by the total scores and subscale scores. The demographic profiles were presented by

total group means, averages, and percentages, and were then analyzed using ANOVA and t-tests

to determine response similarities, differences and group trends, and summaries using means, standard deviations, and percentages were presented to indicate findings.

Summary

This chapter described the research methodology employed in the study. Data were collected from responses to a Job Satisfaction Questionnaire and an attached Demographic Survey that was administered to 241 teachers employed at 30 Department of Juvenile Justice facilities located in the state of Georgia. Individual responses by the teachers to the Job Satisfaction Questionnaire and Demographic Survey were analyzed utilizing ANOVA to examine percentages, means, and ranges found in the forced-choice responses to a Job Satisfaction Questionnaire. Teacher responses to an informal Demographic Survey were used in an effort to investigate job satisfaction as a component of teacher retention in Georgia Department of Juvenile Justice facilities. Sample selection for the research was inclusive and purposive and is felt to typify the characteristics of teachers employed by the Georgia Department of Juvenile Justice. The research design including selection of the research group participants, instrumentation, data collection procedures and data analysis was presented in this chapter.

Chapter Four presented the findings of the study, including tables and descriptive narratives. Chapter Five provided a summary of the research findings, conclusions and recommendations.

CHAPTER FOUR

REPORT OF DATA AND DATA ANALYSIS

Introduction

The purpose of this study was to understand teacher job satisfaction among teachers in the Georgia Department of Juvenile Justice School System. The population for the study consisted of the 241 (N=241) teachers who work in schools housed in juvenile facilities throughout the state. Participants were asked to complete the Job Satisfaction Questionnaire (JSQ), a slightly modified version of the Job Satisfaction Scale (Spector, 1995), and a demographic survey. Modifications made to the Job Satisfaction Scale (JSS) were completed after the instrument was piloted among a group of eight principals and lead teachers, four each from RYDCs and YDCs. The group determined that the items assessed in the JSS were clear and relevant to teachers working in schools in DJJ, with the exception of minor changes. Suggestions were made to alter the wording of two items in the questionnaire to add clarity to them and provide a better fit to the organizational setting in which the schools are located. Questionnaire item number five was changed from: When I do a good job, I receive the recognition for it that I should receive; to: When I do a good job, I receive the recognition for it that I should. Questionnaire item number twenty-two was changed from: The benefit package we receive is equitable; to: The benefit package we receive is comparable to those of other organizations. Permission was obtained from the author prior to modifications being made to the instrument (see Appendix E). The data were analyzed by subscale: pay; promotion; supervision; fringe benefits; contingent rewards; operating (working) conditions; coworkers; nature of work; and communication. This chapter presented descriptive data on the questions the study sought to answer.

Research Questions

The overarching research question addressed by the researcher was: What is the current level of job satisfaction for Georgia Department of Juvenile Justice School System teachers? Sub questions generated by the overarching research question follow.

1. What is the level of job satisfaction for Georgia Department of Juvenile Justice School System teachers?

2. To what extent does job satisfaction vary by teacher demographics?

Participants

The subjects surveyed in this study consisted of the certified teachers in the Georgia Department of Juvenile Justice School System. At the time of the study, there were a total of 241 teachers working in 29 schools in this system (N=241). Two hundred forty-one surveys were distributed to the subjects. In the Youth Development Campus (YDC) schools, there were a total of 131 surveys distributed and there were 36 respondents, indicating a response rate of 27.48%. In the Regional Youth Detention Center (RYDC) schools, there were a total of 110 surveys distributed and 60 respondents, indicating a response rate of 54.55%. There were a total of 96 respondents who completed the surveys and mailed them back to the researcher in the envelopes provided, indicating a total response rate of 39.82%. All of the 96 surveys that were returned, were complete and were entered into the analysis of data.

Demographic profile of respondents

The Georgia Department of Juvenile Justice demographic data were represented as follows: Youth Development Campus (YDC) data, Regional Youth Detention Center (RYDC) data, and Georgia Department of Juvenile Justice School System (DJJ) district level data which consisted all participants from both types of facilities. Demographic comparisons of participants

to the population could not be made because demographic data for the population was requested by the researcher from the DJJ central office but was unattainable.

Youth Development Campus (YDC) demographic profile of respondents

In the Youth Development Campus (YDC) schools, there were a total of 131 surveys distributed and there were 36 respondents, indicating a response rate of 27.48%. In this total there were 21(58.33%) male and 15(41.67%) female respondents. Of these respondents, only two ethnic groups were represented. There were 25(69.44%) Caucasian and 11(30.56%) African-Americans in the group of respondents. The ages of the respondents were grouped in age ranges on the demographic survey and the number of respondents in each age range was totaled. There was 1 teacher (2.78%) who was 20-25 years of age, 1 teacher (2.78%) who was 26-30 years of age, 4 teachers (11.11%) who were 31-35 years of age, 2 teachers (5.56%) who were 36-40 years of age, 2 teachers (5.56%) who were 41-45 years of age, 6 teachers (16.67%) who were 46-50 years of age, 4 teachers (11.11%) who were 51-55 years of age, 6 teachers (16.67%) who were 56-60 years of age, and 10 teachers (27.78%) who were 60 years of age or older. The respondents indicated total years teaching experience ranging from one year to more than 30 years. There were 5 teachers (13.89%) with 1-5 years experience, 6 teachers (16.67%) with 6-10 years experience, 3 teachers (8.33%) with 11-15 years experience, 6 teachers (16.67%) with 16-20 years experience, 1 teacher (2.78%) with 21-25 years experience, 1 teacher (2.78%) with 26-30 years experience, and 14 teachers (38.89%) with 30+ years experience. Several respondents noted that they had over 40 years experience, and one respondent indicated 52 total years of teaching experience. These were included in the 30+ group. Years of teaching experience with the Georgia Department of Juvenile Justice School System (DJJ) ranged from one year to 30 years, with 17(47.22%) of respondents having 1-5 years experience in DJJ, 11

teachers (30.56%) having 6-10 years experience in DJJ, 7 teachers (19.44%) having 11-15 years experience in DJJ, 1 teacher (2.78%) having 16-20 years experience in DJJ, 0 teachers (0.00%) having 21-25 years experience in DJJ, 0 teachers (0.00%) having 26-30 years experience in DJJ, and 0 teachers (0.00%) YDC respondents having 30+ years experience in DJJ. In the YDCs there were 20 teachers (55.56%) who were regular educators, 12 teachers (33.33%) who were special educators, and 4 teachers (11.11%) who noted other and were vocational teachers, Title I teachers, or functioning as Lead Teacher at their facilities. Certification levels, as noted by the respondents, ranged from T – 4 to advanced degrees and certification levels, with 10 teachers (27.78%) with T – 4 certification, 8 teachers (22.22%) with T – 5 or L – 5 certification, 11 teachers (30.56%) with T – 6 or L – 6 certification, and 6 teachers (16.67%) with T – 7 or L – 7 certification. One teacher (2.78%) indicated other as a choice and did not specify the certification level or type.

The YDC teachers who responded were mostly Caucasian, male, and had T – 5 or L – 5 or higher certification levels. Most of these teachers fell into the over 50 age group, and many were over 60. While many of these teachers indicated over 30 years teaching experience, the majority had 10 years or less with DJJ.

Regional Youth Detention Center (RYDC) demographic profile of respondents

In the Regional Youth Detention Center (RYDC) schools, there were a total of 110 surveys distributed and 60 respondents, indicating a response rate of 54.55%. The group of respondents was made up of 23(38.33%) males and 37(61.67%) females, and of these respondents, two ethnic groups were represented. There were 34(56.67%) Caucasian and 26(43.33%) African-American respondents in the group. There were no other ethnic groups reported in the respondent group. The ages of the respondents were grouped in age ranges on the

demographic survey and the number of respondents in each age range was totaled. There was 1

teacher (1.67%) who was 20-25 years of age, 1 teacher (1.67%) who was 26-30 years of age, 3

teachers (5.00%) who were 31-35 years of age, 6 teachers (10.00%) who were 36-40 years of

age, 4 teachers (6.67%) who were 41-45 years of age, 10 teachers (16.67%) who were 46-50

years of age, 12 teachers (20.00%) who were 51-55 years of age, 13 teachers (21.67%) who were

56-60 years of age, and 10 teachers (16.67%) who were 60 years of age or older. The

respondents indicated total years teaching experience ranging from one year to more than 30

years. There were 8 teachers (13.33%) with 1-5 years experience, 5 teachers (8.33%) with 6-10

years experience, 13 teachers (21.67%) with 11-15 years experience, 6 teachers (10.00%) with

16-20 years experience, 5 teachers (8.33%) with 21-25 years experience, 3 teachers (5.00%) with

26-30 years experience, and 20 teachers (33.33%) with 30+ years experience. Several

respondents noted that they had 40 years experience or more. Years of teaching experience with

the Georgia Department of Juvenile Justice School System (DJJ) for RYDC respondents ranged

from one year to 30+ years, with 28 teachers (46.67%) having 1-5 years experience in DJJ, 12

teachers (20.00%) having 6-10 years experience in DJJ, 17 teachers (28.33%) having 11-15 years

experience in DJJ, 1 teacher (1.67%) having 16-20 years experience in DJJ, 0 teachers (0.00%)

having 21-25 years experience in DJJ, 0 teachers (0.00%) having 26-30 years experience in DJJ,

and 2 teachers (3.33%) having 30+ years experience in DJJ. In the RYDCs there were

34(56.67%) regular educators, and 26(43.33%) special educators. Certification levels, as noted

by the respondents, ranged from T – 4 to other advanced certification levels, with 9 teachers

(15.00%) with T – 4 certification, 26 teachers (43.33%) with T – 5 or L – 5 certification, 21

teachers (35.00%) with T – 6 or L – 6 certification, and 4teachers (6.67%) with T – 7, L – 7, or

higher certification.

The RYDC teachers were primarily Caucasian, female, and had Master level or higher degrees. Most of these teachers fell into the over 50 age group, and many were over 60. While a large number of these teachers indicated over 30 years teaching experience, only two indicated 30+ years or more with DJJ.

District demographic profile of respondents

In all, there were 96 respondents, 36(37.50%) from YDCs and 60(62.50%) from RYDCs. There were 37 African-Americans (38.54%) and 59 Caucasians (61.46%) to complete the survey. No other ethnicities were represented in the respondent data. Two teachers (2.08%) were in the 20-25 year age group, 2 teachers (2.08%) were in the 26-30 year age group, 7 teachers (7.29%)were in the 31-35 year age group, 8 teachers (8.33%) were in the 36-40 age group, 6 teachers (6.25%) were in the 41-45 year age group, 16 teachers (16.67%) were in the 46-50 year age group, 16 teachers (16.67%) were in the 51-55 year age group, 19 teachers (19.79%) were in the 56-60 age group, and 20 teachers (20.83%) were in the 60+ age group. There were 44 male teachers (45.83%) and 52 female teachers (54.17%) in the total respondent pool. The respondents indicated total years teaching experience ranging from one year to more than 30 years. There were 13 teachers (13.54%) with 1-5 years experience, 11 teachers (11.46%) with 6-10 years experience, 16 teachers (16.67%) with 11-16 years experience, 12 teachers (12.50%) with 16-20 years experience, 6 teachers (6.25%) with 21-25 years experience, 4 teachers (4.17%) with 26-30 years experience, and 34 teachers (35.42%) with 30+ years experience. Of the respondents that noted that they had over 40 years experience, one of these respondents indicated 52 total years of teaching experience. Years of teaching experience with the Georgia Department of Juvenile Justice School System (DJJ) ranged from one year to 30+ years, with 45 teachers (46.88%) having 1-5 years experience in DJJ, 23 teachers (23.96%)

having 6-10 years experience in DJJ, 24 teachers (25.00%) respondents having 11-15 years experience in DJJ, 2 teachers (2.08%) having 16-20 years experience in DJJ, 0 teachers (0.00%) respondents having 21-25 years experience in DJJ, and 0 teachers (0.00%) respondents having 26-30 years experience in DJJ. There were 2 teachers (2.08%) who had more 30+ years experience in DJJ. In all there were 54 teachers (56.25%) who were regular educators, 38 teachers (39.58%) who were special educators, and 4 teachers (4.17%) who noted other and were either vocational teachers, Title I teachers, or functioning as Lead Teacher at their facilities. Certification levels, as noted by the respondents, ranged from T – 4 to other advanced certification levels, with 19 teachers (19.79%) with T – 4 certification, 34 teachers (35.42%) with T – 5 or L – 5 certification, 32 teachers (33.33%) with T – 6 pr L – 6 certification, and 10 teachers (10.42%) with T – 7 or L – 7 certification.

Comparisons of demographics between the participants and the population could not be made. The researcher requested the demographic information from the DJJ central office, but this information was unattainable. Therefore, generalizability could not be determined for all DJJ teachers.

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

Participants in the study completed the Job Satisfaction Questionnaire (JSQ), a modified version of the Job Satisfaction Scale (JSS) developed by Paul Spector of the University of South Florida Department of Psychology, and an attached demographic section. The JSQ is a 36 item survey which is composed of 9 subscales: pay; promotion; supervision; fringe benefits; contingent rewards; operating conditions; coworkers; nature of work; and communication. Each subscale consists of 4 survey items. Responses to the items on the survey were on a 6 point

Likert scale with responses ranging from 1=disagree very much, 2= disagree moderately, 3=disagree slightly, 4=agree slightly, 5=agree moderately, to 6=agree very much.

The overarching question for the study was: What is the current level of job satisfaction for Georgia Department of Juvenile Justice School System teachers?

Research Question 1

What is the level of job satisfaction for Georgia Department of Juvenile

Justice School System teachers?

Overall job satisfaction was measured by summing the total of the 36 items respondents were asked to complete. Some of the items on the survey are scored in a positive direction, and some are scored in a negative direction. A positively worded item is one for which agreement indicates job satisfaction. For example, the third item in the scale, "My supervisor is quite competent in doing his/her job," is positively stated. A negatively worded item is one for which agreement indicates dissatisfaction. For example, item number twelve, "My supervisor is unfair to me," is negatively stated. To arrive at a total score for job satisfaction, the scores for the negatively worded items must first be reversed. Therefore, individuals who agreed with the positively worded items and disagreed with the negatively worded items will have high scores representing satisfaction with their jobs. Each of the nine subscales, comprised of four items each, can yield from 4 up to 24 total points due to the individual items having a range of 1 to 6. Within each subscale, a respondent is considered satisfied if the total of the 4 items in each subscale is 14 or above, and the respondent is considered dissatisfied if the score is below 14. When these scores are combined, the maximum total score for the survey can be 216. A total score of 126 or above indicates overall job satisfaction, and a total score of less than 126

indicates overall job dissatisfaction. Total scores for respondents are presented in Table I.9 (see Appendix I).

Data were analyzed using SPSS version 13.0. A total of 63(65.63%) of the respondents indicated job satisfaction, while 33(34.38%) indicated job dissatisfaction. The total scores, percentages, means, and Standard Deviations for each of the 36 individual items in the survey were calculated and used to determine means, Standard Deviations, and percentages for eac each individual subscale to provide a global view of job satisfaction for teachers within the organization. This data is presented in Table I.1 (see Appendix I)

Subscales

The Job Satisfaction Questionnaire (JSQ) is divided into nine subscales: pay; promotion; supervision; fringe benefits; contingent rewards; operating (working) conditions; coworkers; nature of work; and communication. In the subscale of pay, mean scores indicated that more teachers are satisfied with pay and do feel appreciated in terms of the pay they receive. Dissatisfaction was noted in the area of raises. The total distribution of scores for the subscale of pay is presented in Table J.1 (see Appendix J).

In the subscale of promotion, mean scores indicated overall dissatisfaction with chances of promotion and getting ahead within the organization. Teachers did not feel satisfied with their chances of promotion. The total distribution of scores for the subscale of promotion is presented in Table J.2 (see Appendix J).

Supervision was assessed in subscale three. High mean scores indicated that teachers liked their supervisors and felt that they were treated fairly by their supervisors. Most felt their supervisors were quite competent at doing their jobs, but many felt that supervisors showed too

little interest in the feelings of subordinates. The total distribution of scores for the subscale of supervision is shown in Table J.3 (see Appendix J).

In the subscale of fringe benefits, most felt satisfied with the benefits they receive, and many felt that the benefits offered by the organization were as good as those offered by other organizations. However, some felt that there were benefits they did not have that they felt they should have. Scores for the subscale of fringe benefits are shown in Table J.4 (see Appendix J).

Subscale scores for the area of contingent rewards are represented in Table J.5 (see Appendix J) and show that about as many teachers felt unrewarded as feel rewarded. In addition, about the same number felt appreciated as feel unappreciated. In the subscale area of operating (working) conditions, low mean scores showed dissatisfaction in being able to do a good job due to rules and procedures. Paperwork is also an issue for many teachers, as many felt that they had too much paperwork. The total distribution of scores for the subscale of operating conditions is presented in Table J.6 (see Appendix J).

According to the responses in subscale 7, coworkers, teachers in DJJ tended to enjoy their coworkers, and they liked the people they work with. There were, however, some that indicated they found that they had to work harder at their job because of the incompetence of the people they worked with. Some teachers also felt that there was too much bickering and fighting at work. The total distribution of scores for the subscale of coworkers is presented in Table J.7 (see Appendix J).

A great many DJJ teachers showed that they felt a sense of pride in doing their work and that they like the things they do at work. Some felt their job was meaningless, but others felt their job was enjoyable. The total distribution of scores for the subscale of nature of work is presented in Table J.8 (see Appendix J).

Overall, the area of communication had a high number of respondents indicating that communication within the organization is not good. Clarity of organizational goals tended to be rated slightly above average, and explanation of work assignments seemed to be an area where improvement was needed. Some teachers felt that they often did not know what was going on with the organization. The total distribution of scores for the subscale of communication is presented in Table J.9 (see Appendix J).

Summary of findings from research question 1.

In summary, the researcher found that of the 96 respondents, 63 DJJ teachers (65.63%) indicated satisfaction with their jobs and that 33 DJJ teachers (34.38%) indicated dissatisfaction with their jobs. ANOVA and T-tests were conducted to determine any significant differences existing between overall scores on the JSQ and the nine facet subscales of pay; promotion; supervision; fringe benefits; contingent rewards; operating conditions; coworkers; nature of work; and communication. No overall significant differences were found.

Research question 2

To what extent does job satisfaction vary by teacher demographics?

Each respondent was asked to complete a demographic data profile including ethnicity; gender; age; years teaching experience; years of DJJ teaching experience; certification (degree)level; current job assignment; and type of facility as part of the survey. Overall, there were 63 (65.63%) of respondents who indicated they were satisfied with their jobs, and 33 (34.38%) who were dissatisfied, based on the sum of scores from the JSQ. A respondent score of 126 or higher designated a satisfied respondent, and a respondent score of less than 126 designated a dissatisfied respondent. Of this total, there were 30 (31.25%) African Americans, and 33 (34.38%) Caucasians who were satisfied with their jobs, and 7 (7.29%) African

Americans and 26 (27.08%) Caucasians who were dissatisfied. Demographic data on ethnicity

are presented in Table 4.1.

Table 4.1

JSQ Results Based on Ethnicity (n=96)

	Satisfied		Dissatisfied		Total	
Ethnicity	Number	%	Number	%	Number	%
African American	30	31.25%	7	7.29%	37	38.54%
Caucasian	33	34.38%	26	27.08%	59	61.46%
Total	63	65.63%	33	34.37%	96	100.00%

There were 27 (28.13%) males and 36 (37.50%) females who were satisfied with their

jobs and 17 (17.71%) males and 16 (16.67%) females who were dissatisfied with their jobs.

District wide, there were more females than males who indicated job satisfaction and about the

same number of males as females indicated that they were dissatisfied with their jobs. Gender

demographic data are presented in Table 4.2.

Table 4.2

JSQ Results Based on Gender (n=96)

	Satisfied		Dissatisfied		Total	
Gender	Number	%	Number	%	Number	%
Male	27	28.13%	17	17.70%	44	45.84%
Female	36	37.50%	16	16.67%	59	54.17%
Total	63	65.63%	33	34.37%	96	100.00%

Age of respondents was recorded by age group. There were 48 (76.19% of the total satisfied respondents) respondents in the 46-60+ age range and 18 (28.57% of the total dissatisfied respondents) respondents in the same age group. This finding is expected due to a higher number of teachers being in the older age groups. Data for the demographic of age are presented in Table 4.3.

Table 4.3

JSQ Results Based on Age (n=96)

Age	Number Satisfied / %		Number Dissatisfied / %		Total / %	
20-25 yrs.	1	1.04%	1	1.04%	2	2.08%
26-30 yrs.	1	1.04%	1	1.04%	2	2.08%
31-35 yrs.	5	5.21%	2	2.08%	7	7.29%
36-40 yrs.	5	5.21%	3	3.13%	8	8.34%
41-45 yrs.	3	3.13%	8	3.13%	11	6.26%
46-50 yrs.	8	8.33%	3	8.33%	11	16.67%
51-55 yrs.	13	13.54%	3	3.13%	16	16.67%
56-60 yrs.	13	13.54%	6	6.25%	19	19.79%
60+ yrs.	14	14.58%	6	6.25%	20	20.83%
Total	63	65.62%	33	34.38%	96	100.00%

In the demographic area of years of teaching experience, there were notably more teachers eleven or more years experience indicating job satisfaction than there were in those with ten years and under of experience. In the ten years and under area, the split was about equal in terms of satisfaction and dissatisfaction. Data for the demographic of years of teaching experience is shown in Table 4.4.

Table 4.4

JSQ Results Based on Years Teaching Experience (n=96)

Years of experience	Number Satisfied / %		Number Dissatisfied / %		Total / %	
1-5 yrs.	7	7.29%	6	6.25%	13	13.54%
6-10 yrs.	6	6.25%	5	5.21%	11	11.46%
11-15 yrs.	13	13.54%	3	3.13%	16	16.67%
16-20 yrs.	4	4.17%	8	8.33%	12	12.50%
21-25 yrs.	4	4.17%	2	2.08%	6	6.25%
26-30 yrs.	3	3.13%	1	1.04%	4	4.17%
30+ yrs.	26	27.08%	8	8.33%	34	35.41%
Total	63	65.62%	33	34.38%	96	100.00%

In the demographic area of years of DJJ teaching experience, almost one-half of the respondents had five years or less of DJJ teaching experience. Of this group, about two-thirds indicated satisfaction. Those respondents with six to fifteen years of DJJ experience numbered about half of the group, with about two-thirds of this group indicating dissatisfaction. Data from the demographic of years of DJJ teaching experience are shown in Table 4.5.

Table 4.5

JSQ Results Based on Years of DJJ Teaching Experience (n=96)

Years of experience	Number Satisfied / %		Number Dissatisfied / %		Total / %	
1-5 yrs.	29	30.21%	16	16.67%	45	46.88%
6-10 yrs.	15	15.63%	8	8.33%	23	23.96%
11-15 yrs.	15	15.63%	9	9.38%	24	25.01%
16-20 yrs.	2	2.08%	0	0.00%	2	2.08%
21-25 yrs.	0	0.00%	0	0.00%	0	0.00%
26-30 yrs.	0	0.00%	0	0.00%	0	0.00%
30+ yrs.	2	2.08%	0	0.00%	2	2.08%
Total	63	65.63%	33	34.38%	96	100.00%

In the demographic category of certification (degree) level, the level of job satisfaction was higher among those with advanced degrees. In all certification levels assessed, job satisfaction was higher than job dissatisfaction. Data for the demographic of certification (degree) level is presented in Table 4.6.

Table 4.6

JSQ Results Based on Certification (Degree) Leve l(n=96)

Certification Level	Number Satisfied / %		Number Dissatisfied / %		Total / %	
T – 4	13	13.54%	6	6.25%	19	19.79%
T – 5, L – 5	24	25.00%	10	10.42%	34	35.42%
T – 6, L – 6	18	18.75%	14	14.58%	32	33.33%
T – 7, L – 7	7	7.29%	3	3.13%	10	10.42%
Other	1	1.04%	0	0.00%	0	1.04%
Total	63	65.62%	33	34.38%	96	100.00%

In the demographic category of job assignment, there was a higher percentage of regular educators indicating job satisfaction than there were special educators. There was an almost equal number in each area indicating job dissatisfaction. Data for the demographic of job assignment is presented in Table 4.7.

Table 4.7

JSQ Results Based on Current Job Assignment (n=96)

Job Assignment	Number Satisfied / %		Number Dissatisfied / %		Total / %	
Regular Educator	37	38.54%	17	17.71%	54	56.25%
Special Educator	23	23.96%	15	15.63%	38	39.59%
Other	3	3.13%	1	1.04%	4	4.17%
Total	63	65.63%	33	34.38%	96	100.00%

The number of respondents indicating job satisfaction who worked at a Youth Development Campus (YDC) was 26 (27.08%) and the number who worked at a Regional Youth Detention Center (RYDC) was 37 (38.54%). There were 10 (10.42%) YDC teachers who indicated job dissatisfaction and 23 (23.96%) RYDC teachers who were dissatisfied. The data by type of facility are presented in Table 4.8.

Table 4.8

JSQ Results by Facility Type (YDC or RYDC) (n=96)

Type of Facility	Number Satisfied / %		Number Dissatisfied / %		Total / %	
YDC	26	27.08%	10	10.42%	36	37.50%
RYDC	37	38.54%	23	23.96%	60	62.50%
Total	63	65.63%	33	34.38%	96	100.00%

Summary of findings by demographic category.

In summary, there was a higher percentage of African Americans Caucasians who were satisfied with their jobs, and overall, more females than males were satisfied with about the same number of males and females who were dissatisfied. More of the total of satisfied respondents were in the 46-60+ age range than the other age groups. There were notably more teachers with eleven or more years experience indicating job satisfaction than those with ten years experience and under. In the ten years experience and under age group, the split was about equal in terms of satisfaction and dissatisfaction. Almost one-half of the respondents had five years or less of DJJ teaching experience. Of this group, about two-thirds indicated satisfaction. Those respondents with six to fifteen years of DJJ experience numbered about half of the group, with about two-thirds of this group indicating job dissatisfaction. In the demographic category of certification (degree) level, the level of job satisfaction was higher among those with advanced degrees. In all certification levels assessed, job satisfaction was higher than job dissatisfaction. There was a higher percentage of regular educators indicating job satisfaction than there were special educators. There was an almost equal number in each area indicating job dissatisfaction. Job satisfaction was higher among RYDC teachers than YDC teachers.

Total responses to individual JSQ items by YDC respondents are represented in Table I.2 (see Appendix I). Individual subscales were disaggregated using Table I.2, and the scores were used to determine means, Standard Deviations, and percentages for each item in each subscale. JSQ scores of responses of YDC respondents by subscale were then compiled. In the subscale of pay, YDC respondents felt their raises were too few and far between, but many felt they were being paid a fair amount for the work they do. Subscale scores for the area of pay are represented in Table K.1 (see Appendix K).

In the subscale of promotion, mean scores of YDC respondents indicated overall dissatisfaction with chances of promotion and getting ahead within the organization. YDC teachers do not feel satisfied with their chances of promotion. While there were more YDC than RYDC teachers who felt people get ahead in DJJ about as fast as they do in other places, there were fewer who felt that those who do well on the job stand a fair chance of promotion and fewer who felt satisfied with their chances of promotion. The total distribution of scores for the subscale of promotion is presented in Table K.2 (see Appendix K).

Supervision was assessed in subscale three. YDC teachers liked their supervisors and felt that they were treated fairly by them. Many felt their supervisors were quite competent at doing their jobs, but many also felt that supervisors showed too little interest in the feelings of subordinates. The total distribution of scores for the subscale of supervision is shown in Table K.3 (see Appendix K).

In the subscale of fringe benefits, most YDC teachers felt satisfied with the benefits they receive. Fewer YDC teachers than RYDC teachers felt that the benefits offered by the organization were as good as those offered by other organizations, and that there were benefits they did not have that they felt they should have. Scores for the subscale of fringe benefits are shown in Table K.4 (see Appendix K).

Table K.5 (see Appendix K). shows the YDC teacher subscale scores for the area of contingent rewards. While some teachers felt they received the recognition that they should, about as many teachers felt unrewarded as feel rewarded. Also, about the same number felt appreciated as feel unappreciated.

The subscale area of operating (working) conditions where low mean scores showed dissatisfaction for YDC teachers in being able to do a good job due to rules and procedures.

Paperwork is also an issue for some YDC teachers, and some felt that their efforts to do a good job were blocked by too much red tape. The total distribution of scores for the subscale of operating conditions is presented in Table K.6 (see Appendix K).

YDC teachers indicated that they enjoyed their coworkers, and they liked the people they work with. There were, however, some that indicated they found that they had to work harder at their job because of the incompetence of the people they worked with. Some YDC teachers felt that there was too much bickering and fighting at work. The total distribution of scores for the subscale of coworkers is presented in Table K.7 (see Appendix K).

A great many YDC teachers showed that they felt a sense of pride in doing their work and that they liked the things they do at work. Some felt their job was meaningless, but others felt their job was enjoyable. The total of YDC teacher's scores for the subscale of nature of work is presented in Table .K.8 (see Appendix K).

A high number of YDC respondents indicated that communication within the organization is not good. Clarity of organizational goals was rated lower than by RYDC teachers, but explanation of work assignments was rated higher than by YDC teachers. Many teachers felt that they often did not know what was going on with the organization. The total of YDC teacher's scores for the subscale of communication is presented in Table K.9 (see Appendix K).

Summary of YDC respondents.

YDC respondents felt their raises were too few and far between, but many felt they were being paid a fair amount for the work they do. YDC teachers did not feel satisfied with their chances of promotion. While some teachers felt they received the recognition that they should, about as many teachers felt unrewarded as felt rewarded. Another area of dissatisfaction for

YDC teachers was in being able to do a good job due to rules and procedures. Paperwork was also an issue for some YDC teachers, and some felt that their efforts to do a good job were blocked by too much red tape. YDC teachers indicated that they enjoyed their coworkers, and they liked the people they work with. There were, however, some that indicated they found that they had to work harder at their job because of the incompetence of the people they worked with. Mean scores in the subscale of nature of work indicated that some YDC teachers felt their job was meaningless, but about the same number felt their job was enjoyable. A higher number of YDC teachers also indicated a sense pride in doing their work. A high number of YDC respondents indicated that communication within the organization was not good. Clarity of organizational goals at YDCs was rated low, and many teachers felt that they often did not know what was going on with the organization. YDC teachers liked their supervisors and felt that they were treated fairly by them. Most YDC teachers felt satisfied with the benefits they receive. Total scores of responses to individual JSQ items by RYDC respondents are represented in Table I.3. Responses to individual JSQ items by RYDC respondents are represented in Table I.3 (see Appendix I). Individual subscales were disaggregated using Table I.3, and the scores were used to determine means, Standard Deviations, and percentages for each item in each subscale. JSQ scores of responses of RYDC respondents by subscale were then compiled. In the subscale of pay, RYDC respondents felt their raises were too few and far between, but many did feel that they were being paid a fair amount for the work they do, and many indicated that they felt appreciated. Subscale scores for the area of pay are represented in Table L.1 (see Appendix L).

In the subscale of promotion, mean scores for RYDC teachers indicated overall dissatisfaction with chances of promotion and getting ahead within the organization. RYDC teachers generally did not feel satisfied with their chances of promotion. Fewer RYDC teachers

than YDC teachers felt that people get ahead in their organization as they do in other places. The total distribution of scores for the subscale of promotion is presented in Table L.2 (see Appendix L).

In subscale three, supervision was assessed, revealing high mean scores which indicated that RYDC teachers liked their supervisors and felt that they were treated fairly by their supervisors. The number of RYDC teachers who felt their supervisors were quite competent at doing their jobs, was almost equal to that of the YDC teachers who felt the same way, but fewer RYDC teachers felt that supervisors showed too little interest in the feelings of subordinates. The total distribution of scores for the subscale of supervision is shown in Table L.3 (see Appendix L).

In the subscale of fringe benefits, many RYDC teachers felt satisfied with the benefits they receive, and many felt that the benefits offered by the organization were as good as those offered by other organizations. However, some felt that there were benefits they did not have that they felt they should have. Scores for the subscale of fringe benefits for RYDC teachers are shown in Table L.4 (see Appendix L).

Subscale scores for the area of contingent rewards are represented in Table L.5 (see Appendix L) and indicate that about more RYDC teachers felt unrewarded than YDC teachers. Overall, more RYDC teachers than YDC teachers showed that they felt a general appreciation for the work they do..

The subscale area of operating (working) conditions where lower mean scores showed dissatisfaction in being able to do a good job due to rules and procedures. Also, paperwork is emerged as an issue for many RYDC teachers, as many felt that they had too much paperwork.

The total distribution of scores for the subscale of operating conditions is presented in Table L.6 (see Appendix L).

RYDC teachers showed that they enjoyed their coworkers, and they liked the people they work with. There were some that indicated they found that they had to work harder at their job because of the incompetence of the people they worked with. Some teachers also felt that there was too much bickering and fighting at work. The total distribution of scores for the subscale of coworkers is presented in Table L.7 (see Appendix L). .

There were a large number of RYDC teachers who showed that they felt a sense of pride in doing their work and that they like the things they do at work. Some of the RYDC teachers felt their job was meaningless, but others felt their job was enjoyable and liked doing the things they do at work. The total distribution of scores for the subscale of nature of work is presented in Table L.8.(see Appendix L).

Clarity of organizational goals and explanation of work assignments were areas that RYDC teachers rated themselves lower than the YDC teachers. Some teachers felt that they often did not know what was going on with the organization, and more RYDC teachers felt communication within the organization was not good than those who felt communication was good. The total of scores for the subscale of communication is presented in Table L.9 (see Appendix L).

Summary of RYDC respondents.

RYDC respondents felt their raises were too few and far between, but many did feel that they were being paid a fair amount for the work they do, and many indicated that they felt appreciated. Mean scores for RYDC teachers indicated overall dissatisfaction with chances of promotion and getting ahead within the organization. High mean scores which indicated that

RYDC teachers liked their supervisors and felt that they were treated fairly. However, some felt that there were benefits they did not have that they felt they should have. Responses indicated more RYDC teachers felt unrewarded than YDC teachers. Also, paperwork was indicated as an issue for many RYDC teachers, as many felt that they had too much paperwork. There were some teachers who indicated that they had to work harder at their jobs because of the incompetence of the people they worked with. There was a large number of RYDC teachers who showed that they felt a sense of pride in doing their work and that they like the things they do at work. Some teachers felt that they often did not know what was going on with the organization, and more RYDC teachers felt communication within the organization was not good than those who felt communication was good.

ANOVA and t-tests were used to determine significant differences, if any, between teacher demographics and whether or not respondents were satisfied or dissatisfied with their jobs. ANOVA was used in the demographic areas of age; years of teaching experience; years of teaching experience with DJJ; and certification (degree) level to determine if there were significant differences ($p<.05$) in teachers who were determined to be satisfied with their jobs and those who were dissatisfied. No significant differences were found, indicating that age; years of experience; and degree are not significantly related in terms of whether or not teachers are satisfied. These findings are presented in Table I.4 (see Appendix I).

T-tests were used within the areas of gender, ethnicity, and facility type, since there are only 2 values per category, to determine if significant differences existed between satisfied and dissatisfied teachers. A significant difference was found in the demographic category of ethnicity ($p=.000$). Caucasians were significantly more dissatisfied than African Americans. T-test data are presented in Table 4.9.

Table 4.9

Differences between Demographics – Satisfied Teachers / Dissatisfied Teachers (n=96)

Demographics		Mean	SD	T	P
Gender	Male	1.39	.493	.803	.126
	Female	1.31	.466		
Ethnicity	Caucasian	1.44	.501	2.59	.000*
	African American	1.19	.397		
Facility Type	YDC	1.31	.467	-.605	.212
	RYDC	1.37	.486		

*p < .05

ANOVA and t-tests were utilized to determine significant differences, if any, between respondent demographics and the JSQ subscale factors of pay; promotion; supervision; fringe benefits; contingent rewards; operating conditions; coworkers; nature of work; and communication. Significant differences were not found in the demographic areas of years of teaching experience and years of teaching experience with DJJ. Data reflecting these findings are presented in Tables I.5 and Table I.6 (see Appendix I). A significant difference was found between groups in the subscale item of age to fringe benefits (p=.010). A higher percentage of older teachers indicated satisfaction with their jobs than did younger teachers. Ages ranges compared were 20-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, and 60 and over. Data pertaining to age are presented in Table 4.10.

Table 4.10

JSQ Subscale Differences by Age (ANOVA) (n=96)

Subscale		Sum of Squares	Df	Mean Square	F	P
Pay	Between Groups	204.371	8	25.546	1.024	.424
	Within Groups	2169.629	87	24.938		
	Total	2374.000	95			
Promotion	Between Groups	45.615	8	5.702	.303	.963
	Within Groups	1636.218	87	18.807		
	Total	1681.833	95			
Supervision	Between Groups	736.959	8	92.210	.473	.872
	Within Groups	16960.947	87	194.953		
	Total	17697.906	95			
Fringe Benefits	Between Groups	410.146	8	51.268	2.727	.010*
	Within Groups	1635.479	87	18.799		
	Total	2045.625	95			
Contingent Rewards	Between Groups	60.043	8	7.505	.261	.977
	Within Groups	2497.290	87	28.704		
	Total	2557.333	95			
Operating (working) Conditions	Between Groups	140.136	8	17.517	1.017	.429
	Within Groups	1498.353	87	17.222		
	Total	1638.490	95			
Coworkers	Between Groups	76.860	8	9.608	.450	.887
	Within Groups	1856.129	87	21.335		
	Total	1932.990	95			
Nature of Work	Between Groups	138.054	8	17.257	.973	.463
	Within Groups	1543.779	87	17.745		
	Total	1681.833	95			
Communication	Between Groups	55.897	8	6.987	.259	.977
	Within Groups	2343.343	87	26.935		
	Total	2399.240	95			

*p < .05

A significant difference was found in the demographic area of certification level and the subscale item of pay (p=.003). Teachers with lower level certifications were not as satisfied as those with more advanced degrees and certification levels. Certification levels compared were T-4, T-5, T-6, T-7, L-5, L-6, and L-7. Data are represented in Table 4.11.

Table 4.11

JSQ Subscale Differences by Certification (Degree) Level (ANOVA) (n=96)

Subscale		Sum of Squares	Df	Mean Square	F	P
Pay	Between Groups	457.012	6	76.169	3.536	.003*
	Within Groups	1916.988	89	21.539		
	Total	2374.000	95			
Promotion	Between Groups	89.532	6	14.922	.834	.547
	Within Groups	1592.301	89	17.891		
	Total	1681.833	95			
Supervision	Between Groups	778.850	6	129.8080	.683	.664
	Within Groups	16919.056	89	190.102		
	Total	17697.906	95			
Fringe Benefits	Between Groups	198.364	6	33.061	1.593	.158
	Within Groups	1847.261	89	20.756		
	Total	2045.625	95			
Contingent Rewards	Between Groups	238.059	6	39.677	1.523	.180
	Within Groups	2319.274	89	26.059		
	Total	2557.333	95			
Operating (working) Conditions	Between Groups	59.285	6	9.881	.557	.763
	Within Groups	1579.205	89	17.744		
	Total	1638.490	95			
Coworkers	Between Groups	82.463	6	13.744	.661	.681
	Within Groups	1850.527	89	20.792		
	Total	1932.990	95			
Nature of Work	Between Groups	167.219	6	27.870	1.638	.146
	Within Groups	1514.614	89	17.018		
	Total	1681.833	95			

		Sum of Squares	Df	Mean Square	F	P
Communication	Between Groups	152.090	6	25.348	1.004	.428
	Within Groups	2247.150	89	25.249		
	Total	2399.240	95			

*p < .05

In the demographic area of job assignment, a significant difference was found in the

subscale item of supervision (p=.000). Although overall ratings in this area indicated overall

satisfaction, regular educators indicated higher levels of satisfaction than special educators in the

subscale of supervision. Data for this demographic are presented in Table 4.12.

Table 4.12

JSQ Subscale Differences by Job Assignment(ANOVA) (n=96)

Subscale		Sum of Squares	Df	Mean Square	F	P
Pay	Between Groups	104.483	2	52.242	2.141	.123
	Within Groups	2269.517	93	24.403		
	Total	2374.000	95			
Promotion	Between Groups	3.644	2	1.822	.101	.904
	Within Groups	1678.189	93	18.045		
	Total	1681.833	95			
Supervision	Between Groups	3575.020	2	1787.510	11.771	.000*
	Within Groups	14122.886	93	151.859		
	Total	17697.906	95			
Fringe Benefits	Between Groups	.880	2	.440	.020	.980
	Within Groups	2044.745	93	21.987		
	Total	2045.625	95			
Contingent Rewards	Between Groups	65.539	2	32.770	1.223	.299
	Within Groups	2491.794	93	26.793		
	Total	2557.333	95			
Operating (working) Conditions	Between Groups	36.896	2	18.448	1.071	.347
	Within Groups	1601.594	93	17.221		
	Total	1638.490	95			
	Between	63.534	2	31.767	1.580	.211

Coworkers	Groups Within Groups	1869.455	93	20.102		
	Total	1932.990	95			
Nature of Work	Between Groups	41.983	2	20.992	1.190	.309
	Within Groups	1639.850	93	17.633		
	Total	1681.833	95			
Communication	Between Groups	15.464	2	7.732	.302	.740
	Within Groups	2383.775	93	25.632		
	Total	2399.240	95			

*p < .05

T-tests were used within the demographic factors of ethnicity, gender, and facility type to determine significant differences, if any, that existed within the JSQ subscale factors. Significant differences were found in the area of facility type under the subscales of promotion (p=.006), fringe benefits(p=.046), contingent rewards(p=.006), coworkers(p=.001), operating conditions(p=.012), and communication(p=.011). Data for T-tests showing significance are presented in Table 4.13. Other T-test data on the demographics of gender and ethnicity within subscale factors are presented in Tables I.7 and I.8 (See Appendix I).

Table 4.13

JSQ Subscale Differences by Facility Type(n=96)

Subscale	Demographics	Mean	SD	T	P
Pay	YDC	14.11	4.321	-.588	.060
	RYDC	14.73	5.386		
Promotion	YDC	11.81	3.311	.025	.006*
	RYDC	11.78	4.691		
Supervision	YDC	22.33	21.327	1.002	.265
	RYDC	19.45	5.193		
Fringe Benefits	YDC	16.94	3.680	1.662	.046*
	RYDC	15.33	5.065		
Contingent Rewards	YDC	13.00	4.014	-1.598	.006*
	RYDC	14.73	5.713		
Operating (working) Conditions	YDC	12.36	3.146	-.690	.012*
	RYDC	12.97	4.665		
Coworkers	YDC	17.31	3.223	-.029	.001*
	RYDC	17.33	5.157		
Nature of Work	YDC	16.56	4.143	-3.648	.640
	RYDC	19.60	3.845		
Communication	YDC	12.97	3.946	-2.867	.011*
	RYDC	15.90	5.307		

*p < .05

Summary of demographic factors and subscale analysis.

ANOVA and t-tests were utilized to determine significant differences, if any, between respondent demographics and the JSQ subscale factors of pay; promotion; supervision; fringe benefits; contingent rewards; operating conditions; coworkers; nature of work; and communication. Significant differences found were in the demographic categories of : age : fringe benefits; certification : pay; and job assignment : supervision. Significant differences were also found in the category of facility type and the subscales of promotion, fringe benefits, contingent rewards, operating conditions, coworkers, and communication. YDC teachers were more satisfied in the subscale areas of promotion and fringe benefits, whereas RYDC teachers were more satisfied in the subscale areas of contingent rewards, operating conditions, coworkers, and communication.

Summary of Findings

The researcher conducted a quantitative, descriptive study in an effort to better understand the level of job satisfaction among teachers in the Georgia Department of Juvenile Justice School System. The researcher also determined differences in job satisfaction among teachers by demographic characteristics including age; gender; ethnicity; total years teaching experience; years teaching experience with DJJ; facility type; job assignment; and facility type. The data were gathered using the Job Satisfaction Questionnaire which included a demographic data section. The data were analyzed using the Statistical Package for Social Services (SPSS) version 13.0.

For research question one, the level of job satisfaction among DJJ teachers, the researcher found that of the 96 respondents, 63 teachers (65.63%) indicated satisfaction with their jobs and that 33 teachers (34.38%) indicated dissatisfaction with their jobs. ANOVA and T-tests were

conducted to determine any significant differences existing between overall scores on the JSQ

and the nine facet subscales of pay; promotion; supervision; fringe benefits; contingent rewards;

operating conditions; coworkers; nature of work; and communication. No overall significant

differences were found.

For research question two, whether job satisfaction varies by demographic factors,

ANOVA and t-tests were utilized to determine significant differences, if any, between

respondent demographics and the JSQ subscale factors of pay; promotion; supervision; fringe

benefits; contingent rewards; operating conditions; coworkers; nature of work; and

communication. Significant differences found were in the demographic categories of :

- Age to fringe benefits. Teachers in the 31 – 35 year age range were the most satisfied
  with fringe benefits than those in other age ranges.

- Certification to pay. Teachers with T – 5 certification were the most satisfied with their
  pay than those with other certification levels.

- Job assignment to supervision. Special educators were more satisfied than regular
  educators, and vocational teachers were the most satisfied in this subscale.

Significant differences were also found in the category of facility type and the subscales of

promotion, fringe benefits, contingent rewards, operating conditions, coworkers, and

communication. YDC teachers were more satisfied in the subscale areas of promotion and fringe

benefits, whereas RYDC teachers were more satisfied in the subscale areas of contingent

rewards, operating conditions, coworkers, and communication.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

This chapter provides an overview of the research study. Included in this chapter are: research questions; findings; discussion of the findings; conclusions; and implications. This chapter ends with recommendations for additional study, methods of dissemination, along with concluding thoughts.

Introduction

The purpose of this study was to understand teacher job satisfaction among teachers in the Georgia Department of Juvenile Justice School System (DJJ). In addition, the researcher determined levels of total job satisfaction among respondents and levels of job satisfaction within the nine subscales of the Job Satisfaction Questionnaire (JSQ). The researcher also determined how levels of job satisfaction in the subscales varied based on demographic characteristics of teachers, including: ethnicity, age, gender, total years teaching experience, total years teaching experience with DJJ, facility type, job assignment, and certification level.

Research shows that job satisfaction can be viewed as somewhat of a reflection of how an employee feels they are treated and can also affect physical and emotional well-being (Spector, 1995). The level of job satisfaction an employee feels toward his or her job can affect organizational functioning and can become a reflection of organizational functioning (Spector). Three broad categories of workplace conditions that have been shown to affect teacher job satisfaction are administrative control, teacher's feelings of competency, and organizational culture (Macmillan, 1999). Concerns about supervisory relationships, expectations, paperwork, peers, and communication channels are key factors in determining job satisfaction for teachers (Norton, 1999). Spector (1995) developed the original Job Satisfaction Scale to assess an

individual's level of job satisfaction within the nine subscales of pay, promotion, supervision, fringe benefits, contingent rewards, operating (working) conditions, coworkers, nature of work, and communication. The slightly modified Job Satisfaction Questionnaire (JSQ), with a demographic data section included, was used in this study to assess teacher job satisfaction.

Surveys were administered to the 241 teachers within the Georgia Department of Juvenile Justice School System; and a total of 96 were returned to the researcher, giving a response rate of 39.83%. The researcher analyzed the responses to provide answers to the research questions. Quantitative descriptive analyses were conducted using the Statistical Package for Social Services (SPSS) version 13.0. Frequencies, means, Standard Deviations, and percentages were reported for each of the items on the survey. For research question one, the data were reported through data means on the JSQ instrument by individual item, by data means by subscale, and by individual item within each subscale. For research question two respondent data were analyzed by number and percentage of respondents who were satisfied / dissatisfied according to demographic factor. ANOVA and t-tests were calculated between demographic factors and reported by items and significance per t-test.

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

The overarching research question addressed by this study was: What is the current level of job satisfaction for Georgia Department of Juvenile Justice School System teachers? Specific sub questions generated by the primary research question were:

1. What is the level of job satisfaction for Georgia Department of Juvenile Justice School System teachers?

2. To what extent does job satisfaction vary by teacher demographics?

Findings

The overarching research question was answered through the sub questions and through the analysis of respondents' answers to the survey items. The findings to each sub question from Chapter IV are presented, and a discussion of the findings as related to the review of the literature is included in this chapter.

Research Question 1: What is the level of job satisfaction for Georgia Department of Juvenile Justice School System teachers?

Teachers indicated overall job satisfaction with 63 teachers (65.63%) having individual total scores of 126 or higher and 33 teachers (34.38%) having individual total scores below 126. Overall, teachers were satisfied within the subscales of pay; supervision; fringe benefits; contingent rewards; coworkers; nature of work; and communication. Within this group the highest means were in the subscales of supervision; fringe benefits; nature of work; and coworkers. Overall, teachers reported dissatisfaction within the subscales of promotion and operating conditions, with these two subscales having the lowest mean scores.

Research question 2: To what extent does job satisfaction vary by teacher demographics?

The researcher found that ethnicity was a significant factor among satisfied teachers, with nearly four times more Caucasians who indicated dissatisfaction than African Americans. There were 7.29% of total respondents who were dissatisfied African Americans as opposed to 27.08% of total respondents who were dissatisfied Caucasians. The highest number of satisfied respondents were older teachers who were in the 46-60+ age range. Teachers with the highest number of years of teaching experience indicated higher job satisfaction than those with fewer years of teaching experience. Teachers who had been with DJJ for five years or less indicated a higher level of job satisfaction, and those with higher level certification indicated higher job

satisfaction. The researcher found that more regular education teachers than special education

teachers were satisfied with their jobs

<div align="center">Discussion of Findings</div>

Introduction

Workplace conditions have historically been associated with determining job satisfaction

for teachers (Norton), and job satisfaction remains a significant factor in decisions teachers make

relating to their jobs (Curtis, 2005). Teacher's feelings of competency, administrative control,

and the organizational culture of schools clearly affect how teachers perceive themselves as

school level contributors, and this affects job satisfaction. Organizations that foster cultures of

isolation contribute to teacher dissatisfaction (Macmillan, 1999).

Teachers in the Georgia Department of Juvenile Justice School System who participated

in this research study responded to items on the Job Satisfaction Questionnaire and provided

demographic data as well. The level of job satisfaction of DJJ teachers was analyzed from the

data provided by the 96 respondents. An analysis of the data provided further insight into job

satisfaction levels within the nine subscales of the JSQ and a perspective of these data based on

demographics.

Discussion of findings from Research Question 1

What is the level of job satisfaction for Georgia Department of Juvenile Justice School System

teachers?

Two-thirds of teachers working in DJJ facilities see themselves as satisfied with their

jobs based on the total of scores on the JSQ. Teachers rated themselves as satisfied in the

subscales of: pay; supervision; fringe benefits; coworkers; nature of work; and communication.

Findings were consistent with those of Houchins, Shippen, & Catrett (2004) who surveyed

teachers working in DJJ schools to examine retention and attrition factors and job satisfaction specifically associated with this group of teachers. In the current study, job satisfaction level was analyzed through each of the nine subscales of the JSQ; pay; promotion; supervision; fringe benefits; contingent rewards; operating conditions; coworkers; nature of work; and communication. Teachers indicated high levels of job satisfaction in most subscales, with promotion and operating conditions being the exceptions, and these two areas are where the greatest levels of job dissatisfaction were noted.

In the area of pay, teachers tended to view themselves as being paid a fair amount for the work they do. Overall, teachers are satisfied with their supervisors, feel their supervisors are competent, and that their supervisors are fair to them. Richards' (2004) findings support the current researcher's findings and stressed the importance of doing what one can to ensure job satisfaction among teachers. Richards found that teachers had high levels of job satisfaction when administrative personnel valued them as professionals; were accessible; supportive; fair; honest; and trustworthy.

DJJ teachers indicated that they are predominantly satisfied with the benefits they receive and that their work efforts are rewarded. The study by Certo and Fox (2002) supports this finding. In their study, they reported that when factors such as salary, administrative support, and scheduling and planning time were present and adequate, teachers voiced higher levels of job satisfaction. They established in their research that these factors were (Certo & Fox).

Teachers reported that they relate well with their coworkers, enjoy their work, and feel that communication within their organization is good. However, in the area of working conditions, DJJ teachers indicated overall dissatisfaction, which is consistent with the literature. Working conditions and organizational climate (Norton, 1999) have long been known to have an

impact on the job satisfaction level of employees. Billingsley (2004a) supports this finding and concurs that positive working conditions are critical to teacher job satisfaction. This finding is also supported by MacMillan (1999) who found that workplace conditions positively affected teacher job satisfaction. In addition, Billingsley (2004b) found that teachers derive more satisfaction from their work when supervisory personnel and administrators attend to matters such as actively creating supportive relationships between administrators and teachers and providing activities that improve working conditions. Further, teachers who experience excessive levels of stress due to working conditions, and the pressures accompanying this stress, also have a tendency to become dissatisfied (Hargrove et al., 2004; Hill & Barth, 2004; Inman & Marlowe, 2004).

Discussion of findings from Research Question 2

Are there differences in job satisfaction based on demographic factors?

The researcher found that there were no significant differences in job satisfaction levels among DJJ teachers based on the demographic factor of age. When data was analyzed regarding total years of teaching experience and years of teaching experience with DJJ, no significant differences were found. This finding is inconsistent with research by Houchins, Shippen, & Catrett (2004) who found significant differences ($p < .02$) among teachers with varying degrees of years experience in teaching. They reported that job satisfaction generally increased with years of teaching experience (Houchins, et. al.). There was however, a higher percentage of satisfied YDC teachers who had more years of total teaching experience than their RYDC colleagues. This could mean than the YDC teachers, being more experienced, are more satisfied in their jobs, making this finding concurrent with research by Ingersoll (2001) and Darling-Hammond (2003) who found steep attrition of new teachers within the first few years due to job

dissatisfaction. There was also a significant difference in the area of certification level. Teachers with T – 5 certification or higher indicated higher job satisfaction.

When the researcher examined data for differences between demographics among satisfied and dissatisfied teachers, a statistically significant difference (p = .000) was found in the category of ethnicity. In this area, there were more Caucasians than African Americans who indicated job dissatisfaction based on total scores on the JSQ. These findings contrast with those of Tillman (2003), who found that many African American teachers become dissatisfied and leave the profession within the first three to five years (Tillman, 2003).

When data were analyzed using ANOVA between respondent demographics and the JSQ subscale factors of pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication; statistically significant differences were found in the categories of: age to fringe benefits (p=.010); certification to pay (p=.003); and job assignment to supervision (p=.000). These findings were confirmed using a post-hoc Tukey test, and were found to be consistent with those of Norton (1999), Minarik, Thornton, and Perrault (2003), and MacMillan (1999), who indicated in their research that administrative support, teacher preparation, working conditions, and rewards were areas that affected how teachers feel about their jobs.

Significant differences were also found in the demographic category of facility type in the subscale areas of promotion, fringe benefits, contingent rewards, working conditions, coworkers, and communication using t-tests. Working conditions and communication, as noted in the JSQ subscales, are two areas in which there were significant differences by facility type. YDC teachers reported lower levels of job satisfaction than did the RYDC teachers in these areas. This is consistent with research conducted by Norton (1999), MacMillan (1999), and

Billingsley (2004a) who reported that working conditions affect job satisfaction. Further, YDC teachers were less satisfied than RYDC teachers in the subscales of coworkers and contingent rewards. MacMillan (1999) found that schools with organizational cultures that foster collegiality and collaboration among coworkers are also the same types of schools that promote feelings of satisfaction with one's work, and promote feelings of professional involvement. Conversely, schools that have cultures of isolation contribute heavily to teacher dissatisfaction (MacMillan, 1999).

Conclusions

1. Overall, there are no significant differences between overall job satisfaction scores and district level individual subscale scores.

2. Many teachers in the Georgia Department of Juvenile Justice School System teachers describe themselves as dissatisfied with their jobs.

3. Teachers with more years of teaching experience were more satisfied with their jobs than those with fewer years teaching experience, even though no significant difference was noted. Teachers with higher levels of certification were found to be more satisfied than those with lower levels of certification.

4. DJJ teachers reported the highest levels of job satisfaction in the subscale areas of supervision, coworkers, and nature of work, and the lowest levels of job satisfaction in the subscale areas of promotion and working conditions.

5. DJJ teachers were found to be satisfied with their jobs in the subscale areas of pay, supervision, fringe benefits, coworkers, nature of work, and communication. Dissatisfaction was found in the subscales of promotion, contingent rewards, and working conditions.

6. YDC teachers were notably less satisfied in the area working conditions and communication than the RYDC teachers were.

7. RYDC teachers are more satisfied than YDC teachers based on the JSQ subscale differences by facility type. RYDC teachers work in smaller facilities with fewer students and employees, and RYDCs are for short term placements, whereas YDCs are for long term placements. Perhaps this is another reason for the varying levels of job satisfaction between types of facilities.

8. Findings were consistent with the literature in the factors of working conditions, supervision, certification, and rewards.

9. Findings were inconsistent with the literature in the demographic categories of total years of teaching experience, years of teaching experience with DJJ, and ethnicity.

Implications

Two-thirds of teachers in the Georgia Department of Juvenile Justice School System reported high overall job satisfaction levels. There were, however, factors that impacted job satisfaction scores within specific subscales of the survey instrument, and one-third of DJJ teachers reported overall dissatisfaction. Therefore, the following warrants consideration:

1. DJJ must promote factors that were found to affect job satisfaction such as pay, supervision, fringe benefits, coworkers, nature of work, and communication. Data from this study can serve to assist in pinpointing specific areas of concern that may require the attention of administrative personnel to help in eliminating potential areas of dissatisfaction, such as promotion, contingent rewards, and working conditions.

2. DJJ must maintain the high level of expectations regarding teaching and learning in the DJJ schools by providing consistent administrative support with clearly defined goals and activities, open lines of communication, and contingent rewards.

3. The DJJ Office of Education should continue to encourage the development of collegiality among teachers and support staff in the school system to improve job satisfaction.

4. DJJ should continue to provide teachers with opportunities for networking and sharing of ideas with their coworkers.

5. DJJ should promote continuing education among teachers, support staff, and other departments within each individual facility to assist in fostering an increase in job satisfaction levels throughout the facilities through maintaining current awareness of innovations in education.

Recommendations for Future Studies

Based on the findings, conclusions, and implications of this study, the following recommendations are suggested.

1. Expand the current study to examine the relationship between teacher job satisfaction and student achievement.

2. Consider broadening the scope of the study to include employees in the organization who work in departments other than education in facilities housing schools; such as security; medical; food service; human resources; and mental health.

3. Investigate job satisfaction among educators in local schools to determine how they compare to DJJ educators in terms of the subscales on the JSQ. Job satisfaction levels

could be compared to investigate possible ways to improve job satisfaction among DJJ

teachers.

4. Extend the study to investigate job satisfaction among DJJ administrators.

5. Consider investigating the relationship between teacher job satisfaction and juvenile

recidivism.

Dissemination

Juvenile facilities in other states could benefit from the results of this study, and

presentation of the results of the study will be scheduled and conducted upon request.

Participants in this study will be given an opportunity to receive a copy of the results of the study

upon request, and those who have requested the results will receive them via email. A copy of

the results will be provided to the central office of the Georgia Department of Juvenile Justice

and to the Georgia Department of Juvenile Justice Office of Education. Presentation of the

results of the study will be made at the 2010 DJJ Education Conference.

Concluding Thoughts

It is the hope of the researcher that this study will encourage leaders of organizations to

continue to foster an organizational climate and culture that is conducive to high levels of job

satisfaction among staff in educational settings in schools housed within correctional facilities.

The researcher works in a school located in such a facility and believes that similar organizations

in other states can learn from and gain beneficial knowledge from the positive example set by the

Georgia Department of Juvenile Justice School System. This study has helped the researcher to

realize the critical importance of job satisfaction among teachers. Although 66% of respondents

indicated high levels of overall job satisfaction, there were 34% who indicated low levels of job

satisfaction. It is evident from this study that the areas of promotion, contingent rewards, and working conditions are places where there is room for continued growth.

This study will contribute to the body of knowledge in the area of job satisfaction of teachers in correctional facilities and special schools. It is the hope of the researcher that the ultimate beneficiaries of this study will be the students. Teachers who are satisfied with their jobs ultimately are more fulfilled in the workplace and lead more fulfilling lives. Even in the most difficult of work environments; positive working conditions; open lines of communication; administrative support; rewards and benefits; and collegial relationships can make the difference between a satisfied teacher and one who is not satisfied. The higher the percentage of satisfied teachers there are in a school, the better the chance of a more productive functioning for that organization.

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APPENDICES

APPENDIX A

IRB CORRESPONDENCE

Appendix A

Georgia Southern University Office of Research Services & Sponsored Programs
Institutional Review Board (IRB)

Phone: 912-478-0843		Veazey Hall 2021 P.O. Box 8005
Fax: 912-478-0719	IRB@GeorgiaSouthern.edu	Statesboro, GA 30460

To: Rufus Douglas Williams
514 Mill Pond Road
Bluffton, Georgia 39824

cc: Charles E. Patterson
Associate Vice President for Research

From: Office of Research Services and Sponsored Programs
Administrative Support Office for Research Oversight Committees
(IACUC/IBC/IRB)

Date: September 3, 2009

Subject: Status of Application for Approval to Utilize Human Subjects in Research
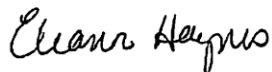
After a review of your proposed research project numbered: <u>**H10040**</u>, and titled <u>**"Job Satisfaction as a Component of Teacher Retention in the Georgia Department of Juvenile Justice School System"**</u>, it appears that your research involves activities that do not require full review by the Institutional Review Board according to federal guidelines.

According to the Code of Federal Regulations Title 45 Part 46, your research protocol is determined to be exempt under the following exemption category(s):

    Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:
    (I) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (II) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Therefore, as authorized in the Federal Policy for the Protection of Human Subjects, I am pleased to notify you that your research is exempt from IRB approval. **You may proceed with the proposed research.**

Sincerely,

Eleanor Haynes

Eleanor Haynes
Compliance Officer

APPENDIX B

DJJ RESEARCH APPROVAL LETTER

Appendix B

DEPARTMENT OF JUVENILE JUSTICE

Albert Murray/Commissioner

3408 Covington Highway, Decatur, Georgia 30032-1513
Telephone (404) 508-6500   Fax: (404) 508-7289
www.djj.state.ga.us

September 15, 2009

Rufus Doug Williams, Jr.
514 Mill Pond Road
Bluffton, GA 39824

Dear Mr. Doug Williams,

This letter is in response to your request to conduct research in partnership with the Georgia Department of Juvenile Justice. We understand that you will be using a survey to assess the employee satisfaction of DJJ teachers. Our Research Review Team has reviewed the information you provided and has conditionally approved your request.

This letter serves as official authorization for you to proceed with the following stipulations:
    (1) This research does not interfere with the responsibilities of DJJ facility staff
    (2) DJJ reserves the right to halt the research if it interferes with active projects
    (3) The identities of survey participants are not disclosed
    (4) You provide the Georgia Department of Juvenile Justice with a copy of your completed
       study and associated research papers.

Please contact Dr. Jack Catrett at 404-508-6589 to make specific arrangements.

Sincerely,

Albert Murray
Commissioner

AN EQUAL OPPORTUNITY EMPLOYER

APPENDIX C

TABLE C.1

TABLE C.2

Table C.1

RYDCs by Location, Student Enrollment, and Number of Teachers (n=110)

Name of Facility	Location	Enrollment (no. of students)	Number of teachers
1. Albany RYDC	Albany	30	3
2. Augusta RYDC	Augusta	64	6
3. Blakely RYDC	Blakely	30	3
4. Bob Richards RYDC	Rome	64	6
5. Claxton RYDC	Claxton	30	3
6. Crisp RYDC	Cordele	64	7
7. Martha Glaze RYDC	Hampton	50	4
8. Aaron Cohn RYDC	Midland	64	5
9. Elbert Shaw RYDC	Dalton	30	3
10. Dekalb RYDC	Decatur	64	6
11. Eastman RYDC	Eastman	30	3
12. Gainesville RYDC	Gainesville	64	6
13. Griffin RYDC	Griffin	30	3
14. Gwinnett RYDC	Lawrenceville	58	4
15. Loftiss RYDC	Thomasville	30	3
16. Macon RYDC	Macon	64	6
17. Marietta RYDC	Marietta	70	6
18. Metro RYDC	Atlanta	200	12
19. Paulding RYDC	Dallas	100	7
20. Sandersville RYDC	Sandersville	30	3
21. Savannah RYDC	Savannah	100	9
22. Waycross RYDC	Waycross	30	2
TOTAL:		1296	110

Table C.2

YDCs by Location, Student Enrollment, and Number of Teachers (n=131)

Name of Facility	Location	Enrollment (no. of students)	Number of teachers
1. Augusta YDC	Augusta	120	17
2. Bill E. Ireland YDC	Milledgeville	300	28
3. Eastman YDC	Eastman	330	35
4. Macon YDC	Macon	150	14
5. Muscogee YDC	Midland	60	7
6. Savannah River Challenge	Sylvania	150	14
7. Sumter YDC	Americus	150	16
TOTAL:		1260	131

APPENDIX D

JOB SATISFACTION QUESTIONNAIRE

Appendix D

JOB SATISFACTION QUESTIONNAIRE
Paul E. Spector
Department of Psychology
University of South Florida

Please circle the one number for each question that comes closest to reflecting your opinion about it. Some of the items are negatively stated, such as, for example, "Working here is not fun". So if you feel that working in your facility <u>is</u> fun, you would need to select a <u>disagreeing</u> response.

1 – Disagree very much
2 – Disagree moderately
3 – Disagree slightly
4 - Agree slightly
5 – Agree moderately
6 – Agree very much

#	Statement	Response
1	I feel I am being paid a fair amount for the work I do.	1 2 3 4 5 6
2	There is little chance for promotion on my job.	1 2 3 4 5 6
3	My supervisor is quite competent in doing his/her job.	1 2 3 4 5 6
4	I am not satisfied with the benefits I receive.	1 2 3 4 5 6
5	When I do a good job, I receive the recognition for it that I should.	1 2 3 4 5 6
6	Many of our rules and procedures make doing a good job difficult.	1 2 3 4 5 6
7	I like the people I work with.	1 2 3 4 5 6
8	I sometimes feel my job is meaningless.	1 2 3 4 5 6
9	Communication seems good within this organization.	1 2 3 4 5 6
10	Raises are too few and far between.	1 2 3 4 5 6
11	Those who do well on the job stand a fair chance of being promoted.	1 2 3 4 5 6
12	My supervisor is unfair to me.	1 2 3 4 5 6
13	The benefits we receive are as good as what most other organizations offer.	1 2 3 4 5 6
14	I do not feel that the work I do is appreciated.	1 2 3 4 5 6
15	My efforts to do a good job are seldom blocked by red tape.	1 2 3 4 5 6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1 2 3 4 5 6
17	I like doing the things I do at work.	1 2 3 4 5 6

Please circle the one number for each question that comes closest to reflecting your opinion about it. Some of the items are negatively stated, such as, for example, "Working here is not fun". So if you feel that working in your facility <u>is</u> fun, you would need to select a <u>disagreeing</u> response.	1 – Disagree very much 2 – Disagree moderately 3 – Disagree slightly 4 - Agree slightly 5 – Agree moderately 6 – Agree very much
18	The goals of this organization are not clear to me.	1 2 3 4 5 6
19	I feel unappreciated by the organization when I think about what they pay me.	1 2 3 4 5 6
20	People get ahead as fast here as they do in other places.	1 2 3 4 5 6
21	My supervisor shows too little interest in the feelings of subordinates.	1 2 3 4 5 6
22	The benefit package we have is comparable to those of other organizations.	1 2 3 4 5 6
23	There are few rewards for those who work here.	1 2 3 4 5 6
24	I have too much to do at work.	1 2 3 4 5 6
25	I enjoy my coworkers.	1 2 3 4 5 6
26	I often feel that I do not know what is going on with the organization.	1 2 3 4 5 6
27	I feel a sense of pride in doing my job.	1 2 3 4 5 6
28	I feel satisfied with my chances for salary increases.	1 2 3 4 5 6
29	There are benefits we do not have which I feel we should have.	1 2 3 4 5 6
30	I like my supervisor.	1 2 3 4 5 6
31	I have too much paperwork.	1 2 3 4 5 6
32	I don't feel my efforts are rewarded the way they should be.	1 2 3 4 5 6
33	I feel satisfied with my chances for promotion.	1 2 3 4 5 6
34	There is too much bickering and fighting at work.	1 2 3 4 5 6
35	My job is enjoyable.	1 2 3 4 5 6
36	Work assignments are not fully explained.	1 2 3 4 5 6

Demographic Information:

37. Ethnicity:

____Caucasian   ____African-American   ____ Hispanic

_____Asian   ____Other (please specify) _____

38. My age is:

_____20-25   _____26-30   _____31-35   _____36-40   _____41-45

_____46-50   _____51-55   _____56-60   _____60+

39. Gender: _____ Male   _____Female

40. Total years teaching experience (Including this year): _____

41. Total years teaching with DJJ (Including this year):_____

42. Current Facility: _____YDC   _____RYDC

43. Current job assignment: Check all that apply

_____Regular Educator   _____ Special Educator

_____ Other (please specify)_____

44. Certification:

_____T-4   _____T-5   _____T-6   _____T-7

_____L-6   _____L-7   _____other (please specify) _____

APPENDIX E

JOB SATISFACTION SCALE PERMISSION PAGE

Appendix E

Appendix: The Job Satisfaction Survey

Note: The purchaser of this book is given license to use and modify the Job Satisfaction Survey (JSS) for noncommercial academic and research purposes. This license does not allow the purchaser to sell the JSS alone or as part of a consulting package.

Paul E. Spector

APPENDIX F

INFORMED CONSENT FORM

Appendix F

INFORMED CONSENT FORM

1. I understand the purpose of this research is to empirically determine the level of job satisfaction existing among teachers in the Georgia Department of Juvenile Justice School System.

2. I understand that my participation is totally voluntary; refusal to participate will involve no penalty or loss of benefits and I may discontinue participation at any time without penalty or loss of benefits. Also, I may terminate the survey at any moment that I so desire. No names will be used thereby insuring that my identification and all information will be handled in the strictest of confidence. I will be allowed the opportunity to complete the survey in a setting that is convenient to me and in which I am comfortable.

3. I understand the survey instrument that I have been asked to complete is a thirty-six question survey on a six point Likert-type scale. This survey seeks my self-evaluation of my level of job satisfaction. I further understand that I will be asked to complete a demographics survey which in no way may be used to identify any individual participant within the scope of this research. I understand the total amount of time required to complete the survey should be approximately thirty minutes.

4. I further understand that the researcher will be surveying all teachers in the Georgia Department of Juvenile Justice School System. I understand that in no case will the researcher reveal my identity, or identifying information to anyone within my school district or anywhere else. It is my understanding that during this research my identity, responses, school district and identifying information will be kept in the strictest confidence.

5. I understand that my cooperation may benefit administrators' comprehension of job satisfaction and teacher retention and will be of personal benefit only as it relates to a better understanding of this research project and its completion.

6. I understand that I may choose not to respond to a particular question that makes me feel uneasy in any way.

7. I am aware that a summary of the results of this study will be made available to me at the completion of the research if I so desire.

8. I wish to cooperate voluntarily as a participant.

9. I fully acknowledge that I am in receipt of a copy of the informed consent form.

10. I understand that my responses will be kept confidential and that my identification will be kept hidden. I understand that no names will be used in the research report and that upon completion of the research, individual survey instruments will be maintained in a secure location for a period of three years and then destroyed.

11. I understand that the primary researcher Rufus Douglas Williams, Jr. will be the only person who will have access to the identities of each of the participants and identifying information. No instructor will have access to the surveys or the identities of the participants at any time. The strictest of confidentiality will be maintained and access regarding the true identities of participants providing information is limited to this researcher only.

12. I understand that for any questions about the study or my involvement, I can contact:

Rufus Douglas Williams, Jr. at:
514 Mill Pond Road
Bluffton, GA 39824
Tel: (229) 641-3195
Email: bluffman@live.com

I can contact the Institutional Review Board, Georgia Southern University, if I have questions regarding my rights as a research participant at:

Georgia Southern University Compliance Office
c/o The Office of Research Services & Sponsored Programs,
P.O. Box 8005
Statesboro, GA 30460
Tel: (912)478-5465
Email: IRB@georgiasouthern.edu

I give my consent to participate, and understand that I am completely free to withdraw my consent and discontinue participation at any time. By completing this survey and returning it, you consent to participate in this research.

Signature of investigator:

Rufus D Williams, Jr.

Date: September 12, 2009

APPENDIX G

PRINCIPAL / LEAD TEACHER LETTER

Appendix G

Rufus Douglas (Doug) Williams, Jr.

514 Mill Pond Road

Bluffton, GA 39824

September 12, 2009

Dear Principal or Lead Teacher,

      I am currently a special education teacher at the Blakely Regional Youth Detention Center and have been an employee of the Georgia Department of Juvenile Justice for eleven years. At present, I am a doctoral candidate at Georgia Southern University, and I am completing my dissertation on teacher job satisfaction in the Georgia Department of Juvenile Justice.   My research has been approved by the Georgia Department of Juvenile Justice Research Review Committee, and a copy of the approval letter is included in this package.

      Enclosed in this envelope are surveys for each of the teachers in your facility. Please assist me by distributing the labeled envelopes to each of your teachers. Self-addressed stamped envelopes are included for each individual to return their questionnaires to me. Thank you in advance for your cooperation and participation in this research study.

Sincerely,

Rufus D. Williams, Jr.

Rufus Douglas (Doug) Williams, Jr.

APPENDIX H

QUESTIONNAIRE LETTER TO PARTICIPANTS

Appendix H

Rufus Douglas (Doug) Williams, Jr.
514 Mill Pond Road
Bluffton, GA 39824

September 12, 2009

Dear Colleague:

I am currently a special education teacher at the Blakely Regional Youth Detention Center and have been an employee of the Georgia Department of Juvenile Justice for eleven years. At present, I am a doctoral candidate at Georgia Southern University, and I am completing my dissertation on teacher job satisfaction in the Georgia Department of Juvenile Justice. Your participation in this study is vital because this is an area where relatively little research has been done. The results of this study will be shared with DJJ leaders who could use this information to improve satisfaction in working in DJJ facilities. However, this will depend on a high return rate. Your response will greatly increase the chance that this study will have an impact.

Your participation will involve a minimal time commitment, and it should take no more than thirty minutes to complete the 36 question Likert-type questionnaire and demographics section. Simply complete the Job Satisfaction Questionnaire instrument and the demographic data section enclosed with this letter and return it to me in the self-addressed stamped envelope provided. By returning this questionnaire, your consent to participate is assumed.

Your response in this study is greatly appreciated. All respondents will have their names entered into a drawing for two $50.00 Visa gift cards. If you have specific questions or desire more information about the study or survey instruments please indicate that on your response and I will provide the information at your request.

Thank you,

Rufus D. Williams, Jr.

Rufus Douglas (Doug) Williams, Jr.

APPENDIX I

TABLE I.1

TABLE I.2

TABLE I.3

TABLE I.4

TABLE I.5

TABLE I.6

TABLE I.7

TABLE I.8

TABLE I.9

Table I.1.

Analysis of the Job Satisfaction Questionnaire (Total of all Respondents) (n=96)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
1. I feel I am being paid a fair amount for the work I do.	11 (11.50%)	8 (8.33%)	4 (4.17)	12 (12.50%)	30 (31.25%)	31 (32.29%)	4.40	1.696
2. There is little chance for promotion on my job.	34 (35.42%)	23 (23.96%)	18 (18.75%)	9 (9.38%)	7 (7.30%)	5 (5.21%)	2.45	1.493
3. My supervisor is quite competent in doing his/her job.	3 (3.13%)	8 (8.33%)	5 (5.21%)	7 (7.30%)	30 (31.25%)	43 (44.79%)	4.88	1.409
4. I am not satisfied with the benefits I receive.	12 (12.50%)	9 (9.38%)	11 (11.46%)	13 (13.54%)	19 (19.79%)	32 (33.33%)	4.19	1.773
5. When I do a good job, I receive the recognition for it that I should.	10 (10.42%)	13 (13.54%)	9 (9.38%)	19 (19.79%)	29 (30.21%)	16 (16.67%)	3.99	1.602
6. Many of our rules and procedures make doing a good job difficult.	24 (25.0%)	23 (23.96%)	20 (20.83%)	8 (8.33%)	13 (13.54%)	8 (8.33%)	2.86	1.620
7. I like the people I work with.	1 (1.04%)	0 (0.0%)	3 (3.13%)	12 (12.50%)	37 (38.54%)	43 (44.79%)	5.23	0.908
8. I sometimes feel my job is meaningless.	6 (6.25%)	15 (15.63%)	17 (17.71%)	11 (11.46%)	18 (18.75%)	29 (30.21%)	4.11	1.666
9. Communication seems good within this organization.	27 (28.13%)	17 (17.71%)	18 (18.75%)	9 (9.38%)	13 (13.54%)	12 (12.50%)	2.98	1.759
10. Raises are too few and far between.	35 (36.46%)	19 (19.79%)	21 (21.88%)	8 (8.33%)	11 (11.46%)	2 (2.08%)	2.45	1.450
11. Those who do well on the job stand a fair chance of being promoted.	16 (16.67%)	22 (22.92%)	13 (13.54%)	28 (29.17%)	9 (9.38%)	8 (8.33%)	3.17	1.519
12. My supervisor is unfair to me.	4 (4.17%)	7 (7.30%)	5 (5.21%)	9 (9.38%)	12 (12.50%)	59 (61.46%)	5.03	1.504

Item							Mean	SD
13. The benefits we receive are as good as what most other organizations offer.	8 (8.33%)	7 (7.29%)	11 (11.46%)	17 (17.71%)	33 (34.38%)	20 (20.83%)	4.25	1.515
14. I do not feel that the work I do is appreciated.	9 (9.38%)	18 (18.75%)	21 (21.88%)	14 (14.58%)	15 (15.63%)	19 (19.79%)	3.68	1.638
15. My efforts to do a good job are seldom blocked by red tape.	16 (16.67%)	18 (18.75%)	21 (21.88%)	18 (18.75%)	16 (16.67%)	7 (7.29%)	3.22	1.530
16. I find I have to work harder at my job because of the incompetence of people I work with.	15 (15.63%)	15 (15.63%)	18 (18.75%)	12 (12.50%)	16 (16.67%)	26 (27.08%)	3.68	1.530
17. I like doing the things I do at work.	2 (2.08%)	7 (7.29%)	3 (3.13%)	18 (18.75%)	33 (34.38%)	33 (34.38%)	4.79	1.273
18. The goals of this organization are not clear to me.	4 (4.17%)	8 (8.33%)	20 (20.83%)	11 (11.46%)	19 (19.79%)	34 (35.42%)	4.41	1.546
19. I feel unappreciated by the organization when I think about what they pay me.	10 (10.42%)	11 (11.46%)	14 (14.58%)	14 (14.58%)	20 (20.83%)	27 (28.13%)	4.08	1.702
20. People get ahead as fast here as they do in other places.	15 (15.63%)	23 (23.96%)	23 (23.96%)	20 (20.83%)	8 (8.33%)	7 (7.29%)	3.04	1.443
21. My supervisor shows too little interest in the feelings of subordinates.	11 (11.46%)	11 (11.46%)	13 (13.54%)	12 (12.50%)	17 (17.71%)	32 (33.33%)	4.14	1.775
22. The benefit package we have is comparable to those of other organizations.	9 (9.38%)	6 (6.25%)	7 (7.29%)	19 (19.79%)	31 (32.23%)	24 (25.0%)	4.34	1.775
23. There are few rewards for those who work here.	21 (21.88%)	15 (15.63%)	27 (28.13%)	11 (11.46%)	12 (12.50%)	10 (10.42%)	3.08	1.614
24. I have too much to do at work.	11 (11.46%)	17 (17.71%)	22 (22.92%)	19 (19.79%)	16 (16.67%)	11 (11.67%)	3.47	1.528

25. I enjoy my coworkers.	3 (3.13%)	3 (3.13%)	4 (4.17%)	16 (16.67%)	28 (29.17%)	42 (43.75%)	4.97	1.252
26. I often feel that I do not know what is going on with the organization.	15 (15.63%)	17 (17.71%)	21 (21.88%)	13 (13.54%)	15 (15.63%)	15 (15.63%)	3.43	1.678
27. I feel a sense of pride in doing my job.	3 (3.13%)	2 (2.08%)	7 (7.30%)	15 (15.63%)	22 (22.92%)	47 (48.96%)	5.00	1.281
28. I feel satisfied with my chances for salary increases.	16 (16.67%)	16 (16.67%)	17 (17.71%)	16 (16.67%)	14 (14.58%)	17 (17.71%)	3.49	1.723
29. There are benefits we do not have which I feel we should have.	20 (20.83%)	14 (14.58%)	27 (28.13%)	26 (27.08%)	10 (10.42%)	9 (9.38%)	3.09	1.557
30. I like my supervisor.	3 (3.13%)	5 (3.13%)	5 (5.21%)	11 (11.50%)	23 (23.96%)	49 (51.04%)	5.01	1.349
31. I have too much paperwork.	27 (28.13%)	13 (13.54%)	16 (16.67%)	17 (17.71%)	15 (15.63%)	8 (8.33%)	3.04	1.685
32. I don't feel my efforts are rewarded the way they should be.	14 (14.58%)	23 (23.96%)	26 (27.08%)	35 (36.46%)	11 (11.46%)	16 (16.67%)	3.34	1.691
33. I feel satisfied with my chances for promotion.	23 (23.96%)	14 (14.58%)	15 (15.63%)	25 (26.04%)	13 (13.54%)	6 (6.25%)	3.09	1.577
34. There is too much bickering and fighting at work.	14 (14.58%)	19 (19.79%)	19 (19.79%)	11 (11.46%)	12 (112.50%)	21 (21.88%)	3.53	1.765
35. My job is enjoyable.	8 (8.33%)	6 (6.25%)	8 (8.33%)	17 (17.71%)	29 (30.21%)	28 (29.17%)	4.43	1.547
36. Work assignments are not fully explained.	7 (7.30%)	16 (16.67%)	15 (15.63%)	15 (15.63%)	16 (16.67%)	27 (28.13%)	4.02	1.673

Table I.2.

Analysis of the Job Satisfaction Questionnaire by Facility (YDC Respondents) (n=36)

Item Number	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much	Mean	S.D.
	1	2	3	4	5	6	Mean	S.D.
1. I feel I am being paid a fair amount for the work I do.	2 (5.60%)	4 (11.10%)	1 (2.80%)	7 (19.40%)	11 (30.60%)	11 (30.60%)	4.50	1.521
2. There is little chance for promotion on my job.	12 (33.33%)	9 (25.00%)	7 (19.40%)	3 (8.30%)	4 (11.10%)	1 (2.80%)	2.47	1.464
3. My supervisor is quite competent in doing his/her job.	0 (0.00%)	2 (5.60%)	2 (5.60%)	3 (8.30%)	21 (58.30%)	8 (22.20%)	4.86	1.018
4. I am not satisfied with the benefits I receive.	2 (5.60%)	6 (16.70%)	1 (2.80%)	6 (16.70%)	11 (30.60%)	10 (27.80%)	4.33	1.604
5. When I do a good job, I receive the recognition for it that I should.	2 (5.60%)	9 (25.00%)	10 (27.80%)	5 (13.90%)	7 (19.40%)	3 (8.30%)	3.42	1.423
6. Many of our rules and procedures make doing a good job difficult.	13 (36.10%)	6 (16.70%)	10 (27.80%)	3 (8.30%)	4 (11.10%)	0 (0.00%)	2.42	0.668
7. I like the people I work with.	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (11.10%)	17 (47.20%)	15 (41.7%)	5.31	1.540
8. I sometimes feel my job is meaningless.	2 (5.60%)	9 (25.00%)	11 (30.60%)	4 (11.10%)	4 (11.10%)	6 (16.70%)	3.47	1.540
9. Communication seems good within this organization.	9 (25.00%)	10 (27.80%)	7 (19.40%)	4 (11.10%)	5 (13.90%)	1 (2.80%)	2.69	1.470
10. Raises are too few and far between.	12 (33.33%)	10 (27.80%)	6 (16.70%)	4 (11.10%)	4 (11.10%)	0 (0.00%)	2.39	1.358
11. Those who do well on the job stand a fair chance of being promoted.	3 (8.30%)	10 (27.80%)	8 (22.20%)	12 (33.33%)	2 (5.60%)	1 (2.80%)	3.08	1.204
12. My supervisor is unfair to me.	1 (2.80%)	3 (8.30%)	1 (2.80%)	5 (13.90%)	5 (13.90%)	21 (58.30%)	5.03	1.444

							Mean	SD
13. The benefits we receive are as good as what most other organizations offer.	1 (2.80%)	3 (8.30%)	5 (13.90%)	6 (16.70%)	15 (41.70%)	6 (16.70%)	4.36	1.313
14. I do not feel that the work I do is appreciated.	2 (5.60%)	9 (25.00%)	10 (27.80%)	5 (13.90%)	7 (19.40%)	3 (8.30%)	3.42	1.423
15. My efforts to do a good job are seldom blocked by red tape.	4 (11.10%)	11 (30.60%)	8 (22.20%)	6 (16.70%)	5 (13.90%)	2 (5.60%)	3.08	1.423
16. I find I have to work harder at my job because of the incompetence of people I work with.	2 (5.60%)	5 (13.90%)	8 (22.20%)	10 (27.80%)	5 (13.90%)	6 (16.70%)	3.81	1.451
17. I like doing the things I do at work.	0 (0.00%)	4 (11.10%)	2 (5.60%)	10 (27.80%)	13 (36.00%)	7 (19.40%)	4.47	1.207
18. The goals of this organization are not clear to me.	0 (0.00%)	5 (13.90%)	10 (27.80%)	6 (16.70%)	9 (25.00%)	6 (16.70%)	4.03	1.341
19. I feel unappreciated by the organization when I think about what they pay me.	4 (11.10%)	3 (8.30%)	10 (27.80%)	4 (11.10%)	9 (25.00%)	6 (16.70%)	3.81	1.600
20. People get ahead as fast here as they do in other places.	1 (2.80%)	10 (27.80%)	11 (30.60%)	9 (25.00%)	4 (11.10%)	1 (2.80%)	3.22	1.149
21. My supervisor shows too little interest in the feelings of subordinates.	1 (2.80%)	3 (8.30%)	1 (2.80%)	5 (13.90%)	5 (13.90%)	21 (58.30%)	5.03	1.444
22. The benefit package we have is comparable to those of other organizations.	0 (0.00%)	2 (5.60%)	1 (2.80%)	8 (22.20%)	19 (52.80%)	6 (16.70%)	4.72	0.974
23. There are few rewards for those who work here.	6 (16.70%)	6 (16.70%)	14 (38.80%)	6 (16.70%)	3 (8.30%)	1 (2.80%)	2.92	1.273
24. I have too much to do at work.	0 (0.00%)	6 (16.70%)	13 (36.00%)	8 (22.20%)	6 (16.70%)	3 (8.30%)	3.64	1.199

25. I enjoy my coworkers.	1 (2.80%)	1 (2.80%)	1 (2.80%)	6 (16.70%)	12 (33.33%)	15 (41.70%)	5.00	1.195
26. I often feel that I do not know what is going on with the organization.	8 (22.20%)	7 (19.40%)	10 (27.80%)	6 (16.70%)	4 (11.10%)	1 (2.80%)	2.83	1.404
27. I feel a sense of pride in doing my job.	1 (2.80%)	1 (2.80%)	4 (11.10%)	11 (30.60%)	7 (19.40%)	12 (33.33%)	4.61	1.293
28. I feel satisfied with my chances for salary increases.	4 (11.10%)	6 (16.70%)	11 (30.60%)	8 (22.20%)	4 (11.10%)	3 (8.30%)	3.31	1.411
29. There are benefits we do not have which I feel we should have.	4 (11.10%)	6 (16.70%)	10 (27.80%)	8 (22.20%)	6 (16.70%)	2 (5.60%)	3.33	1.394
30. I like my supervisor.	2 (5.60%)	1 (2.80%)	3 (8.30%)	5 (13.90%)	13 (36.10%)	12 (33.33%)	4.72	1.386
31. I have too much paperwork.	5 (13.90%)	6 (16.70%)	9 (25.00%)	6 (16.70%)	8 (22.20%)	2 (5.60%)	3.33	1.492
32. I don't feel my efforts are rewarded the way they should be.	3 (8.30%)	9 (25.00%)	12 (33.33%)	7 (19.40%)	3 (8.30%)	2 (5.60%)	3.11	1.282
33. I feel satisfied with my chances for promotion.	5 (13.90%)	10 (27.80%)	6 (16.70%)	11 (30.60%)	3 (8.30%)	1 (2.80%)	3.00	1.331
34. There is too much bickering and fighting at work.	6 (16.70%)	5 (13.90%)	13 (36.10%)	4 (11.10%)	3 (8.30%)	5 (13.90%)	3.22	1.588
35. My job is enjoyable.	3 (8.30%)	3 (8.30%)	5 (13.90%)	8 (22.20%)	11 (30.60%)	6 (16.70%)	4.08	1.500
36. Work assignments are not fully explained.	3 (8.30%)	8 (22.20%)	9 (25.00%)	7 (19.40%)	6 (16.70%)	3 (8.30%)	3.39	1.440

Table I.3.

Analysis of the Job Satisfaction Questionnaire by Facility (RYDC Respondents) (n=60)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
1. I feel I am being paid a fair amount for the work I do.	9 (15.00%)	4 (6.67%)	3 (5.00%)	5 (8.33%)	19 (31.67%)	20 (33.33%)	4.35	1.802
2. There is little chance for promotion on my job.	22 (36.67%)	14 (23.30%)	11 (18.33%)	6 (10.00%)	3 (5.00%)	4 (6.67%)	2.43	1.522
3. My supervisor is quite competent in doing his/her job.	3 (5.00%)	6 (10.00%)	3 (5.00%)	4 (6.67%)	9 (15.00%)	35 (58.33%)	4.88	1.606
4. I am not satisfied with the benefits I receive.	10 (16.67%)	3 (5.00%)	10 (16.67%)	7 (11.67%)	8 (13.33%)	22 (36.67%)	4.10	1.875
5. When I do a good job, I receive the recognition for it that I should.	5 (8.33%)	9 (15.00%)	4 (6.67%)	9 (15.00%)	20 (33.33%)	13 (21.67%)	4.15	1.624
6. Many of our rules and procedures make doing a good job difficult.	11 (18.33%)	17 (28.33%)	10 (16.67%)	5 (8.33%)	9 (15.00%)	8 (13.33%)	3.13	1.712
7. I like the people I work with.	1 (1.67%)	0 (0.00%)	3 (5.00%)	8 (13.33%)	20 (33.33%)	28 (46.67%)	5.17	1.028
8. I sometimes feel my job is meaningless.	4 (6.67%)	6 (10.00%)	6 (10.00%)	7 (11.67%)	14 (13.33%)	23 (38.33%)	4.50	1.631
9. Communication seems good within this organization.	18 (30.00%)	7 (11.67%)	11 (18.33%)	5 (8.33%)	8 (13.33%)	11 (18.33%)	3.15	1.903
10. Raises are too few and far between.	23 (38.33%)	9 (15.00%)	15 (25.00%)	4 (6.67%)	7 (11.67%)	2 (3.33%)	2.48	1.513
11. Those who do well on the job stand a fair chance of being promoted.	13 (21.67%)	12 (20.00%)	5 (8.33%)	16 (26.67%)	7 (11.67%)	7 (11.67%)	3.22	1.689
12. My supervisor is unfair to me.	3 (5.00%)	4 (6.67%)	4 (6.67%)	4 (6.67%)	7 (11.67%)	38 (63.33%)	5.03	1.551

	1	2	3	4	5	6		
13. The benefits we receive are as good as what most other organizations offer.	7 (11.67%)	4 (6.67%)	6 (10.00%)	11 (18.33%)	18 (30.00%)	14 (23.33%)	4.18	1.631
14. I do not feel that the work I do is appreciated.	7 (11.67%)	9 (15.00%)	11 (18.33%)	9 (15.00%)	8 (13.33%)	16 (26.67%)	3.83	1.748
15. My efforts to do a good job are seldom blocked by red tape.	12 (20.00%)	7 (11.67%)	13 (21.67%)	12 (20.00%)	11 (18.33%)	5 (8.33%)	3.30	1.598
16. I find I have to work harder at my job because of the incompetence of people I work with.	13 (21.67%)	10 (16.67%)	10 (16.67%)	2 (3.33%)	5 (8.33%)	20 (33.33%)	3.60	2.027
17. I like doing the things I do at work.	2 (3.33%)	3 (5.00%)	1 (1.67%)	8 (13.33%)	20 (33.33%)	26 (43.33%)	4.98	1.282
18. The goals of this organization are not clear to me.	4 (6.67%)	3 (5.00%)	10 (16.67%)	5 (8.33%)	10 (16.67%)	28 (46.67%)	4.63	1.626
19. I feel unappreciated by the organization when I think about what they pay me.	6 (10.00%)	8 (13.33%)	4 (6.67%)	10 (16.67%)	11 (18.33%)	21 (35.00%)	4.25	1.753
20. People get ahead as fast here as they do in other places.	14 (23.33%)	13 (20.00%)	12 (20.00%)	11 (18.33%)	4 (6.67%)	6 (10.00%)	2.93	1.593
21. My supervisor shows too little interest in the feelings of subordinates.	9 (15.0%)	8 (13.33%)	3 (5.00%)	7 (11.67%)	9 (15.00%)	24 (40.00%)	4.18	1.927
22. The benefit package we have is comparable to those of other organizations.	9 (15.00%)	4 (6.67%)	6 (10.00%)	11 (18.33%)	12 (20.00%)	18 (30.00%)	4.12	1.776
23. There are few rewards for those who work here.	15 (25.00%)	9 (15.00%)	13 (21.67%)	5 (8.33%)	9 (15.00%)	9 (15.00%)	3.18	1.790
24. I have too much to do at work.	11 (18.33%)	11 (18.33%)	9 (15.00%)	11 (18.33%)	10 (16.67%)	8 (13.33%)	3.37	1.697

25. I enjoy my coworkers.	2 (3.33%)	2 (3.33%)	3 (5.00%)	10 (16.67%)	16 (26.67%)	27 (45.00%)	4.95	1.294
26. I often feel that I do not know what is going on with the organization.	7 (11.67%)	10 (16.67%)	11 (18.33%)	7 (11.67%)	11 (18.33%)	14 (23.33%)	3.78	1.738
27. I feel a sense of pride in doing my job.	2 (3.33%)	1 (1.67%)	3 (5.00%)	4 (6.67%)	15 (25.00%)	35 (58.33%)	5.23	1.226
28. I feel satisfied with my chances for salary increases.	12 (20.00%)	10 (16.67%)	6 (10.00%)	8 (13.33%)	10 (16.67%)	14 (23.33%)	3.60	1.888
29. There are benefits we do not have which I feel we should have.	16 (26.67%)	8 (13.33%)	17 (28.33%)	8 (13.33%)	4 (6.67%)	7 (11.67%)	2.95	1.641
30. I like my supervisor.	1 (1.67%)	4 6.67%)	2 (3.33%)	6 (10.00%)	10 (16.67%)	37 (61.67%)	5.18	1.308
31. I have too much paperwork.	22 (36.67%)	7 (11.67%)	7 (11.67%)	11 (18.33%)	7 (11.67%)	6 (10.00%)	2.87	1.780
32. I don't feel my efforts are rewarded the way they should be.	11 18.33%)	15 (25.00%)	4 (6.67%)	8 (13.33%)	8 (13.33%)	14 (23.33%)	3.48	1.891
33. I feel satisfied with my chances for promotion.	18 (30.00%)	4 (6.67%)	9 (15.00%)	14 (23.33%)	10 (16.67%)	5 (8.33%)	3.15	1.716
34. There is too much bickering and fighting at work.	8 (13.33%)	14 (23.33%)	6 (10.00%)	7 (11.67%)	9 (15.00%)	16 (26.67%)	3.72	1.851
35. My job is enjoyable.	5 (8.33%)	3 (5.00%)	3 (5.00%)	9 (15.00%)	18 (30.00%)	22 (36.67%)	4.63	1.551
36. Work assignments are not fully explained.	4 (6.67%)	8 (13.33%)	6 (10.00%)	8 (13.33%)	10 (16.67%)	24 (40.00%)	4.40	1.669

Table I.4.

Satisfied /Dissatisfied Teachers by Differences by Certification (Degree) Level (n=96)

Demographics		Sum of Squares	Df	Mean Square	F	P
Age	Between Groups	1.110	8	.139	.587	.786
	Within Groups	20.546	87	.236		
	Total	21.656	33			
Years of Teaching Experience	Between Groups	2.393	6	.399	1.843	.100
	Within Groups	19.263	89	.216		
	Total	21.656	95			
Years Teaching Experience with DJJ	Between Groups	.503	4	.126	.541	.706
	Within Groups	21.154	91	.232		
	Total	21.656	95			
Job Assignment	Between Groups	.179	2	.090	.388	.680
	Within Groups	21.477	93	.231		
	Total	21.656	95			
Certification Level	Between Groups	.534	6	.089	.375	.893
	Within Groups	21.122	89	.237		
	Total	21.656	95			

Table I.5.

JSQ Subscale Differences by Years Teaching Experience (ANOVA) (n=96)

Subscale		Sum of Squares	Df	Mean Square	F	P
Pay	Between Groups	290.686	6	48.448	2.070	.065
	Within Groups	2083.314	89	23.408		
	Total	2374.000	95			
Promotion	Between Groups	145.225	6	24.204	1.402	.223
	Within Groups	1536.609	89	17.265		
	Total	1681.833	95			
Supervision	Between Groups	1017.836	6	169.639	.905	.495
	Within Groups	16680.070	89	187.417		
	Total	17697.906	95			
Fringe Benefits	Between Groups	261.287	6	43.548	2.172	.053
	Within Groups	1784.338	89	20.049		
	Total	2045.625	95			
Contingent Rewards	Between Groups	258.044	6	43.007	1.665	.139
	Within Groups	2299.289	89	25.835		
	Total	2557.333	95			
Operating Conditions	Between Groups	112.132	6	18.689	1.090	.375
	Within Groups	1526.358	89	17.150		
	Total	1638.490	95			
Coworkers	Between Groups	188.895	6	31.482	1.607	.155
	Within Groups	1744.095	89	19.597		
	Total	1932.990	95			
Nature of Work	Between Groups	204.396	6	34.066	2.052	.067
	Within Groups	1477.437	89	16.600		
	Total	1681.833	95			
Communication	Between Groups	112.399	6	18.733	.729	.627
	Within Groups	2286.841	89	25.695		
	Total	2399.240	95			

Table I.6.

JSQ Subscale Differences by Years Teaching Experience with DJJ (ANOVA) (n=96)

Subscale		Sum of Squares	Df	Mean Square	F	P
Pay	Between Groups	139.329	4	34.832	1.418	.234
	Within Groups	2234.671	91	24.557		
	Total	2374.000	95			
Promotion	Between Groups	61.697	4	15.424	.866	.487
	Within Groups	1620.137	91	17.804		
	Total	1681.833	95			
Supervision	Between Groups	255.472	4	63.868	.333	.855
	Within Groups	17442.434	91	191.675		
	Total	17697.906	95			
Fringe Benefits	Between Groups	156.188	4	39.047	1.881	.121
	Within Groups	1889.437	91	20.763		
	Total	2045.625	95			
Contingent Rewards	Between Groups	226.822	4	56.705	2.214	.074
	Within Groups	2330.512	91	25.610		
	Total	2557.333	95			
Operating Conditions	Between Groups	86.377	4	21.594	1.266	.289
	Within Groups	1552.113	91	17.056		
	Total	1638.490	95			
Coworkers	Between Groups	39.856	4	9.964	.479	.751
	Within Groups	1893.133	91	20.804		
	Total	1932.990	95			
Nature of Work	Between Groups	18.191	4	4.548	.249	.910
	Within Groups	1663.642	91	18.282		
	Total	1681.833	95			
Communication	Between Groups	37.553	4	9.388	.362	.835
	Within Groups	2361.686	91	25.953		
	Total	2399.240	95			

Table I.7.

JSQ Subscale Differences by Ethnicity (n=96)

Subscale	Demographics	Mean	SD	t	P
Pay	Caucasian	14.05	4.677	-1.113	.073
	African American	15.21	5.462		
Promotion	Caucasian	11.33	4.058	-1.337	.493
	African American	12.51	4.395		
Supervision	Caucasian	18.44	4.918	-1.922	.324
	African American	23.86	20.834		
Fringe Benefits	Caucasian	15.84	4.859	.0239	.314
	African American	16.08	4.329		
Contingent Rewards	Caucasian	13.72	4.810	-1.711	.164
	African American	15.22	5.623		
Operating Conditions	Caucasian	11.56	3.559	-3.750	.121
	African American	14.62	4.380		
Coworkers	Caucasian	17.24	4.439	-.234	.462
	African American	17.46	4.682		
Nature of Work	Caucasian	17.68	4.040	-2.349	.742
	African American	19.70	4.222		
Communication	Caucasian	13.59	4.790	-2.228	.502
	African American	16.21	5.132		

Table I.8.

JSQ Subscale Differences by Gender (n=96)

Subscale	Demographics	Mean	SD	t	P
Pay	Male	14.22	4.851	-.490	.304
	Female	14.73	5.157		
Promotion	Male	10.98	4.239	-1.764	.818
	Female	12.48	4.094		
Supervision	Male	18.98	4.972	-1.026	.452
	Female	21.85	17.954		
Fringe Benefits	Male	16.45	5.174	1.004	.108
	Female	15.50	4.137		
Contingent Rewards	Male	14.05	5.156	-.065	.474
	Female	14.11	5.264		
Operating Conditions	Male	12.89	4.320	.317	.697
	Female	12.62	4.045		
Coworkers	Male	17.61	4.447	.579	.986
	Female	17.08	4.592		
Nature of Work	Male	16.98	4.089	-3.338	.783
	Female	19.71	3.922		
Communication	Male	14.62	5.126	-.255	.679
	Female	14.92	4.986		

Table I.9

Total Scores of Participants on the Job Satisfaction Questionnaire (n=96)

Subscale Participant	Pay	Promotion	Supervision	Fringe Benefits	Contingent Rewards	Operating Conditions	Nature Of Work	Coworkers	Communication	Total Score	Satisfaction
1	21.00	16.00	24.00	21.00	21.00	9.00	24.00	18.00	17.00	171	Satisfied
2	20.00	15.00	21.00	18.00	20.00	13.00	24.00	24.00	22.00	177	Satisfied
3	20.00	15.00	24.00	18.00	20.00	13.00	24.00	24.00	22.00	180	Satisfied
4	16.00	12.00	18.00	26.00	16.00	14.00	17.00	17.00	12.00	148	Satisfied
5	18.00	14.00	22.00	18.00	13.00	10.00	22.00	18.00	11.00	146	Satisfied
6	15.00	13.00	21.00	16.00	7.00	11.00	19.00	21.00	10.00	133	Satisfied
7	18.00	16.00	23.00	13.00	18.00	15.00	13.00	21.00	12.00	149	Satisfied
8	22.00	13.00	18.00	22.00	7.00	14.00	21.00	18.00	21.00	156	Satisfied
9	13.00	6.00	7.00	18.00	8.00	8.00	18.00	13.00	11.00	102	Dissatisfied
10	21.00	22.00	23.00	19.00	22.00	19.00	24.00	24.00	24.00	198	Satisfied
11	16.00	11.00	16.00	13.00	10.00	13.00	15.00	15.00	11.00	120	Dissatisfied
12	19.00	16.00	15.00	21.00	15.00	12.00	20.00	15.00	12.00	145	Satisfied
13	11.00	5.00	13.00	17.00	5.00	6.00	8.00	12.00	5.00	82	Dissatisfied
14	18.00	10.00	22.00	19.00	12.00	9.00	14.00	20.00	11.00	135	Satisfied
15	16.00	18.00	17.00	18.00	19.00	13.00	24.00	20.00	14.00	159	Satisfied
16	14.00	12.00	23.00	19.00	13.00	10.00	17.00	13.00	11.00	132	Satisfied
17	16.00	13.00	19.00	20.00	10.00	9.00	12.00	17.00	10.00	126	Satisfied
18	13.00	12.00	21.00	16.00	9.00	13.00	17.00	14.00	11.00	126	Satisfied
19	13.00	8.00	23.00	20.00	14.00	13.00	12.00	13.00	14.00	130	Satisfied
20	11.00	15.00	17.00	15.00	13.00	13.00	20.00	19.00	18.00	141	Satisfied
21	7.00	12.00	21.00	19.00	12.00	14.00	17.00	17.00	15.00	134	Satisfied
22	14.00	9.00	14.00	19.00	11.00	8.00	14.00	18.00	8.00	115	Dissatisfied
23	16.00	9.00	18.00	19.00	9.00	15.00	8.00	16.00	8.00	118	Dissatisfied
24	4.00	8.00	14.00	15.00	8.00	13.00	16.00	11.00	15.00	104	Dissatisfied
25	11.00	10.00	22.00	20.00	15.00	10.00	18.00	16.00	17.00	139	Satisfied
26	15.00	9.00	19.00	9.00	8.00	13.00	20.00	11.00	11.00	115	Dissatisfied
27	13.00	8.00	22.00	16.00	11.00	10.00	18.00	14.00	12.00	124	Dissatisfied
28	23.00	7.00	14.00	16.00	5.00	7.00	21.00	13.00	7.00	113	Dissatisfied
29	11.00	8.00	20.00	10.00	11.00	10.00	14.00	15.00	15.00	114	Dissatisfied
30	14.00	8.00	24.00	19.00	14.00	16.00	13.00	18.00	11.00	137	Satisfied
31	21.00	10.00	19.00	18.00	17.00	20.00	19.00	19.00	19.00	162	Satisfied
32	22.00	16.00	21.00	22.00	20.00	12.00	24.00	24.00	19.00	180	Satisfied
33	23.00	13.00	19.00	22.00	16.00	18.00	20.00	17.00	20.00	168	Satisfied
34	20.00	9.00	11.00	15.00	11.00	15.00	18.00	14.00	8.00	121	Dissatisfied
35	4.00	7.00	16.00	8.00	7.00	4.00	16.00	13.00	11.00	86	Dissatisfied
36	13.00	5.00	6.00	18.00	5.00	7.00	16.00	10.00	5.00	85	Dissatisfied
37	7.00	6.00	9.00	14.00	4.00	5.00	14.00	12.00	6.00	77	Dissatisfied
38	15.00	12.00	22.00	15.00	18.00	15.00	21.00	15.00	18.00	151	Satisfied
39	14.00	9.00	16.00	14.00	8.00	13.00	16.00	15.00	7.00	112	Dissatisfied
40	11.00	15.00	17.00	17.00	15.00	14.00	16.00	14.00	11.00	130	Satisfied

Subscale Participant	Pay	Promotion	Supervision	Fringe Benefits	Contingent Rewards	Operating Conditions	Nature Of Work	Coworkers	Communication	Total Score	Satisfaction
41	14.00	8.00	16.00	13.00	9.00	9.00	16.00	8.00	12.00	105	Dissatisfied
42	16.00	15.00	24.00	19.00	19.00	4.00	8.00	15.00	13.00	133	Satisfied
43	14.00	4.00	13.00	14.00	12.00	12.00	10.00	19.00	17.00	115	Dissatisfied
44	11.00	15.00	15.00	18.00	16.00	10.00	20.00	19.00	13.00	137	Satisfied
45	13.00	14.00	18.00	16.00	19.00	12.00	16.00	18.00	13.00	139	Satisfied
46	9.00	12.00	19.00	12.00	11.00	13.00	19.00	15.00	15.00	125	Dissatisfied
47	4.00	19.00	24.00	24.00	19.00	19.00	24.00	24.00	19.00	176	Satisfied
48	9.00	12.00	24.00	8.00	12.00	18.00	19.00	18.00	19.00	139	Satisfied
49	9.00	10.00	24.00	4.00	22.00	12.00	24.00	24.00	22.00	151	Satisfied
50	6.00	9.00	17.00	8.00	11.00	18.00	24.00	10.00	15.00	118	Dissatisfied
51	9.00	9.00	24.00	9.00	14.00	21.00	16.00	23.00	16.00	150	Satisfied
52	15.00	12.00	19.00	14.00	12.00	10.00	13.00	17.00	12.00	124	Dissatisfied
53	14.00	9.00	21.00	15.00	14.00	12.00	21.00	17.00	10.00	133	Satisfied
54	11.00	9.00	22.00	16.00	13.00	8.00	15.00	24.00	20.00	138	Satisfied
55	12.00	6.00	15.00	11.00	7.00	9.00	13.00	18.00	10.00	101	Dissatisfied
56	14.00	9.00	11.00	17.00	7.00	9.00	10.00	17.00	13.00	107	Dissatisfied
57	11.00	14.00	21.00	10.00	13.00	10.00	21.00	19.00	13.00	132	Satisfied
58	17.00	15.00	24.00	10.00	17.00	9.00	14.00	20.00	19.00	145	Satisfied
59	14.00	13.00	17.00	18.00	10.00	17.00	16.00	14.00	10.00	129	Satisfied
60	17.00	12.00	13.00	14.00	15.00	8.00	19.00	18.00	13.00	129	Satisfied
61	17.00	19.00	24.00	18.00	18.00	7.00	23.00	23.00	21.00	170	Satisfied
62	14.00	12.00	14.00	14.00	20.00	12.00	21.00	21.00	23.00	151	Satisfied
63	18.00	11.00	20.00	15.00	12.00	10.00	17.00	19.00	17.00	139	Satisfied
64	21.00	18.00	24.00	22.00	19.00	11.00	19.00	18.00	20.00	172	Satisfied
65	15.00	14.00	24.00	16.00	18.00	10.00	17.00	23.00	18.00	155	Satisfied
66	20.00	16.00	24.00	13.00	23.00	20.00	24.00	24.00	24.00	188	Satisfied
67	20.00	17.00	24.00	22.00	24.00	22.00	19.00	24.00	23.00	195	Satisfied
68	14.00	11.00	24.00	14.00	16.00	16.00	19.00	24.00	24.00	162	Satisfied
69	10.00	16.00	16.00	14.00	13.00	12.00	15.00	15.00	11.00	122	Dissatisfied
70	16.00	21.00	24.00	18.00	14.00	20.00	23.00	21.00	19.00	176	Satisfied
71	18.00	7.00	24.00	21.00	20.00	18.00	24.00	24.00	16.00	172	Satisfied
72	13.00	13.00	21.00	12.00	20.00	11.00	22.00	23.00	17.00	152	Satisfied
73	14.00	7.00	24.00	19.00	15.00	13.00	18.00	23.00	21.00	140	Satisfied
74	14.00	12.00	21.00	12.00	11.00	14.00	21.00	19.00	7.00	131	Satisfied
75	20.00	16.00	24.00	17.00	15.00	14.00	20.00	17.00	14.00	157	Satisfied
76	24.00	21.00	24.00	24.00	24.00	22.00	24.00	24.00	24.00	191	Satisfied
77	18.00	16.00	24.00	22.00	24.00	16.00	24.00	24.00	23.00	191	Satisfied
78	18.00	7.00	8.00	13.00	15.00	10.00	20.00	16.00	10.00	117	Dissatisfied
79	22.00	16.00	15.00	17.00	17.00	17.00	20.00	21.00	21.00	166	Satisfied
80	17.00	4.00	23.00	18.00	6.00	11.00	24.00	9.00	11.00	123	Dissatisfied

Subscale Participant	Pay	Promotion	Supervision	Fringe Benefits	Contingent Rewards	Operating Conditions	Nature Of Work	Coworkers	Communication	Total Score	Satisfaction
81	21.00	16.00	20.00	18.00	12.00	18.00	21.00	13.00	9.00	148	Satisfied
82	17.00	4.00	23.00	18.00	6.00	11.00	24.00	9.00	11.00	123	Dissatisfied
83	23.00	17.00	18.00	11.00	19.00	20.00	22.00	20.00	23.00	153	Satisfied
84	17.00	17.00	23.00	20.00	20.00	14.00	20.00	23.00	22.00	176	Satisfied
85	6.00	7.00	9.00	14.00	10.00	9.00	17.00	14.00	14.00	100	Dissatisfied
86	13.00	6.00	21.00	16.00	13.00	8.00	15.00	10.00	14.00	116	Dissatisfied
87	4.00	10.00	17.00	4.00	10.00	8.00	24.00	4.00	9.00	80	Dissatisfied
88	4.00	10.00	11.00	4.00	10.00	14.00	17.00	15.00	13.00	98	Dissatisfied
89	4.00	5.00	10.00	4.00	7.00	15.00	12.00	9.00	12.00	78	Dissatisfied
90	17.00	7.00	19.00	13.00	11.00	8.00	19.00	16.00	14.00	124	Dissatisfied
91	9.00	10.00	19.00	9.00	23.00	19.00	14.00	14.00	24.00	141	Satisfied
92	18.00	13.00	24.00	24.00	20.00	13.00	21.00	21.00	15.00	169	Satisfied
93	18.00	10.00	24.00	22.00	22.00	13.00	21.00	19.00	18.00	167	Satisfied
94	8.00	14.00	18.00	18.00	14.00	16.00	21.00	15.00	18.00	142	Satisfied
95	15.00	17.00	24.00	16.00	18.00	13.00	24.00	16.00	14.00	157	Satisfied
96	7.00	17.00	22.00	16.00	24.00	22.00	24.00	18.00	11.00	161	Satisfied

APPENDIX J

TABLE J.1

TABLE J.2

TABLE J.3

TABLE J.4

TABLE J.5

TABLE J.6

TABLE J.7

TABLE J.8

TABLE J.9

Table J.1.

Subscale 1 of the Job Satisfaction Questionnaire (Pay) (n=96)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
1. I feel I am being paid a fair amount for the work I do.	11 (11.50%)	8 (8.33%)	4 (4.17)	12 (12.50%)	30 (31.25%)	31 (32.29%)	4.40	1.696
10. Raises are too few and far between.	35 (36.46%)	19 (19.79%)	21 (21.88%)	8 (8.33%)	11 (11.46%)	2 (2.08%)	2.45	1.450
19. I feel unappreciated by the organization when I think about what they pay me.	10 (10.42%)	11 (11.46%)	14 (14.58%)	14 (14.58%)	20 (20.83%)	27 (28.13%)	4.08	1.702
28. I feel satisfied with my chances for salary increases.	16 (16.67%)	16 (16.67%)	17 (17.71%)	16 (16.67%)	14 (14.58%)	17 (17.71%)	3.49	1.723

Table J.2.

Subscale 2 of the Job Satisfaction Questionnaire (Promotion) (n=96)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
2. There is little chance for promotion on my job.	34 (35.42%)	23 (23.96%)	18 (18.75%)	9 (9.38%)	7 (7.30%)	5 (5.21%)	2.45	1.493
11. Those who do well on the job stand a fair chance of being promoted.	16 (16.67%)	22 (22.92%)	13 (13.54%)	28 (29.17%)	9 (9.38%)	8 (8.33%)	3.17	1.519
20. People get ahead as fast here as they do in other places.	15 (15.63%)	23 (23.96%)	23 (23.96%)	20 (20.83%)	8 (8.33%)	7 (7.29%)	3.04	1.443
33. I feel satisfied with my chances for promotion.	23 (23.96%)	14 (14.58%)	15 (15.63%)	25 (26.04%)	13 (13.54%)	6 (6.25%)	3.09	1.577

Table J.3

Subscale 3 of the Job Satisfaction Questionnaire (Supervision) (n=96)

Item Number	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much	Mean	S.D.
	1	2	3	4	5	6	Mean	S.D.
3. My supervisor is quite competent at doing his/her job.	3 (3.13%)	8 (8.33%)	5 (5.21%)	7 (7.30%)	30 (31.25%)	43 (44.79%)	4.88	1.409
12. My supervisor is unfair to me.	4 (4.17%)	7 (7.30%)	5 (5.21%)	9 (9.38%)	12 (12.50%)	59 (61.46%)	5.03	1.504
21. My supervisor shows too little interest in the feelings of subordinates.	11 (11.46%)	11 (11.46%)	13 (13.54%)	12 (12.50%)	17 (17.71%)	32 (33.33%)	4.14	1.775
30. I like my supervisor.	3 (3.13%)	5 (3.13%)	5 (5.21%)	11 (11.50%)	23 (23.96%)	49 (51.04%)	5.01	1.349

Table J.4

Subscale 4 of the Job Satisfaction Questionnaire (Fringe benefits) (n=96)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
4. I am not satisfied with the benefits I receive.	12 (12.50%)	9 (9.38%)	11 (11.46%)	13 (13.54%)	19 (19.79%)	32 (33.33%)	4.19	1.773
13. The benefits we receive are as good as what most other organizations offer.	8 (8.33%)	7 (7.29%)	11 (11.46%)	17 (17.71%)	33 (34.38%)	20 (20.83%)	4.25	1.515
22. The benefits package we have is comparable to those of other organizations.	9 (9.38%)	6 (6.25%)	7 (7.29%)	19 (19.79%)	31 (32.23%)	24 (25.0%)	4.34	1.775
29. There are benefits we do not have which I feel we should have.	20 (20.83%)	14 (14.58%)	27 (28.13%)	26 (27.08%)	10 (10.42%)	9 (9.38%)	3.09	1.557

Table J.5

Subscale 5 of the Job Satisfaction Questionnaire (Contingent rewards) (n=96)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
5. When I do a good job, I receive the recognition for it that I should.	10 (10.42%)	13 (13.54%)	9 (9.38%)	19 (19.79%)	29 (30.21%)	16 (16.67%)	3.99	1.602
14. I do not feel the work I do is appreciated.	9 (9.38%)	18 (18.75%)	21 (21.88%)	14 (14.58%)	15 (15.63%)	19 (19.79%)	3.68	1.638
23. There are few rewards for those who work here.	9 (9.38%)	18 (18.75%)	21 (21.88%)	14 (14.58%)	15 (15.63%)	19 (19.79%)	3.68	1.638
32. I don't feel my efforts are rewarded the way they should be.	14 (14.58%)	23 (23.96%)	26 (27.08%)	35 (36.46%)	11 (11.46%)	16 (16.67%)	3.34	1.691

Table J.6

Subscale 6 of the Job Satisfaction Questionnaire (Operating/working conditions) (n=96)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
6. Many of our rules and procedures make doing a good job difficult.	24 (25.0%)	23 (23.96%)	20 (20.83%)	8 (8.33%)	13 (13.54%)	8 (8.33%)	2.86	1.620
15. My efforts to do a good job are seldom blocked by red tape.	16 (16.67%)	18 (18.75%)	21 (21.88%)	18 (18.75%)	16 (16.67%)	7 (7.29%)	3.22	1.530
24. I have to much do do at work.	11 (11.46%)	17 (17.71%)	22 (22.92%)	19 (19.79%)	16 (16.67%)	11 (11.67%)	3.47	1.528
31. I have too much paperwork.	27 (28.13%)	13 (13.54%)	16 (16.67%)	17 (17.71%)	15 (15.63%)	8 (8.33%)	3.04	1.685

Table J.7

Subscale 7 of the Job Satisfaction Questionnaire (Coworkers) (n=96)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
7. I like the people I work with.	1 (1.04%)	0 (0.0%)	3 (3.13%)	12 (12.50%)	37 (38.54%)	43 (44.79%)	5.23	0.908
16. I find I have to work harder at my job because of the incompetence of people I work with.	15 (15.63%)	15 (15.63%)	18 (18.75%)	12 (12.50%)	16 (16.67%)	26 (27.08%)	3.68	1.530
25. I enjoy my coworkers.	3 (3.13%)	3 (3.13%)	4 (4.17%)	16 (16.67%)	28 (29.17%)	42 (43.75%)	4.97	1.252
34. There is too much bickering and fighting at work.	14 (14.58%)	19 (19.79%)	19 (19.79%)	11 (11.46%)	12 (12.50%)	21 (21.88%)	3.53	1.765

Table J.8

Subscale 8 of the Job Satisfaction Questionnaire (Nature of work) (n=96)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
8. I sometimes feel my job is meaningless.	6 (6.25%)	15 (15.63%)	17 (17.71%)	11 (11.46%)	18 (18.75%)	29 (30.21%)	4.11	1.666
17. I like doing the things I do at work.	2 (2.08%)	7 (7.29%)	3 (3.13%)	18 (18.75%)	33 (34.38%)	33 (34.38%)	4.79	1.273
27. I feel a sense of pride in doing my job.	3 (3.13%)	2 (2.08%)	7 (7.30%)	15 (15.63%)	22 (22.92%)	47 (48.96%)	5.00	1.281
35. My job is enjoyable..	8 (8.33%)	6 (6.25%)	8 (8.33%)	17 (17.71%)	29 (30.21%)	28 (29.17%)	4.43	1.547

Table J.9

Subscale 9 of the Job Satisfaction Questionnaire (Communication) (n=96)

	Disagree Very Mu.ch	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
9. Communication seems good within this organization.	27 (28.13%)	17 (17.71%)	18 (18.75%)	9 (9.38%)	13 (13.54%)	12 (12.50%)	2.98	1.759
18. The goals of this organization are not clear to me.	4 (4.17%)	8 (8.33%)	20 (20.83%)	11 (11.46%)	19 (19.79%)	34 (35.42%)	4.41	1.546
26. I often feel that I do not know what is going on with the organization.	15 (15.63%)	17 (17.71%)	21 (21.88%)	13 (13.54%)	15 (15.63%)	15 (15.63%)	3.43	1.678
36. Work assignments are not fully explained.	7 (7.30%)	16 (16.67%)	15 (15.63%)	15 (15.63%)	16 (16.67%)	27 (28.13%)	4.02	1.673

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Table K.1

Subscale 1 of the Job Satisfaction Questionnaire (Pay) YDC (n=36)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
1. I feel I am being paid a fair amount for the work I do.	2 (5.60%)	4 (11.10%)	1 (2.80%)	7 (19.40%)	11 (30.60%)	11 (30.60%)	4.50	1.521
10. Raises are too few and far between.	12 (33.33%)	10 (27.80%)	6 (16.70%)	4 (11.10%)	4 (11.10%)	0 (0.00%)	2.39	1.358
19. I feel unappreciated by the organization when I think about what they pay me.	4 (11.10%)	3 (8.30%)	10 (27.80%)	4 (11.10%)	9 (25.00%)	6 (16.70%)	3.81	1.600
28. I feel satisfied with my chances for salary increases.	4 (11.10%)	6 (16.70%)	11 (30.60%)	8 (22.20%)	4 (11.10%)	3 (8.30%)	3.31	1.411

Table K.2

Subscale 2 of the Job Satisfaction Questionnaire (Promotion) YDC (n=36)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
1. There is little chance for promotion on my job.	12 (33.33%)	9 (25.00%)	7 (19.40%)	3 (8.30%)	4 (11.10%)	1 (2.80%)	2.47	1.464
11. Those who do well on the job stand a fair chance of being promoted.	3 (8.30%)	10 (27.80%)	8 (22.20%)	12 (33.33%)	2 (5.60%)	1 (2.80%)	3.08	1.204
20. People get ahead as fast here as they do in other places.	1 (2.80%)	10 (27.80%)	11 (30.60%)	9 (25.00%)	4 (11.10%)	1 (2.80%)	3.22	1.149
33. I feel satisfied with my chances for promotion.	5 (13.90%)	10 (27.80%)	6 (16.70%)	11 (30.60%)	3 (8.30%)	1 (2.80%)	3.00	1.331

Table K.3

Subscale 3 of the Job Satisfaction Questionnaire (Supervision) YDC (n=36)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
1. My supervisor is quite competent at doing his/her job.	0 (0.00%)	2 (5.60%)	2 (5.60%)	3 (8.30%)	21 (58.30%)	8 (22.20%)	4.86	1.018
12. My supervisor is unfair to me.	1 (2.80%)	3 (8.30%)	1 (2.80%)	5 (13.90%)	5 (13.90%)	21 (58.30%)	5.03	1.444
21. My supervisor shows too little interest in the feelings of subordinates.	1 (2.80%)	3 (8.30%)	1 (2.80%)	5 (13.90%)	5 (13.90%)	21 (58.30%)	5.03	1.444
30. I like my supervisor.	2 (5.60%)	1 (2.80%)	3 (8.30%)	5 (13.90%)	13 (36.10%)	12 (33.33%)	4.72	1.386

Table K.4

Subscale 4 of the Job Satisfaction Questionnaire (Fringe benefits) YDC (n=36)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
1. I am not satisfied with the benefits I receive.	2 (5.60%)	6 (16.70%)	1 (2.80%)	6 (16.70%)	11 (30.60%)	10 (27.80%)	4.33	1.604
13. The benefits we receive are as good as what most other organizations offer.	1 (2.80%)	3 (8.30%)	5 (13.90%)	6 (16.70%)	15 (41.70%)	6 (16.70%)	4.36	1.313
22. The benefits package we have is comparable to those of other organizations.	0 (0.00%)	2 (5.60%)	1 (2.80%)	8 (22.20%)	19 (52.80%)	6 (16.70%)	4.72	0.974
29. There are benefits we do not have which I feel we should have.	4 (11.10%)	6 (16.70%)	10 (27.80%)	8 (22.20%)	6 (16.70%)	2 (5.60%)	3.33	1.394

Table K.5

Subscale 5 of the Job Satisfaction Questionnaire (Contingent rewards) YDC (n=36)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
2. When I do a good job, I receive the recognition for it that I should.	2 (5.60%)	9 (25.00%)	10 (27.80%)	5 (13.90%)	7 (19.40%)	3 (8.30%)	3.42	1.423
14. I do not feel the work I do is appreciated.	2 (5.60%)	9 (25.00%)	10 (27.80%)	5 (13.90%)	7 (19.40%)	3 (8.30%)	3.42	1.423
23. There are few rewards for those who work here.	6 (16.70%)	6 (16.70%)	14 (38.80%)	6 (16.70%)	3 (8.30%)	1 (2.80%)	2.92	1.273
32. I don't feel my efforts are rewarded the way they should be.	3 (8.30%)	9 (25.00%)	12 (33.33%)	7 (19.40%)	3 (8.30%)	2 (5.60%)	3.11	1.282

Table K.6

Subscale 6 of the Job Satisfaction Questionnaire (Operating/working conditions) YDC (n=36)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
3. Many of our rules and procedures make doing a good job difficult.	13 (36.10%)	6 (16.70%)	10 (27.80%)	3 (8.30%)	4 (11.10%)	0 (0.00%)	2.42	0.668
15. My efforts to do a good job are seldom blocked by red tape.	4 (11.10%)	11 (30.60%)	8 (22.20%)	6 (16.70%)	5 (13.90%)	2 (5.60%)	3.08	1.423
24. I have to much do do at work.	0 (0.00%)	6 (16.70%)	13 (36.00%)	8 (22.20%)	6 (16.70%)	3 (8.30%)	3.64	1.199
31. I have too much paperwork.	5 (13.90%)	6 (16.70%)	9 (25.00%)	6 (16.70%)	8 (22.20%)	2 (5.60%)	3.33	1.492

Table K.7

Subscale 7 of the Job Satisfaction Questionnaire (Coworkers) YDC (n=36)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
4. I like the people I work with.	0 (0.00%)	0 (0.00%)	0 (0.00%)	4 (11.10%)	17 (47.20%)	15 (41.7%)	5.31	1.540
16. I find I have to work harder at my job because of the incompetence of people I work with.	2 (5.60%)	5 (13.90%)	8 (22.20%)	10 (27.80%)	5 (13.90%)	6 (16.70%)	3.81	1.451
25. I enjoy my coworkers.	1 (2.80%)	1 (2.80%)	1 (2.80%)	6 (16.70%)	12 (33.33%)	15 (41.70%)	5.00	1.195
34. There is too much bickering and fighting at work.	6 (16.70%)	5 (13.90%)	13 (36.10%)	4 (11.10%)	3 (8.30%)	5 (13.90%)	3.22	1.588

Table K.8

Subscale 8 of the Job Satisfaction Questionnaire (Nature of work) YDC (n=36)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
5. I sometimes feel my job is meaningless.	2 (5.60%)	9 (25.00%)	11 (30.60%)	4 (11.10%)	4 (11.10%)	6 (16.70%)	3.47	1.540
17. I like doing the things I do at work.	0 (0.00%)	4 11.10%)	2 (5.60%)	10 (27.80%)	13 (36.00%)	7 (19.40%)	4.47	1.207
27. I feel a sense of pride in doing my job.	1 (2.80%)	1 (2.80%)	4 (11.10%)	11 (30.60%)	7 (19.40%)	12 (33.33%)	4.61	1.293
35. My job is enjoyable..	3 (8.30%)	3 (8.30%)	5 (13.90%)	8 (22.20%)	11 (30.60%)	6 (16.70%)	4.08	1.500

Table K.9

Subscale 9 of the Job Satisfaction Questionnaire (Communication) YDC (n=36)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
6. Communication seems good within this organization.	9 (25.00%)	10 (27.80%)	7 (19.40%)	4 (11.10%)	5 (13.90%)	1 (2.80%)	2.69	1.470
18. The goals of this organization are not clear to me.	0 (0.00%)	5 (13.90%)	10 (27.80%)	6 (16.70%)	9 (25.00%)	6 (16.70%)	4.03	1.341
26. I often feel that I do not know what is going on with the organization.	8 (22.20%)	7 (19.40%)	10 (27.80%)	6 (16.70%)	4 (11.10%)	1 (2.80%)	2.83	1.404
36. Work assignments are not fully explained.	3 (8.30%)	8 (22.20%)	9 (25.00%)	7 (19.40%)	6 (16.70%)	3 (8.30%)	3.39	1.440

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TABLE L.8

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Table L.1

Subscale 1 of the Job Satisfaction Questionnaire (Pay) RYDC (n=60)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
1. I feel I am being paid a fair amount for the work I do.	9 (15.00%)	4 (6.67%)	3 (5.00%)	5 (8.33%)	19 (31.67%)	20 (33.33%)	4.35	1.802
7. Raises are too few and far between.	23 (38.33%)	9 (15.00%)	15 (25.00%)	4 (6.67%)	7 (11.67%)	2 (3.33%)	2.48	1.513
19. I feel unappreciated by the organization when I think about what they pay me.	6 (10.00%)	8 (13.33%)	4 (6.67%)	10 (16.67%)	11 (18.33%)	21 (35.00%)	4.25	1.753
28. I feel satisfied with my chances for salary increases.	12 (20.00%)	10 (16.67%)	6 (10.00%)	8 (13.33%)	10 (16.67%)	14 (23.33%)	3.60	1.888

Table L.2

Subscale 2 of the Job Satisfaction Questionnaire (Promotion) RYDC (n=60)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
2. There is little chance for promotion on my job.	22 (36.67%)	14 (23.30%)	11 (18.33%)	6 (10.00%)	3 (5.00%)	4 (6.67%)	2.43	1.522
8. Those who do well on the job stand a fair chance of being promoted.	13 (21.67%)	12 (20.00%)	5 (8.33%)	16 (26.67%)	7 (11.67%)	7 (11.67%)	3.22	1.689
20. People get ahead as fast here as they do in other places.	14 (23.33%)	13 (20.00%)	12 (20.00%)	11 (18.33%)	4 (6.67%)	6 (10.00%)	2.93	1.593
33. I feel satisfied with my chances for promotion.	18 (30.00%)	4 (6.67%)	9 (15.00%)	14 (23.33%)	10 (16.67%)	5 (8.33%)	3.15	1.716

Table L.3

Subscale 3 of the Job Satisfaction Questionnaire (Supervision) RYDC (n=60)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
3. My supervisor is quite competent at doing his/her job.	3 (5.00%)	6 (10.00%)	3 (5.00%)	4 (6.67%)	9 (15.00%)	35 (58.33%)	4.88	1.606
9. My supervisor is unfair to me.	3 (5.00%)	4 (6.67%)	4 (6.67%)	4 (6.67%)	7 (11.67%)	38 (63.33%)	5.03	1.551
21. My supervisor shows too little interest in the feelings of subordinates.	9 (15.0%)	8 (13.33%)	3 (5.00%)	7 (11.67%)	9 (15.00%)	24 (40.00%)	4.18	1.927
30. I like my supervisor.	1 (1.67%)	4 6.67%)	2 (3.33%)	6 (10.00%)	10 (16.67%)	37 (61.67%)	5.18	1.308

Table L.4

Subscale 4 of the Job Satisfaction Questionnaire (Fringe benefits) RYDC (n=60)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
4. I am not satisfied with the benefits I receive.	10 (16.67%)	3 (5.00%)	10 (16.67%)	7 (11.67%)	8 (13.33%)	22 (36.67%)	4.10	1.875
10. The benefits we receive are as good as what most other organizations offer.	7 (11.67%)	4 (6.67%)	6 (10.00%)	11 (18.33%)	18 (30.00%)	14 (23.33%)	4.18	1.631
22. The benefits package we have is comparable to those of other organizations.	9 (15.00%)	4 (6.67%)	6 (10.00%)	11 (18.33%)	12 (20.00%)	18 (30.00%)	4.12	1.776
29. There are benefits we do not have which I feel we should have.	16 (26.67%)	8 (13.33%)	17 (28.33%)	8 (13.33%)	4 (6.67%)	7 (11.67%)	2.95	1.641

Table L.5

Subscale 5 of the Job Satisfaction Questionnaire (Contingent rewards) RYDC (n=60)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
5. When I do a good job, I receive the recognition for it that I should.	5 (8.33%)	9 (15.00%)	4 (6.67%)	9 (15.00%)	20 (33.33%)	13 (21.67%)	4.15	1.624
11. I do not feel the work I do is appreciated.	7 (11.67%)	9 (15.00%)	11 (18.33%)	9 (15.00%)	8 (13.33%)	16 (26.67%)	3.83	1.748
23. There are few rewards for those who work here.	15 (25.00%)	9 (15.00%)	13 (21.67%)	5 (8.33%)	9 (15.00%)	9 (15.00%)	3.18	1.790
32. I don't feel my efforts are rewarded the way they should be.	11 18.33%	15 (25.00%)	4 (6.67%)	8 (13.33%)	8 (13.33%)	14 (23.33%)	3.48	1.891

Table L.6

Subscale 6 of the Job Satisfaction Questionnaire (Operating/working conditions) RYDC (n=60)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
6. Many of our rules and procedures make doing a good job difficult.	11 (18.33%)	17 (28.33%)	10 (16.67%)	5 (8.33%)	9 (15.00%)	8 (13.33%)	3.13	1.712
12. My efforts to do a good job are seldom blocked by red tape.	12 (20.00%)	7 (11.67%)	13 (21.67%)	12 (20.00%)	11 (18.33%)	5 (8.33%)	3.30	1.598
24. I have to much do do at work.	11 (18.33%)	11 (18.33%)	9 (15.00%)	11 (18.33%)	10 (16.67%)	8 (13.33%)	3.37	1.697
31. I have too much paperwork.	22 (36.67%)	7 (11.67%)	7 (11.67%)	11 (18.33%)	7 (11.67%)	6 (10.00%)	2.87	1.780

Table L.7

Subscale 7 of the Job Satisfaction Questionnaire (Coworkers) RYDC (n=60)

Item Number	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much	Mean	S.D.
	1	2	3	4	5	6	Mean	S.D.
7. I like the people I work with.	1 (1.67%)	0 (0.00%)	3 (5.00%)	8 (13.33%)	20 (33.33%)	28 (46.67%)	5.17	1.028
13. I find I have to work harder at my job because of the incompetence of people I work with.	13 (21.67%)	10 (16.67%)	10 (16.67%)	2 (3.33%)	5 (8.33%)	20 (33.33%)	3.60	2.027
25. I enjoy my coworkers.	2 (3.33%)	2 (3.33%)	3 (5.00%)	10 (16.67%)	16 (26.67%)	27 (45.00%)	4.95	1.294
34. There is too much bickering and fighting at work.	8 (13.33%)	14 (23.33%)	6 (10.00%)	7 (11.67%)	9 (15.00%)	16 (26.67%)	3.72	1.851

Table L.8

Subscale 8 of the Job Satisfaction Questionnaire (Nature of work) RYDC (n=60)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
8. I sometimes feel my job is meaningless.	4 (6.67%)	6 (10.00%)	6 (10.00%)	7 (11.67%)	14 (13.33%)	23 (38.33%)	4.50	1.631
14. I like doing the things I do at work.	2 (3.33%)	3 (5.00%)	1 (1.67%)	8 (13.33%)	20 (33.33%)	26 (43.33%)	4.98	1.282
27. I feel a sense of pride in doing my job.	2 (3.33%)	1 (1.67%)	3 (5.00%)	4 (6.67%)	15 (25.00%)	35 (58.33%)	5.23	1.226
35. My job is enjoyable..	5 (8.33%)	3 (5.00%)	3 (5.00%)	9 (15.00%)	18 (30.00%)	22 (36.67%)	4.63	1.551

Table L.9

Subscale 9 of the Job Satisfaction Questionnaire (Communication) RYDC (n=60)

	Disagree Very Much	Disagree Moderately	Disagree Slightly	Agree Slightly	Agree Moderately	Agree Very Much		
Item Number	1	2	3	4	5	6	Mean	S.D.
9. Communication seems good within this organization.	18 (30.00%)	7 (11.67%)	11 (18.33%)	5 (8.33%)	8 (13.33%)	11 (18.33%)	3.15	1.903
15. The goals of this organization are not clear to me.	4 (6.67%)	3 (5.00%)	10 (16.67%)	5 (8.33%)	10 (16.67%)	28 (46.67%)	4.63	1.626
26. I often feel that I do not know what is going on with the organization.	7 (11.67%)	10 (16.67%)	11 (18.33%)	7 (11.67%)	11 (18.33%)	14 (23.33%)	3.78	1.738
36.Work assignments are not fully explained.	4 (6.67%)	8 (13.33%)	6 (10.00%)	8 (13.33%)	10 (16.67%)	24 (40.00%)	4.40	1.669