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FACTORS RELATED TO JOB SATISFACTION OF
WHITE ELEMENTARY SCHOOL TEACHERS IN LOUISIANA

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of

Doctor of Philosophy

in

The Department of Education

by

Merle F. Warren

A. B., Northwestern State College, 1946

M. A., Louisiana State University, 1947

May 1953

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Supervisors, F. M. Hamilton Training School, Lafayette, and to my wife.

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.	1
Statement of the problem.	2
Delimitation of the sample.	3
Limitations of the study.	4
Sources of the data	5
Treatment of the data	5
Preview	12
II. REVIEW OF RELATED LITERATURE.	13
Introduction.	13
Emotionalized controls of behavior.	13
Job satisfaction in industry.	20
The quest for security.	22
The status of the individual.	26
The facility of adjustment.	30
The nature of the work, in relation to abilities, interests, and preparation.	34
The question of loyalties and response to unpleasant situations	36
Studies of job satisfaction in teaching	38
III. GENERAL CHARACTERISTICS OF THE SAMPLE	59
Job satisfaction.	61
Salary.	69

Community conditions and relationships	72
School conditions and relationships	75
Professional attitudes	79
Living conditions	80
Marriage and family relationships	80
Training and experience	81
Miscellaneous	83
Conclusions	83
IV. COMPARISON OF SATISFIED AND DISSATISFIED TEACHERS . . .	85
Job satisfaction	86
Salary	93
Community conditions	96
School conditions	101
Professional attitudes	115
Living conditions	118
Marriage and family relationships	121
Experience and training	124
Miscellaneous	127
V. SUMMARY AND CONCLUSIONS	130
Salary	133
Community conditions and relationships	133
School conditions and relationships	134
Professional attitudes	135
Living conditions	136
Marriage and family relationships	136

Training and experience	137
Miscellaneous	137
Comparison of Groups A and B.	137
Specific items related to job satisfaction.	138
Conclusions	142
SELECTED BIBLIOGRAPHY	146
APPENDICES.	160

LIST OF TABLES

TABLE	PAGE
I. Distribution of Sample by Parishes.	6
II. Distribution of Responses, Form A, Scale I.	62
III. Distribution of Responses, Form A, Scale II	64
IV. Distribution of Responses, Form A, Scale III.	65
V. Distribution of Responses, Form A, Scale IV	67
VI. Distribution of Index Scores.	68
VII. Yearly salary	70
VIII. Population of Place in which I Live When Teaching . .	72
IX. Distance From My Residence.	74
X. Number of Years of Experience	81
XI. Number of Years of Undergraduate Preparation.	82
XII. Responses to Scales, Form A, Job Satisfaction by the Satisfied Teachers in Group A and the Dissatisfied Teachers in Group B	88
XIII. Comparison of Satisfied and Dissatisfied Teachers with Reference to Salary.	93
XIV. Reaction of Teachers in the Two Groups to the Items Relating to Salary.	95
XV. Populations Comparison of Communities which Teachers Work.	96
XVI. Usual Means of Transportation for Teachers.	97
XVII. Comparison of Satisfied and Dissatisfied Groups in Relation to Distance from Residence to a Satisfac- tory Recreational or Shopping Center.	98

TABLE	PAGE
XVIII. Comparison of Satisfied and Dissatisfied Groups with Reference to Items Related to Community Conditions.	99
XIX. Comparison of Satisfied and Dissatisfied Teachers with Reference to Size of School in Which They Teach	101
XX. Comparison of Satisfied and Dissatisfied Teachers in Relation to the Level at Which They Teach. .	102
XXI. Comparison of Satisfied and Dissatisfied Groups Relative to Program Planning.	103
XXII. Comparison of Satisfied and Dissatisfied Groups with Reference to Persons Supervising the Teaching Program.	104
XXIII. Adequacy of Operating Expenses in Elementary Departments for Groups A and B.	105
XXIV. Equipment Which is Provided Elementary Depart- ments for Groups A and B.	106
XXV. Provisions for Improving Elementary Departments for Teachers in Groups A and B.	107
✓XXVI. Items with Reference to Supervision and Administration for Groups A and B	108
XXVII. Items with Reference to the Time Element in Teaching for Groups A and B	111

TABLE	PAGE
XXVIII. Items with Reference to Environment in the School for Groups A and B	113
XXIX. Items with Reference to Professional Attitudes of Groups A and B	116
XXX. Living Arrangements of Teachers for Groups A and B.	119
XXXI. Comparison of Responses to Items with Respect to Living Conditions for Groups A and B.	120
XXXII. Comparison of Marital Status of Teachers in Groups A and B	121
XXXIII. Comparison of Family Responsibilities of Teachers in Groups A and B	122
XXXIV. Comparison of Groups A and B Relative to Family Responsibilities of Teachers.	123
XXXV. Comparison of Satisfied and Dissatisfied Group in Relation to Teaching Experience	125
XXXVI. College Preparation of Teachers in Groups A and B.	126
XXXVII. Comparison of Groups A and B With Reference to Preparation and Training of Teachers.	127
XXXVIII. Comparison of Responses to Miscellaneous Items with Reference to General Attitudes Toward Job Satisfaction of Teachers in Groups A and B. . . .	128

ABSTRACT

Many studies of job satisfaction have been made among industrial workers but relatively few have been attempted among the professions, especially in the educational field. This fact aroused the interest of the author in 1949 and a preliminary investigation of job satisfaction of teachers was conducted at Louisiana State University. The results justified an investigation of this nature on a state-wide scale.

The survey of literature in the field revealed two studies directly related to the problem: Robert Hoppock, Job Satisfaction and the American Vocational Association, Inc., Factors Affecting the Satisfaction of Home Economics Teachers. The authors of these investigations granted permission to use adapted materials from their research.

The questionnaire method was the most suitable type to be used in this investigation. It consisted of three parts: (1) thirty questions constituted a job satisfaction scale, Form A; (2) twenty items were established to aid in classifying the teachers in terms of community conditions, salary, school conditions, professional attitudes, marriage and family relationships, and experience and training, Form B; (3) and ninety-four items consisted of factors related to job satisfaction, Form C.

In 1951-1952 there were approximately 6000 white, elementary teachers instructing in grades one through six in 666 elementary and

combination schools of Louisiana. The questionnaires were sent to 2870 teachers in 333 schools. Thirty-seven percent of the teachers returned them anonymously.

The questionnaires were scored and ranked in terms of the job satisfaction scales, Form A. The upper 25 percent of the teachers were classified as Group A, the most satisfied, and the lower 25 percent as Group B, the least satisfied.

The dissertation was divided into five parts: (1) preliminary factors concerning the sample and methods used during the study; (2) summary of related literature; (3) general discussion of the entire sample; (4) comparison of Group A and Group B; and (5) summary and conclusions.

The study revealed that 24 percent of the teachers were dissatisfied with teaching. Some of the predominant factors related to dissatisfaction were:

1. Salary
 - a. Inability to save, travel, and secure more training
2. Community conditions
 - a. High cost of living
 - b. Conformity to higher standards of conduct than expected of laymen
 - c. Lack of cultural inspiration in communities
3. School conditions
 - a. Lack of equipment to teach efficiently
 - b. Lack of democratic program planning

- c. Failure to provide definite funds for purchase of classroom materials on a yearly basis
 - d. Heavy teaching loads
 - e. Recognition for work well done
4. Professional attitudes
- a. Limited opportunities for advancement
 - b. Lackadaisical supervisory program
 - c. Limited contact with persons in other professions
5. Training and experience
- a. College programs failed to give adequate preparation for life-like problems in teaching

Each area in this investigation should be more specifically studied; more studies are needed at the secondary and college levels. It was definitely revealed that job satisfaction was related to a multiple number of variables. However, three steps were recommended to increase satisfaction:

1. An improved public relations program
2. A conscientious attempt to discover the needs of teachers
3. Remuneration for inservice training and merit

CHAPTER I

INTRODUCTION

Any system of public education that seeks to equip the nation's youth for effective participation in the life of a complex society cannot be indifferent to the attitudes of its teachers toward their occupation. Although there is little available evidence, it cannot be doubted that the teacher's personal acceptance or rejection of certain principles or proposals has at least some influence upon the actions of her pupils and consequently upon the thoughts and behavior of future citizens.

No one would claim that all attitudes are equally desirable or undesirable but whether or not a teacher finds her employment sufficiently satisfactory to continue in it is a matter of first importance. Educational philosophers, social theorists, practical politicians, and community busy bodies alike agree that teachers are the vital cogs in determining the direction in which major social changes occur.¹ Too many dissatisfied teachers might well spell disaster for the profession and the educational system in general. Recognition of this fact has been one of the principal justifications for guidance and personnel work in the training of teachers.

¹ George H. Hartman, "The Social Attitudes and Information of American Teachers," The Teacher and Society (New York: D. Appleton-Century Company, 1937), p. 175.

The problem of job satisfaction among teachers is complicated by the variable nature of satisfaction. It is even possible that there may be no such thing as job satisfaction independent of other satisfactions in one's life. Family relationships, health, relative social status in the community, school conditions, community conditions, professional attitudes, family responsibilities, salary, training, experience, and a multitude of other factors may be just as important as the job itself in determining job satisfaction. A teacher may be satisfied with one aspect of his job and dissatisfied with another; perhaps, he may never be wholly satisfied. Yet, there are teachers who have been contented enough to remain in the schools year after year, making no effort to change to another occupation.

Statement of the problem. What makes a teacher satisfied or dissatisfied with his job? There remains a great deal of controversy over which is cause and which is effect but it may be possible to determine certain factors related to satisfaction or dissatisfaction of teachers. The purpose of this investigation was to determine some of these factors: to determine the relationship existing between the responses of two groups to certain items and the criteria of job satisfaction with respect to; (1) salary, (2) community, (3) school conditions, (4) professional attitudes, (5) living conditions, (6) marriage and family relationships, (7) experience and training, and (8) miscellaneous factors. Obviously, the cause of anything so complex as human emotion is difficult to discover; however, it was believed that a survey of teachers would reveal areas of satisfaction

and at least, a few contributing causes. To verify this assumption, one hundred and fifteen members of the class in Supervision, Education 261, were presented with the problem during the summer session, 1949, at Louisiana State University. They agreed to cooperate and a prepared questionnaire was filled out by them. The results justified further research on a larger scale.

Delimitation of the sample. A total of 2797 questionnaires were mailed to white, female, public elementary school teachers in fifty nine parishes of Louisiana. The sample was restricted to teachers employed in the first through the sixth grades to ensure a homogeneous group with common school problems. All teachers in administrative capacities, such as supervisors, counselors and principals were eliminated from the survey.

It was necessary to exclude the teachers of city school systems in the state, i. e., City of Lake Charles, City of Monroe, and the City of Bogalusa. Orleans Parish teachers were also excluded because the administration and organization is similar to the city systems because school conditions in these systems were not typical of Louisiana elementary schools in general. An attempt was made to survey teachers in the remaining sixty three parishes; however, late reports by principals made it impossible to include the Parishes of Jefferson, Lafourche, LaSalle, St. Tammany and Terrebonne. Official classifications and addresses of the teachers were secured from the reports sent in to the

Supervisors of secondary and elementary education, State Department of Education, Baton Rouge, Louisiana. Since the reports were mailed in to the Department at irregular intervals, it was impossible to secure a roll of teachers for the State at one time. Therefore, the necessary information was secured over a period of one year, September, 1949 to September 1950. During this period questionnaires were mailed directly to the teachers and were returned anonymously in prepared envelopes with postage guaranteed. Some teachers were also contacted while in attendance at Louisiana State University, Southwestern Louisiana Institute, and Louisiana Polytechnic Institute when workshops or summer schools were in session.

Of the 666 elementary schools in the fifty-nine parishes included in the study, teachers from 388 schools filled out the schedules. Therefore, 58.4 per cent of the schools of the state are represented in the sample. One thousand ninety questionnaires were returned. This number constituted 38.6 per cent response. These figures revealed an average of 2.7 teachers responding from each school. There were no figures available which would indicate the number of teachers employed in the first through the sixth grades in each school; however, an average of 7.3 was indicated by the principal's reports; thus, 4862 teachers was an approximation of the possible number of teachers, including males, which could have been sampled. Since 2817 female teachers were contacted in the survey, it may be assumed that at least 57 per cent of the

teachers referred to in the paragraph on delimitations received the questionnaire. Table I, page 6, contains data relative to the sample.

Source of the data. The questionnaire, Appendix A, was adapted for use with teachers from several sources:

1. Form A adapted from the attitude scale devised by Robert Hoppock.²
2. Form B adapted from the items of the American Vocational Association.³
3. Form C adapted from Bell's Adjustment Inventory,⁴ Hoppock's Job Satisfaction Blank, Number 1,⁵ selected references,⁶ and suggestions by the faculty and students of Louisiana State University.

Treatment of the data. Form A of the questionnaire consists of four scales. When the questionnaires were returned, the items in each of the scales were given a numerical value. To illustrate the method, consider the first scale, page 9, with Items one

² Robert Hoppock, Job Satisfaction (New York: Harper and Brothers Publishers, 1935), p. 159.

³ Research and Publications Committee, "Factors Affecting the Supply of Home Economic Teachers" (Washington, D. C.: Home Economics Section, American Vocational Association, 1947).

⁴ Hugh M. Bell, "The Adjustment Inventory," (Stanford University Press, 1938), p. 4.

⁵ Hoppock, op. cit., p. 159.

⁶ George Hartman, op. cit., pp. 175-230.

TABLE I

DISTRIBUTION OF SAMPLE BY PARISHES

Parish	Total elementary schools	Number of schools contacted	Number of teachers (1-8)	Number of teachers contacted	Number of responses
1. Acadia	17	16	172	130	52
2. Allen	6	6	73	61	28
3. Ascension	5	3	64	39	25
4. Assumption	5	5	43	35	4
5. Avoyelles	14	14	141	101	44
6. Beauregard	8	4	99	23	12
7. Bienville	9	7	49	24	10
8. Bossier	7	1	100	19	5
9. Caddo	26	24	495	323	125
10. Calcasieu	19	19	252	202	37
11. Caldwell	7	7	46	40	5
12. Cameron	8	8	44	27	8
13. Catahoula	6	5	57	30	8
14. Claiborne	7	5	65	49	46
15. Concordia	7	6	41	27	7
16. DeSoto	9	8	79	32	10
17. E. Baton Rouge	26	7	347	54	26
18. E. Carroll	3	3	34	32	5
19. E. Feliciana	3	2	24	4	1
20. Evangeline	13	12	139	97	18
21. Franklin	9	8	125	91	28
22. Grant	8	8	68	31	20
23. Iberia	11	11	124	67	10
24. Iberville	8	3	51	18	12
25. Jackson	8	4	70	23	19
26. Jefferson	25		213		

TABLE I

DISTRIBUTION OF SAMPLE BY PARISHES
(Continued)

Parish	Total elementary schools	Number of schools contacted	Number of teachers (1-8)	Number of teachers contacted	Number of responses
27. Jeff. Davis	10	10	107	66	29
28. Lafayette	12	5	147	38	35
29. Lafourche	21		204		
30. LaSalle	9		68		
31. Lincoln	8	4	73	24	19
32. Livingston	13	7	89	51	12
33. Madison	4	2	35	7	5
34. Morehouse	9	7	99	32	13
35. Natchitoches	20	18	120	65	21
36. Orleans					
37. Ouachita	20	12	194	48	9
38. Plaquemines	7	4	52	18	3
39. Pointe Coupee	7	3	49	24	9
40. Rapides	21	8	244	76	25
41. Red River	3	3	34	20	4
42. Richland	6	3	97	30	10
43. Sabine	14	7	99	32	18
44. Saint Bernard	6	4	49	24	
45. Saint Charles	10	2	48	12	5
46. Saint Helena	6	2	30	9	3
47. Saint James	7	1	39	3	3
48. Saint John	5	1	35	5	1
49. Saint Landry	20	13	222	105	33
50. Saint Martin	14	4	79	37	18

TABLE I

DISTRIBUTION OF SAMPLE BY PARISHES
(Concluded)

Parish	Total elementary schools	Number of schools contacted	Number of teachers (1-8)	Number of teachers contacted	Number of responses
51. Saint Mary	9	5	96	37	11
52. Saint Tammany	12		101		
53. Tangipahoa	16	8	172	92	36
54. Tensas	3	3	31	23	8
55. Terrebonne	19		170		
56. Union	15	11	88	55	35
57. Vermilion	18	11	169	74	44
58. Vernon	11	6	106	54	13
59. Washington	8	6	83	46	39
60. Webster	11	9	134	40	20
61. W. Baton Rouge	3	2	29	11	7
62. West Carroll	7	5	91	29	15
63. West Feliciana	2	1	10	7	1
64. Winn	6	5	59	44	21
65. City of Lake Charles					
66. City of Monroe					
67. City of Bogalusa					
Total	666	388	6567	2817	1090

JOB SATISFACTION FORM A*

Date _____

Sex _____

Parish in which you teach _____

Choose ONE of the following statements which best tells how well you like your job. Place a check mark () in front of that statement:

1. (1) I hate it.
2. (2) I dislike it.
3. (3) On the whole I don't like it.
4. (4) I am indifferent to it.
5. (5) I like it a little.
6. (6) I like it fairly well.
7. (7) On the whole I like it.
8. (8) I like it a good deal.
9. (9) I like it very much.
10. (10) I am enthusiastic about it.
11. (11) I am extremely enthusiastic about it.

Check ONE of the following to show HOW MUCH OF THE TIME you feel satisfied with your job.

12. (7) All of the time.
13. (6) Most of the time.
14. (5) A good deal of the time.
15. (4) About half of the time.
16. (3) Occasionally.
17. (2) Seldom.
18. (1) Never.

DO NOT WRITE IN THIS SPACE

Check ONE of the following which best tells how you feel about changing your job:

19. (1) I would quit at once if I could get anything else to do.
20. (2) I would take almost any other job in which I could earn as much money as I am earning now.
21. (3) I would like to change my job.
22. (4) I am not eager to change my job but would do so if I could get a better job.
23. (5) I cannot think of any job for which I would exchange mine.
24. (6) I would not exchange my job for any other.

Check ONE of the following to show how you think you compare with other people:

25. (6) No one likes his work better than I like mine.
26. (5) I like my work much better than most people like theirs.
27. (4) I like my work as well as most people like theirs.
28. (3) I do not know how I compare to other people.
29. (2) I dislike my work more than other people dislike theirs.
30. (1) No one dislikes his work more than I dislike mine.

through eleven. The response indicating greatest dissatisfaction, "I hate it," was assigned a value of one. The other responses were given values in order from two through eleven. Thus, it was possible for an extremely satisfied teacher to achieve a score of eleven on this scale. The second scale, Items twelve through eighteen, was assigned values from one through seven; the response indicating greatest dissatisfaction receiving the value of seven. The third and fourth scales were given values for each item in the same manner; in each case the higher the raw score the greater indication of satisfaction. The measures of central tendency and variability for each scale were computed and the results are presented in Tables II, III, IV and V, Chapter III.

After the above measures were computed, the scores for each teacher were converted to equivalent units. By the Hull⁷ method the raw scores in each scale were reduced to a "standard distribution" and thus were readily comparable. Consequently, for any raw score made on each scale, a comparable one was found easily. The scores made by the teachers on each scale were added and an average taken. This final score made up the composite index of satisfaction for each teacher; the higher the index, the greater the degree of satisfaction.

⁷ Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Greene and Co., 1937), pp. 179-182.

A key was determined to facilitate the checking of the responses to Form A and it follows:

	Scale I	Scale II	Scale III	Scale IV
Mean	9.41	6.00	5.09	4.36
Sigma	1.49	.88	.80	1.43
<u>Raw Score</u>				
1	-28.82	-29.38	-21.54	17.10
2	-19.44	-13.56	- 4.04	26.90
3	-10.20	- 2.40	13.46	36.60
4	- .82	18.22	30.96	46.50
5	8.70	34.18	48.46	56.16
6	18.08	50.00	65.96	65.96
7	27.46	65.82		
8	36.84			
9	46.22			
10	55.46			
11	64.84			

The distribution of scores by Parishes is found in Table VI,
Chapter III.

The questionnaires were arranged in rank order on the basis of this index. The 250 teachers with the highest index, the most satisfied, were classified as Group A; the 250 with the lowest index scores, the least satisfied, as Group B.

The responses to the questions and items in Forms A, B and C were tabulated for frequency and percentage for the complete sample of 1090 teachers. Tabulations were next made for Group A and Group B. As a means for comparison, for discrimination between the groups, the standard error of the differences of percentages was computed. The difference in percentage, calculated for each group responding to individual items, was divided by this standard error and a critical ratio was thus obtained. Since a difference equal to three times its standard error occurs by chance three times in ten thousand, a ratio of three was considered to indicate "practical certainty" of some relationship, direct or indirect, between the response and the given criterion of job satisfaction.

Preview. Chapter II contains a summary of literature related to job satisfaction. A general discussion of the complete sample follows in Chapter III. Chapter IV consists of the comparison of Groups A and B and the specific items related to job satisfaction. A brief summary, Chapter V, concludes the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction. What is job satisfaction? To formulate an adequate definition of anything about which so little is known (at least in educational circles) is an extremely difficult task. As previously stated, job satisfaction may not even exist as an independent variable. However, the survey of related literature revealed evidence which suggested that the definition may be found in terms of social psychology because whatever satisfaction appears to come from work is derived from a variety of social, psychological and environmental circumstances. Consequently, to define job satisfaction practically, the criteria were concerned with the combination of certain psychological, physiological, and environmental circumstances which cause a person to say, "I am satisfied with my job."

How does one arrive at the conclusion of job satisfaction? Any discussion and study of job satisfaction involves emotionalized conduct or behavior. Consequently, an understanding of the motives prompting a satisfactory job response is necessary. The material which follows is a brief summary of the evolution of emotionalized controls.

Emotionalized controls of behavior. Nowhere in the world today is man securing a means of livelihood independently. Pursuit

of the satisfaction of even basic needs is carried on in groups, large or small. Nowhere do single individuals secure the necessities of life to any degree of self-sufficiency. Even in the most primitive social organizations, the individual is dependent on others to some degree.¹

In carrying on the activities necessary for making a living, interacting relationships, tools of production and symbols of communication are standardized; and some routine of work and rest, satisfaction and dissatisfaction, is established peculiar to the locality of the social unit. In the process of group interaction in pursuing the vital needs, there emerge more or less lasting roles for the individual members, standards of action, rules regulating reciprocal relationships, values, or norms in matters which become of growing concern for the groups.² These new values, when standardized, come to regulate the behavior and set standards of work and attainment, and creates new aspirations and goals to follow.

In short, during the course of the efforts of men and women who are interacting in group units, there arises a whole superstructure of routine, of hierarchial and horizontal roles

¹ Muzaffer Sherif, An Outline of Social Psychology (New York: Harper and Brothers, Publishers, 1948), p. 93.

² Loc. cit.

and statuses, of values and norms, all of which become more or less standardized. Hence, there exists a host of folkways, mores, rules and regulations, and social values. Once such a superstructure is established, it comes to regulate activities toward the satisfaction of vital needs. The superstructure tends to shape the individual's taste to an important degree and to influence his major tastes concerning objects and situations with which he is in contact in his daily life such as ego-involved aspirations and a higher status. The outcomes provide him with values which result in the formation of attitudes, appreciations, interests, ideals, and habits of conduct. Thus, are the emotionalized controls of behavior created and manifested in behavior patterns.

A type classification of emotionalized conduct-controls might include other terms such as tastes, perspectives, prejudices, and dispositions; but these may be treated as degrees of intensity of emotional responses that are descriptive of the attitudes and appreciations of an individual.

Risk³ stressed the importance of emotionalized controls of behavior when he stated that they are the most potent of acquired conduct-controls in shaping behavior. One prefers to do what he would like to do when he wants to do it. Even in the face of well-reasoned conclusions, likes and dislikes, desires and

³ Thomas M. Risk, Principles and Practices of Teaching in Secondary Schools (New York: American Book Company, 1941), p. 234.

prejudices often overcome better judgment. The restraining influences are the emotionalized controls. It is evident, whether one wills it or not, that individual welfare and the welfare of society generally depend largely upon the types of emotionalized controls its members have acquired. Ordinarily, the controls are integrated through particular behavior patterns which seem to express "attitude toward," "appreciation of," or "interest in" the object of one's reactions.⁴

Attitudes are formed in relation to situations, persons, or groups with which the individual comes into contact. For example, when persons react with respect toward the flag, it is inferred that they have an attitude toward it. When millions of people observe a certain day, such as the Fourth of July, with certain words and deeds, it is inferred that they, too, have an attitude toward that day. People's preoccupation with and struggles for certain objects (e.g., money, prestige, status), joining certain groups, and seeking certain goals may be cited as indexes of major attitudes. An attitude may be defined as a "habit of feeling". Likewise, satisfaction with one's job is an attitude. Of course, the special concern of this report is with the teacher's attitude toward her job. The difficulty with attitude measurement is very evident and makes such a study complicated by its variable

⁴ Loc. cit.

nature. Since the problem is one of such widespread importance and interest, since available data leave so much to be desired, and since even the best informed opinion shows so little agreement, a more thorough understanding of attitude formation is presented.

In the foregoing discussion it was revealed that stimulus situations are persons, groups, and the products of human interaction--material and non-material, i. e., the man made environment of things, technological devices, values, and norms. The major feature which makes a teacher a good member of her profession is the attitudes she forms in relation to it as a reference group. No one is subjected to all the social and cultural patterns of her group, but, in short, a teacher's merits are revealed mainly in her attitudes formed in relation to the values or norms of her reference group or groups. Her conception of the scope of the world, her standards, her aspirations toward wealth, women, and status are regulated, her goals are set by the prevailing hierarchy of social organization and norms of her group. Obviously, the individual may conform to the pattern established by her group and be accepted as an excellent member. Generally, the majority of the members of the group reveal the social attitude in question. When some of the established norms are accepted; others rejected, the individual becomes accepted as a mediocre member. If all norms are rejected she becomes ostracised. Thus, an attitude has the characteristic of being selective in nature and the individual exercises that function. For example, perception, judgment, learning,

remembering, and thinking are highly selective affairs. Motivated or emotional condition, prior stimulation, fatigue, drowsiness, personal involvement, and environment all influence the attitude to various degrees depending upon the intensity of factors. It is evident that attitudes do not account for the states of readiness determining a selective response without other contributing factors. Thus, attitudes always imply a subject-object relationship or a frame of reference. "Up" is related to something that is below, or "far" is stated in reference to something near.

Charters defined attitude in the following manner:

We consider attitude to be synonymous with mind set, as in the phrase, an attitude toward honesty. . . These attitudes may be classified as favorable, neutral, and opposed; that is, one may have a favorable attitude, an indifferent attitude, or a hostile attitude. . . attitude has no meaning except as defined in terms of the object toward which an attitude is developed.⁵

Thorndike emphasized the role of emotion in forming such a mind set and how a mind set produces reactions in an individual after she acquires an attitude:

Every experience, however simple or complex, is followed by a feeling of satisfaction or annoyance. If by the former, the experience tends to be repeated; if by the latter, it tends to be avoided. Repetition with satisfaction sets up habits, more or less pattern forms or response to the same or similar stimuli. Consciousness, however dim, of these

⁵ W. W. Charters, The Teaching of Ideals (New York: The Macmillan Company, 1927), p. 34.

patterns constitutes what may be called an attitude, "a stabilized set or disposition", according to the terms adopted by the American Psychological Association. Every attitude, must of its origin, be attended by some degree of approving emotion. . .⁶

From the foregoing materials it may be observed that an attitude toward one's job might vary from day to day relative to the situations which arise. In rare cases it might swing all the way from extreme satisfaction to extreme dissatisfaction without the job changing significantly. Under such duress, neurosis would develop. It is more than likely that an individual will be satisfied with one aspect of her job and dissatisfied with another. Complete satisfaction would be most undesirable because normal discontent is the basis for progress. What is desired is an optimum satisfaction which will release the frantic tension and persistent urge to be doing something else, but to leave enough dissatisfaction to promote better goals.

There are persons who are contented enough to remain in one job year after year, making no effort to change; while others are so unhappy that they move from job to job, worry over their discontent, seek the help of friends, and in various other ways manifest a state of unrest. Surely, there are causes, direct or indirect, which elicit satisfaction or dissatisfaction. It is assumed in this paper that through some psychological or physiological

⁶ Thomas H. Briggs, Secondary Education (New York: The Macmillan Company, 1933), p. 372.

means a vague or definite attitude toward one's job is acquired and that it exists until some corrective force causes it to change.

Furthermore, a person may rationalize his satisfactions because of social pressures. In a group of moderately well-to-do, failure to attain a position with which one is reasonably contented may be something of a social stigma; while among a group of strikers it may be even more unpleasant to admit that one is dissatisfied. Under social pressures one may convince himself that he is satisfied. There is very little that can be done to eliminate the problem of rationalization from this study. Regardless of the extraneous factors which creep into the satisfaction or dissatisfaction responses, the investigator must accept the subject's own estimate of his satisfaction as the best available criterion.

Job satisfaction in industry. In general, industrial psychologists have roughly divided workers into three groups: satisfied, dissatisfied, and indifferent or uncertain. They speak of the dissatisfied to exclude both the satisfied and the indifferent or uncertain, to exclude only those who are sufficiently satisfied to be conscious of the fact. The definition assumes that it is possible for workers to balance specific satisfactions against specific dissatisfactions and thus to arrive at an attitude toward their job as a whole. It is not assumed that workers will

analytically check the advantages against the disadvantages until they strike a logical balance. But through some psychological or physiological mechanism a vaguely defined attitude toward the total job situation comes about. Consequently, a multitude of satisfactions or dissatisfactions may play upon each other to produce an attitude reflected in content or discontent. This will be more thoroughly illustrated in the following discussion.

Among the researches listed in the bibliography, several causes of satisfaction or dissatisfaction were suggested:

ability	over-recruitment
achievement	personality
advancement	poor placement
age	repetition
congenial colleagues	responsibility
education	morale
experience	salary
health	security
hours	social and economic conditions
intelligence	social attitudes
length of service	supervision
level of skill	threatening notices
nature of work	variety of work
organization of staff	working conditions.

Hoppock⁷ stated, however, that amidst the multitude of specific items which appear as possible causes of job satisfaction there may be identified six major components:

1. The way the individual responds to unpleasant situations.
2. The facility with which the worker adjusts himself to other persons both on and off the job.

⁷ Robert Hoppock, Job Satisfaction (New York: Harper and Brothers Publishers, 1935), p. 98.

3. The status of the individual compared with that of others in the social and economic group with which he identifies himself.
4. The nature of the work, in relation to the abilities, the interests, and the preparation of the worker.
5. The quest for security, economic and social.
6. The whole question of the worker's loyalties, his devotion to interests that transcend his own immediate, selfish purposes.

After a careful survey of job satisfaction studies it was found that many of them fall into all or any part of the six components mentioned above. Consequently, classification of the studies for discussion purposes was difficult. However, an attempt was made to organize discussion as much as possible in terms of the components.

The quest for security, economic and social. Quayle's⁸ investigation revealed 63 satisfied and 61 dissatisfied white, unmarried, Gentile stenographers, aged 19 to 31. Stott⁹ also canvassed 900 secretarial workers. The general conclusions drawn by the authors respecting the temperamental and intellectual qualities of the secretarial workers were not flattering to those in the occupation. Secretarial work appeared to be for those with no special ability or desires. The majority were unambitious, of

⁸ Margaret Sidney Quayle, Some Aspects of Satisfaction in the Vocation of Stenography (New York: Teachers College, Columbia University, Bureau of Publications, 1935), pp. 121.

⁹ M. B. Stott, "A Preliminary Experiment in Occupational Analysis of Secretarial Work," Human Factor (London: July, 1935), 19:135-38.

somewhat colorless personality and with only moderate intelligence. Furthermore, no significant relationship was found between satisfaction and salary.

Thomson¹⁰ followed up 181 men from the graduating classes of three mid-western universities and asked, "Do you feel that you are satisfied with your present occupation?" "If so, when did you reach this decision?" "If not, in what occupation or occupations do you think you would be more satisfied?" Sixty-seven per cent indicated satisfaction, 14 per cent dissatisfaction, and 18 per cent qualified their answers. In almost every case the qualifications were based upon financial considerations or possible promotions. As far as this group is concerned, dissatisfaction seems to be directly related to income.

Two studies investigating satisfaction with earnings found more than one-third of the employees studied were dissatisfied. Both of these studies, Stagner, Rich and Britton,¹¹ and Bergen and Cherington,¹² dealt with special groups; the first, with highly skilled machine tool workers, and the second, with senior executives.

¹⁰ William A. Thomson, "Eleven Years After Graduation," Occupation, (May, 1939), 17:709-14.

¹¹ Ross Stagner, J. N. Rich, and R. H. Britton, Jr., "Job Attitudes, Defense Workers," Personnel Journal, (September, 1941), 20:90-97.

¹² H. R. Bergen, and P. T. Cherington, "What Do Bosses Think?" Advanced Management, (April, 1941), 6:66-67.

The study by Stagner, Rich and Britton was a direct outgrowth of the defense effort in 1941 and had its inception in speculation as to whether machine tool operators were putting more effort into their jobs because of the national defense program. As the project developed, the researchers found that job satisfaction was the major factor in the attitudes and efforts of these workers and that defense attitudes must be studied in relation to job satisfaction.

One hundred fifty-seven highly skilled machine tool workers were interviewed orally in their homes. Less than one-third were dissatisfied as measured on an over-all basis. Dissatisfaction with pay was higher than any other item covered. This finding differs from those of the majority of studies in the field, which have usually found the pay element to be subordinated to other factors. The authors felt that their result on this item was due to the fact that a worker disgruntled about some other factor was more likely to be dissatisfied with his pay also. He would want to make up for his discontent with higher pay. The authors concluded that this suggested the need for more attention to emotional needs of workers by management which might save a considerable amount of money and trouble over wage increase. <The authors emphasized that there should not be any sharp separation between money rewards for work, and the ego satisfaction coming from doing a good job.> They also felt that men who believe that their employers could pay them more are those, in general, who feel dissatisfied about recognition and supervision.

A large manufacturing company which was planning to have an attitude study made of its employees and supervisors decided as a preliminary step to have a study made of the attitudes of its 51 senior members. The results were reported by Bergen and Cherington.¹³ The most unfavorable specific attitude of the group was toward the equitableness of executive compensation. More than 50 per cent felt that their salaries were lower than for other comparable positions in the company.

Cole¹⁴ found in his study that 69 per cent of employees thought that the company should and could afford to pay better wages. In discussing this problem, he concluded that increased wages do not offer the most workable solution to the problem of wage satisfaction. According to Cole, the solution lies in developing the conviction that wages are fair. In arriving at this deduction, he analyzed the problem of employee attitudes toward pay in particular by asking such questions as, "Do you think your employer can afford to pay better wages to all out of the profits the company makes?" (69 per cent--yes, 31 per cent--no). "Do you know approximately how much your company made last year?" (29 per cent--yes, 71 per cent--no). "Would you like to know how much was made and how the finances were used?" (76 per cent--yes, 24 per cent--no). From these data, Cole decided that

¹³ Bergen and Cherington, Loc. cit.

¹⁴ R. J. Cole, "A Survey of Employee Attitudes," Public Opinion Quarterly, (September, 1940), 4:497-506.

dissemination of financial information increase a man's liking for his job, reduces his belief that he is underpaid, increases his company loyalty, and improves his attitude toward general working conditions.

Seidman and Watson¹⁵ studied casual factors of job satisfaction as revealed by total work experience of 190 men. Their data were secured from occupation record sheets in the files of the former Adjustment Service in New York City. Only four per cent favored a specific job because of financial remuneration. Their evidence supported the finding that salary plays a minor role in job satisfaction.

The status of the individual compared with that of others in the social and economic group with which he identifies himself. With respect to age, job satisfaction was found to develop cyclically, older adolescents (20-24) tending to be satisfied with their jobs, young men (25-34) dissatisfied, and older men satisfied, with a possible temporary decrease in job satisfaction with age (45-54). The data point to the conclusion that the increase in job satisfaction with age is not due to a tendency toward resignation or to changing interests, but is attributable rather to a tendency to rise in the occupational world as one grows older and desired satisfactions are found in sought-after types of work on a higher level.¹⁶

¹⁵ G. Watson and J. M. Seidman, "Dissatisfaction in Work," Journal of Social Psychology, February, 1941, 13:183-186.

¹⁶ Robert Hoppock and C. L. Odom, "Job Satisfaction," Occupations, (April, 1938), 16-25.

In connection with this finding respecting the relationship of adjustment to age, it was interesting to note that self-estimates of job satisfaction appear to have a slight tendency to rise as workers grow older. Hoppock¹⁷ found a correlation of .21-.04 between such self-estimates and age among 286 employed adults residing in a typical Pennsylvania manufacturing village.

Moore¹⁸ reported that from 20 to 40 per cent of the workers between the ages of 20 to 35 were disappointed with their progress.

The study of machine-tool workers by Stagner, Rich and Britton also support the finding of cyclical satisfaction in relationship to age.¹⁹

Cofer and Cohen²⁰ interviewed 101 federal employees in Washington, D. C., regarding factors intrinsic to the job which tend to lead to discontent. The authors concluded that the principal factors were over-recruitment, poor placement, and lack of opportunity for advancement. Achievement, promotion, and advancement play a relatively important role in the hierarchy of statuses attached to in-group feeling. For example, the study

¹⁷ Robert Hoppock, "Age and Job Satisfaction," Psychological Monographs, 1936, 47:115-118.

¹⁸ Herbert Moore, "Employee Attitude Surveys," Personnel Journal, (April, 1941), 19:360-363.

¹⁹ Stagner, Rich and Britton, Loc. cit.

²⁰ C. N. Coffey and E. B. Cohen, "Job Attitudes of a Hundred and One Federal Employees," Public Personnel Review, (April, 1945), No. 2, 4:96-102.

made by Nelson²¹ illustrated this fact. She secured replies from 420 business women, members of the National Federation of Business and Professional Women's Clubs, to a series of questions including these: "If you deliberately chose this type of business, what were your reasons?" "Have they been justified?" "Would you do it again?" "Why or why not?" "What satisfactions has your business brought you?" She reported that, "Like a chord of harmony through practically all the reports runs a note of deep satisfaction in achievement and in the recognition won thereby. . .72 per cent found their occupation worthy." Practically all of them were certain they would undertake the same course were they to begin their careers anew.

Further analysis of the returns by kinds of business served only to confirm the findings of general satisfaction. One selected group of 157 women engaged in service occupations-- proprietors of beauty shops, restaurants, hotels, undertaking establishments, laundries and cleaning concerns, and other service enterprises--furnished Nelson with data which led her to declare that the hotel and restaurant owners are content and find security in their work. Forty-eight of the fifty-nine beauty-shop operators would follow the same course again. The undertakers

²¹ Josephine Nelson, "Adventuring in Trade," Independent Woman, (April, 1935), 14:135-138.

expressed an unanimous liking for their work, with particular stress on the satisfaction of having skills that can lessen the darkness of bitter bereavement.

Another group studied consisted of 209 women in the trade group, including proprietors of ready-to-wear and dry goods stores, real estate offices, insurance agencies, books, music, gift shops, grocery, and other retail businesses. Seventy-eight per cent, Nelson found, are happy enough in their work to be sure they would follow the same course again.

Clear evidence of a positive relationship between dislike for an occupation and relative lack of success in it was derived by Wilcox, Boss, and Pond²² from a study of a selected group of Minnesota farmers. Each of the subjects, 136 in all, was asked, "as to his like or dislike for several of the major enterprises on his farm, as to why he had engaged in farming, and as to other attitudes toward the work." In three separate enterprises--dairy, hog, and poultry--the farmers who expressed dislike showed appreciably smaller average net earnings than did those who did not express dislike of the enterprises. Conversely, those farmers who had entered farming because of a personal preference earned substantially larger incomes than did those who engaged in agriculture because of circumstances other than desire.

²² W. W. Wilcox, Andrew Boss and G. A. Pond, Relation of Variations in the Human Factor to Financial Returns in Farming. Bulletin No. 288. Minneapolis: University of Minnesota, Agricultural Experiment Station, 1932, p. 65.

Moore²³ found three typical attitudes on the part of the dissatisfied worker. One expressed in the statement, "You can't get anywhere in this place," was commonly the gripe of the young worker. The second, expressed as, "No one ever notices anything you do here," was directly related to supervision. The third, "Who could be interested in the type of work I have to do," was particularly crucial in the determination of morale.

The facility with which the worker adjusts himself to other persons both on and off the job. A number of investigations have dealt with the specific occupations or the attitudes of workers toward specific aspects of their jobs. Among 200 Massachusetts' textile workers, one-half of whom were union members, Chamberlin²⁴ found 88 per cent of the union members dissatisfied with the management, as against 66 per cent of the non-union workers.

Hersey²⁵ also employed a technique similar to that utilized by Chamberlin to determine what workers in various plants would mark as the four most important management policies, the four least important, the four best carried out, and the four most irritating.

²³ Moore, op. cit., pp. 360-363.

²⁴ Edwin N. Chamberlin, "What Labor is Thinking," Personnel Journal, (October, 1935), 14:118-125.

²⁵ Rexford B. Hersey, "Psychology of Workers," Personnel Journal, (January-February, 1936), 14:291-296.

The procedure was repeated in each of three years, and the replies of union and non-union men were tabulated separately. Since only the question of which policies were considered most irritating have any immediate relationship to job satisfaction, only that aspect of the report is treated here.

The source of greatest irritation was the type of man in charge. Union members, in particular, were annoyed by this aspect of management; 90 per cent of them indicated irritation, as compared with 44 per cent of non-union men. Slightly less than half of each group (49 per cent of union men and 44 per cent of non-union members) were greatly irritated by the companies' stock subscription plan.

The two groups responded variously to the question of participation of workers in management, 65 per cent of the non-union workers and only 26 per cent of the union members registered irritation. Lesser proportions over such management policies as those involved in chances of promotion, chances to show initiative, working conditions, fair adjustment of grievances, and steady employment were indicated.

Hersey²⁶ reported the statements of a group of workers on their attitudes toward their jobs and their bosses. He stated that not only must the workers overcome individual problems of the

²⁶ R. B. Hersey, "Life with the Boss," Personnel Journal, 1938, 17:48.

nature of the job, working conditions, illness, relations with foremen and fellow workers, but that they must also over-come for the lack of security and past experiences with greedy employers which make it difficult to give fully that loyalty and cooperation for efficiency.

Hull²⁷ sought to determine the attitudes of office employees under present conditions by circulating an attitude questionnaire to an unspecified number of office employees who were asked to check one of five answers to various questions. A typical question asked was, "How much does the management care about the welfare of the people in jobs such as yours?" The distribution among the five possible answers was: less than any other company, 1 per cent; less than most other companies, 4 per cent; about the same as most others, 32 per cent; more than most others, 46 per cent; and more than any other, 17 per cent.

Hull felt that there were three major factors influencing attitudes of employees: personality and social adjustments, which are part of the individual and which he brings to the job with him; social and psychological satisfaction experienced hour by hour on the job; and the company personnel policy which is mechanized in operation and usually controlled by the management.

²⁷ Richard L. Hull, "Attitudes of Office Employees Under Present Conditions," Office Organization and Personnel Problems, American Management Association, 1941, pp. 28-39.

The origins of attitudes toward management were investigated by McGregor and Arsenberg²⁸ who studied research engineers in an electrical manufacturing company through the use of observation, interviews, and questionnaires. It was found that the important common attitudes of the group toward company policy and management were directly associated with conflicts arising out of inconsistencies between the verbalized philosophy of management and the actual day by day social interaction among the group, and between the members and their leaders.

The National Association of Manufacturers²⁹ surveyed the opinions and wishes of 6000 representative employees. One of the results revealed was the fact that 42.9 per cent of those employees holding management chiefly to blame when disputes arose, put the responsibility on the foremen, 25 per cent on the superintendents or general managers, and 16.7 per cent on the president.

DeVuyner³⁰ studied the requests and complaints of unionized workers in a southern textile mill. Seniority questions were the

²⁸ Douglas McGregor and Conrade Arsenberg, "The Genesis of Attitudes Towards Management," Abstracted in Psychological Bulletin, (July, 1940), 37:433-434.

²⁹ National Association of Manufacturers, "Polling the Employee," The Management Review, (October, 1941), 30:360-361.

³⁰ Frank I. DeVuyner, "Requests and Complaints of Unionized Workers," Personnel Journal, (March, 1941), 19:336-347.

largest in number and complaints against individuals were second according to his conclusions for dissatisfaction.

Brown³¹ emphasized that what employees think is the case in any situation is far more important than what may really be the case when employees become dissatisfied.

The nature of the work, in relation to the abilities, the interests, and the preparation of the worker. In a new approach to the problem, Super³² investigated the relationship of avocation to job satisfaction. He secured data by circulating a questionnaire to 273 men ranging in age from 20 to 68, with a mean age of 38. All were members of hobby groups of some kind. They were asked, among other questions, why they chose their present job; which they had a greater preference for, their vocation or avocation; and whether they were satisfied or dissatisfied with their present job.

He found that men who believed they had chosen their jobs for economic reasons tended to derive more satisfaction from their avocations than from their vocations; whereas, those men who believed they had chosen their jobs because of interest in them

³¹ Gerald Brown, "Job Attitude, Store Employees," Personnel Journal, (September, 1941), 20:98-104.

³² Donald E. Super, Avocational Interest Patterns (Stanford University: Stanford University Press, 1940), pp. 98-103.

derived more satisfaction from their vocations. Men whose major avocations resembled their vocations were found to be satisfied with their jobs, whereas, those whose major avocations did not resemble their vocations tended to be dissatisfied with their jobs.

Super also found that occupational changes which result in greater similarity of vocation to avocation are more likely to result in job satisfaction than changes with less similarity. Also, men in vocations related to their avocations tend not to desire a change in occupation. He concluded that job adjustment was not so much dependent upon a balance of activities in vocation and avocation but was more dependent upon interest in one's work.

Sex, nativity, age, and intelligence in relation to success and happiness were studied by Seipp³³ from the results of a questionnaire returned by 100 clients, 54 men and 46 women, of the Adjustment Service, New York City. The subjects were selected at random from a file of 8000 cases, and the data obtained by the questionnaires were supplemented by information in the files. The purpose of the investigation was to determine how many clients had made "satisfactory adjustment".

An "adjusted" client was one who had adapted to some definite objective consonant with his abilities and interests, who was taking steps in pursuit of his goal, and who was experiencing success and satisfaction.

³³ Emma Seipp, A Study of One Hundred Clients of the Adjustment Service (New York: American Association for Adult Education, 1935), pp. 31.

Men tended to adjust more readily than women, 63 per cent and 50 per cent respectively, having attained satisfactory adjustment.

Tussing³⁴ questioned 121 craftsmen from various types of plants as to the policies they considered important in influencing them to remain in the company and those they believed to be important to an apprentice entering the trade. Ninety-two per cent had entered the trade because they liked it; consequently, the interest element was of primary concern.

The whole question of the worker's loyalties, his devotions to interests that transcend his own immediate purposes, and the way the individual responds to unpleasant situations. In more recent studies of job satisfaction, the basic problem was that of morale. Hull and Kolstead,³⁵ sent out questionnaires to measure employee morale, and obtained returns from 43,962 subjects in 141 employee populations. The report included tabulations comparing employees who were "satisfied" with others who were not "satisfied" on separate items from the questionnaire.

³⁴ L. Tussing, "Studying Worker's Attitudes in Industry," Studies in Higher Education (Purdue University, Division of Educational Reference, 1939), 34:23-45.

³⁵ Richard L. Hull and Arthur Kolstead, "Morale of the Job," Civilian Morale (New York: Houghton Mifflin Company, Goodwin Watson, editor, 1942), pp. 349-364.

Among the general conclusions were the following: the immediate boss is a tremendously important factor; average morale score increases with responsibility; there is a general tendency for morale to increase with age and length of service; average morale scores are higher among those with more than five years of service but lower among those between one year and five; morale tends to increase with the level of skill, but otherwise no high relationship was found between morale scores and type of work or between morale and general wage level.

Miller³⁶ administered to 1,600 University of Minnesota graduates the Rundquist Sletto Morale Scale designed to measure the degree to which the individual feels competent to cope with the future and to achieve his desired goals.

Comparing the 100 persons who had the highest morale scores with the 100 persons having the lowest scores, Miller found several statistically significant differences with a critical ratio of three or more. Among men, the items which discriminated in favor of the high morale group were: income over \$2,000; financial plans made for old age, ability to meet family obligations; family approval of job; relatively good earnings; ample opportunities for advancement on the basis of merit; work possessing prestige; and work in line with abilities.

³⁶ Delber C. Miller, "Economic Factors in Morale of College Trained Adults," American Journal of Sociology (September, 1941), 47:139-156.

Discrimination in favor of the lower morale group was revealed by the following items: incomes below \$2,000; and too intense competition. Among women, the items which discriminated in favor of the high morale group were: having financial plans for old age, and ample opportunity for advancement.

He concluded from the critical ratios in favor of the high morale group that they were better satisfied than those who were in the low score group.

Studies of job satisfaction in teaching. It is strange that a topic of such obvious importance as the teacher's attitude toward her job has been neglected. The lack of satisfactory investigation along these lines indicates a dire need of substantial study to improve the teacher's position. The investigation by Hoppock³⁷ is probably the only systematic attempt to discover differences in the attitudes of satisfied and dissatisfied teachers. The studies by Bain,³⁸ Haggerty,³⁹

³⁷ Robert Hoppock, Job Satisfaction (New York: Harper and Brothers Publishers, 1935), pp. 303.

³⁸ Winifred E. Bain, "A Study of the Attitudes of Teachers Toward Behavior Problems," Child Development, (March, 1934), 5:19-35.

³⁹ M. E. Haggerty, "The Incidence of Undesirable Behavior in Public School Children," Journal of Educational Research, (September, 1925), 12:102-122.

McClure,⁴⁰ Peck,⁴¹ Steinbach,⁴² Wiekman,⁴³ and Yourman⁴⁴ have dealt with only one phase of the subject, namely, the attitude of teachers toward the so-called "undesirable behavior of children in school". Urell⁴⁵ made a study in 1935, the year in which Hoppock's investigation was published. In 1940 a study relative to this problem was made by McClusky and Strayer.⁴⁶ The most recent study known to the investigator is the investigation made by the Home Economics Research Committee, Home Economics

⁴⁰ W. E. McClure, "Characteristics of Problem Children Based on Judgments of Teachers," Journal of Juvenile Research, (April, 1929), 14:123-138.

⁴¹ Leigh Peck, "Teacher's Reports of the Problems of Unadjusted School Children," Journal of Educational Psychology, (February, 1935), 26:122-137.

⁴² A. A. Steinbach, "A Survey of Adjustment Difficulties in Children and Youth Drawn from the Normal Population," Elementary School Journal, (October, 1933), 34:122-129.

⁴³ E. K. Wiekman, Children's Behavior and Teacher's Attitudes (New York: Commonwealth Fund, 1928), pp. 184-186.

⁴⁴ Julius Yourman, "Children Identified by Their Teachers as Problems," Journal of Educational Sociology, (February, 1932), 5:334-343.

⁴⁵ Catherine Urell, The Contentment of Women Teachers in Elementary Schools (New York: New York University, School of Education, 1935), pp. 365.

⁴⁶ H. Y. McClusky and Floyd J. Strayer, "Reactions of Teachers to the Teaching Situation, A Study of Job Satisfaction," School Review, (October, 1940), 48:612-623.

Education Section of the American Vocation Association, Inc.⁴⁷

Since there are only four studies of immediate importance to this paper, they are discussed here.

Hoppook.⁴⁸ Teachers were chosen for investigation because they, more than any other large occupational group, influence the vocational choices and plans of young persons. Thus, two purposes were intended for the study; first, to discover the possible causes of dissatisfaction among teachers, and second, to get some ideas about the nature and effect of teacher influence upon the occupational attitudes of young persons, which may in turn affect the subsequent satisfaction of the young people with the occupations that they enter. Teachers were considered as an acceptable group reached through a variety of channels, familiar with paper and pencil tests, interested in research, and presumed to increase the probability of truthful answers.

The first task encountered by Hoppook was to establish a criterion for separating the satisfied from the dissatisfied. He decided that the most direct approach was by means of self-estimates on attitude scales. Therefore, self-estimates on anonymous blanks, compensated so far as possible for the weakness of the criterion by

⁴⁷ Committee on Research and Publications, "Factors Affecting the Satisfaction of Home Economics Teachers," AVA Research Bulletin, (May, 1948), 3:1-96.

⁴⁸ Hoppook, op. cit., pp. 147-162.

discarding the middle 60 per cent of the cases were decided upon. After a series of leisurely interviews with 40 employed adults, and after certain minor changes, four attitude scales were used as the basis for his criterion.⁴⁹

Five hundred teachers from 51 urban and rural communities in the northeastern United States indicated their own job satisfaction on the four simple scales, which were combined to obtain a composite score. With this index as a measure of satisfaction, the 100 best satisfied and the 100 least satisfied were selected, and their replies to approximately two hundred questions were compared. Differences and standard errors were computed.

The satisfied group showed fewer indications of emotional maladjustment.⁵⁰ Of thirty two questions supposed to measure emotional maladjustment, exactly half discriminated between the two groups. Some of the typical questions were: Do people find fault with you more than you deserve? ✓ Do you get rattled easily? Do your feelings keep changing from happy to sad and from sad to happy without any reason? Do you feel sad or low-spirited most of the time? Do you often feel lonesome, even when you are with other people? Do you often feel just miserable? Another one-fourth of the thirty two questions showed differences equal to twice their standard errors. In other words, three-fourths of

⁴⁹ Ibid., p. 159.

⁵⁰ Ibid., pp. 26-27.

the questions showed some fairly strong indication of the relationship to job satisfaction.

The satisfied were more religious.⁵¹ This relation of job satisfaction to one's general attitude toward life reflected in the response to the question, "Do you regard yourself as religious?" Forty-one per cent of the satisfied teachers answered affirmatively. Thirty-one per cent of the dissatisfied group replied in the affirmative to the question, "Do you have to do things in your job that hurt your conscience?" If not religion, certainly the force of ideals was strongly indicated in the study. Items concerning opportunities to help others, were discriminating and only 3 per cent in each group endorsed the item: "My work contributes nothing of value to the world".

The satisfied group enjoyed better human relationships with superiors and associates.⁵² Closely related to emotional adjustment is the problem of human relationships. These appeared with remarkable consistency to be related to job satisfaction, when all but three of the sixteen questions regarding superiors showed discrimination between the two groups. The items which did discriminate were: "Are you pretty much your own boss?" "Does your boss have a wrong opinion of you?" "Does your boss expect too much of you?" "Does your boss take all the credit when

⁵¹ Hoppock, op. cit., pp. 28-29.

⁵² Ibid., pp. 29-32.

you do a good job?" "Would you choose another boss if you could?" "Does your boss treat you fairly?" "Is your work always judged by fair standards?" "Do you have too many bosses?" "Does your boss praise you for good work?" "Do you like your boss?" "Do employers have system in their work?" "Are your employers good people to work for?" Hoppock suggests that there may be something wrong with superior officers. But common experience indicated that some of the fault lay with the subordinate.

Teachers apparently got along well with each other: even among the dissatisfied group two-thirds answered "Yes" to, "Do you like the people with whom you work?" But more than nine-tenths of the satisfied group felt that way, and the difference was sufficient to have been significant. Also among the significant responses were those to the questions: "Do you have any fairly close friends in the community where you work?" and "Do you make friends easily?"

Does the community in which one lives affect his job satisfaction? The results supported an affirmative conclusion. More of the satisfied were teaching in cities above ten thousand population.⁵³ Discriminating differences occurred in the responses to, "Does your job let you live where you like to be?" and "Are you satisfied with the community in which you live?" The size of the community discriminated in the case of cities well above

⁵³ Hoppock, op. cit., p. 32.

10,000 population, with a larger proportion of the satisfied teachers employed in such communities.

The difference in average salaries was not statistically significant.⁵⁴ With groups paired for age and sex, the responses to questions regarding actual earning and regarding satisfaction with earnings failed in every case to reach the criterion for discrimination between satisfied and dissatisfied teachers. Some of the items came fairly close to it, but the differences were not so striking as in the case of many other factors.

The satisfied felt more successful.⁵⁵ What did discriminate clearly and repeatedly were questions regarding the individual's feeling of success and progress, his sense of accomplishment, as measured by his own standards and indicated in his replies to, "Do you feel that you are making a success of your job?" "Are you doing as well in your job as you expected?" "Is your work discouraging?" "Are you satisfied with your opportunities?"

Similarly related to feelings of success may be the replies to, "Does your boss praise you for good work?" and "Do people appreciate what you do?"

Family influence and social status were more favorable among the satisfied.⁵⁶ A person's sense of accomplishment may

⁵⁴ Hoppock, op. cit., pp. 32-33.

⁵⁵ Ibid., pp. 33-34.

⁵⁶ Ibid., pp. 35-37.

be affected by his family. These discriminated between the two groups: such questions as, "Would your family like you to change your job?" "Are you doing as well in your job as your family expected you to?" "Are you satisfied with the effect of your job on your family?" There are other ways in which the influence of the family may affect job satisfaction, heredity and environment being among the most obvious. For example, twenty-one per cent of the dissatisfied teachers admitted that their parents were not happily married, as against 6 per cent of the satisfied.

More of the satisfied "selected" their vocations.⁵⁷ Of especial interest to vocational counselors are the replies to the questions, "Did you select your present occupations?" Although the majority of both groups replied that they selected it, there was enough difference in the percentages in favor of the satisfied group to be statistically reliable.

No teacher admitted that she "disliked" children, and four-fifths of the dissatisfied found their work "interesting".⁵⁸ To the question, "Do you like children?", one hundred per cent of the satisfied teachers answered "Yes." Ninety-three per cent of the dissatisfied answered "Yes" also and the remaining seven indicated uncertainty.

⁵⁷ Hoppock, op. cit., pp. 37-38.

⁵⁸ Ibid., pp. 38-39.

Among a list of ten activities which each teacher was asked to rate in order of his preference for them, "caring for children" came next to "teaching" in its ability to discriminate between satisfied and dissatisfied. Teaching, however, was the only item in the list which really discriminated in the groups.

Monotony and fatigue were reported more frequently by the dissatisfied.⁵⁹ Each of the following questions discriminated statistically between satisfied and dissatisfied teachers: "Does your work tire you out too much?" "Is there too much noise where you work?" "Is your job too monotonous?" "Are you satisfied with the amount of variety in your work?" "Do you like the amount of detail in your work?" and "Do you get tired of work quickly?"

The satisfied were 7.5 years older.⁶⁰ Sex, height, and number of days absent from work because of illness all failed to discriminate between the groups; but the satisfied averaged 7.5 years older than the dissatisfied. Hoppock suggested that satisfaction increased because of maturity or length of service. The satisfied had been employed longer in one position and also in the teaching profession.

Urell.⁶¹ In an investigation covering twenty-four states and 522 women teachers in elementary schools, Urell attempted to

⁵⁹ Hoppock, op. cit., pp. 39-40.

⁶⁰ Ibid., p. 40.

⁶¹ Urell, op. cit., pp. 1-2.

measure the contentment among teachers. Attention was focused on the general level of the teachers' contentment with the various phases of experience, and the interrelations of certain attitudes and certain facts of status associated with contentment. The data used were statements of a group of teachers regarding their status, feelings, and attitudes, recorded on a questionnaire distributed individually and answered anonymously.

Her conclusions:⁶²

1. Teachers appear to be a contented group.
2. There is more contentment with (a very personal sort of satisfaction) better pupil relationships.
3. Four-fifths of the personnel seemed to be free from fatigue.
4. Motivation leading to choice of occupation and satisfaction were largely of a type suggesting congeniality between work and worker.
5. Status factors, with exception of age did not select groups notable for either contentment or discontentment, but there was evidence that contentment was greater for older teachers. No general tendency appeared for contentment to be associated with size of community, salary, or classes taught.
6. Groups signalized by superior contentment with respect to the largest number of factors fell into the order given in the following list:
 - a. Teachers willing to be identified as such.
 - b. No tiredness factors.
 - c. Those who rated teachers favorably.
 - d. Those who reported appeal as motivation to teach.
 - e. Oldest teachers.
 - f. Those who checked no failure factors in teaching.
 - g. Those who reported the lowest salary.

⁶² Ibid., pp. 401-404.

7. The group discontented by the greatest number of indices:

- a. Unwillingness to be identified as teachers.
- b. In the occupation but desired another.
- c. Emphasized extrinsic motivation, extraneous advantages.
- d. Unfavorable teacher-rating.
- e. Those who had experience failure.
- f. Characterized by more than average tiredness.
- g. Those who didn't want to work anyway.
- h. Those who reported that comradeship with pupils was undesirable.

8. The individual's degree of adjustment to her assumed social status as a teacher was an important element in contentment.

9. Rapport between the teacher and her professional group was associated with contentment; lack of rapport with discontent.

10. The predilection to change occupations was a clearer index to discontent than was the predilection not to work at all.

11. Sample of women outside the teaching profession too small to adequately compare the groups, however, the study indicated that they were better satisfied than were the teachers with their occupations.

McClusky and Strayer.⁶³ McClusky and Strayer attempted to secure more evidence as to the reaction of teachers to the teaching situation. The following questions are those with which their investigation was concerned: (1) What are the elements in the teaching situation which cause satisfaction and dissatisfaction to teachers? (2) What is the extent of this satisfaction and

⁶³ McClusky and Strayer, op. cit., pp. 612-623.

dissatisfaction? (3) What is the relation of these attitudes to length of service? (4) How do the attitudes of men and women differ?

A Teaching Situation Test,⁶⁴ consisting of 107 items, a page of instructions, and a stamped envelope with return address were given to 171 teachers in fifteen public schools of three counties in Southeastern Michigan. The materials were handed to the teachers by their respective superintendents, but they requested specifically for the teachers to remain anonymous. The completed tests were mailed directly to the investigators. The number of tests returned was 131 or 76.6 per cent of the number given out.

From the tests, two sets of scores were obtained; a score for each person taking the test and a score for each item of the test. A high positive score indicated a high degree of satisfaction with teaching, whereas, a high negative score indicated a great amount of dissatisfaction. A score approaching zero indicated either a balance of satisfying or dissatisfying experiences or an attitude devoid of much feeling in either the plus or minus direction. The highest possible plus or minus score was 321.

Scores ranged from a minus 50 to a plus 79.⁶⁵ The mean score for the group was plus 0.9. This indicated that

⁶⁴ Ibid., American Youth Commission, 744 Jackson Place, Washington, D. C.

⁶⁵ Ibid., p. 616.

satisfactions and dissatisfactions were about equal in number when the aggregate experience of 131 teachers was viewed as a whole.

In other words, the composite experience of the teachers was neither hilariously happy nor depressingly unhappy. It was mixed with about the same amount of pleasure and irritation.

The data suggested that some of the teachers were definitely more happy than others. Some of the situations which caused the greatest amount of satisfaction were concerned with the successful learning and adjustment of the pupil. Good living quarters, security of position, and a desirable social life seemed to be sources of happiness. The pay check also added cheer to school work.

The items causing greatest dissatisfaction referred to pupils who misbehaved by being untruthful, by disturbing the class, by writing obscene notes, and by displaying bad temper. The results further revealed that the sources of a teacher's satisfaction or dissatisfaction related to the totality of his experience in and out of the school. Adjustments relating to the community, living conditions, parental attitudes, financial security, social life, and administrative relationships were just as vivid as those relating to the classroom situation.

Satisfaction, according to the authors, is a product of a teacher's total life while engaged in teaching. There was no evidence to indicate that the experiences within the classroom could be segmented from those in life outside.

In comparing the reactions of men and women, the investigators found women were more satisfied than men on some items and more dissatisfied on others, and that the men and women tended to be satisfied and dissatisfied with the same situations but that the women were more extreme than were the men in their reactions.

Reactions of the married and single teachers revealed no significant group trends toward the positive or negative. The mean scores of each group approximated the mean score (0.9) of the entire group.

Even though the investigation was not based on a sufficient number of cases for a great amount of statistical significance, the cyclical hypothesis of greater satisfaction with increasing age was revealed. The hypothesis (stated in researches of job satisfaction in industry) may be stated as follows according to the data of this study: The very new teacher was challenged by the new position, and the old teacher was settled in his work and had accepted his status. Both groups were more satisfied than unhappy. On the other hand, the teacher of four or five years of experience passed the stage of novelty and had not thoroughly made up his mind to accept teaching as a permanent life work. He tended, therefore, to be somewhat more dissatisfied.

The final outcome of the study suggested that the problem of job satisfaction is one which deserves far greater attention at the hands of students of education.

American Vocational Association.⁶⁶ In a series of meetings called by the Home Economics Research Committee prior to 1946 plans were made for a national research program. The project was called "A Cooperative Study of Factors Which Affect the Supply of Home Economics Teachers." The general problem--"What factors affect the supply of home economics teachers?"--was thought to include three sub-problems:

I. What factors influence young people to choose to elect home economics and to prepare or not to prepare for home economics teaching?

II. What factors influence young women to enter or not to enter the teaching profession after preparing for it?

III. What factors influence women to remain in reenter, or to leave the teaching profession?

This study was to be limited to:

1. Home economics teachers who were teaching in public junior and senior high schools.
2. High school students and students from colleges which offer majors in home economics.
3. Graduates in home economics from four-year colleges who were not teaching.

Lists of reasons for being satisfied or dissatisfied with the job of teaching home economics were compiled from previous studies and from the experience of State Supervisors and teacher educators in home economics throughout the country. From these sources 196 statements were evolved and classified into seven

⁶⁶ Committee on Research and Publications, "Factors Affecting the Satisfactions of Home Economics Teachers," AVA Research Bulletin, (May, 1948), 3:1-96.

categories: salary, living conditions, teaching load, community conditions, marriage and family, school conditions, and profession. In addition to securing the teacher's reactions to statements indicating attitude, it was necessary to obtain facts relating to these seven categories in order to study the relationship of actual conditions to satisfaction. A general reaction to the job was obtained by use of the scale developed by Hoppock. A total of 4,668 questionnaires were returned to the U. S. Office of Education which represented 90.9 per cent for the thirty-four States sending them out. Of these, 452 questionnaires had to be eliminated because the forms were incomplete, or teachers were ineligible, because returns were too late to be used. Since the size of the sample was so large, a sub-sample of 1,000 was chosen. When this sub-sample was analyzed, it was found that 29 of the 1,000 teachers had not given sufficient information. Hence, the sub-sample was reduced to 971 cases.

Conclusions revealed by the study were:

General job satisfaction:

1. Those who liked teaching had higher job satisfaction scores.
2. Teachers who expected to teach next year tended to have significantly higher satisfaction scores.
3. Satisfaction with teaching seemed to be independent of marital status.
4. Job satisfaction increases as the size of the community increases.

5. Somewhat greater total job satisfaction was found where recreational and shopping facilities were easily accessible.
6. Teachers in larger communities tended to have more years of experience in teaching, higher salaries, and more satisfying living arrangements.
7. Teachers were more satisfied if they lived with their families; teachers who lived alone were better satisfied than those who roomed and boarded with others, did light-house-keeping or had some other arrangement; and teachers who roomed in one place and boarded in another were least satisfied.
8. Size of salary and salary increases were associated with the teacher's satisfaction with her job.
9. Increase in satisfaction apparently either resulted from advanced study beyond the bachelor's degree or those who were more satisfied with teaching did graduate work.
10. Significant differences existed between those who had taught less than one year and those who had taught from 3 to 5 years, and between teachers who had taught less than five years and those who had taught 10 years or over.
11. Satisfaction was associated with the type of program the teacher was carrying; those teaching home economics were more satisfied than those teaching combinations of subjects.
12. Greater satisfaction resulted when there were not too great differences in the maturity of the pupils taught.
13. In general, the larger the high school the greater the satisfaction of teachers.
14. Those teachers in departments equipped for teaching all phases of home economics had higher satisfaction scores than those who had less equipment.
15. The least satisfied teachers had no supervision.
16. Greatest satisfaction was found among those teachers who had supervision from the local administrator.

Profession:

1. It is important to be in a profession that is liked.
2. Married teachers were on the whole better satisfied with their profession than were single teachers.
3. Professional satisfaction is independent of length of teaching experience.

School conditions:

1. Satisfaction was greater when plans for improving the department were being, or were soon to be, carried out.
2. School satisfaction scores were higher when there was a definite amount of money set aside for operating expenses.
3. The basis for program planning associated with the highest satisfaction was that of a combination of a state or city outline and teacher-pupil planning.

Teaching load:

1. Teachers who felt their loads were light enough to they could do effective teaching and have some pleasant outside activities were more satisfied.

Salary:

1. The majority of home economics teachers were dissatisfied with their salaries.
2. Those teachers with financial responsibilities for others were more likely to feel that salaries were insufficient.
3. Eighty-three per cent of the teachers said they believed that additional study would enrich their satisfaction in teaching; sixty per cent said their salary would not permit this study.
4. Only one-third did not consider salary a major factor in determining whether they would stay in the profession.
5. Two-thirds would change jobs if they could get a job which paid better.

Community conditions:

1. Less satisfaction existed in the Southern and Central regions than in the Pacific and North Atlantic regions.
2. Size of community in which the teachers lived made a difference in their satisfaction; greatest satisfaction occurred when teachers lived in communities of 50,000 and over; communities of less than 2,500 were reported as uninteresting, as lacking in cultural opportunities.

Living conditions:

1. Living conditions which were most satisfying were those where they had satisfactory food, privacy, and an opportunity to entertain their friends. At the same time they wanted some room for storage and for laundering and pressing.

Marriage and family responsibility:

1. Ninety per cent of the married teachers reported that their families were willing to make adjustments which helped them carry out dual roles, many said family responsibilities made their teaching less effective.
2. Married teachers, generally speaking, said it was important to have a teaching position near their families and almost one-half of the single teachers agreed with them.
3. About one-fourth of the married and widowed teachers with family responsibilities reported that family responsibilities made it difficult for them to advance professionally.
4. Teachers with family financial responsibilities tended to indicate that their salaries were insufficient for comfortable living, advanced training and savings adequate for security.

Some implications:

1. Shortage of well qualified home economics teachers.
2. Salary adjustments alone would not materially improve the situation.
3. Situations most urgent relate to (1) community and living conditions affecting the satisfactions of

teachers; (2) the professional aspects of teaching; and (3) conditions existing in the school.

✓
General summary.

1. Job satisfaction does not exist as an independent variable.
2. Values derived from group interactions regulate relationships, standards, and the very behavior patterns of individual members.
3. Attitudes are formed in relation to situations, persons, or groups with which the individual comes into contact.
4. Attitudes towards one's job may vary from day to day, from one extreme of satisfaction to the other, dissatisfaction; however, whether direct or indirect, there are definite psychological or physiological means of acquiring an attitude that remain until some stimulus causes them to change.
5. A multitude of satisfaction or dissatisfactions may play upon each other to produce an attitude reflected in content or discontent.
6. The authors of industrial investigations disagree as to the role salary plays in job satisfaction. Some support the finding that salary plays a minor role, others a major role. Other factors, such as intrinsic motivation for job selection, must be considered before conclusions can be made.
7. With respect to age, job satisfaction was found to develop cyclically, older adolescents tending to be satisfied with their jobs, those with a few years of experience dissatisfied, and those beginning their occupation, satisfied.
8. Achievement, promotion, and advancement play a relatively important role in the hierarchy of statuses attached to job satisfaction.
9. Clear evidence of a positive relationship between dislike for an occupation and relative lack of success in it has been established.
10. Job adjustment depends upon interest in one's work.
11. The immediate boss is a tremendously important factor in job satisfaction.

12. Satisfied workers tend to show fewer indications of emotional maladjustment.
13. The satisfied employee enjoys better human relationships with superiors and associates.
14. Teachers apparently get along well with each other.
15. More of the satisfied teachers instruct in large cities.
16. Family influence and social status is more favorable among the satisfied.
17. More of the satisfied teachers selected their vocations.
18. Monotony and fatigue was reported more frequently by the dissatisfied teacher than any other item.
19. Items causing the greatest dissatisfaction for most teachers were misbehavior, obscenity, and bad temper on the part of the pupils.
20. Satisfaction is a product of a teacher's total life.
21. The validity of all such investigations reviewed here depend upon the validity of the measures employed. Critics of the techniques have been vociferous. Terman declared psychological measurement of personality as absurd. Thorndike believed that individuals had a tendency to like rather than dislike.
22. Further investigation is needed. The studies just reviewed indicate that different factors might be dominant at various occupational levels. They all support the conclusion that the factors in job satisfaction are so various that each situation must be studied completely and as objectively as the tools of measurement will permit.

CHAPTER III

GENERAL CHARACTERISTICS OF THE SAMPLE

The information received by the questionnaire method in this study was classified and tabulated in accordance with previous surveys. Several questions arose after the questionnaires had been scored and the frequencies and percentages for each item had been calculated. These were:

1. Was this sample representative of all White elementary school teachers (female) in the state?
2. Were the items overlapping as far as classification was concerned?
3. How much emphasis was to be given to the interpretation by the investigator?

The first problem involved the responses to Form A and is treated first in the chapter. The second part of the chapter is devoted to analysis of the items, Form B and C, in relation to certain categories established according to the opinion of the investigator. The interpretation pertaining to "cause" for certain responses has been eliminated except in cases where it clarified the data. The questionnaire, complete with the number and percentage of responses to each item, has been inserted, in Appendix B. The information concerning data presented in the study without accompanying tables may be found in this appendix.

In a normal distribution, the mean, the median, and the mode all coincide and there is perfect balance between the right and left halves of the frequency polygon or histogram. It was important to know (1) whether the skewness in this study represented a real divergence from the ideal normal curve; or (2) whether it was the result of chance fluctuation, arising from temporary causes, and thus was not significant of real disagreement. In a normal distribution the mean equals the median and the *sk* (skewness) is zero.¹ The more nearly the distribution approaches the normal form, the closer together are the mean and median, and the less is the degree of skewness. Distributions are said to be skewed negatively if scores are massed at the high end of the scale and spread out gradually to the low or left end of the scale. Distributions are skewed positively when the reverse is found; i. e., when scores are massed at the low end of the scale and spread to the high end.

In all distributions presented in Tables II through VI, the calculations indicated a slight massing of scores toward the high end of the scales; toward greater satisfaction. However, no measure of skewness was greater than a negative 1.09. This very low degree of negative skewness showed how closely the

¹ Henry E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green and Co., 1946), p. 115.

composite-score distributions of Scales I, II, III, and IV approached the symmetrical probability form of a normal distribution. Consequently, for practical purposes, the sample was considered a normal one and the fluctuation not significant.

Job satisfaction. Tables II through V represent the responses to each of the items found in Form A, Job Satisfaction. In Table II each item was numbered from one through eleven and was called Scale I. Item number one, Scale I, refers to the statement, "I hate it," relative to the criterion of how well a teacher liked her job. A revealing fact was that no one responded to this item. Furthermore, there were no responses to Item two of the same scale. There were 8 responses to Item three, 2 to Item four, 9 to Item five, 52 to Item six, 252 to Item seven, 63 to Item eight, 417 to Item nine, 173 to Item ten, and 114 to Item eleven.

On the whole the majority of teachers liked their work, approximately two-thirds of them responding to items nine and above which were items indicating satisfaction. Item nine, "I like it very much," was answered in the affirmative most frequently. Fifty per cent of the sample checked items eight through ten. . .items also indicating satisfaction. Twenty-five per cent of the teachers scored below Item seven on this scale.

TABLE II

DISTRIBUTION OF RESPONSES, FORM A, SCALE I
 "CHOOSE ONE OF THE FOLLOWING STATEMENTS WHICH
 BEST TELLS HOW WELL YOU LIKE YOUR JOB"

Item	Interval	f	%	
1. I hate it.	.5 - 1.5	0		
2. I dislike it.	1.5 - 2.5	0		
3. On the whole I don't like it.	2.5 - 3.5	8	.73	
4. I am indifferent to it.	3.5 - 4.5	2	.18	
5. I like it a little.	4.5 - 5.5	9	.83	
6. I like it fairly well.	5.5 - 6.5	52	4.77	
7. On the whole I like it.	6.5 - 7.5	252	23.12	
8. I like it a good deal.	7.5 - 8.5	63	5.78	
9. I like it very much.	8.5 - 9.5	417	38.26	
10. I am enthusiastic about it.	9.5 - 10.5	173	15.87	
11. I am extremely enthusiastic about it.	10.5 - 11.5	114	10.46	
Mean	9.41	Crude Mode	9	Limits of sigma (68.28% of distribution):
Median	8.87	True Mode	8.89	
Range	8.00			
Q ₁	7.79	Sigma	1.51	
Q ₃	9.58	Skewness	-1.09	7.9 to 10.9
Q	.89			

The latter figure definitely established the fact that the teachers in this group were relatively dissatisfied.

The mean, median, and true mode were practically near the same point in the distribution for Scale I. Since the median, 8.87, indicated a point halfway on the scale, at least 50 per cent of the teachers responded to items above this number. It was the distribution of responses to this scale which showed the greatest degree of skewness; the responses were massed nearer the high end.

Tables III, IV, and V were organized in the same manner and may be read likewise. Each refers respectively to Scales II, III, and IV of Form A.

In Table III, the mean, median, and mode very closely approached the same point on the scale and the skewness was zero. Consequently, the responses and the distribution were considered normal. Approximately two-thirds of the sample answered items twelve and thirteen, indicating satisfaction most of the time. The range revealed the fact that some teachers seldom or never liked their work. Quartile one, 5.62, Scale II, established that 25 per cent of the teachers checked items numbered below fourteen. Here again was conclusive data pointing out dissatisfaction of this group.

The items which received the greatest response were numbers twelve and thirteen, both of which indicated a high

degree of satisfaction. In fact 82.12 per cent of the entire group indicated that they are satisfied with their job "all of the time", or at least "most of the time."

TABLE III

DISTRIBUTION OF RESPONSES, FORM A, SCALE II

"CHECK ONE OF THE FOLLOWING WHICH SHOWS HOW MUCH OF THE TIME YOU FEEL SATISFIED WITH YOUR JOB"

Item	Interval	f	%	
12. All of the time.	6.5 - 7.5	295	27.06	
13. Most of the time.	5.5 - 6.5	600	55.06	
14. A good deal of the time.	4.5 - 5.5	137	12.57	
15. About half of the time.	3.5 - 4.5	28	2.57	
16. Occasionally	2.5 - 3.5	24	2.20	
17. Seldom	1.5 - 2.5	5	.96	
18. Never	.5 - 1.5	1	.09	
Mean	6.00	Crude Mode	6	Limits of sigma
Median	6.00	True Mode	5.99	
Range	6.00	Sigma	.88	5.12 to 6.88
Q ₁	5.62	Skewness	.00	
Q ₃	6.57			
Q ₃	.47			

In Table IV, the measures of central tendency were found to approach the point value of 5 on the scale. The mean was 5.09;

the median 4.96. The true mode was 5 and the sigma was so small, .8, that the limits of the distribution were 4.29 and 5.89.

TABLE IV

DISTRIBUTION OF RESPONSES, FORM A, SCALE III

"CHECK ONE OF THE FOLLOWING WHICH BEST TELLS HOW YOU
FEEL ABOUT CHANGING YOUR JOB"

Item	Interval	f	%	
19. I would quit at once if I could get anything else to do.	.5 - 1.5	0		
20. I would take almost any other job in which I could earn as much money as I am earning now.	1.5 - 2.5	9	.83	
21. I would like to change my job.	2.5 - 3.5	28	2.57	
22. I am not eager to change my job but would do so if I could get a better job.	3.5 - 4.5	291	26.70	
23. I cannot think of any job for which I would exchange mine.	4.5 - 5.5	480	44.04	
24. I would not exchange my job for any other.	5.5 - 6.5	282	25.87	
Mean	5.09	Crude Mode	5	Limits of sigma
Median	4.96	True Mode	4.7	
Range	5.0	Sigma	.8	4.29 to 5.89
Q ₁	4.34			
Q ₃	5.52			
Q ²	.59	Skewness	- .47	

These data point out the concentration of scores on Item twenty three, "I cannot think of any job for which I would exchange mine." The range identified a certain group as dissatisfied in conjunction with the fact that quartile one was 4.34. Thus, some teachers, 25 per cent, answered items numbered twenty-two, below which indicated dissatisfaction. Items twenty-two, twenty-three, and twenty-four were responded to by two-thirds of the sample, indicating little desire to change jobs. Three hundred twenty eight teachers, or 35 per cent, desired a change in positions if more money or a better position became available. No one answered Item nineteen, the lowest on the scale, stating, "I would quit at once if I could get anything else to do."

The limits of distribution in Table V were more widely scattered than on any of the other three scales which illustrated a great deal of uncertainty about one's comparison to other teachers in the field. There were 173 teachers, 15.8 per cent, who believed that they "liked their work better than anyone else." The greatest response was to Item twenty-seven, "I like my work as well as most people like theirs." The range definitely revealed that some teachers dislike their work intensely. This was substantiated by quartile one which showed that 25 per cent of the sample answered Items twenty-eight and twenty-nine, the lowest indication of dissatisfaction on this table.

Table VI, Distribution of Index Scores, presented here by parishes, showed the frequency of the converted job satisfaction

TABLE V

DISTRIBUTION OF RESPONSES, FORM A, SCALE IV

"CHECK ONE OF THE FOLLOWING TO SHOW HOW YOU THINK YOU
COMPARE TO OTHER PEOPLE"

Item	Interval	f	%	
25. No one likes his work better that I like mine.	5.5 - 6.5	173	15.87	
26. I like my work much better than most people like theirs.	4.5 - 5.5	281	25.78	
27. I like my work as well as most people like theirs.	3.5 - 4.5	410	37.61	
28. I do not know how I compare to other people.	2.5 - 3.5	225	20.64	
29. I dislike my work more than other people dislike theirs.	1.5 - 2.5	1	.09	
30. No one dislikes his work more than I dislike mine.	.5 - 1.5	0		
Mean	4.36	Crude Mode	4.0	Limits of sigma
Median	4.27	True Mode	4.09	
Range	4.0	Sigma	1.43	2.93 to 5.79
Q ₁	3.61	Skewness	- .19	
Q ₃	5.14			
Q	.76			

index scores. The computations in this table pointed out that slightly less than 25 per cent of the teachers scored below 41.04, the mean being 47.28. Since the skewness was a -.29, a negligible figure, it was assumed that the distribution of scores was a normal one. Here 66.26 per cent of the sample lay between the scores of

TABLE VI

DISTRIBUTION OF INDEX SCORES

State	Index scores																			
	64- 67.99	60- 63.99	56- 59.99	52- 55.99	48- 51.99	44- 47.99	40- 43.99	36- 39.99	32- 35.99	28- 31.99	24- 27.99	20- 23.99	16- 19.99	12- 15.99	8- 11.99	4- 7.99	0- 3.99			
Totals	42	78	92	154	139	199	153	133	44	22	10	10	1	7	3	2	1			
Mode	45.99					Sigma					10.17					Limits of sigma				
True Mode	46.98					Q ₁					41.04					37.11 to 57.45				
Mean	47.28					Q ₃					54.43					Skewness - .29				
Median	47.18					Q					6.69									

37.11 and 57.45. The true mode of this distribution was 46.98 and the median was 47.18.

Where to establish a point in the distribution in Table VI, in distinguishing the satisfied teachers from the dissatisfied was an arbitrary matter. From the foregoing statistics it was found that dissatisfaction existed among 25 to 33 per cent of the teachers but the data concerning distribution of index scores furnished no decision toward a dividing line between the two groups. The scores, however, provided a means, a matter of degree, of determining the least satisfied from the more satisfied. Thus, the 250 teachers who made scores above 54.43 (Q_3), the upper quartile, was selected as Group A and the lower quartile, or the 250 teachers who scored less than 41.04 (Q_1), was taken as Group B. The selection of the groups in this manner eliminated approximately 50 per cent of the teachers who scored in the center of the distribution and reduced the possibility of overlapping within groups.

Salary. The yearly salary for the 1090 teachers ranged all the way from less than \$1000 to over \$4500. The high salaries were, in most cases attributed to teachers who worked in adult education programs in addition to regular elementary school jobs. The low salaries were largely due to unqualified personnel. The following table shows the frequency and percentage of teachers in each of the salary brackets.

TABLE VII

G. YEARLY SALARY ("INCLUDE THE EXTRAS SUCH AS: PAY FOR TEACHING ADULTS, TRAVEL ALLOWANCE, BOARD AND ROOM IF IN LIEU OF PART OF SALARY")

Salary	Frequency	Percentage	Cumulative %
1. Less than \$1000	4	.4	.4
2. \$1000 to \$1499	6	.6	1.0
3. \$1500 to \$1999	35	3.2	4.2
4. \$2000 to \$2499	263	24.12	28.32
5. \$2500 to \$2999	342	31.37	59.69
6. \$3000 to \$3499	396	36.33	96.02
7. \$3500 to \$3999	28	2.56	98.58
8. \$4000 to \$4499	12	1.1	99.68
9. \$4500 and over	4	.32	100.00

At least 28 per cent of the teachers were making a salary below \$2499. Over one-half of the teachers, 55.49 per cent, were paid between \$2000 and \$2999. Slightly over a third of them, 36.33 per cent, were paid from \$3000 to \$3499. Thus, all but 3.42 per cent of the teachers were making less than \$4000. Item nine, "My salary is sufficient for me to do some traveling," revealed that 56.79 per cent of these teachers answered this negatively. There were only 37.61 per cent who felt that their salary was sufficient for them to travel. This percentage compared closely to the figures of those teachers in \$3000 to \$3500 bracket. This indicated that a salary of \$3000 would be a minimum to allow some travel. These facts also revealed that only a third of Louisiana's elementary teachers were receiving educational experiences through

travel. However, 75.6 per cent of them felt that the salary schedule helped to make them more contented even though over one-half, 53.03 per cent, were prevented from saving any money with the present schedule in effect. There were 39.27 per cent who could save and this again indicated that those saving were making at least \$3000. There seemed to be a great deal of loyalty among this sample toward the profession. Only 15.69 per cent answered "yes" to the statement, "I need to get into work which pays better than teaching." At least they aspired to better salary conditions. It followed also that with the present schedule, salaries were insufficient for 56.33 per cent of the teachers to take additional training. Those who could take additional training, 37.34 per cent, were making \$3000. Salary did not influence the teachers in becoming members of educational organizations, at least those to which they believed that they should belong. The ownership of automobiles was not seriously hampered by insufficient salary. The majority, 53.76 per cent, declared that they could afford to own a car on their salary.

One factor which could be a reason for tempting teachers to leave the profession is a comparison of their income with that of close relatives or family. Of this sample, 58.35 per cent made less money than their brothers or sisters in other professions. With this fact in mind, and the fact that 91.19

per cent intended to continue teaching, it was concluded that the profession offered compensations other than salary.

Community conditions and relationships. The largest number of teachers were living in school communities where the population was below 500. Table VIII shows the number of teachers in each of the population brackets. Fifty-eight per cent

TABLE VIII

A. "POPULATION OF PLACE IN WHICH I LIVE WHEN TEACHING"

Population	Frequency	Percentage	Cumulative %
1. Less than 500	248	22.75	22.75
2. 500 to 999	167	15.32	38.07
3. 1000 to 2499	220	20.16	58.23
4. 2500 to 9999	210	19.25	77.48
5. 10,000 to 14,999	57	5.21	82.69
6. 15,000 to 19,999	18	1.63	84.32
7. 20,000 to 24,999	2	.18	84.50
8. 25,000 to 29,999	5	.46	84.96
9. 30,000 to 34,999	8	.73	85.69
10. 35,000 to 39,999	7	.64	86.35
11. 40,000 to 44,999	15	1.38	87.71
12. 45,000 to 49,000	6	.55	88.26
13. 50,000 and over	128	11.74	100.00
	1090	100.00	

lived in communities having a population of less than 3000 persons; 77 per cent in communities of less than 10,000. There was one noticeable difference in the data. As the population increased

from 500 to 40,000 the number of teachers in each bracket decreased but the bracket, 50,000 or over, contained 11.74 per cent of the teachers. These data confirmed the opinion that the majority of Louisiana's elementary teachers live in small communities.

From the transportation viewpoint, living in a small community did not cause any inconvenience because 69.45 per cent of the teachers traveled from their homes to other communities in their own car. Furthermore, only 10.92 per cent had to travel to other communities by bus or train and 19.63 per cent used private cars not owned by them.

The distance from the teacher's residence to a satisfactory recreational or shopping center, Table IX, offered little inconvenience for 57.70 per cent of the teachers; slightly over one-third found such a center in their community; one-fifth had to travel less than ten miles and another one-fifth less than 20 miles. These figures comprised 76.78 per cent of the sample.

To most of the teachers, 81.28 per cent, the community in which they lived was not too small to be interesting. Eighty-three per cent were accepted as belonging to the community and 77.61 per cent found most parents appreciative of their efforts as teachers. Lack of cooperation was found to exist by only 10 per cent of the sample. At least half of the teachers had adequate library facilities but found too few stimulating

community opportunities. Community jobs did not overburden the teacher as revealed by Item sixty-one, "Too many community jobs are expected of me as a teacher." Seventy-nine percent answered this item negatively. In general most of the teachers like community responsibilities outside class room activities. Over eighty-six per cent of the teachers had made close friends in the communities and 69 per cent did not feel that they were prohibited from doing things which were generally accepted when done by the laymen.

TABLE IX

C. "DISTANCE FROM MY RESIDENCE (WHEN TEACHING) TO A SATISFACTORY RECREATIONAL AND/OR SHOPPING CENTER TO WHICH I CAN SECURE TRANSPORTATION"

Distance	Frequency	Percentage	Cumulative %
1. Such a center is in this community	393	36.05	36.05
2. Less than 10 miles	236	21.65	57.70
3. 10 to 19 miles	208	19.08	76.78
4. 20 to 39 miles	159	14.59	91.37
5. 40 to 49 miles	38	3.49	94.86
6. 50 to 59 miles	33	3.03	97.89
7. 60 to 69 miles	16	1.47	99.36
8. 70 to 79 miles	7	.64	100.00
9. 80 to 89 miles			
10. 90 miles or more			
	<u>1090</u>	<u>100.00</u>	

School conditions and relationships. The immediate surroundings and conditions in which teachers work are the most important causes for satisfaction or dissatisfaction. Size of the schools where teachers were employed is shown in Table X. The majority of teachers, 53.21 per cent, taught in schools where the enrollment was below 500 pupils. The largest number of teachers worked in schools where the enrollment was less than 700. Of course, these facts did not reveal pupil-teacher load but they did indicate that the schools were not unreasonably large if adequate space per pupil, proper teacher-pupil ratio, and materials were provided. Ninety-six per cent of the teachers were able to concentrate their teaching efforts on elementary school pupils and were not directly concerned with such programs as adult education and classes for out-of-school youth.

A factor of concern to Louisiana education was the one to do with program planning. Seventy-six per cent of the teachers based their work on courses outlined by the city or state. This was in direct contrast to the modern philosophy that education should be based on individual differences and needs. There were 9.82 per cent of the teachers who planned the programs and work with the aid of parents. However, 12.20 per cent did attempt to correlate the state course of study, teacher ideas, parent opinions, and pupil needs in their programs.

Present day concepts of supervision have changed greatly from those which were generally accepted a few years ago. Supervisory activities and opportunities should be distributed among an ever increasing number of persons conducting the educational program. Cooperative policies and plans formulated through group action have not been universally accepted by school staffs. Information concerning supervisory data may be found in Appendix B. Twenty-two per cent of the teachers were directly supervised by the principal. Superintendent's supervision was practically nil. Supervision by the parish supervisor reached only 16.97 per cent of the teachers. Nearly 7 per cent did not recognize any supervision at all. About half of the teachers received supervision by all agents, the Principal, Superintendent, Parish Supervisor, and State Supervisors. However, teachers appeared to be content with supervision as it was. Eighty per cent did not wish to choose another supervisor; 2.75 per cent felt that the supervisor expected too much of them; opinions of 75.5 per cent of the teachers were well received by immediate superiors; 81.1 per cent acknowledged that the supervisor attempted to get along with the teachers; 83.21 per cent felt that their supervisor was trustworthy; and 68.71 per cent felt that they knew where they stand with the principal. The administrators were autocratic in dealing with 20.18 per cent and it was indicated that this group failed to receive the proper recognition for a job well done. Eighty per cent of the teachers

thought that the principal gave credit to them for work they did. The majority of teachers were indifferent concerning program planning. Only 41.56 per cent desired to be more active in planning the school program. This fact is an indication of the attitude accepted toward supervision. Seventy per cent had teaching loads light enough to teach effectively; 60 per cent had the number of pupils which permitted effective teaching, 30.83 per cent thought that keeping records added excessive work to their schedule; 24.04 per cent were greatly fatigued from their work; 23 per cent thought that they had to work too hard; and 17 per cent felt that they had to work too long on the job. Furthermore, 64 per cent were provided with teaching schedules which permitted time for doing the varied jobs expected of teachers at school. All these data point to good working conditions in the schools. The teachers were satisfied with conditions as they were and many were reluctant to assist or participate in changing or planning a program.

Equipment and financial assistance are important elements in any teacher's program. Without the proper equipment and facilities, the teacher can not hope to reach maximum efficiency in teaching. In this study, operating expenses were available to 10.83 per cent of the teachers in definite amounts, some money was available to 53.67 per cent and 35.5 per cent had to do without any funds for expenses. There were 22.84 per cent of

the teachers who stated that their classrooms were too poorly equipped and 31.83 per cent who had the bare essentials needed to teach. These figures totaled 54.67 per cent of the group who did not have adequate teaching materials. Such a condition is a detriment to the system. Furthermore, 41.1 per cent of the teachers had to improve their department by teacher planning alone. There was an indication of potential improvement of this condition by 40.18 per cent of the teachers who stated that their administrators had a plan under way or would have one soon. At least 64.22 per cent of the administrators were interested in improving the elementary departments. Poor arrangement of fixed equipment made the work of 50.55 per cent of the teachers much harder than it would have been with movable furniture. One item brought out vividly the fact that the teachers thought that the school buildings and school equipment were not used too much by the people of the community.

One of the outstanding facts of the study was that 98.53 per cent of this group liked to work with children. Along with the fact that 77.8 per cent thought that schools had interesting environments, was the conception that in most schools, 69.81 per cent, there was a fine spirit. At least 81 per cent of the teachers did not have to do things in their work which hurt their conscience. About half of the group had to hurry a great deal but felt that their work was judged by fair standards.

Professional attitudes. There was outstanding evidence that teachers of this sample held high esteem and respect for the profession. There were several items in the questionnaire relative to professional attitudes and they may be found in Appendix A. The teaching job was interesting to 97.61 per cent; 95.14 per cent saw the results of their work; 86.15 per cent did not find the work monotonous; 86.79 per cent felt that they were making a success of their work; 89.08 per cent were teaching because they liked to; 91.28 per cent thought that they had made the right selection in choosing their occupation; 89.91 per cent were satisfied with the social status which teaching afforded; and 93.30 per cent found real interest in their work.

At least 41.83 per cent had declined offers to leave the profession; but, since such a large number entered the profession because they really wanted to teach, this fact was understandable. Reading of educational literature was interesting to over 91 per cent of the teachers and 78.99 per cent felt that teaching offered an opportunity to engage in stimulating activities.

The lack of opportunity to advance was felt to be a definite handicap to over half of the group. Politics has been considered a major factor in many instances as reported by 21.65 per cent of the teachers. Furthermore, the profession appeared to limit opportunities for contact with people in other fields for at least one-half of the teachers. Even with these conditions, the teachers still received more satisfaction with teaching than from other things done in their spare time.

Living conditions. There were relatively few teachers who lived alone. Well over three-fourths lived with relatives or husbands; 56.79 per cent were living with their husbands and 27.89 with relatives or parents. In 97.8 per cent of the cases, the teachers had comfortable places to live and in 92 per cent, they were living where they desired. Sufficient privacy, freedom to entertain, and the necessary conveniences were sufficient to at least 86 per cent. These facts contributed to the happiness of 88.07 per cent of the group. High living expenses caused some concern for 35.78 per cent of the teachers.

Marriage and family. Family influence on teachers has always been a controversial topic among administrators. In the survey of this sample, 88.62 per cent of the parents or relatives agreed with the teacher in making her selection of the teaching profession. Eighty-nine per cent of the families preferred that there should be no change for the teacher to some other profession. In 85.41 per cent of the cases, marital status did not prevent the married teacher from planning adequately for the classroom. Family responsibilities did prevent about one-third of the teachers from making desired social contacts and about the same number felt that family responsibilities made it difficult for them to advance professionally. Family responsibilities were accepted by 64.12 per cent of the sample.

Training and experience. Table X shows the number of years of teaching experience of the teachers in the sample.

TABLE X

I. NUMBER OF YEARS OF EXPERIENCE

Years	Frequency	Percentage	Cumulative %
1. Less than 1	34	3.12	3.12
2. From 1 to 3	60	5.50	8.62
3. From 3 to 5	62	5.69	14.31
4. From 5 to 8	101	9.27	23.58
5. From 8 to 11	140	12.84	36.42
6. Over 11	693	63.58	100.00

Louisiana's children have benefited from experienced teachers if one considers experience a criterion for good teaching. Sixty-three per cent of the teachers had "practiced" for eleven years or over. Of course, philosophy of education, techniques, and equipment used should be considered when judging one's teaching experience. Moreover, 78.9 per cent had done nothing else in the way of employment except teaching. When one considers the factor of college preparation as shown in Table XI, Louisiana's children have suffered because of inadequately prepared teachers. Only 581 teachers of this sample had four years of college training. This was only 53.3 per cent of the sample. Slightly more than one third of the teachers had three years of college training; 9 per cent had from

one to two years and 5.5 per cent none. These data brought out a serious deficiency in the educational system because 91.19 per cent of this sample expected to teach the year following this survey. Furthermore, 67.25 per cent had secured no additional training; 27.7 per cent from one to two years of additional study; 3.39 per cent had received a Master's degree; and 1.65 per cent had done graduate work above the Master's degree. About a third of the group recognized the need for further preparation as revealed by Item seventy-seven: "I am not as well prepared for teaching as I should be." Thirty-five per cent answered this item affirmatively. Thirteen per cent were uncertain. A majority, 68.35 per cent, felt that they would be better satisfied with teaching if they received advanced study. There were 40.73 per cent who stated that their college failed to give them a life-like preparation for the problems they meet in teaching.

TABLE XI

L. NUMBER OF YEARS OF UNDERGRADUATE PREPARATION

Years	Frequency	Percentage	Cumulative %
1. None	60	5.50	5.50
2. 1 to 9 months	12	1.10	6.60
3. 9 to 18 months	86	7.90	14.50
4. 18 to 27 months	274	25.14	39.64
5. 27 to 36 months	77	7.06	46.70
6. Bachelor's degree	581	53.30	100.00

Miscellaneous. Several items did not appropriately fall into the classifications but it did seem necessary that some comment about them be included in this study. In most communities, religious affiliation, is an important factor in the life of teacher and laymen alike. Louisiana teachers were spiritually minded as illustrated by this sample. Four-fifths of the teachers attended church regularly and 86.61 per cent regarded themselves as religious; 3 per cent were uncertain, and 1 per cent did not answer the question.

Leadership was also considered as a requisite of a good teacher. In many communities the people depend on the teacher to guide, direct, and serve in local affairs. At least two-thirds of this sample were selected as leaders at social affairs. Over 70 per cent desired community responsibilities.

Conclusions.

1. The sample was a normal one; the measures were concentrated closely around a point on the scales and tapered off from these points equally to the right and left.
2. From 25 to 30 per cent of the teachers were dissatisfied with the teaching profession or their work.
3. Salary had little to do with the desire to teach. Its greatest importance concerned the opportunity to travel, save, and receive additional training.

4. The schools did not appear to be too large. They were large enough to create the advantages of consolidation without the atmosphere of formality.

5. A better understanding of supervision was needed with greater participation by all concerning leadership in the schools.

6. The teachers were not over-worked and had time to participate more in the planning of programs had they so desired.

7. Equipment and teaching aids were needed if a better job of teaching was to be achieved.

8. The minimum salary for qualified elementary school teachers should be \$3000. The state had provided for this increase by liberal cost of living increases.

9. Most teachers were satisfied with the community in which they lived. The people were cooperative and friendly, adequate shopping facilities were near and recreational opportunities were present. An improved public relations program was desirable to increase teacher participation in community affairs and leadership in cultural activities.

10. Program planning was not a cooperative affair, supervision was narrowly defined, and the teachers were not interested in program planning from the administrative viewpoint.

11. There was lack of teaching materials and need for an expanding program concerning departmental funds and equipment.

12. In practically all respects concerning professional attitudes, Louisiana elementary teachers rated highly. The teachers entered the profession because they wanted to teach; they thought it stimulating and interesting, and they wanted to continue being teachers.

13. There was little opportunity to advance professionally. Opportunities to meet people of other professions was limited, thus, preventing social advances.

14. Living conditions for most teachers were satisfactory.

15. Family responsibilities did not interfere with planning for school duties but did prevent many from advancing professionally.

16. Over 60 per cent of Louisiana's elementary teachers in this sample had over 11 years of teaching experience. Only 53 per cent had Bachelor's degrees; 33 per cent additional training beyond the degree including the 4 per cent with Master's degrees and the 2 per cent working for a higher degree. The need for qualified personnel was evident.

CHAPTER IV

COMPARISON OF SATISFIED AND DISSATISFIED TEACHERS

One of the most important and most frequently used of all sampling error formulas is that for the standard error of a difference. Many statistical studies involve a comparison between measures obtained from random samples drawn from each of two populations. For example, it may be desired to compare intelligence of rural children with that of city school children, or to determine whether there is any difference in intelligence between the two sexes. In this study it was necessary to compare two groups; group A, the more satisfied teachers to group B, the least satisfied teachers. Since it was possible to determine the percentage of teachers responding to the criteria of job satisfaction, the difference in percentages was selected as a means of comparison.

However, given the percentage occurrences of an attribute for each group, the question arose as to how much confidence could be put in the figures denoting the difference in percentage between the groups. Was there a difference between the groups responding to the same item and was this difference due to chance, sampling, or some other extraneous factor? This difference may be computed statistically and be considered "significant" if it is large enough to be reasonably attributed to factors other than chance.

The ratio between an obtained difference and its standard error is referred to as a "significance ratio" or "critical ratio". Educational and psychological research workers have frequently followed the practice of requiring that the critical ratio exceed 3.0 before declaring a difference as significant; that is, they have insisted on a very high degree of confidence. This policy was adhered to in this investigation.

The results, providing the critical ratio is three or above, may be interpreted as meaning that there is a difference between the groups beyond any possibility of chance and that the item in question indicates the existence of some relationship between the group and job satisfaction.

Job satisfaction. Of the thirty items in Form A, twelve of them resulted in critical ratios of three or more. The differences in response to scale I were greater for Group B at the lower end of the scale. No one in either group responded to Items one and two. Items three through eight showed higher percentage differences for Group B; items which indicated dislike, indifference and mediocre satisfaction with the job. Items nine and ten showed higher percentages in favor of the more satisfied Group A. Both groups responded equally to Item eleven. For group B, the greatest indication of dissatisfaction was the critical ratio of 18.5 in response to Item seven, "On the whole I don't like it." For group A, the greatest indication of

satisfaction was the critical ratio of 10.5 in response to Item ten, "I am enthusiastic about it." It was important to discover that slightly over a third of each group were "extremely enthusiastic" about their work. This fact revealed that teaching was not the basic factor in dissatisfaction for some ninety teachers in Group B.

Sixty-nine per cent of Group A responded to Item twelve, which showed that they were satisfied with their job all the time. Only one per cent of Group B responded to this item. The critical ratio between the groups for this item was next to the highest for any item in Form A. Here again, Group B exceeded in responding to items having a low degree of satisfaction. Twenty-one per cent of Group B indicated they did not like their work even "About half of the time". However, an additional 32.8 per cent of the group stated that they like their work "A good deal of the time". There was evidence also that approximately 100 teachers of Group B liked teaching "most of the time". Thus, some other factor rather than the work itself was the basis for dissatisfaction.

Three items on Scale III showed a significant difference between Groups A and B. In most instances, the dissatisfied teachers would change jobs (78.4%) reluctantly. Fourteen per cent of them would change if they could get better positions. Ninety-eight per cent of the satisfied teachers were very positive that

TABLE XII

RESPONSE TO SCALES, FORM A, JOB SATISFACTION BY THE SATISFIED
TEACHERS IN GROUP A AND THE DISSATISFIED TEACHERS
IN GROUP B

Scale item	Group A (%)	Group B (%)	Difference (%)	CR
I. Choose ONE which best tells how well you like your job?				
1. I hate it.				
2. I dislike it.				
3. On the whole I don't like it.		3.2		
4. I am indifferent to it.		.8		
5. I like it a little.		4.0		
6. I like it fairly well.		20.0		
7. On the whole I don't like it.	.4	57.6	57.2	18.5
8. I like it a good deal.		5.6		
9. I like it very much.	30.0	8.0	22.0	6.6
10. I am enthusiastic about it.	31.2	.8	30.4	10.5
11. I am extremely enthusiastic about it.	38.4	38.4		

TABLE XII (Continued)

RESPONSE TO SCALES, FORM A, JOB SATISFACTION BY THE SATISFIED
TEACHERS IN GROUP A AND THE DISSATISFIED TEACHERS
IN GROUP B

Scale item	Group A (%)	Group B (%)	Difference (%)	CR
II. Check ONE which shows how much of the time you feel satisfied with your job:				
12. All of the time.	69.6	1.2	68.4	24.6
13. Most of the time.	30.0	44.4	14.4	3.4
14. A good deal of the time.	.4	32.8	32.4	11.7
15. About half of the time.			10.0	
16. Occasionally.			9.6	
17. Seldom.			1.6	
18. Never.			.4	
III. Check ONE which best tells how you feel about changing your job:				
19. I would quit at once if I could get anything else to do.				
20. I would take almost any other job in which I could earn as much as I am earning now.				3.6

TABLE XII (Continued)

RESPONSE TO SCALES, FORM A, JOB SATISFACTION BY THE SATISFIED
TEACHERS IN GROUP A AND THE DISSATISFIED TEACHERS
IN GROUP B

Scale item	Group A (%)	Group B (%)	Difference (%)	CR
21. I would like to change my job.		10.4		
22. I am not eager to change my job but would do so if I could get a better one.	1.2	64.4	63.2	20.4
23. I cannot think of any job for which I would exchange mine.	24.4	20.4	4.0	1.1
24. I would not exchange my job for any other.	74.4	1.2	73.2	26.1
IV. Check ONE to show how you think you compare with other people:				
25. No one likes his work better than I like mine.	56.4	.4	56.0	18.1
26. I like my work much better than most people like theirs.	31.2	5.6	25.6	7.8
27. I like my work as well as most people like theirs.	8.8	58.8	50.0	13.8

TABLE XII (Concluded)

RESPONSE TO SCALES, FORM A, JOB SATISFACTION BY THE SATISFIED
TEACHERS IN GROUP A AND THE DISSATISFIED TEACHERS
IN GROUP B

Scale item	Group A (%)	Group B (%)	Difference (%)	CR
28. I do not know how I compare to other people.	3.6	34.8	31.2	9.8
29. I dislike my work more than other people dislike theirs.		.4		
30. No one dislikes his work more than I dislike mine.				

they would not change positions. The highest critical ratio in favor of Group A was revealed by Item twenty-four, "I would not exchange my job for any other".

Group A, in response to items concerning comparison with other people, were confident that they liked their work better than most people. Nine per cent of them believed that they were average and liked their work as well as most people. Four per cent did not know how they compared to others. In contrast, Group B had thirty five per cent who did not know how they compared to others. An interesting fact was revealed by the response to Item twenty-seven, "I like my work as well as most people like theirs". To this item, Group B responded in greatest number. There was a possibility that the dissatisfied teachers thought that elements causing their dissatisfaction were general and that they in turn became apathetic toward change. Or they might have been unaware of the conditions which are caused their dissatisfaction and thereby became helpless in creating better situations.

In general, the calculations indicated that the teaching position was respected by members of Group A all the time and that they liked their work very much. They knew how they compared to others and were unwilling to make a change. Members of Group B were indifferent to their work, liked it less than was considered a credit to the profession, and would change to some other job if one were available.

Salary. There were no significant differences between the groups as far as salary classification was concerned, one fact stood out in Table XIII, indicating in general, that the dissatisfied received less income than did the satisfied teachers. Fifty eight per cent of the teachers in Group B received less than \$3000 a year

TABLE XIII

COMPARISON OF SATISFIED AND DISSATISFIED TEACHERS
WITH REFERENCE TO SALARY

Salary	Group A (%)	Group B (%)	Difference (%)	CR
1. Less than 1,000	0.0	0.0	0.0	
2. 1,000 to 1,499	.4	.8	.4	.57
3. 1,500 to 1,999	1.2	3.6	2.4	1.71
4. 2,000 to 2,499	24.4	25.2	.8	.21
5. 2,500 to 2,999	25.6	28.0	2.4	.61
6. 3,000 to 3,499	42.8	38.0	4.8	1.09
7. 3,500 to 3,999	2.8	3.2	.4	.27
8. 4,000 to 4,499	2.0	.4	1.6	1.78
9. 4,500 and over	.8	.8	0.0	

for their work. Fifty-one per cent of Group A also received less than \$3000. The difference was too small for comparative purposes. Several items with reference to salary, however, did show critical

ratios that were significant, Table XIV, Item nine, "My salary is insufficient for me to do some traveling", was the only item which showed a negative significance for the teachers of both groups who responded "yes" and also a positive significance for those who answered "no". The critical ratio for the groups responding "yes" was great enough to indicate certainty. Other items which discriminated between the groups were numbers fourteen, twenty-two, thirty-one, thirty-seven, and forty-four. These items indicated that the dissatisfied teachers felt they received insufficient salary to travel, to save, and to get additional training. The salary schedule was an important factor in encouraging satisfaction for sixty-one per cent of Group B. It did not seem to influence 20 per cent of this group who thought they needed to get into work which paid better than teaching salaries.

Other than for travel expenses, savings, training, and organizational membership, salary was not an important factor in job satisfaction. It was observed that the percentages of teachers who responded to these items were also relatively low. For example, 40 per cent of Group A felt their salaries were sufficient to travel; 49 per cent were able to save; and 31 per cent could receive additional training. Thus, it was concluded, salary handicapped teachers from securing experiences that are vital to professional growth.

TABLE XIV

REACTION OF TEACHERS IN THE TWO GROUPS TO THE
ITEMS RELATING TO SALARY

Item	Group A (%)	Group B (%)	Diff. (%)	CR
9. My salary is sufficient for me to do some traveling.	Y 40.4	30.0	10.4	2.48
	N 52.8	66.8	14.0	3.26
14. A satisfactory salary schedule helps to make me contented.	Y 80.4	60.8	19.6	5.03
	N 13.6	26.4	12.8	3.66
22. Having too small a salary prevents me from saving for securing.	Y 43.2	60.8	17.6	4.00
	N 49.2	34.0	15.2	3.53
31. I need to get into work which pays better than teaching.	Y 6.0	26.0	20.0	6.35
	N 82.0	58.4	23.6	6.02
37. My present salary is sufficient for me to take additional training.	Y 31.2	48.8	17.6	4.09
	N 60.8	44.8	16.0	3.64
44. My salary prevents me from joining organizations to which I believe that I should belong.	Y 12.0	25.2	13.2	3.86
	N 84.4	64.4	20.0	5.24
58. I can afford to own a car on my salary.	Y 54.0	49.2	4.8	1.08
	N 39.6	44.8	5.2	1.18
78. Are any of your brothers or sisters earning more than you are in some other profession.	Y 60.4	56.0	4.4	1.00
	N 30.4	38.4	8.0	1.89

Community conditions. Reference to Table XV shows that Group B lived in communities with populations less than ten thousand persons. Eighty per cent of Group A were in the same

TABLE XV

POPULATIONS COMPARISON OF COMMUNITIES IN WHICH
TEACHERS WORK

Population	Group A (%)	Group B (%)	Difference (%)	CR
1. Less than 500	24.0	28.4	4.4	1.10
2. 500 to 999	12.8	11.6	1.2	.41
3. 1,000 to 2,499	16.0	17.2	1.2	.36
4. 2,500 to 9,999	17.6	20.0	2.4	.69
5. 10,000 to 14,999	4.4	6.4	2.0	1.00
6. 15,000 to 19,999	2.4	2.0	.4	.30
7. 20,000 to 24,999	.4			
8. 25,000 to 29,999	.8	.8		
9. 30,000 to 34,999	2.0	.4	1.6	1.80
10. 35,000 to 39,000	1.6	.4	1.2	1.30
11. 40,000 to 44,999	1.2	.8	.4	.44
12. 45,000 to 49,999	.4	.8	.4	.57
13. 50,000 and over	16.4	11.2	5.2	1.70

category. There were no significant differences concerning population classifications. Furthermore, the differences concerning ownership

of automobiles, means of transportation, and distances to satisfactory shopping and recreational centers, as shown in Tables XVI and XVII, were not significant. More important were items concerned with cultural opportunities and social acceptance, as seen in Table XVIII. Heading the list with the highest critical ratio was item fifty-two, "Most parents in this community appreciate the efforts of teachers". The size of the community, as far as varied interests were concerned, also discriminated between the groups.

TABLE XVI

USUAL MEANS OF TRANSPORTATION FOR TEACHERS

Transportation	Group A (%)	Group B (%)	Difference (%)	CR
1. Own car.	66.8	66.4	.4	.10
2. Private car but not owned by me.	22.0	19.6	.4	.11
3. Train or bus.	11.2	14.0	2.8	.93

In general, dissatisfaction occurred when teachers did not feel they had cooperation, were not received as members of the community, were not given just appreciation for their efforts, or were not provided with interesting and cultural opportunities.

TABLE XVII

COMPARISON OF SATISFIED AND DISSATISFIED GROUPS IN RELATION
TO DISTANCE FROM RESIDENCE TO A SATISFACTORY
RECREATIONAL OR SHOPPING CENTER

Distance	Group A (%)	Group B (%)	Difference (%)	CR
1. Such a center is in this community.	37.2	34.0	3.2	.74
2. Less than ten miles	28.4	22.4	6.0	1.50
3. 10 to 19 miles	17.2	18.0	.8	.24
4. 20 to 29 miles	11.6	16.0	4.4	1.41
5. 30 to 39 miles	2.8	4.4	1.6	.94
6. 40 to 49 miles	1.6	2.4	.8	.62
7. 50 to 59 miles	.8	2.0	1.2	1.13
8. 60 to 69 miles				
9. 70 to 79 miles	.4			
10. 80 miles or more				

Items sixty-nine, seventy-five, eighty-one, and eighty-three, discriminated between the groups. There was a decided difference concerning the "isolated community", a fact not hard to understand when considering the need for a better teacher-layman relationship. According to the data, a greater number of dissatisfied teachers had fewer close friends, disliked community responsibilities, and thought that their activities were restricted by public criticism. Obviously,

TABLE XVIII

COMPARISON OF SATISFIED AND DISSATISFIED GROUPS WITH
REFERENCE TO ITEMS RELATED TO COMMUNITY CONDITIONS

Item		Group A (%)	Group B (%)	Diff. (%)	CR
13. This community is too small to be interesting.	Y	4.4	20.4	16.0	5.71
	N	91.6	75.6	16.0	5.00
20. Shopping facilities are adequate in this community.	Y	58.8	49.2	9.6	2.18
	N	38.0	48.4	10.4	2.26
25. Most people in this community cooperate with teachers.	Y	90.8	75.2	15.6	4.73
	N	7.2	16.8	9.6	3.31
29. It is difficult to get in or out of this community.	Y	8.0	14.8	6.8	2.34
	N	89.6	82.8	6.8	2.19
40. Teachers are accepted as belonging to the community.	Y	92.4	78.4	14.0	4.53
	N	3.6	13.6	10.0	4.07
52. Most parents in this community appreciate the teachers efforts.	Y	88.0	62.4	25.6	6.96
	N	8.0	24.8	16.8	5.17
56. The library facilities in this community are adequate.	Y	60.4	49.2	11.2	2.33
	N	30.8	47.6	16.8	3.90
61. Too many community jobs are expected of me as a teacher.	Y	14.0	17.2	3.2	.99
	N	83.6	78.4	5.2	1.49
68. The cultural opportunities in this community are stimulating.	Y	46.8	24.8	22.0	5.28
	N	42.4	62.4	20.0	4.58

TABLE XVIII (CONCLUDED)

COMPARISON OF SATISFIED AND DISSATISFIED GROUPS WITH
REFERENCE TO ITEMS RELATED TO COMMUNITY CONDITIONS

Item		Group A (%)	Group B (%)	Diff. (%)	CR
69. I dislike community responsibilities outside the classroom.	Y	15.2	26.0	10.8	3.09
	N	79.6	64.8	14.8	3.74
75. Do you have any very close friends in the community in which you work.	Y	91.6	73.6	18.0	5.47
	N	6.4	16.4	10.0	3.57
81. Too many people in this community object to teachers doing things which are generally accepted when done by others.	Y	13.2	31.6	18.4	5.07
	N	76.8	60.8	16.0	3.92
83. This community is too isolated.	Y	4.4	38.8	34.4	10.30
	N	89.6	57.6	32.0	8.72

a better public relations program is essential to encourage cooperative enterprises and to bring the teacher and the school patrons closer together for greater benefits to both.

School conditions. School enrollment did not reveal any significant difference between Group A and Group B as shown in Table XIX. At least 95 per cent of each group taught elementary

TABLE XIX

COMPARISON OF SATISFIED AND DISSATISFIED TEACHERS WITH REFERENCE TO SIZE OF SCHOOL IN WHICH THEY TEACH

Enrollment	Group A (%)	Group B (%)	Difference (%)	CR
1. Less than 100	1.6	2.8	1.2	.92
2. 100 to 199	6.0	9.6	3.6	1.51
3. 200 to 299	18.4	16.8	1.6	.46
4. 300 to 399	16.0	8.4	7.6	2.62
5. 400 to 499	17.6	16.0	1.6	.48
6. 500 to 599	8.8	9.6	.8	.31
7. 600 to 699	5.6	9.2	3.6	1.57
8. 700 to 799	5.2	10.0	4.8	2.00
9. 800 to 899	5.6	7.2	1.6	.73
10. 900 to 999	7.2	4.4	2.8	1.33
11. Over 1,000	8.0	6.0	2.0	.87

school only. The basis for the teaching program was practically the same for both groups, primarily, the courses outlined by the state. Furthermore, supervision for both groups ran very nearly parallel. As far as this study was concerned, enrollment, level of teaching, and supervision were not shown to be significant causes of dissatisfaction.

It is shown in Table XX that at least 95 per cent of each group taught in elementary school only. A very small percentage were employed as teachers of adults.

TABLE XX

COMPARISON OF SATISFIED AND DISSATISFIED TEACHERS IN RELATION
TO THE LEVEL AT WHICH THEY TEACH

Level of program	Group A (%)	Group B (%)	Difference (%)	CR
1. Elementary school only.	95.6	96.0	.4	.22
2. Classes for adults and elementary school.	4.4	3.6	.8	.44
3. Classes for out of school youth and elementary school				

Items one and four in Table XXI did not discriminate between the groups but the critical ratios were relatively high. The basis

of program planning was definitely the state course of study followed more closely by the dissatisfied teachers. A greater number of the satisfied teachers planned their programs with pupils and parents based on city or state outlines.

TABLE XXI

COMPARISON OF SATISFIED AND DISSATISFIED GROUPS RELATIVE
TO PROGRAM PLANNING

Program	Group A (%)	Group B (%)	Difference (%)	CR
1. Courses outlined by city or state	73.6	81.6	8.0	2.16
2. Courses planned by teachers at school	9.6	9.2	.4	.14
3. Courses planned by pupils, teachers and parents	1.2	1.2		
4. Courses planned by teachers, pupils, and parents, based on city or state outlines.	15.6	8.0	7.6	2.62

There was very little difference between Group A and Group B with respect to supervision. Table XXII shows the greatest difference with reference to Item six. However, a difference of 3.6 per cent and a critical ratio of .8 was negligent.

TABLE XXII

COMPARISON OF SATISFIED AND DISSATISFIED GROUPS WITH REFERENCE
TO PERSONS SUPERVISING THE TEACHING PROGRAM

Supervisors	Group A (%)	Group B (%)	Difference (%)	CR
1. No one	5.2	6.4	1.2	.57
2. Principal	22.0	24.0	2.0	.53
3. Superintendent	.8	.8		
4. Parish Supervisors	19.2	20.0	.8	.23
5. State Supervisors	.4			
6. Principal, Superintendent, Parish Supervisor and State Supervisors in specialized fields	52.4	48.8	3.6	.80

In Table XXIII, it may be seen that operating expenses in elementary departments were discriminatory elements in job satisfaction. The fact that some money was available increased job satisfaction. However, well over a third of each group had no such fund for this purpose. Only 8 to 10 per cent of the combined groups had a definite amount set aside yearly.

Table XXIV, presents the teacher's feelings about the adequacy of their equipment. This is shown to be an important factor in satisfaction. Thirty-seven per cent of Group A had

TABLE XXIII

ADEQUANCY OF OPERATING EXPENSES IN ELEMENTARY DEPARTMENTS FOR
GROUPS A AND B

Provisions	Group A (%)	Group B (%)	Difference (%)	CR
1. Some money available	38.4	24.4	14.0	3.42
2. No definite amount set aside	14.4	23.6	9.2	2.63
3. Definite amount set aside yearly	10.4	8.0	2.4	.92
4. No school funds for this purpose	36.8	44.0	7.2	1.63

classrooms which they thought were adequately equipped for teaching, in contrast to 15.6 per cent of Group B. In both cases the situation was poor. At the maximum, two-thirds of the teachers in both groups had equipment which was considered as the bare essentials. Supplementary materials outside the classroom had no significant effect on the satisfaction or dissatisfaction of either group.

Provisions for improving elementary departments were important to the dissatisfied teachers, as shown in Table XXV. A greater number of them, 16 per cent, felt that there was no administrative plan in their school. An additional 10 per cent said that there was a plan but no improvement had been made.

TABLE XXIV

EQUIPMENT WHICH IS PROVIDED ELEMENTARY DEPARTMENTS
FOR GROUPS A AND B

Equipment	Group A (%)	Group B (%)	Difference (%)	CR
1. Equipped for teaching adequately in the classroom	36.8	15.6	21.2	5.58
2. Some equipment, bare essentials in the classroom	24.4	39.6	15.2	3.71
3. Classroom is too poorly equipped	17.6	26.8	9.2	2.49
4. Supplementary materials available outside of classroom but in the building	21.2	18.0	3.2	.91

Twenty-four per cent saw evidence of an administrative plan which was underway or would be in the near future. The remainder of this dissatisfied group, 49.6 per cent, had to improve the department by teacher planning only. In comparison, Group A had only seven per cent, or eighteen teachers, who were working where there was no administrative plan for improvement, which 43 per cent said they were in schools that had such a plan.

As presented in Table XXVI, there were fifteen items which referred to supervision and administration in the questionnaire.

TABLE XXV

PROVISIONS FOR IMPROVING ELEMENTARY DEPARTMENTS FOR
TEACHERS IN GROUPS A AND B

Provisions	Group A (%)	Group B (%)	Difference (%)	CR
1. No administrative plan	6.8	16.0	9.2	3.29
2. Administrative plan but no improvement made	9.2	10.0	.8	.31
3. Administrative plan being carried out or will be soon	43.6	24.4	19.2	4.68
4. Teacher planning only	40.4	49.6	9.2	2.09

Ten of them revealed significant differences between the groups. The item which had the highest critical ratio was one concerning improvement in the classroom, "My administrators are interested in improving my classroom". At least one-half of the teachers in Group B did not think that their administrator was interested. In comparison, 78 per cent of Group A thought that he was interested in such improvement. There was slight indication that the dissatisfied teachers had autocratic administrators but there was no significant difference between the groups. There were significant differences regarding how much the supervisor expected

TABLE XXVI

ITEMS WITH REFERENCE TO SUPERVISION AND ADMINISTRATION
FOR GROUPS A AND B

Item		Group A (%)	Group B (%)	Diff. (%)	CR
6. If you have a supervisor does he expect too much of you	Y	1.2	3.6	2.4	1.17
	N	94.8	83.2	11.6	4.30
7. Would you choose another supervisor if you could	Y	6.8	8.0	1.2	.52
	N	83.6	74.8	8.8	2.44
10. The teachers in this school usually get recog- nition for a job well done	Y	82.8	60.8	22.0	5.64
	N	10.4	29.6	19.2	5.65
18. My administrators are interested in improving my classroom	Y	78.0	48.8	29.2	7.12
	N	10.8	32.0	21.2	6.06
24. My immediate superior considers my opinion	Y	83.6	66.4	17.2	4.53
	N	7.6	18.0	10.4	3.47
38. I would like to work for another supervisor	Y	8.0	10.8	2.8	1.30
	N	82.4	76.0	6.4	1.77
39. My supervisor makes it a point to get along with teachers	Y	85.6	76.0	9.6	2.75
	N	4.4	9.6	5.2	2.32
42. Is your present boss an individual whom you feel that you can trust	Y	91.2	73.2	18.0	5.42
	N	4.8	15.6	10.8	5.06

TABLE XXVI (CONCLUDED)

ITEMS WITH REFERENCE TO SUPERVISION AND ADMINISTRATION
FOR GROUPS A AND B

Item		Group A (%)	Group B (%)	Diff. (%)	CR
50. The administrators in this school are autocratic in methods of dealing with teachers	Y	16.8	25.2	8.4	2.32
	N	69.2	59.2	10.0	2.35
60. Supervision in this group is planned cooperatively by the supervisors, teachers and pupils	Y	46.8	20.4	26.4	6.52
	N	48.0	65.6	17.6	4.05
72. Members of this community help to plan the program of this school	Y	24.8	13.2	11.6	3.36
	N	68.8	80.8	12.0	3.13
73. Is your work always judged by fair standards	Y	80.0	55.2	24.8	6.15
	N	9.6	24.4	14.8	4.50
79. Do you have difficulty in knowing just where you stand with your principal	Y	14.0	34.4	20.4	5.48
	N	81.6	59.2	22.4	5.67
92. Does your principal take credit for the work you do	Y	8.4	11.2	2.8	1.06
	N	85.6	76.0	9.6	2.69
94. Do you find it easy to ask others for help	Y	69.2	49.2	20.0	4.65
	N	24.8	47.2	22.4	5.37

and what mutual relations existed between supervisor and teacher. For example, the critical ratio of difference between the satisfied and dissatisfied groups in Item six, Table XXVI, "If you have a supervisor does he expect too much of you", was 4.30. Ninety-five per cent of Group A answered this question negatively and seven per cent would select another supervisor if they could. All items in Table XXVI, regarding the selection of a supervisor, was not discriminating. But those concerning his attitude toward the teachers were significant. Recognition, interest, consideration for teachers opinions, and trustworthiness were elements which made a better satisfied teacher. Approximately one-half of the teachers in Group B did not "know where they stood with their principal". Furthermore, 66 per cent of the dissatisfied responded negatively to the item concerning cooperative planning of supervision.

It was evident that most factors concerning supervision and administration which increase dissatisfaction could be eliminated by improving personnel relationships. When 47 per cent of Group B found it difficult to ask others for help, they needed encouragement by responsible persons. This was the responsibility of the principal or supervisor.

Time is indeed an important factor in job satisfaction for teachers. All the items in Table XXVII with reference to the time element in teaching were significant. Items nineteen

TABLE XXVII

ITEMS WITH REFERENCE TO THE TIME ELEMENT IN TEACHING
FOR GROUPS A AND B

Item		Group A (%)	Group B (%)	Diff. (%)	CR
19. My job takes so much of my time that I have no time to participate in professional organizations	Y	9.2	32.8	23.6	6.94
	N	86.4	61.2	25.2	6.81
28. My teaching load is light enough for me to plan lessons adequately	Y	81.6	62.4	19.2	4.92
	N	15.6	35.2	19.6	5.16
33. The number of pupils I teach permit me to teach effectively	Y	67.6	53.2	14.4	3.33
	N	28.8	43.6	14.8	3.42
51. My teaching schedule provides time for doing the varied jobs I am expected to do at school	Y	72.4	52.8	19.6	5.25
	N	23.2	44.0	20.8	5.05
67. Keeping records and making reports add too much to an already full schedule	Y	19.2	46.4	27.2	6.70
	N	76.4	48.8	27.6	6.87
86. Do you think that you have to work too long on the job	Y	9.6	27.6	18.0	5.33
	N	87.6	69.2	18.4	5.14
91. Does your present job force you to hurry a great deal	Y	37.2	61.2	24.0	5.53
	N	58.4	36.4	22.0	5.06

and sixty-seven had the highest critical ratios. Both items referred to time consumed in doing the job. Thirty-three per cent of Group B stated that "My job takes so much of my time that I have no time left to participate in professional organizations". Nine per cent of Group A confirmed this statement. Forty-six per cent of Group B thought that "keeping records and making reports added too much to an already full schedule". Some of the reasons for these facts were evident in teaching loads. The most satisfied teachers had loads which permitted them to plan and teach effectively (Items twenty-eight and thirty-three). Seventy-two per cent of Group A also had time provided for doing odd jobs that are expected of a teacher. The dissatisfied teachers felt that they had to work too long on the job and that they were forced to hurry a great deal.

Several items with reference to school environment were discriminating. Item twelve, Table XXVIII, revealed that the dissatisfied group were confronted with poor arrangement of fixed equipment which made their work harder. The percentages were also high for the satisfied teachers relative to the same item; $\frac{3}{4}$ per cent answered "yes" to the statement. Group A, with a percentage of 80, did not think that the school buildings and equipment were used too much by people in the community. Twenty six per cent of Group B thought that towns-people used the buildings and equipment too much.

TABLE XXVIII

ITEMS WITH REFERENCE TO ENVIRONMENT IN THE SCHOOL
FOR GROUPS A AND B

Item		Group A (%)	Group B (%)	Diff. (%)	CR
12. Poor arrangement of fixed equipment makes my work much harder than it would otherwise be.	Y	33.6	45.2	11.6	2.70
	N	56.8	39.6	17.2	4.00
48. The surroundings in which I work are interesting.	Y	92.0	59.6	32.4	9.15
	N	5.6	29.6	24.0	7.43
53. I would like to be more active in planning the school program if it were permitted.	Y	36.4	45.6	9.2	2.12
	N	42.4	32.0	10.4	2.43
54. There is a fine spirit in this school.	Y	84.4	56.8	27.6	7.11
	N	9.6	26.0	16.4	4.91
55. Teachers have to work too hard.	Y	15.2	36.4	21.2	5.59
	N	78.4	52.0	26.4	6.45
70. School buildings and equipment are used too much by the people in this community.	Y	4.0	26.0	10.8	3.09
	N	79.6	64.8	14.8	3.74
88. Do you have to work on your job with people you dislike.	Y	10.4	18.8	8.4	2.68
	N	88.0	78.4	9.6	2.90
90. Does your present job fatigue you greatly.	Y	11.6	42.0	30.4	8.17
	N	85.2	54.0	31.2	11.82

For the dissatisfied, 57 per cent answered "yes" to Item fifty-four, "There is a fine spirit in this school"; 26 per cent replied negatively. Item eighty-eight, "Do you have to work on your job with people you dislike", did not discriminate between the groups. This item indicated that friendly relations existed between teachers.

Another item which did not discriminate was number 53, "I would like to be more active in planning the school program if it were permitted". Group B replied affirmatively to this item in greater numbers than did members of Group A. This may have implied that the satisfied teachers were already taking part and had no desire to accept more responsibility, whereas, Group B, prevented from taking part in planning, felt a need to be more active.

Forty-two per cent of Group B were greatly fatigued by their work as compared to eleven per cent in Group A.

Most factors which discriminated between Groups A and B were ones of the morale type. Human relations, consisting of school personnel and the public, are vitally important if the teacher is to assume the responsibility of teaching young people cheerfully and kindly. It is an area that may be taken for granted by administrators and supervisors but certainly one that needs emphasis according to this study.

Professional attitudes. In spite of certain undesirable aspects of teaching, 91 per cent of Group B found their work interesting. As high as this figure is, it is eclipsed by the fact that 100 per cent of the satisfied teachers also found their work interesting. Item 1, Table XXIX, still discriminated between the groups. The affirmative response to Item 3, "Can you see the results of your work?" was very high for both groups but still discriminating. Practically all of the teachers in Group A thought they were making a success of teaching; two-thirds of Group B also felt that they were a success. More teachers in Group A had declined an offer to leave the profession than did the teachers of Group B. This was probably due to the fact that 99.6 per cent of Group A were teaching because they "liked to teach"; because teaching offered an opportunity to engage in stimulating activities; and because they believed that they had made the right selection in their occupation. Sixteen per cent of Group B were teaching but they did not like to; 8 per cent felt they had made the wrong selection of occupations, and 21 per cent found nothing stimulating in teaching.

Both groups felt that there was little opportunity for advancement; however, at least one-half of Group A thought they had an opportunity to advance.

The reading of educational literature was interesting to most of the teachers in both groups.

TABLE XXIX

ITEMS WITH REFERENCE TO PROFESSIONAL ATTITUDES
OF GROUPS A AND B

Item	Group A (%)	Group B (%)	Diff. (%)	CR
1. Is your work interesting	Y 100.0	90.8	9.2	5.11
	N 0	2.4		
3. Can you see the results of your work?	Y 99.6	88.4	11.2	5.33
	N .4	4.4	4.0	2.86
4. Is your job monotonous?	Y 1.6	19.2	17.6	6.77
	N 96.8	66.0	30.8	9.63
15. Are there too many politics in your job?	Y 33.6	32.8	.8	.19
	N 56.0	54.4	1.6	.36
16. Do you feel that you are making a success of your job?	Y 96.4	68.8	27.6	8.90
	N .4	9.2	8.8	4.89
17. Have you ever declined an offer to leave the teaching profession?	Y 78.0	38.4	39.6	9.90
	N 10.8	58.0	47.2	13.11
27. I am teaching because I like to.	Y 99.6	68.8	30.8	10.27
	N	16.0		
41. Do you think that you have made the wrong selection of your occupation?	Y .4	8.4	8.0	5.30
	N 98.8	75.2	23.6	8.40
43. Teaching offers me an opportunity to engage in stimulating activities.	Y 94.8	65.2	29.6	8.92
	N 1.6	21.2	19.6	7.26

TABLE XXIX (CONCLUDED)

ITEMS WITH REFERENCE TO PROFESSIONAL ATTITUDES
OF GROUPS A AND B

Item		Group A (%)	Group B (%)	Diff. (%)	CR
45. I have an opportunity to advance.	Y	55.2	28.4	26.8	6.32
	N	26.4	56.0	29.6	7.06
47. Reading educational literature is inter- esting.	Y	97.2	84.0	13.2	5.20
	N	1.6	10.8	9.2	4.36
49. The things that I do in my spare time give me more satisfaction than my work.	Y	11.6	33.6	22.0	6.11
	N	84.0	47.6	36.4	9.31
59. The teaching profession limits my opportunities for contacts with people in other fields.	Y	31.2	52.8	21.6	5.02
	N	64.4	42.4	22.0	5.06
64. Do you like to direct the work of others.	Y	64.4	50.4	14.0	3.60
	N	26.8	34.0	7.2	1.76
74. Do you have to do things in your work which hurts your conscience?	Y	12.0	21.6	9.6	2.90
	N	83.2	73.2	10.0	3.56
76. Are you satisfied with the effect of your job on your social position.	Y	93.6	82.0	11.6	4.03
	N	2.4	11.2	8.8	3.98
80. Did you enter your present job because you really wanted to go into it?	Y	96.0	72.0	24.0	7.77
	N	2.4	25.6	23.2	7.95
95. Do you find that you have little real inter- est in your job?	Y	1.2	6.4	5.2	3.08
	N	97.2	87.6	9.6	4.12

Avocational activities gave 33.6 per cent of Group B more satisfaction than their work as compared to only 11.6 per cent for Group A. One reason for this situation was revealed by Item sixty-four, "Do you like to direct the work of others?" One-third of the dissatisfied teachers answered no to this inquiry. Furthermore, 21.6 per cent had to do things in their work which hurt their conscience.

Teachers of both groups seemed to be satisfied with teaching's effect on their social status even though both groups felt that the teaching profession limited opportunities for contacts with people in other fields.

All items listed in Table XXIX were discriminating except Item fifteen concerning "politics" in the job. This fact should help to eliminate biased talk or lip service which is evidently unfounded concerning political favors.

Living conditions. There were included in the study ten items relative to living conditions. Less than half of these discriminated between the groups. From Table XXX it is shown that there were no significant differences concerning living arrangements of the teachers. Living alone, or with members of family or relatives, or with outsiders, had little relation to job satisfaction. The items which did discriminate, Table XXXI, were concerned with the desire to live in a certain place, sufficient privacy, necessary conveniences, freedom to

TABLE XXX

LIVING ARRANGEMENTS OF TEACHERS FOR GROUPS A AND B

Arrangements	Group A (%)	Group A (%)	Diff. (%)	CR
1. Alone in apartment or house.	8.0	9.2	1.2	.48
2. Live with members of my family (relative or parents).	28.0	25.2	2.8	.72
3. Live with my husband.	59.2	56.0	3.2	.73
4. Room and board with others than my family.	4.8	9.6	4.8	2.09

entertain, and high cost of living. Even though these items discriminated, the number of teachers of each group who were contented was very high. For example, 96 per cent of Group A and 88 per cent of Group B lived where they desired. Sufficient privacy was granted to 98 per cent of Group A and to 92 per cent of Group B. Freedom to entertain was permitted to 98 and 92 per cent of Groups A and B respectively. The item with the highest critical ratio was number 82, "Living expenses here are unreasonably high". Only 24 per cent of Group A thought so, whereas, 32 per cent of Group B believed that they were too high. Approximately two-fifths of the dissatisfied teachers did not have the necessary conveniences they considered adequate.

TABLE XXXI

COMPARISON OF RESPONSES TO ITEMS WITH RESPECT TO LIVING CONDITIONS
FOR GROUPS A AND B

Item		Group A (%)	Group B (%)	Diff. (%)	CR
2. I have a comfortable place to live.	Y	99.6	96.0	3.6	2.76
	N	.4	3.2	2.8	2.33
5. Does your job permit you to live where you desire?	Y	96.4	88.0	8.4	3.50
	N	2.8	9.6	6.8	3.24
8. Teaching is one of the best jobs that I can bet which will let me live with relatives or parents.	Y	60.8	53.6	7.2	1.64
	N	14.8	20.0	5.2	1.57
21. I am able to make satisfactory living arrangements here.	Y	88.0	81.6	6.4	2.00
	N	8.4	13.2	4.8	1.78
26. I have sufficient privacy where I live.	Y	98.0	92.0	6.0	3.00
	N	.8	5.6	4.8	3.00
30. I am free to entertain friends where I live.	Y	97.6	91.6	6.0	3.00
	N	1.2	4.8	3.6	2.00
34. I have all the necessary conveniences where I live.	Y	90.4	86.8	3.6	1.23
	N	28.8	43.6	14.4	3.33
82. Living expenses here are unreasonably high.	Y	13.2	31.6	18.4	5.07
	N	76.8	60.8	16.0	3.92
87. Are you happy and contented in your present home environment?	Y	91.2	83.6	7.6	2.59
	N	5.6	12.0	6.4	1.65

Marriage and family relationships. Sixty-one per cent of the satisfied group of teachers were married, as compared with 56 per cent of the dissatisfied group. The difference in percentage was too small to be significant, as seen in Table XXXII. It was interesting to note that there existed an unequal number of married and unmarried teachers in the field with a slight margin in favor of the married teachers. Family responsibilities of these teachers had little to do with job satisfaction. In Table XXXIII, it is seen that both groups responded in equal numbers to the responsibility classifications.

TABLE XXXII

COMPARISON OF MARITAL STATUS OF TEACHERS IN GROUPS A AND B

Status	Group A (%)	Group B (%)	Difference (%)	OR
1. Married	61.2	55.6	5.6	1.27
2. Widowed or divorced	10.4	14.0	3.6	1.24
3. Single	28.4	30.4	2.0	.50

Since there were one-third of the teachers in the elementary field unmarried it was expected that these teachers would have few or no family responsibilities. It was observed that 11 per cent of the satisfied teachers were widowed or divorced and that 14 per cent of the dissatisfied were in the same category.

TABLE XXXIII

COMPARISON OF FAMILY RESPONSIBILITIES OF TEACHERS IN
GROUPS A AND B

Responsibilities	Group A (%)	Group B (%)	Diff. (%)	CR
1. None	34.8	36.4	1.6	.37
2. Children and/or adults dependent upon me for care other than financial	38.8	30.4	8.4	2.00
3. Children and/or adults dependent upon me for financial help only	10.4	9.6	.8	.29
4. Combination of 2 and 3 above	16.0	23.6	7.6	2.17

In regard to the items concerning family responsibility, two of the five show enough difference to be statistically significant. Item thirty-five, Table XXXIV, "My family responsibilities combined with teaching leave me little opportunity for social contacts", had a critical ratio of 5.1. Another interesting comparison between the groups was the fact that more of the satisfied teachers were married yet their family responsibilities gave them fewer problems in making social contacts than the teachers of Group B. Out of the fifty-five per cent of the married teachers in Group B, 40 per cent had difficulty in making social contacts because of family responsibilities. This

TABLE XXXIV

COMPARISON OF GROUPS A AND B RELATIVE TO FAMILY RESPONSIBILITIES
OF TEACHERS

Item		Group A (%)	Group B (%)	Diff. (%)	CR
35. My family responsibilities (parents or relatives) combined with teaching leave me little opportunity for social contacts.	Y	20.0	40.4	20.4	5.10
	N	76.0	54.8	21.2	5.12
36. My marital status prevents me from planning an adequate program for my classroom.	Y	.8	2.0	1.2	1.15
	N	86.4	82.4	4.0	.84
57. Family responsibilities have made it difficult for me to advance professionally.	Y	21.6	28.4	6.8	1.76
	N	73.2	67.2	6.0	1.47
62. My family would rather have me enter another profession.	Y	1.2	5.2	4.0	2.56
	N	95.2	81.6	13.6	4.87
85. Did you disagree with your parents or relatives about the type of job you should enter?	Y	6.0	9.2	3.2	1.36
	N	90.4	87.2	3.2	1.14

fact indicated that parents or relatives were dependent upon the teacher which in turn may have resulted in dissatisfaction in teaching. However, the result could have been the same; dissatisfaction toward any other occupation providing the family responsibilities remained constant.

Five per cent of the dissatisfied teachers were under pressure by their family to change professions. One per cent of Group A was in this predicament.

Experience and training. The number of years of teaching experience is shown in Table XXXV. Group B outnumbered Group A in the first four classifications; 28 per cent of Group B had less than eight years of teaching experience compared to 16 per cent of Group A. In the fifth classification there was nearly an equal number of teachers with eight to eleven years of experience. Seventy-two per cent of Group A and 61 per cent of Group B had eleven or more years of experience. There was no significant difference between the groups, however, there was a trend for the more satisfied teachers to have had more years of teaching experience. Furthermore, there was a larger number of Group A who had teaching experience only. The only discrimination was revealed by the fact that 22 per cent of Group A had interrupted intervals of teaching with other employment.

The number of years of college preparation showed very few differences between the groups and no difference that was significant. Actually less than 48 per cent of either group had obtained the Bachelor's degree. In Group A and B, respectively, 65 and 68 per cent had not done additional study; 23 per cent of both groups had less than a college year beyond the Bachelor's degree, less than 6 per cent of either group had obtained eighteen months of graduate work, and less than 4 per cent had Master's degrees. The items

TABLE XXXV

COMPARISON OF SATISFIED AND DISSATISFIED GROUP IN RELATION
TO TEACHING EXPERIENCE

Experience	Group A (%)	Group B (%)	Difference (%)	CR
1. Less than one year	2.0	3.6	1.6	1.07
2. More than one year and less than 3 years	3.6	8.0	4.6	2.19
3. Three to less than 5 years	5.6	6.4	.8	.38
4. Five to less than 8 years	4.8	10.0	5.2	2.27
5. Eight to less than 11 years	11.6	10.8	.8	.29
6. Eleven years or over	72.4	61.2	11.2	2.67
1. In teaching only	82.8	72.4	10.4	2.81
2. In teaching part time	1.6	1.2	.4	.36
3. In full time employment other than and prior to teaching	6.0	4.0	2.0	1.05
4. Interrupted intervals of teaching with other employment	9.6	22.4	12.8	3.90

TABLE XXXVI

COLLEGE PREPARATION OF TEACHERS IN GROUPS A AND B

Years of preparation	Group A (%)	Group B (%)	Difference (%)	CR
1. None	4.0	3.2	1.2	.63
2. One to 9 months (1 yr.)	.4	1.6	1.2	1.33
3. Nine to 18 months (2 yrs.)	8.0	8.0		
4. Eighteen to 27 months (3 yrs.)	25.6	19.2	6.4	1.73
5. Twenty-seven to 36 months (4 yrs.)	9.2	8.4	.8	.32
6. Bachelor's degree	52.8	57.6	4.8	1.09
1. No additional study	65.2	68.4	3.2	.74
2. Less than a college year	23.2	23.6	.4	.10
3. Nine to 18 months (2 yrs.)	6.8	2.8	4.0	2.11
4. Master's degree	3.2	4.8	1.6	.89
5. Above Master's degree	1.6	.4	1.2	1.33

referring to college preparation and additional study, Table XXXVII, one out of the three showed differences great enough for statistical reliability. Item thirty-two, "My College gave me a life-like preparation for the problems I meet in teaching", had critical ratios of 6.55 and 4.28 for the "yes" and "no" responses, respectively.

TABLE XXXVII

COMPARISON OF GROUPS A AND B WITH REFERENCE TO PREPARATION
AND TRAINING OF TEACHERS

Item		Group A (%)	Group B (%)	Diff. (%)	CR
32. My college gave me a life-like preparation for the problems I meet in teaching.	Y	99.2	33.2	26.0	6.55
	N	30.8	49.2	18.4	4.28
63. I believe that advanced study would enrich my satisfaction in teaching.	Y	71.6	63.2	8.4	2.01
	N	20.0	22.8	2.8	.77
77. I am not as well prepared for teaching as I should be.	Y	33.2	36.8	3.6	.85
	N	46.4	45.2	1.2	.31

The outstanding fact was that 99 per cent of Group A responded "yes" to the statement, whereas only 33 per cent of Group B felt the same way. Less than one-half of both groups believed that they were not as well prepared as they should have been. At least two-thirds of Groups A and B thought that advanced study would enrich their satisfaction with teaching.

Miscellaneous. In Table XXXVIII, there are several items which were believed to have some relationship to satisfaction in teaching. Of the eight items, four discriminated significantly between the groups. Ninety-six per cent of the satisfied group planned to teach "next year". Eighty-nine per cent of Group B

TABLE XXVIII

COMPARISON OF RESPONSES TO MISCELLANEOUS ITEMS WITH REFERENCE TO
GENERAL ATTITUDES TOWARD JOB SATISFACTION OF
TEACHERS IN GROUPS A AND B

Item		Group A (%)	Group B (%)	Diff. (%)	CR
H. Do you expect to teach next year? ✓	Y	96.4	88.8	7.6	3.30
	N	1.2	2.0	.8	.73
11. Do people appreciate your work?	Y	81.2	45.6	35.6	8.90
	N	7.2	22.4	15.2	4.90
23. The long vacations which teachers have makes my job attractive. ✓	Y	62.4	58.4	4.0	.91
	N	27.2	35.6	8.4	2.05
65. Do you regard yourself as religious?	Y	92.0	84.4	7.6	2.66
	N	4.8	12.0	7.2	2.94
66. Do you attend church regularly?	Y	85.6	80.4	5.2	1.55
	N	14.0	18.0	4.0	1.22
84. Do you sometimes get badly flustered or jittery in your job?	Y	8.8	38.4	29.6	8.34
	N	81.6	58.4	23.2	5.90
89. Are you sometimes a leader at social affairs?	Y	70.8	59.6	11.2	2.65
	N	25.6	32.4	6.8	1.68
93. Do you get discouraged easily?	Y	11.2	32.4	21.2	5.94
	N	85.2	62.8	22.4	5.91

also expected to teach next year. Appreciation of one's work was also related to satisfaction. The least satisfied teachers, 46 per cent, felt that too few people appreciated their work. Item 84 showed that more of the dissatisfied became badly flustered or jittery in their work and Item 93 indicated that they became discouraged more easily.

CHAPTER V

SUMMARY AND CONCLUSIONS

The purpose of this investigation was to determine some of the factors which are related to a teacher's attitudes toward her work; attitudes formed or influenced by contact with a variety of circumstances which might appear to reveal the reasons why she is satisfied with teaching as a career.

With due respect to the fallacies in the questionnaire method, there was no other way in which so many teachers could have been contacted in such a short time. Thus, questionnaires were mailed to twenty-eight hundred elementary, female teachers. The large number of questionnaires returned was gratifying which indicated a desire to clarify issues regarding both good and poor conditions relative to the teaching profession. Obviously, such a method has many limitations. Reluctance to answer or to be bothered with the lengthy materials, or every dishonesty could influence greatly the conclusions drawn from the data. However, it was believed that any improvement in the conditions in which teachers worked should be made by their suggestions and with their approval.

The investigation was primarily divided into three parts: (1) a survey of related literature, (2) an analysis of the sample, and (3) a comparison of the more satisfied teachers as a group with the least satisfied. The results of this study are presented in the same order.

The survey of related literature brought out many important facts concerning job satisfaction. Job satisfaction does not exist as an independent variable but is the result of attitudes, appreciations, interests, ideals, and habits of conduct. Attitudes are formed in relation to situations, persons, or groups with which the individual comes into contact. The major feature which makes a good teacher is her attitude toward her profession formed in relation to it as a reference group. It was observed that an attitude will vary from day to day. Therefore, there can be extreme satisfaction or extreme dissatisfaction without the job changing. However, many authors believed that such a situation is unlikely. Furthermore, complete satisfaction would be most undesirable. What is desired is an optimum satisfaction which will release frantic tension and at the same time leave enough dissatisfaction to promote better goals.

This investigation conformed to the general conclusions drawn from other job satisfaction studies. The following lists show factors of satisfaction as revealed by the data:

Salary:

travel
 saving
 security
 fraternal membership

Community conditions:

interesting community
 cooperation
 community acceptance of
 teachers
 appreciation
 cultural stimulation
 friendship
 restriction of behavior

School conditions:

funds for expenses
 equipment
 administrative planning
 supervision
 consideration of
 opinions
 trustworthiness
 time
 teaching load
 keeping records

Professional attitudes:

interest in work
 accomplishment
 desire to teach
 promotion
 contact with other people
 avocational comparison
 social position

Living conditions:

choice of place
 privacy
 freedom to entertain
 conveniences

Marriage and family responsibilities:

opportunity for social
 contacts
 family opposition to
 teaching

Experience and training:

interrupted intervals
 college preparation

Miscellaneous:

encouragement
 future plans
 psychological factors

In general the sample involved in the study was considered a normal one. The calculations indicated a slight massing of scores toward the high end of the job satisfaction scales but not great enough to cause concern. As a group, 70 per cent of the teachers liked their work moderately, very much, or with extreme enthusiasm. This leaves 30 per cent of the teachers who may be considered dissatisfied, since they fall in the classifications of indifference, dislike, or partial dislike of their work. According to the related literature, the percentage of dissatisfied persons varies from vocation to vocation and even varies within vocations under different circumstances. The percentage of teachers

who liked their work less than "a good deal" of the time was 18.4. Furthermore, 30.1 per cent of the teachers indicated a desire to change positions for a better job. Twenty-one per cent of the sample could not tell how they compared to others or whether they disliked their work more than others. Therefore, the range of dissatisfaction was 18.4 to 30.1 per cent. Thus it was concluded that from 18 to 30 per cent of the Louisiana elementary school teachers were dissatisfied with their jobs. The average of these figures is 24.8 per cent, a percentage very close to the number of teachers (250) found in Group B.

Salary. At least 28 per cent of the teachers were making less than \$2499 a year. Over one-half of the teachers were paid between \$2000 and \$2999. Slightly over a third of them, 36.3 per cent, were paid from \$3000 to \$3499. Thus, all but 3.4 per cent were making less than \$4000. There was an indication that teachers in the \$3000 to \$3500 bracket were satisfied with their salary and that it provided for travel, savings, and membership to organizations. Thus it was concluded that the minimum salary for beginning teachers should be \$3000. Cost of living increases have been granted to teachers since this study was undertaken.

Community conditions and relationships. The greater number of teachers lived in communities with less than 500 population. Fifty-eight per cent lived in communities with a population of

less than 10,000 persons. The data confirmed the opinion that the majority of Louisiana's elementary teachers live in small communities. As a group, the community accepted them as a part of the social structure and 77.6 per cent of them found most parents cooperative and appreciative of their efforts. The greatest factors for dissatisfaction in this category were: (1) too few stimulating opportunities, and (2) the lack of community responsibilities.

School conditions and relationships. The majority of teachers taught in schools where the enrollment was below 500 pupils.

Planning, based on modern methodology, needs a great deal more attention and probably revision. Seventy-six per cent of the sample based their work on courses outlined by the state. This principle was in direct contrast to that based on individual needs and differences. However good the state program was or is, the State Department did not intend that it be followed to the letter but that it should be adapted to community needs. This opinion was voiced by the State Supervisor of Elementary Education.

Supervisory activities and opportunities have not been fully realized by elementary school staffs. Cooperative policies were lacking in most schools. Supervision by parish supervisors reached 16.9 per cent of the teachers. Twenty-two per cent of the teachers were supervised by the principals. Seven per cent did not

recognise any supervision at all. About one-half of the teachers received supervision by all agents. However, the teachers were content with supervision as it was. The teachers were indifferent toward program planning; less than one-half, 42 per cent, desired to be more active in planning the school program.

The majority of teachers had loads which permitted them to teach effectively and had schedules which provided time for the necessary record keeping and extra duties.

Over 50 per cent of the sample were handicapped by the lack of adequate teaching materials. Furthermore, 41 per cent of the teachers had to improve their classrooms by teacher planning alone. Improvement was being made, however, by at least 40 per cent of the administrators. Twenty per cent more were interested in improvement but nothing had been accomplished.

One of the outstanding facts found in the study was that teachers, 98.5 per cent, liked to work with children. Over three-fourths of them found school environments interesting. Generally, there was good spirit in most of the schools.

Professional attitudes. There was outstanding evidence that teachers held high esteem and respect for the profession. The teaching job was interesting to 98 per cent; 95 per cent saw the results of their work; 86 per cent found that the work was not monotonous; 87 per cent felt that they were making a success of the work; and 89 per cent were teaching because they wanted to

teach. Ninety-one per cent thought that they had selected the right vocation and 93 per cent found real interest in their work. From these facts, it was concluded that the professional attitudes were high.

Advancement was definitely disheartening to over one-half of the group. Furthermore, the profession appeared to limit the opportunities for social contacts with people in other fields. Even with these conditions, the teachers still received more satisfaction from teaching than from other things that they did in their spare time.

Living conditions. Most teachers had comfortable places to live. The majority of them lived with relatives or husbands; relatively few lived alone. Sufficient privacy, freedom to entertain, and the necessary conveniences were afforded to at least 86 per cent. High living expenses caused the greatest concern relative to living conditions.

Marriage and family. Eighty-nine per cent of the teachers had selected teaching as a career with the approval of parents or relatives and the same number were encouraged to remain in the profession.

Marriage did not prevent the teacher from planning adequately for the classroom. However, family responsibilities made it difficult for about 33 per cent to advance professionally.

Training and experience. Sixty-three per cent of Louisiana's elementary teachers concerned in this study, had taught eleven years or over. The condemning fact remained, however, that only 53 per cent had received Bachelor's degrees. A very small number had Master's degrees and only 2 per cent had done graduate work above the Master's degree. Approximately one-third of the teachers recognized the need for further preparation. A majority of the teachers, 68 per cent, felt that they would be better satisfied with teaching if they received advanced study. Forty-one per cent stated that they did not receive life-like preparation for the problems they meet in teaching.

Miscellaneous. Louisiana teachers were spiritually minded as revealed by this sample; 82 per cent attended church regularly and 86 per cent regarded themselves as religious.

Comparison of Groups A and B. There were 30 statements in Form A, arranged in four scales. Twelve of them discriminated between the groups. The items which really discriminated significantly between the groups of satisfied and dissatisfied teachers follow:

How well you like your job:

I like it fairly well.

On the whole I like it.

I like it a good deal.

I like it very much.

I am enthusiastic about it.

I am extremely enthusiastic about it.

How much of the time are you satisfied with your job?

All of the time.

Most of the time.

A good deal of the time.

How you feel about changing your job:

I am not eager to change my job but would do so if
I could get a better one.

I cannot think of any job for which I would exchange
mine.

I would not exchange my job for any other.

How do you compare to other people?

No one likes his work better than I like mine.

I like my work much better than most people like
theirs.

I do not know how I compare to other people.

Specific items related to job satisfaction.

Salary:

My salary is sufficient for me to do some traveling.

Having too small a salary prevents me from saving for
security.

I need to get into work which pays better than teaching.

My salary prevents me from joining organizations to which
I believe that I should belong.

Community conditions:

This community is too small to be interesting.

Most people in this community cooperate with teachers.

Teachers are accepted as belonging to the community.

Most parents in this community appreciate the teacher's efforts.

The library facilities are adequate in this community.

The cultural opportunities in this community are stimulating.

I dislike community responsibilities outside the classroom.

Do you have any very close friends in the community?

Too many people in this community object to teachers doing things which are generally accepted when done by others.

This community is too isolated.

School conditions:

There is some money available for operating expenses of the elementary department.

Equipped for teaching adequately in the classroom.

Some equipment, bare essentials in the classroom.

No administrative plan for improving the elementary department.

Administrative plan for improvement under way.

If you have a supervisor does he expect too much of you?

The teachers in this school usually get recognition for a job well done.

My administrators are interested in improving my classroom.

My immediate superior considers my opinion.

Is your present boss an individual whom you feel that you can trust?

Supervision in this school is planned cooperatively by the supervisors, teachers, and pupils.

Do you have difficulty in knowing just where you stand with your principal?

Most members of this community help to plan the program of this school.

Is your work always judged by fair standards?

Do you find it easy to ask others for help?

My job takes so much time that I have no time to participate in professional organizations.

My teaching load is light enough for me to plan adequately.

The number of pupils I teach permits me to teach effectively.

My teaching schedule provides time for doing the varied jobs I am expected to do at school.

Keeping records and making reports add too much to an already full schedule.

Do you think that you have too work too long on the job?

Does your present job force you to hurry a great deal?

The surroundings in which I work are interesting.

There is a fine spirit in this school.

Teachers have to work too hard.

School buildings and equipment are used too much by the people in this community.

Does your present job fatigue you greatly?

Professional attitudes:

Is your work interesting?

Can you see the results of your work?

Is your job monotonous?

Do you feel that you are making a success of your work?

Have you ever declined an offer to leave the teaching profession?

I am teaching because I like to.

Do you think that you have made the wrong selection of your occupation?

Teaching offers me an opportunity to engage in stimulating activities.

I have an opportunity to advance.

Reading educational literature is interesting.

The things that I do in my spare time give me more satisfaction than my work.

The teaching profession limits my contacts with people in other fields.

Do you like to direct the work of others?

Do you have to do things in your work which hurts your conscience?

Are you satisfied with the effects of your job on your social position?

Did you enter your present position because you really wanted to go into it?

Do you find that you have little real interest in your job?

Living conditions:

Does your job permit you to live where you desire?

I have sufficient privacy where I live.

I am free to entertain friends where I live.

I have all the necessary conveniences where I live.

Living expenses here are unreasonably high.

Marriage and family responsibilities:

My family responsibilities (parents or relatives)
combined with teaching leave me little opportunity
for social contacts.

My family would rather have me enter another profession.

Experience and training:

Interrupted intervals of teaching with other employment.

My college gave me a life-like preparation for the
problems I meet in teaching.

Miscellaneous:

Do you expect to teach next year?

Do people appreciate your work?

Do you sometimes get badly flustered or jittery in your job?

Do you get discouraged easily?

Conclusions.

1. This investigation was in progress for three years.

The time element limited detailed analysis with more use of statistics. Furthermore, the expense of it ruled out the possibilities for machine calculations. Thus, it is recommended that studies of this nature be encouraged, financed and aided by agencies interested in improving the teaching profession.

2. Similar investigations should be carried out in the secondary and higher levels of education.

3. The State Board of Education of Louisiana should establish as a minimum salary a base salary of \$3000, the increase being paid only to those teachers during the summer months who participated in a program of travel and inservice training. (The National average for 1950-51 was \$3126).

4. A more emphatic public relations program is needed. School personnel and public administrators should endeavor to promote cultural and stimulating activities in the community. Teachers should be willing and cooperative in social leadership. There is a possibility of such training in Colleges of Education.

5. A better and more thorough program of democratic administration and supervisory programs is essential in Louisiana.

6. Plans should be promoted with definite results ascertained by the teacher. This requires long range planning in a board comprised of administrators, teachers, pupils, and patrons. No school should stand still year after year. Equipment should be added with definite funds available.

7. Louisiana teachers like to work with children. They maintain high esteem for the teaching profession. Professional attitudes were good. They should be offered opportunities to advance in some manner.

8. Salaries should also be compensated on a cost of living index for teachers. High cost of living caused much concern with the teachers in this sampling. (Louisiana ranked twenty-ninth in the nation in terms of average teacher's salary, 1950-51).

9. Greater emphasis should be placed on inservice training at the college level, with credit, and higher certification. Inservice training in the field, compulsory or otherwise, without credits did not show in this investigation.

10. A large number of teachers did not have degrees. Degrees do not make the teacher, it is conceded, but temporary certificates should be reduced by increasing inspiration and remuneration.

The study was not inclusive; many implications, many other areas of satisfaction--dissatisfaction might have been investigated. Diagnosis of the dissatisfied group might reveal chronic discontent of a psychological nature. Surely, a small percentage of teachers might be dissatisfied persons regardless of the profession they entered. Studies at other levels, high school and college, are needed before the profession can be criticised justly for its failure to improve unpleasant situations. Many items did not discriminate between the groups. Perhaps at different levels of education they would be more significant and discriminatory.

The study revealed several areas of dissatisfaction and served its purpose. Only through an effort to publicize its contents and encourage change in educational practices will it have value.

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APPENDIX A

(QUESTIONNAIRE)

LOUISIANA EDUCATION ASSOCIATION

Office Of

Executive Secretary

418 Florida Street
Baton Rouge 2, Louisiana

TO THE TEACHER:

No one knows better than you do whether or not you are satisfied with your job of teaching and no one knows better than you do why you are satisfied or dissatisfied with your present position. It is sincerely believed that any improvement concerning the conditions in which you teach should be made at your suggestion and with your approval.

A study of job satisfaction among teachers may reveal some of the areas of dissatisfaction which will open opportunities for improvement. Consequently, you are asked to help in a scientific study by answering the questions in this blank. Neither your employer nor any of your associates will be allowed to see your answers and only the group total will be published. DO NOT PUT YOUR NAME ON THIS PAPER. Your replies will be worthless unless they are perfectly frank and truthful. Your part in the study is of vital importance to its success in attempting to get reliable information.

Co-operation on your part will be of service to you and to the group of teachers you represent in this state and it is deeply appreciated.

Yours sincerely,

H. W. Wright
Executive Secretary

JOB SATISFACTION FORM A*

Date _____

Sex _____

Parish in which you teach _____

Choose ONE of the following statements which best tells how well you like your job. Place a check mark () in front of that statement:

1. I hate it.
2. I dislike it.
3. On the whole I don't like it.
4. I am indifferent to it.
5. I like it a little.
6. I like it fairly well.
7. On the whole I like it.
8. ~~I like it a good deal.~~
9. I like it very much.
10. I am enthusiastic about it.
11. I am extremely enthusiastic about it.

Check ONE of the following to show HOW MUCH OF THE TIME you feel satisfied with your job:

12. All of the time.
13. Most of the time.
14. A good deal of the time.
15. About half of the time.
16. Occasionally.
17. Seldom.
18. Never.

DO NOT WRITE IN THIS SPACE

Check ONE of the following which best tells how you feel about changing your job:

19. I would quit at once if I could get anything else to do.
20. I would take almost any other job in which I could earn as much money as I am earning now.
21. I would like to change my job.
22. I am not eager to change my job but would do so if I could get a better job.
23. I cannot think of any job for which I would exchange mine.
24. I would not exchange my job for any other.

Check ONE of the following to show how you think you compare with other people:

25. No one likes his work better than I like mine.
26. I like my work much better than most people like theirs.
27. I like my work as well as most people like theirs.
28. I do not know how I compare to other people.
29. I dislike my work more than other people dislike theirs.
30. No one dislikes his work more than I dislike mine.

JOB SATISFACTION FORM B

DIRECTIONS: Sections A to T, inclusive, which follow are planned to help you describe the teaching position you now hold. Check ONE (and only one) item in each section. Read each section through before checking.

A. Population of place in which I live when teaching.

- X
1. Less than 500
 2. 500 to 999
 3. 1,000 to 2,499
 4. 2,500 to 9,999
 5. 10,000 to 14,999
 6. 15,000 to 19,999
 7. 20,000 to 24,999
 8. 25,000 to 29,999
 9. 30,000 to 34,999
 10. 35,000 to 39,999
 11. 40,000 to 44,999
 12. 45,000 to 49,999
 13. 50,000 and over

B. Usual means of transportation from my residence (when teaching) to other communities.

- X
1. Own car.
 2. Private car but not owned by me.
 3. Train or bus.

C. Distance from my residence (when teaching) to a satisfactory recreational and/or shopping center to which I can secure transportation.

- ✓
1. Such a center is in this community
 2. Less than ten miles
 3. 10 to 19 miles
 4. 20 to 39 miles
 5. 40 to 49 miles
 6. 50 to 59 miles
 7. 60 to 69 miles
 8. 70 to 79 miles
 9. 80 to 89 miles
 10. 90 miles or more

D. Living arrangements:

1. Alone in apartment or house
2. Live with members of my family (relative or parents)
3. Live with my wife and/or husband
4. Room and board with others than my family

E. Marital status:

- ✓
1. Married
 2. Widowed or divorced
 3. Single

F. Family responsibilities:

1. None
2. Children and/or adults dependent upon me for care other than financial
3. Children and/or adults dependent upon me for financial help only
4. Combination of 2 and 3 above

G. Yearly salary (include extras such as; pay for teaching adults, travel allowance, board and room if in lieu of part of salary):

1. Less than \$1,000
2. \$1,000 to \$1,499
3. \$1,500 to \$1,999
4. \$2,000 to \$2,499
5. \$2,500 to \$2,999
6. \$3,000 to \$3,499
7. \$3,500 to \$3,999
8. \$4,000 to \$4,499
9. \$4,500 and over

H. Plans for next year:

1. Expect to teach
- ✓ 2. Do not expect to teach
3. Plans very uncertain

I. Length of teaching experience:

1. Less than one year
2. More than one year and less than 3 years
- ✓ 3. Three to less than 5 years
4. Five to less than 8 years
5. Eight to less than 11 years
6. Eleven years or over

J. My experience has been:

- ✓ 1. In teaching only
2. In teaching part time
- ✓ 3. In full time employment other than teaching prior to teaching
4. Interrupted intervals of teaching with other employment

K. My bachelor's degree included:

- ✓ 1. A major in _____ (24 hr.)
- 2 A minor in _____ (18 hr.)
- Double major in _____ and _____ (24 hr. each)

L. Number of years of undergraduate college preparation.

1. None
- ✓ 2. One to 9 months (1 year)
3. Nine to 18 months (2 years)
4. 18 to 27 months (3 years)
5. 27 to 36 months (4 years)
6. Bachelor's degree

M. Additional study beyond the Bachelor's degree:

- ✓ 1. None
2. Less than a college year
3. Nine to 18 months (2 yrs.)
4. Master's degree
5. Above Master's degree

N. Total enrollment in the school in which I teach:

1. Less than 100 pupils
2. 100 to 199
3. 200 to 299
- ✓ 4. 300 to 399
5. 400 to 499
6. 500 to 599
7. 600 to 699
8. 700 to 799
9. 800 to 899
10. 900 to 999
11. 1,000 pupils or over

O. Level of program I teach:

1. Elementary school only
2. Classes for adults and elementary school
- ✓ 3. Classes for out of school youth and elementary school

P. The program I teach is based on:

1. Courses outlines by city or state
2. Courses planned by teachers at the school
3. Courses planned by teachers, pupils and parents
4. Courses planned by teachers, pupils, and parents, based on city or state outlines

Q. Persons supervising my program:

1. No one
2. Principal
3. Superintendent
4. Parish supervisor
5. State supervisors
6. Principal, Superintendent, Parish Supervisor, and State Supervisors in specialized fields

R. School provision for operating expenses in my department:

1. Some money available
2. No definite amount set aside
3. Definite amount set aside yearly
4. No school funds for this purpose

S. Equipment with which my department is provided:

1. Equipped for teaching adequately in the class room
2. Some equipment, bare essentials in classroom
3. Classroom is too poorly equipped
4. Supplementary materials available outside of classroom but in the building

T. Provision for improving department:

1. No administrative plan
2. Administrative plan but no improvement made
3. Administrative plan being carried out or will be soon
4. Teacher planning only

REMARKS:

JOB SATISFACTION FORM C

The following statements present a variety of possible facts about the teaching situations and possible ideas which teachers may have about them. This form is being checked by experienced and inexperienced teachers, by single and married teachers, by teachers living with their relatives and by teachers who live along; hence, it is necessary to put some of the statements into rather general terms. Your response to each of the statements, therefore, should indicate your USUAL feeling about the conditions in which you teach.

DIRECTIONS: Record your feeling about each of the following statements by writing in the space provided a Y, N, or a U.

Y --- means "Yes, I agree; or It is true in my situation."

N --- means "No, I disagree; or It is not true in my situation."

U --- means "Uncertain; I have no feeling one way or the other; or The item does not apply in my situation."

-
- | | |
|---|---|
| 1. ___ Is your work interesting? | 10. ___ The teachers in this school usually get recognition for a job well done. |
| 2. ___ I have a comfortable place to live. | |
| 3. ___ Can you see the results of your work? | 11. ___ Do people appreciate your work? |
| 4. ___ Is your job monotonous? | 12. ___ Poor arrangement of fixed equipment makes my work much harder than it would otherwise be. |
| 5. ___ Does your job permit you to live where you desire? | |
| 6. ___ If you have a supervisor does he expect too much of you? | 13. ___ This community is too small to be interesting. |
| 7. ___ Would you choose another supervisor if you could? | 14. ___ A satisfactory salary schedule helps to make me contented. |
| 8. ___ Teaching is one of the best jobs that I can get which will let me live with my relatives or parents. | 15. ___ Are there too many "politics" in your job? |
| 9. ___ My salary is sufficient for me to do some traveling. | 16. ___ Do you feel that you are making a success of your job? |

17. — Have you ever declined an offer to leave the teaching profession?
18. — My administrators are interested in improving my classroom.
19. — My job takes so much of my time that I have no time to participate in professional organizations.
20. — Shopping facilities are adequate in this community.
21. — I am able to make satisfactory living arrangements here.
22. — Having too small a salary prevents me from saving for security. ✓
23. — The long vacations which teachers have makes my job attractive. ✓
24. — My immediate superior considers my opinion.
25. — Most people in this community cooperate with teachers.
26. — I have sufficient privacy where I live.
27. — I am teaching because I like to. ✓
28. — My teaching load is light enough for me to plan lessons adequately. ✓
29. — It is difficult to get into or out of this community.
30. — I am free to entertain friends where I live. ✓
31. — I need to get into work which pays better than teaching.
32. — My college gave me a life like preparation for the problems I meet in teaching. ✓
33. — The number of pupils that I teach permit me to teach effectively. ✓
34. — I have all the necessary conveniences where I live.
35. — My family responsibilities (parents or relatives) combined with teaching leave me little opportunity for social contacts.
36. — My marital status prevents me from planning an adequate program for my classroom. ✓
37. — My present salary is insufficient for me to take additional training. ✓
38. — I would like to work under another supervisor.
39. — My supervisor makes it a point to get along with teachers.
40. — Teachers are accepted as belonging to the community. ✓
41. — Do you think that you have made the wrong selection of your occupation? ✓
42. — Is your present boss an individual whom you feel that you can trust?
43. — Teaching offers me an opportunity to engage in stimulating intellectual activities. ✓

44. — My present salary prevents me from joining organizations to which I believe that I should belong. ✓
45. — I have an opportunity to advance. ✓
46. — I like working with children. (or pupils) ✓
47. — Reading educational literature is interesting. ✓
48. — The surroundings in which I work are interesting.
49. — The things that I do in my spare time give me more satisfaction than my work. ✓
50. — The administrators in this school are autocratic in methods of dealing with teachers.
51. — My teaching schedule provides time for doing the varied jobs I am expected to do at school. ✓
52. — Most parents in this community appreciate the efforts of teachers. ✓
53. — I would like to be more active in planning the school program if it were permitted. ✓
54. — There is a fine spirit in this school. ✓
55. — Teachers have to work too hard. ✓
56. — The library facilities in this community are adequate.
57. — Family responsibilities have made it difficult for me to advance professionally.
58. — I can afford to own a car on my salary.
59. — The teaching profession limits my opportunities for contacts with people in other fields. ✓
60. — Supervision in this group is planned cooperatively by the supervisors, teachers and pupils.
61. — Too many community jobs are expected of me as a teacher. ✓
62. — My family would rather have me enter another profession. ✓
63. — I believe that advanced study would enrich my satisfaction in teaching. ✓
64. — Do you like to direct the work of others?
65. — Do you regard yourself as religious?
66. — Do you attend church regularly?
67. — Keeping records and making reports add too much to an already full schedule. ✓
68. — The cultural opportunities in this community are stimulating.

69. ___ I dislike community responsibilities outside the classroom.
70. ___ School buildings and equipment are used too much by the people in this community.
71. ___ Do you make friends easily?
72. ___ Members of this community help to plan the program of this school.
73. ___ Is your work always judged by fair standards? ✓
74. ___ Do you have to do things in your work which hurts your conscience? ✓
75. ___ Do you have any very close friends in the community in which you work?
76. ___ Are you satisfied with the effect of your job on your social position? ✓
77. ___ I am not as well prepared for teaching as I should be.
78. ___ Are any of your brother or sisters earning more than you are in some other profession? ✓
79. ___ Do you have considerable difficulty in knowing just where you stand with your principal?
80. ___ Did you enter your present job because you really wanted to go into it? ✓
81. ___ Too many people in this community object to teachers doing things which are generally accepted when done by others.
82. ___ Living expenses here are unreasonably high.
83. ___ This community is too isolated.
84. ___ Do you sometimes get badly flustered or "jittery" in your present job?
85. ___ Did you disagree with your parents or relatives about the type of job you should enter? ✓
86. ___ Do you think that you have to work too long hours on the job? ✓
87. ___ Are you happy and contented in your present home environment?
88. ___ Do you have to work on your present job with people you dislike?
89. ___ Are you sometimes a leader at social affairs?
90. ___ Does your present job fatigue you greatly? ✓
91. ___ Does your present job force you to hurry a great deal?
92. ___ Does your principal take credit for the work you do?

93. ___ Do you get discouraged easily?
94. ___ Do you find it easy to ask others for help?
95. ___ Do you find that you have very little real interest in your job?

APPENDIX B

(Results of Tabulations Showing Composite Frequency
and Percentage, Forms A, B, and C)

RESULTS OF TABULATIONS SHOWING COMPOSITE
FREQUENCY AND PERCENTAGE, FORMS A, B, AND C

Job Satisfaction, Form A:

Choose ONE of the following
statements which best tells
how well you like your job.

<u>Item</u>	<u>Frequency</u>	<u>Percentage</u>
1. I hate it.	0	
2. I dislike it.	0	
3. On the whole I don't like it.	8	.73
4. I am indifferent to it.	2	.18
5. I like it a little.	9	.83
6. I like it fairly well.	52	4.77
7. On the whole I like it.	252	23.12
8. I like it a good deal.	63	5.78
9. I like it very much.	417	38.26
10. I am enthusiastic about it.	173	15.87
11. I am extremely enthusiastic about it.	114	10.46
	<u>1090</u>	

Check ONE of the following to
show HOW MUCH OF THE TIME you
feel satisfied with your job.

12. All of the time.	295	27.06
13. Most of the time.	600	55.06
14. A good deal of the time.	137	12.57
15. About half of the time.	28	2.57
16. Occasionally.	24	2.20
17. Seldom.	5	.46
18. Never.	1	.09
	<u>1090</u>	

Check ONE of the following
which best tells how you feel
about changing your job.

19. I would quit at once if I could get anything else to do.	0	
20. I would take almost any other job in which I could earn as much money as I am earning now.	9	.83

<u>Item</u>	<u>Frequency</u>	<u>Percentage</u>
21. I would like to exchange my job.	28	2.57
22. I am not eager to change my job but would do so if I could get a better one.	291	26.70
23. I cannot think of any job for which I would exchange mine.	480	44.04
24. I would not exchange my job for any other.	282	25.87
	<u>1090</u>	

Check ONE of the following to show how you think you compare with other people.

25. No one likes his work better than I like mine.	173	15.87
26. I like my work much better than most people like theirs.	281	25.78
27. I like my work as well as most people like theirs.	410	37.61
28. I do not know how I compare to other people.	225	20.64
29. I dislike my work more than other people dislike theirs.	1	.09
30. No one dislikes his work more than I dislike mine.	0	
	<u>1090</u>	

Job Satisfaction, Form B:

A. Population of place in which I live when teaching.

1. Less than 500	248	22.75
2. 500 to 999	167	15.32
3. 1,000 to 2,499	220	20.16
4. 2,500 to 9,999	210	19.25
5. 10,000 to 14,999	57	5.21
6. 15,000 to 19,999	18	1.63
7. 20,000 to 24,999	2	.18
8. 25,000 to 29,999	5	.46
9. 30,000 to 34,999	8	.73
10. 35,000 to 39,999	7	.64
11. 40,000 to 44,999	15	1.38
12. 45,000 to 49,999	6	.55
13. 50,000 and over	128	11.74
	<u>1090</u>	

<u>Item</u>	<u>Frequency</u>	<u>Percentage</u>
B. Usual means of transportation from my residence (when teaching) to other communities.		
1. Own car	757	69.45
2. Private car but not owned by me	214	19.63
3. Train or bus	119	10.92
	<u>1090</u>	
C. Distance from my residence (when teaching) to a satisfactory recreational or shopping center to which I can secure transportation:		
1. Such a community is in this community	393	36.06
2. Less than 10 miles	236	21.65
3. 10 to 19 miles	208	19.08
4. 20 to 29 miles	159	14.59
5. 30 to 39 miles	38	3.49
6. 40 to 49 miles	33	3.03
7. 50 to 59 miles	16	1.47
8. 60 to 69 miles	7	.64
9. 70 to 79 miles		
10. 80 to 89 miles		
11. 90 miles or more		
	<u>1090</u>	
D. Living arrangements:		
1. Alone in apartment of house	87	7.98
2. Live with members of my family	304	27.89
3. Live with my wife or husband	619	56.79
4. Room and board with others than my family	80	7.34
	<u>1090</u>	
E. Marital status:		
1. Married	659	60.46
2. Widowed or divorced	130	11.92
3. Single	301	27.62
	<u>1090</u>	

<u>Item</u>	<u>Frequency</u>	<u>Percentage</u>
F. Family responsibilities:		
1. None	390	35.78
2. Children and/or adults dependent upon me for care other than financial	340	31.19
3. Children and/or adults dependent upon financially	138	12.66
4. Combination of 2 and 3 above	222	20.37
	<u>1090</u>	
G. Yearly salary (include extras such as; pay for teaching adults, travel allowance, board and room if in lieu of part of salary):		
1. Less than \$1,000	4	.4
2. \$1,000 to \$1,499	6	.6
3. \$1,500 to \$1,999	35	3.2
4. \$2,000 to \$2,499	268	24.12
5. \$2,500 to \$2,999	342	31.37
6. \$3,000 to \$3,499	396	36.33
7. \$3,500 to \$3,999	28	2.56
8. \$4,000 to \$4,499	12	1.1
9. \$4,500 and over	4	.4
	<u>1090</u>	
H. Plans for next year:		
1. Expect to teach	994	91.19
2. Do not expect to teach	30	2.75
3. Plans very uncertain	66	6.06
	<u>1090</u>	
I. Length of teaching experience:		
1. Less than one year	34	3.12
2. More than one year and less than three years	60	5.5
3. Three to less than 5 years	62	5.69
4. Five to less than 8 years	101	9.27
5. Eight to less than 11 years	140	12.84
6. Eleven years or over	693	65.58
	<u>1090</u>	

<u>Item</u>	<u>Frequency</u>	<u>Percentage</u>
J. My experience has been:		
1. In teaching only	860	78.9
2. In teaching part time	20	1.83
3. In full time employment other than teaching prior to teaching	51	4.68
4. Interrupted intervals of teaching with other employment	159	14.59
	<u>1090</u>	
L. Number of years of undergraduate preparation:		
1. None	60	5.5
2. One to 9 months (1 year)	12	1.1
3. Nine to 18 months (2 years)	86	7.9
4. 18 to 27 months (3 years)	274	25.14
5. 27 to 36 months (4 years)	77	7.06
6. Bachelor's degree	581	53.30
	<u>1090</u>	
M. Additional study beyond the Bachelor's degree:		
1. None	733	67.25
2. Less than a college year	211	22.11
3. Nine to 18 months (2 years)	61	5.6
4. Master's degree	37	3.39
5. Above Master's degree	18	1.65
	<u>1090</u>	
N. Total enrollment in the school in which I teach:		
1. Less than 100 pupils	49	4.5
2. 100 to 199	85	7.8
3. 200 to 299	152	13.94
4. 300 to 399	148	13.58
5. 400 to 499	146	13.39
6. 500 to 599	115	10.55
7. 600 to 699	105	9.63
8. 700 to 799	85	7.8
9. 800 to 899	65	5.96
10. 900 to 999	55	5.05
11. 1,000 pupils or over	85	7.8
	<u>1090</u>	

<u>Item</u>	<u>Frequency</u>	<u>Percentage</u>
O. Level of program I teach:		
1. Elementary school only	1049	96.24
2. Classes of adults and elementary school	35	3.21
3. Classes for out of school youth and elementary school	6	.55
	<u>1090</u>	
P. The program I teach is based on:		
1. Courses outlined by city or state	835	76.61
2. Courses planned by teachers at school	107	9.82
3. Courses planned by teachers, pupils and parents	15	1.38
4. Courses planned by teachers, pupils, and parents based on city or state outlines	133	12.2
	<u>1090</u>	
Q. Persons supervising my program:		
1. No none	72	6.61
2. Principal	246	22.57
3. Superintendent	16	1.47
4. Parish supervisor	185	16.97
5. State supervisors	14	1.28
6. Principal, superintendent, parish supervisor, and state supervisors	557	51.1
	<u>1090</u>	
R. School provision for operating expenses in my department:		
1. Some money available	354	32.48
2. No definite amount set aside	231	21.19
3. Definite amount set aside	118	10.83
4. No school funds for this purpose	387	35.5
	<u>1090</u>	

<u>Item</u>		<u>Frequency</u>	<u>Percentage</u>
S. Equipment with which my department is provided:			
1. Equipped for teaching adequately in classroom		284	26.06
2. Some equipment, essentials in classroom		347	31.83
3. Classroom is too poorly equipped		249	22.84
4. Supplementary materials available outside of classroom but in building		210	19.27
		<u>1090</u>	
T. Provision for improving department:			
1. No administrative plan		101	9.27
2. Administrative plan but no improvement made		103	9.44
3. Administrative plan being carried out or will be soon		438	40.18
4. Teacher planning only		<u>448</u>	41.1
		<u>1090</u>	
<u>Job Satisfaction, Form C:</u>			
1. Is your work interesting?	Yes	1064	97.61
	No	7	.64
	Uncertain	16	1.47
	Omission	3	.28
2. I have a comfortable place to live.	Yes	1066	97.8
	No	18	1.65
	Uncertain	3	.28
	Omission	3	.28
3. Can you see the results of your work?	Yes	1037	95.14
	No	20	1.83
	Uncertain	29	2.66
	Omission	4	.37
4. Is your job monotonous?	Yes	91	8.35
	No	939	86.15
	Uncertain	41	3.76
	Omission	19	1.74

<u>Item</u>		<u>Frequency</u>	<u>Percentage</u>
5. Does your job permit you to live where you desire?	Yes	1013	92.94
	No	62	5.68
	Uncertain	10	.92
	Omission	5	.46
6. If you have a supervisor does he expect too much of you?	Yes	30	2.75
	No	963	88.35
	Uncertain	64	5.87
	Omission	33	3.03
7. Would you choose another supervisor if you could?	Yes	85	7.8
	No	876	80.37
	Uncertain	86	7.89
	Omission	43	3.94
8. Teaching is one of the best jobs that I can get which will let me live with relative or parents.	Yes	645	59.17
	No	187	17.16
	Uncertain	209	19.17
	Omission	49	4.5
9. My salary is sufficient for me to do some traveling.	Yes	410	37.61
	No	619	56.79
	Uncertain	44	4.04
	Omission	17	1.56
10. The teachers in this school usually get recognition for a job well done.	Yes	767	70.37
	No	220	20.18
	Uncertain	88	8.07
	Omission	15	1.37
11. Do people appreciate your work?	Yes	711	65.23
	No	145	13.30
	Uncertain	221	20.28
	Omission	13	1.19
12. Poor arrangement of fixed equipment makes my work much harder than it would otherwise be.	Yes	417	38.26
	No	551	50.55
	Uncertain	105	9.63
	Omission	17	1.56
13. This community is too small to be interesting.	Yes	145	13.30
	No	886	81.28
	Uncertain	48	4.40
	Omission	11	1.01

<u>Item</u>		<u>Frequency</u>	<u>Percentage</u>
14. A satisfactory salary schedule helps make me contented.	Yes	824	75.60
	No	179	16.42
	Uncertain	60	5.5
	Omission	27	2.48
15. Are there too many "politics" in your job?	Yes	236	21.65
	No	739	67.8
	Uncertain	92	8.44
	Omission	23	2.28
16. Do you feel that you have made a success of your job?	Yes	946	86.79
	No	36	3.3
	Uncertain	98	8.99
	Omission	10	.92
17. Have you ever declined an offer to leave the teaching profession?	Yes	456	41.83
	No	583	53.49
	Uncertain	39	3.58
	Omission	12	1.1
18. My administrators are interested in improving my classroom.	Yes	700	64.22
	No	249	22.84
	Uncertain	121	11.1
	Omission	20	1.83
19. My job takes so much of my time that I have no time to participate in professional organizations.	Yes	232	21.28
	No	799	73.30
	Uncertain	46	4.22
	Omission	13	1.19
20. Shopping facilities are adequate in this community.	Yes	551	50.55
	No	503	46.15
	Uncertain	26	2.39
	Omission	10	.92
21. I am able to make satisfactory living arrangements here.	Yes	949	87.06
	No	97	8.9
	Uncertain	31	2.84
	Omission	13	1.19
22. Having too small a salary prevents me from saving for security.	Yes	578	53.03
	No	428	39.27
	Uncertain	60	5.5
	Omission	24	2.2

<u>Item</u>		<u>Frequency</u>	<u>Percentage</u>
23. The long vacations which teachers have makes my job attractive.	Yes	695	63.76
	No	309	28.35
	Uncertain	72	6.61
	Omission	14	1.28
24. My immediate superior considers my opinion.	Yes	823	75.5
	No	139	12.75
	Uncertain	101	9.27
	Omission	27	2.48
25. Most people in this community cooperate with teachers.	Yes	918	84.22
	No	109	10.
	Uncertain	55	5.05
	Omission	8	.73
26. I have sufficient privacy where I live.	Yes	1027	94.22
	No	40	3.67
	Uncertain	14	1.28
	Omission	9	.83
27. I am teaching because I like to.	Yes	971	89.08
	No	70	6.42
	Uncertain	36	3.3
	Omission	13	1.19
28. My teaching load is light enough for me to plan lessons adequately.	Yes	763	70.00
	No	302	27.71
	Uncertain	18	1.65
	Omission	7	.64
29. It is difficult to get into or out of this community.	Yes	301	27.63
	No	760	69.81
	Uncertain	21	2.02
	Omission	7	.64
30. I am free to entertain friends where I live.	Yes	1000	91.74
	No	56	5.14
	Uncertain	26	2.39
	Omission	8	.73
31. I need to get into work which pays better than teaching.	Yes	171	15.69
	No	771	70.73
	Uncertain	111	10.18
	Omission	37	3.39
32. My college gave me a life-like preparation for the problems I meet in teaching.	Yes	542	49.72
	No	444	40.73
	Uncertain	80	7.34
	Omission	24	2.2

<u>Item</u>		<u>Frequency</u>	<u>Percentage</u>
33. The number of pupils that I teach permit me to teach effectively.	Yes	654	60.0
	No	393	36.06
	Uncertain	38	3.49
	Omission	5	.46
34. I have all the necessary conveniences where I live.	Yes	941	86.33
	No	128	11.74
	Uncertain	12	1.1
	Omission	9	.83
35. My family responsibilities (parents or relatives) combined with teaching leave me little opportunity for social contacts.	Yes	319	29.27
	No	717	65.78
	Uncertain	36	3.3
	Omission	18	1.65
36. My marital status prevents me from planning an adequate program for my classroom.	Yes	29	2.66
	No	931	85.41
	Uncertain	89	8.17
	Omission	41	3.76
37. My present salary is insufficient for me to take additional training.	Yes	407	37.34
	No	614	56.33
	Uncertain	50	4.59
	Omission	19	1.74
38. I would like to work under another supervisor.	Yes	76	6.97
	No	896	82.2
	Uncertain	78	7.16
	Omission	40	3.67
39. My supervisor makes it a point to get along with teachers.	Yes	884	81.1
	No	61	5.6
	Uncertain	96	8.81
	Omission	49	4.5
40. Teachers are accepted as belonging to the community.	Yes	913	83.76
	No	100	9.17
	Uncertain	58	5.32
	Omission	19	1.74
41. Do you think that you have made the wrong selection of your occupation?	Yes	35	3.21
	No	995	91.28
	Uncertain	49	4.50
	Omission	11	1.0

<u>Item</u>		<u>Frequency</u>	<u>Percentage</u>
42. Is your present boss an individual whom you feel that you can trust?	Yes	907	83.21
	No	104	9.54
	Uncertain	64	5.87
	Omission	15	1.38
43. I have an opportunity to advance.	Yes	476	43.67
	No	434	39.82
	Uncertain	145	13.30
	Omission	35	3.21
44. My present salary prevents me from joining organizations to which I believe that I should belong.	Yes	172	15.78
	No	839	76.97
	Uncertain	60	5.5
	Omission	19	1.74
45. Teaching offers me an opportunity to engage in stimulating intellectual activities.	Yes	861	78.99
	No	140	12.84
	Uncertain	59	5.41
	Omission	30	2.75
46. I like working with children (or pupils).	Yes	1074	98.53
	No	4	.37
	Uncertain	2	.18
	Omission	10	.92
47. Reading educational literature is interesting.	Yes	994	91.19
	No	57	5.23
	Uncertain	28	2.57
	Omission	11	1.0
48. The surroundings in which I work are interesting.	Yes	848	77.8
	No	157	14.4
	Uncertain	67	6.15
	Omission	18	1.65
49. The administrators in this school are autocratic in methods of dealing with teachers.	Yes	220	20.18
	No	710	65.14
	Uncertain	88	8.07
	Omission	72	6.61
50. The things that I do in my spare time give me more satisfaction than my work.	Yes	189	17.34
	No	744	68.26
	Uncertain	131	12.01
	Omission	26	2.39
51. My teaching schedule provides time for doing the varied jobs I am expected to do at school.	Yes	701	64.31
	No	345	31.65
	Uncertain	29	2.66
	Omission	15	1.38

<u>Item</u>		<u>Frequency</u>	<u>Percentage</u>
52. Most parents in this community appreciate the efforts of teachers.	Yes	846	41.56
	No	157	39.72
	Uncertain	78	14.59
	Omission	9	4.13
53. I would like to be active in planning the school program if it were permitted.	Yes	453	41.56
	No	433	39.72
	Uncertain	159	14.59
	Omission	45	4.13
54. There is a fine spirit in this school.	Yes	761	69.81
	No	196	17.98
	Uncertain	108	9.91
	Omission	25	2.29
55. Teachers have to work too hard.	Yes	255	23.39
	No	736	67.52
	Uncertain	73	6.7
	Omission	26	2.39
56. The library facilities in this community are adequate.	Yes	615	56.42
	No	430	39.45
	Uncertain	31	2.84
	Omission	14	1.28
57. Family responsibilities have made it difficult for me to advance professionally.	Yes	310	28.44
	No	732	67.16
	Uncertain	34	3.12
	Omission	14	1.28
58. I can afford to own a car on my salary.	Yes	586	53.76
	No	443	40.64
	Uncertain	45	4.13
	Omission	16	1.47
59. The teaching profession limits my opportunities for contacts with people in other fields.	Yes	421	38.62
	No	615	56.42
	Uncertain	42	3.85
	Omission	12	1.1
60. Supervision in this group is planned cooperatively by the supervisors, teachers and pupils.	Yes	343	31.47
	No	590	54.13
	Uncertain	111	10.18
	Omission	46	4.22
61. Too many community jobs are expected of me as a teacher.	Yes	175	16.06
	No	864	79.27
	Uncertain	33	3.03
	Omission	18	1.65

<u>Item</u>		<u>Frequency</u>	<u>Percentage</u>
62. My family would rather have me enter another profession.	Yes	30	2.75
	No	977	89.63
	Uncertain	59	5.41
	Omission	24	2.2
63. I believe that advanced study would enrich my satisfaction in teaching.	Yes	745	68.35
	No	224	20.55
	Uncertain	90	8.26
	Omission	31	2.84
64. Do you like to direct the work of others?	Yes	621	56.97
	No	347	31.83
	Uncertain	87	7.98
	Omission	35	3.21
65. Do you regard yourself as religious?	Yes	944	88.61
	No	97	8.9
	Uncertain	32	2.94
	Omission	17	1.56
66. Do you attend church regularly?	Yes	897	82.29
	No	178	16.33
	Uncertain	5	.46
	Omission	10	.92
67. Keeping records and making reports add too much to an already full schedule.	Yes	336	30.83
	No	702	64.40
	Uncertain	40	3.67
	Omission	12	1.1
68. The cultural opportunities in this community are stimulating.	Yes	372	34.18
	No	584	53.58
	Uncertain	102	9.36
	Omission	32	2.94
69. I dislike community responsibilities outside the classroom.	Yes	221	20.28
	No	785	72.09
	Uncertain	65	5.96
	Omission	19	1.74
70. School buildings and equipment are used too much by people in this community.	Yes	46	4.22
	No	998	91.56
	Uncertain	28	2.57
	Omission	18	1.65

<u>Item</u>		<u>Frequency</u>	<u>Percentage</u>
71. Do you make friends easily?	Yes	864	79.28
	No	125	11.44
	Uncertain	83	7.62
	Omission	18	1.65
72. Members of this community help to plan the program of this school.	Yes	198	18.17
	No	825	75.69
	Uncertain	42	3.85
	Omission	25	2.29
73. Is your work always judged by fair standards?	Yes	757	69.45
	No	169	15.50
	Uncertain	144	13.21
	Omission	20	1.83
74. Do you have to do things in your work which hurts your conscience?	Yes	158	14.59
	No	885	81.11
	Uncertain	27	2.47
	Omission	20	1.83
75. Do you have any very close friends in the community in which you teach?	Yes	947	86.88
	No	117	10.73
	Uncertain	10	.92
	Omission	16	1.47
76. Are you satisfied with the effect of your job on your social position?	Yes	980	89.91
	No	59	5.41
	Uncertain	38	3.49
	Omission	13	1.19
77. I am not as well prepared for teaching as I should be.	Yes	388	35.6
	No	511	46.88
	Uncertain	142	13.03
	Omission	47	4.31
78. Are any of your brothers or sisters earning more than you are in some other profession?	Yes	636	58.35
	No	390	35.78
	Uncertain	47	4.31
	Omission	17	1.56
79. Do you have considerable difficulty in knowing just where you stand with your principal?	Yes	260	23.85
	No	747	68.71
	Uncertain	58	5.32
	Omission	23	2.11
80. Did you enter your present job because you really wanted to go into it?	Yes	949	87.06
	No	114	10.46
	Uncertain	14	1.28
	Omission	13	1.19

<u>Item</u>		<u>Frequency</u>	<u>Percentage</u>
81. Too many people in this community object to teachers doing things which are generally accepted when done by others.	Yes	227	20.83
	No	759	69.63
	Uncertain	83	7.61
	Omission	21	1.93
82. Living expenses here are unreasonably high.	Yes	390	35.78
	No	631	57.88
	Uncertain	51	4.68
	Omission	18	1.65
83. This community is too isolated.	Yes	137	12.57
	No	908	83.30
	Uncertain	26	3.39
	Omission	19	1.74
84. Do you sometimes get badly flustered or "jittery" in your present job?	Yes	214	22.39
	No	790	72.48
	Uncertain	33	3.03
	Omission	23	2.11
85. Did you disagree with your parents or relatives about the type of job you should enter?	Yes	84	7.71
	No	966	88.62
	Uncertain	20	1.83
	Omission	20	1.83
86. Do you think that you have to work too long hours on the job?	Yes	193	17.71
	No	865	79.36
	Uncertain	20	1.83
	Omission	12	1.1
87. Are you happy and contented in your present home environment?	Yes	960	88.07
	No	93	8.53
	Uncertain	26	2.39
	Omission	11	1.0
88. Do you have to work on your job with people you dislike?	Yes	150	13.76
	No	913	83.67
	Uncertain	12	1.10
	Omission	15	1.47
89. Are you sometimes a leader at social affairs?	Yes	700	64.22
	No	324	29.72
	Uncertain	46	4.20
	Omission	20	1.83

<u>Item</u>		<u>Frequency</u>	<u>Percentage</u>
90. Does your present job fatigue you greatly?	Yes	262	24.04
	No	782	71.74
	Uncertain	30	2.75
	Omission	16	1.47
91. Does your present job force you to hurry a great deal?	Yes	262	24.04
	No	782	71.74
	Uncertain	30	2.75
	Omission	16	1.47
92. Does your principal take credit for the work you do?	Yes	124	11.38
	No	874	80.18
	Uncertain	68	6.24
	Omission	24	2.20
93. Do you get discouraged easily?	Yes	224	20.55
	No	808	74.13
	Uncertain	41	3.76
	Omission	17	1.56
94. Do you find it easy to ask others for help?	Yes	659	60.46
	No	377	34.59
	Uncertain	35	3.21
	Omission	19	1.74
95. Do you find that you have very little real interest in your job?	Yes	38	3.49
	No	1017	93.30
	Uncertain	21	1.93
	Omission	14	1.28

APPENDIX C

**(Results of Tabulations Showing Frequency, Percentages
and Critical Ratios Between Group A and B)**

JOB SATISFACTION FORM A

Date _____

Sex _____

Parish in which you teach _____

Choose ONE of the following statements which best tells how well you like your job. Place a check mark () in front of that statement:

	Group A		Group B		% Diff.	CR
	f	%	f	%		
1. <input type="checkbox"/> I hate it.						
2. <input type="checkbox"/> I dislike it.						
3. <input type="checkbox"/> On the whole I don't like it.			8	3.2		
4. <input type="checkbox"/> I am indifferent to it.			2	.8		
5. <input type="checkbox"/> I like it a little.			10	4.0		
6. <input type="checkbox"/> I like it fairly well.			50	20.0		
7. <input type="checkbox"/> On the whole I like it.	1	.4	114	57.6	B57.2	18.5
8. <input type="checkbox"/> I like it a good deal.			14	5.6		
9. <input type="checkbox"/> I like it very much.	75	30.0	20	8.0	A22.0	6.6
10. <input type="checkbox"/> I am enthusiastic about it.	78	31.2	2	.8	A30.4	10.5
11. <input type="checkbox"/> I am extremely enthusiastic about it.	96	38.4		38.4		

Check ONE of the following to show HOW MUCH OF THE TIME you feel satisfied with your job.

12. <input type="checkbox"/> All of the time.	174	69.6	3	1.2	A68.4	24.6
13. <input type="checkbox"/> Most of the time.	75	30.0	111	44.4	B14.4	3.4
14. <input type="checkbox"/> A good deal of the time.	1	.4	82	32.8	B32.8	11.7
15. <input type="checkbox"/> About half of the time.			25	10.0		
16. <input type="checkbox"/> Occasionally.			24	9.6		
17. <input type="checkbox"/> Seldom.			4	1.6		
18. <input type="checkbox"/> Never.			1	.4		

Check ONE of the following
which best tells how you
feel about changing your job:

	Group A		Group B		Diff.	CR
	f	%	f	%		
19. ___ I would quit at once if I could get anything else to do.						
20. ___ I would take almost any other job in which I could earn as much money as I am earning now.			9	3.6		
21. ___ I would like to change my job.			26	10.4		
22. ___ I am not eager to change my job but would do so if I could get a better job.	3	1.2	161	64.4	B63.2	20.4
23. ___ I cannot think of any job for which I would exchange mine.	61	24.4	51	20.4	A 4.0	1.1
24. ___ I would not exchange my job for any other.	186	74.4	3	1.2	A73.2	26.1

Check ONE of the following to
show how you think you compare
with other people:

25. ___ No one likes his work better than I like mine.	141	56.4	1	.4	A56.0	18.1
26. ___ I like my work much better than most people like theirs.	78	31.2	14	5.6	A25.6	7.8
27. ___ I like my work as well as most people like theirs.	22	8.8	147	58.8	B50.0	13.8
28. ___ I do not know how I compare to other people.	9	3.6	87	34.8	B31.2	9.8
29. ___ I dislike my work more than other people dislike theirs.			1	.4		
30. ___ No one dislikes his work more than I dislike mine.						

JOB SATISFACTION FORM B

DIRECTIONS: Sections A to T, inclusive, which follow are planned to help you describe the teaching position you now hold. Check ONE (and only one) item in each section. Read each section through before checking.

A. Population of place in which I live when teaching.

	Group A		Group B		%	Diff.	CR
	f	%	f	%			
1. <input type="checkbox"/> Less than 500	60	24.0	71	28.4	B 4.4	1.1	
2. <input type="checkbox"/> 500 to 999	32	12.8	29	11.6	A 1.2	.41	
3. <input type="checkbox"/> 1,000 to 2,499	40	16.0	43	17.2	B 1.2	.36	
4. <input type="checkbox"/> 2,500 to 9,999	44	17.6	50	20.0	B 2.4	.69	
5. <input type="checkbox"/> 10,000 to 14,999	11	4.4	16	6.4	B 2.0	1.0	
6. <input type="checkbox"/> 15,000 to 19,999	6	2.4	5	2.0	A .4	.30	
7. <input type="checkbox"/> 20,000 to 24,999	1	.4					
8. <input type="checkbox"/> 25,000 to 29,999	2	.8	2	.8			
9. <input type="checkbox"/> 30,000 to 34,999	5	2.0	1	.4	A 1.6	1.8	
10. <input type="checkbox"/> 35,000 to 39,999	4	1.6	1	.4	A 1.2	1.3	
11. <input type="checkbox"/> 40,000 to 44,999	3	1.2	2	.8	A .4	.44	
12. <input type="checkbox"/> 45,000 to 49,999	1	.4	2	.8	B .4	.57	
13. <input type="checkbox"/> 50,000 and over	41	16.4	28	11.2	A 5.2	1.7	

B. Usual means of transportation from my residence (when teaching) to other communities.

1. <input type="checkbox"/> Own car	167	66.8	166	66.4	B .4	.10
2. <input type="checkbox"/> Private car but not owned by me.	55	22.0	49	19.6	B .4	.11
3. <input type="checkbox"/> Train or bus	28	11.2	35	14.0	B 2.8	.93

C. Distance from my residence (when teaching) to a satisfactory recreational and/or shopping center to which I can secure transportation.

	Group A		Group B		% Diff.	CR
	f	%	f	%		
1. ___ Such a center is in this community	93	37.2	85	34.0	A 3.2	.74
2. ___ Less than ten miles	71	28.4	56	22.4	A 6.0	1.5
3. ___ 10 to 19 miles	43	17.2	45	18.0	B .8	.24
4. ___ 20 to 39 miles	29	11.6	40	16.0	B 4.4	1.4
5. ___ 40 to 49 miles	7	2.8	11	4.4	B 1.6	.94
6. ___ 50 to 59 miles	4	1.6	6	2.4	B .8	.62
7. ___ 60 to 69 miles	2	.8	5	2.0	B 1.2	1.1
8. ___ 70 to 79 miles			2	.8		
9. ___ 80 to 89 miles	1	.4				
10. ___ 90 miles or more						

D. Living arrangements:

1. ___ Alone in apartment or house	20	8.0	23	9.2	A 1.2	.48
2. ___ Live with members of my family (relative or parents)	70	28.0	63	25.2	A 2.8	.72
3. ___ Live with my wife and/or husband	148	59.2	140	56.0	A 3.2	.73
4. ___ Room and board with others than my family	12	4.8	24	9.6	B 4.8	2.09

E. Marital status:

1. ___ Married	153	61.2	139	55.6	A 5.6	1.27
2. ___ Widowed or divorced	26	10.4	35	14.0	B 3.6	1.24
3. ___ Single	71	28.4	76	30.4	B 2.0	.50

F. Family responsibilities:	Group A		Group B		% Diff.	CR
	f	%	f	%		
1. ___ None	87	34.8	91	36.4	B 1.6	.37
2. ___ Children and/or adults dependent upon me for care other than financial	97	38.8	76	30.4	A 8.4	2.00
3. ___ Children and/or adults dependent upon me for financial help only	26	10.4	24	9.6	A .8	.29
4. ___ Combination of 2 and 3 above	40	16.0	59	23.6	A 7.6	2.17

G. Yearly salary (include extras such as; pay for teaching adults, travel allowance, board and room if in lieu of part of salary):

1. ___ Less than \$1,000						
2. ___ \$1,000 to \$1,499	1	.4	2	.8	B .4	.57
3. ___ \$1,500 to \$1,999	3	1.2	9	3.6	B 2.4	1.71
4. ___ \$2,000 to \$2,499	61	24.4	63	25.2	B .8	.21
5. ___ \$2,500 to \$2,999	64	25.6	70	28.0	A 2.4	.60
6. ___ \$3,000 to \$3,499	107	42.8	95	38.0	A 4.8	1.09
7. ___ \$3,500 to \$3,999	7	2.8	8	3.2	B .4	.27
8. ___ \$4,000 to \$4,499	5	2.0	1	.4	B 1.6	1.78
9. ___ \$4,500 and over	2	.8	2	.8		

H. Plans for next year:

1. ___ Expect to teach	241	96.4	222	88.8	A 7.6	3.30
2. ___ Do not expect to teach	3	1.2	5	2.0	B .8	.73
3. ___ Plans very uncertain	6	2.4	23	9.2	B 6.8	3.24

I. Length of teaching experience:	Group A		Group B		%	Diff.	CR
	f	%	f	%			
1. ___ Less than one year	5	2.0	9	3.6	B 1.6	1.07	
2. ___ More than one year and less than 3 years	9	3.6	20	8.0	B 4.6	2.19	
3. ___ Three to less than 5 years	14	5.6	16	6.4	B .8	.38	
4. ___ Five to less than 8 years	12	4.8	25	10.0	B 5.2	2.27	
5. ___ Eight to less than 11 years	29	11.6	27	10.8	A .8	.29	
6. ___ Eleven years or over	181	72.4	153	61.2	A 11.2	2.67	
J. My experience has been:							
1. ___ In teaching only	207	82.8	181	72.4	A 10.4	2.81	
2. ___ In teaching part time	4	1.6	3	1.2	A .4	.36	
3. ___ In full time employment other than teaching prior to teaching	15	6.0	10	4.0	A 2.0	1.05	
4. ___ Interrupted intervals of teaching with other employ- ment	24	9.6	56	22.4	B 12.8	3.9	
K. My bachelor's degree included:							
1. A major in ___ (24 hr.) A minor in ___ (18 hr.) Double major in and ___ (24 hr. each)							
L. Number of years of undergraduate college preparation.							
1. ___ None	10	4.0	13	5.2	B 1.2	.63	
2. ___ One to 9 months (1 year)	1	.4	4	1.6	B 1.2	1.33	
3. ___ Nine to 18 months (2 years)	20	8.0	20	8.0			
4. ___ 18 to 27 months (3 years)	64	25.6	48	19.2	A 6.4	1.73	
5. ___ 27 to 36 months (4 years)	23	9.2	21	8.4	A .8	.32	
6. ___ Bachelor's degree	132	52.8	144	57.6	B 4.8	1.09	

M. Additional study beyond the Bachelor's degree:	Group A		Group B		% Diff.	CR
	f	%	f	%		
1. ___ None	163	65.2	171	68.4	B 3.2	.74
2. ___ Less than a college year	58	23.2	59	23.6	B .4	.10
3. ___ Nine to 18 months (2 yrs.)	17	6.8	7	2.8	B 4.0	2.11
4. ___ Master's degree	8	3.2	12	4.8	A 1.6	.89
5. ___ Above Master's degree	4	1.6	1	.4	A 1.2	1.33
N. Total enrollment in the school in which I teach:						
1. ___ Less than 100 pupils	4	1.6	7	2.8	B 1.2	.92
2. ___ 100 to 199	15	6.0	24	9.6	B 3.6	1.5
3. ___ 200 to 299	46	18.4	42	16.8	A 1.6	.46
4. ___ 300 to 399	40	16.0	21	8.4	A 7.6	2.62
5. ___ 400 to 499	44	17.6	40	16.0	A 1.6	.48
6. ___ 500 to 599	22	8.8	24	9.6	B .8	.31
7. ___ 600 to 699	14	5.6	23	9.2	B 3.6	1.57
8. ___ 700 to 799	13	5.2	25	10.0	B 4.8	2.00
9. ___ 800 to 899	14	5.6	18	7.2	B 1.6	.73
10. ___ 900 to 999	18	7.2	11	4.4	A 2.8	1.33
11. ___ 1,000 pupils or over	20	8.0	15	6.0	A 2.0	.87
O. Level of program I teach:						
1. ___ Elementary school only	239	95.6	240	96.0	B .4	.22
2. ___ Classes for adults and elementary school	11	4.4	9	3.6	A .8	.44
3. ___ Classes for out of school youth and elementary school			1	.4		

P. The program I teach is based on:	Group A		Group B		% Diff.	CR
	f	%	f	%		
1. ___ Courses outlined by city or state	184	73.6	204	81.6	B 8.0	2.16
2. ___ Courses planned by teachers at the school	24	9.6	23	9.2	A .4	.14
3. ___ Courses planned by teachers, pupils and parents	3	1.2	3	1.2		
4. ___ Courses planned by teachers, pupils, and parents, based on city or state outlines	39	15.6	20	8.0	A 7.6	2.62
Q. Persons supervising my program:						
1. ___ No one	13	5.2	16	6.4	B 1.2	.57
2. ___ Principal	55	22.0	60	24.0	B 2.0	.53
3. ___ Superintendent	2	.8	2	.8		
4. ___ Parish supervisor	48	19.2	50	20.0	B .8	.23
5. ___ State supervisors	1	.4				
6. ___ Principal, superintendent, parish supervisor, and state supervisors in specialized fields	131	52.4	122	48.8	A 3.6	8.0
R. School provision for operating expenses in my department:						
1. ___ Some money available	96	38.4	61	24.4	A 14.0	3.42
2. ___ No definite amount set aside	36	14.4	59	23.6	B 9.2	2.63
3. ___ Definite amount set aside yearly	26	10.4	20	8.0	A 2.4	.92
4. ___ No school funds for this purpose	92	36.8	110	44.0	B 7.2	1.63

S. Equipment with which my department is provided:

	Group A		Group B		Diff.	CR
	f	%	f	%		
1. ___ Equipped for teaching adequately in the classroom	92	36.8	39	15.6	A21.2	5.58
2. ___ Some equipment, bare essentials in classroom	61	24.4	99	39.6	B12.2	3.71
3. ___ Classroom is too poorly equipped	44	17.6	67	26.8	B 9.2	2.49
4. ___ Supplementary materials available outside of classroom but in the building	53	21.2	45	18.0	A 3.2	.91

T. Provision for improving department:

1. ___ No administrative plan	17	6.8	40	16.0	B 9.2	3.29
2. ___ Administrative plan but no improvement made	23	9.2	25	10.0	B .8	.31
3. ___ Administrative plan being carried out or will be soon	109	43.6	61	24.4	A19.2	4.68
4. ___ Teacher planning only	101	40.4	124	49.6	B 9.2	2.09

JOB SATISFACTION FORM C

The following statements present a variety of possible facts about the teaching situations and possible ideas which teachers may have about them. This form is being checked by experienced and inexperienced teachers, by single and married teachers, by teachers living with their relatives and by teachers who live alone; hence, it is necessary to put some of the statements into rather general terms. Your response to each of the statements, therefore, should indicate your USUAL feeling about the conditions in which you teach.

DIRECTIONS: Record your feeling about each of the following statements by writing in the space provided a Y, N, or a U.

Y --- means "Yes, I agree; or It is true in my situation."

N --- means "No, I disagree; or It is not true in my situation."

U --- means "Uncertain; I have no feeling one way or the other; or The item does not apply in my situation."

1. ___ Is your work interesting?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	250	100	227	90.8	A 9.2	5.11
No			6	2.4		
Uncertain. . .			14	5.6		
Omission . . .			3	1.2		

2. ___ I have a comfortable place to live.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	249	99.6	240	96.0	A 3.6	2.76
No	1	.4	8	3.2	B 2.8	2.33
Uncertain. . .						
Omission. . .			2	1.2		

3. ___ Can you see the results of your work?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	249	99.6	221	88.4	A11.2	5.33
No	1	.4	11	4.4	B 4.0	2.86
Uncertain. . .			18	7.2		
Omission . . .						

4. ___ Is your job monotonous?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	4	1.6	48	19.2	B17.6	6.77
No.	242	96.8	165	66.0	B30.8	9.63
Uncertain. . .	2	.8	24	9.6	B 8.8	4.63
Omission . . .	2	.8	13	5.2	B 4.4	2.93

5. ___ Does your job permit you to live where you desire?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	241	96.4	220	88.0	A 8.4	3.5
No	7	2.8	24	9.6	B 6.8	3.24
Uncertain. . .	1	.4	6	2.4	B 2.0	2.0
Omission . . .	1	.4				

6. ___ If you have a supervisor does he expect too much of you?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	3	1.2	9	3.6	B 2.4	1.71
No	237	94.8	208	83.2	A 11.6	4.30
Uncertain. . .	10	4.0	17	6.8	B 2.8	1.4
Omission . . .			16	6.4		

7. ___ Would you choose another supervisor if you could?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes	17	6.8	20	8.0	B 1.2	.52
No.	209	83.6	187	74.8	A 8.8	2.44
Uncertain . . .	14	5.6	22	8.8	B 3.2	1.39
Omission. . . .	10	4.0	21	8.4	B 4.4	2.10

8. Teaching is one of the best jobs that I can get which will let me live with my relatives or parents.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	152	60.8	134	53.6	A 7.2	1.64
No	37	14.8	50	20.0	B 5.2	1.57
Uncertain. . .	47	18.8	59	23.6	B 4.8	1.33
Omission . . .	14	5.6	7	2.8	A 2.8	1.56

9. My salary is sufficient for me to do some traveling.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	101	40.4	75	30.0	A10.4	2.48
No	132	52.8	167	66.8	B14.0	3.26
Uncertain. . .	12	4.8	8	3.2	B 1.6	.94
Omission . . .	5	2.0				

10. The teachers in this school usually get recognition for a job well done.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	207	82.8	152	60.8	A22.0	5.64
No	26	10.4	74	29.6	B19.2	5.65
Uncertain. . .	17	6.8	22	8.8	B 2.0	.87
Omission . . .			2	.8		

11. ___ Do people appreciate your work?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes	203	81.2	114	45.6	A35.6	8.90
No.	18	7.2	56	22.4	B15.2	4.90
Uncertain . . .	29	11.6	74	29.6	B18.0	5.14
Omission. . . .			6	2.4		

12. ___ Poor arrangement of fixed equipment makes my work much harder than it would otherwise be.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes	84	33.6	113	45.2	B11.6	2.70
No.	142	56.8	99	39.6	A17.2	4.0
Uncertain . . .	21	8.4	32	12.8	B 4.4	1.22
Omission. . . .	3	1.2	6	2.4	B 1.2	1.0

13. ___ This community is too small to be interesting.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes	11	4.4	51	20.4	B16.0	5.71
No.	229	91.6	189	75.6	A16.0	5.0
Uncertain . . .	7	2.8	8	3.2	B .4	.27
Omission. . . .	3	1.2	2	.8	A .4	.44

14. ___ A satisfactory salary schedule helps to make me contented.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	201	80.4	152	60.8	A19.6	5.03
No	34	13.6	66	26.4	B12.8	3.66
Uncertain. . .	8	3.2	22	8.8	B 5.6	2.67
Omission . . .	7	2.8	10	4.0	B 1.2	.75

15. ___ Are there too many "politics" in your job?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	84	33.6	82	32.8	A .8	.19
No	140	56.0	136	54.4	A 1.6	.36
Uncertain. . .	20	8.0	29	11.6	B 3.6	1.38
Omission . . .	6	2.4	3	1.2	A 1.2	1.09

16. ___ Do you feel that you are making a success of your job?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	241	96.4	172	68.8	A27.6	8.90
No	1	.4	23	9.2	B 8.8	4.89
Uncertain. . .	7	2.8	50	20.0	B17.2	6.88
Omission . . .	1	.4	5	2.0	B 1.6	1.78

17. ____ Have you ever declined an offer to leave the teaching profession?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	121	78.0	96	38.4	A39.6	9.95
No	119	10.8	145	58.0	B47.2	13.11
Uncertain. . .	7	9.6	6	2.4	A 7.2	3.43
Omission . . .	3	1.6	3	1.2	B .4	.45

18. ____ My administrators are interested in improving my classroom.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	195	78.0	122	48.8	A29.2	7.12
No	27	10.8	80	32.0	B21.2	6.06
Uncertain. . .	24	9.6	46	18.4	B 8.8	2.93
Omission . . .	4	1.6	2	.8	A .8	.89

19. ____ My job takes so much of my time that I have no time to participate in professional organizations.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	23	9.2	82	32.8	B23.6	6.94
No	216	86.4	153	61.2	A25.2	6.81
Uncertain. . .	8	3.2	14	5.6	B 2.4	1.33
Omission . . .	3	1.2	1	.4	A .8	1.0

20. ___ Shopping facilities are adequate in this community.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	147	58.8	123	49.2	A 9.6	2.18
No	95	38.0	121	48.4	B10.4	2.26
Uncertain. . .	6	2.4	6	2.4		
Omission . . .	2	.8				

21. ___ I am able to make satisfactory living arrangements here.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	220	88.0	204	81.6	A 6.4	2.00
No	21	8.4	33	13.2	B 4.8	1.78
Uncertain. . .	8	3.2	11	4.4	B 1.2	.60
Omission . . .	1	.4	2	.8	B .4	.57

22. ___ Having too small a salary prevents me from saving for security.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	108	43.2	152	60.8	B17.6	4.00
No	123	49.2	85	34.0	A15.2	3.53
Uncertain. . .	11	4.4	13	5.2	B .8	.42
Omission . . .	8	3.2				

23. ___ The long vacations which teachers have makes my job attractive.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	156	62.4	146	58.4	A 4.0	.91
No	68	27.2	89	35.6	B 8.4	2.05
Uncertain. . .	21	8.4	12	4.8	A 3.6	1.64
Omission . . .	5	2.0	3	1.2	A .8	.73

24. ___ My immediate superior considers my opinion.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	209	83.6	166	66.4	A17.2	4.53
No	19	7.6	45	18.0	B10.4	3.47
Uncertain. . .	16	6.4	37	14.8	B 8.4	3.11
Omission . . .	6	2.4	2	.8	A 1.6	1.45

25. ___ Most people in this community cooperate with teachers.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	227	90.8	188	75.2	A15.6	4.73
No	18	7.2	42	16.8	B 9.6	3.31
Uncertain. . .	5	2.0	18	7.2	B 5.2	2.74
Omission . . .			2	.8		

26. ___ I have sufficient privacy where I live.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	245	98.0	230	92.0	A 6.0	3.00
No	2	.8	14	5.6	B 4.8	3.00
Uncertain. . .	2	.8	6	2.4	B 1.6	1.45
Omission . . .	1	.4				

27. ___ I am teaching because I like to.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	249	99.6	172	68.8	A30.8	10.27
No			40	16.0		
Uncertain. . .			31	12.4		
Omission . . .	1	.4	7	2.8	B 2.4	2.18

28. ___ My teaching load is light enough for me to plan lessons adequately.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	204	81.6	156	62.4	A19.2	4.92
No	39	15.6	88	35.2	B19.6	5.16
Uncertain. . .	3	1.2	5	2.0	B .8	.73
Omission . . .	4	1.6	1	.4	A 1.2	1.33

29. ___ It is difficult to get into or out of this community.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	20	8.0	37	14.8	B 6.8	2.34
No	224	89.6	207	82.8	A 6.8	2.19
Uncertain. . .	4	1.6	5	2.0	B .4	.33
Omission . . .	2	.8	1	.4	A .4	.57

30. ___ I am free to entertain friends where I live.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	224	97.6	229	91.6	A 6.0	3.00
No	3	1.2	12	4.8	B 3.6	2.00
Uncertain. . .	3	1.2	9	3.6	B 2.4	1.77
Omission . . .						

31. ___ I need to get into work which pays better than teaching.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	15	6.0	65	26.0	B20.0	6.35
No	205	82.0	146	58.4	A23.6	6.02
Uncertain. . .	18	7.2	38	15.2	B 8.0	2.20
Omission . . .	12	4.8	1	.4	A 4.4	2.89

32. ___ My college gave me a life like preparation for the problems I meet in teaching.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	141	59.2	83	33.2	A26.0	6.05
No	77	30.8	123	49.2	B18.4	4.28
Uncertain. . .	18	7.2	32	12.8	B 5.6	2.03
Omission . . .	7	2.8	12	4.8	B 2.0	1.18

33. ___ The number of pupils that I teach permit me to teach effectively.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	169	67.6	133	53.2	A14.4	3.33
No	72	28.8	109	43.6	B14.8	3.42
Uncertain. . .	9	3.6	7	2.8	A .8	.51
Omission . . .			1	.4		

34. ___ I have all the necessary conveniences where I live.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	226	90.4	217	86.8	A 3.6	1.23
No	22	8.8	27	10.8	B 2.0	.75
Uncertain. . .	2	.8	2	.8		
Omission . . .			4	1.6		

35. _____ My family responsibilities (parents or relatives) combined with teaching leave me little opportunity for social contacts.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	50	20.0	101	40.4	B20.4	5.10
No	190	76.0	137	54.8	A21.2	5.12
Uncertain. . .	7	2.8	8	3.2	B .4	.11
Omission . . .	3	1.2	4	1.6	B .4	.38

36. _____ My marital status prevents me from planning an adequate program for my classroom.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	2	.8	5	2.0	B 1.2	1.15
No	216	86.4	206	82.4	A 4.0	.84
Uncertain. . .	16	6.4	20	8.0	B 1.6	.69
Omission . . .	16	6.4	19	7.6	B 1.2	.53

37. _____ My present salary is insufficient for me to take additional training.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	78	31.2	122	48.8	B17.6	4.09
No	152	60.8	112	44.8	A16.0	3.64
Uncertain. . .	7	2.8	11	4.4	B 1.6	.96
Omission . . .	13	5.2	5	2.0	A 3.0	1.82

38. ___ I would like to work under another supervisor.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	20	8.0	27	10.8	B 2.8	1.30
No	206	82.4	190	76.0	A 6.4	1.77
Uncertain. . .	15	6.0	22	8.8	B 2.8	1.20
Omission . . .	9	3.6	11	4.4	B .8	.46

39. ___ My supervisor makes it a point to get along with teachers.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	214	85.6	190	76.0	A 9.6	2.75
No	11	4.4	24	9.6	B 5.2	2.32
Uncertain. . .	17	6.8	26	10.4	B 3.6	1.43
Omission . . .	8	3.2	10	4.0	B .8	.48

40. ___ Teachers are accepted as belonging to the community.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	231	92.4	196	78.4	A14.0	4.53
No	9	3.6	34	13.6	B10.0	4.07
Uncertain. . .	8	3.2	16	15.4	B13.2	5.10
Omission . . .	2	.8	10	4.0	B 3.2	2.35

41. ___ Do you think that you have made the wrong selection of your occupation?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	1	.4	21	8.4	B 8.0	5.30
No	247	98.8	188	75.2	A23.6	8.40
Uncertain. . .	1	.4	37	14.8	B14.4	6.34
Omission . . .	1	.4	4	1.6	B 1.2	1.36

42. ___ Is your present boss an individual whom you feel that you can trust?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	228	91.2	183	73.2	A18.0	5.42
No	12	4.8	39	15.6	B10.8	4.06
Uncertain. . .	10	4.0	22	8.8	B 4.8	2.05
Omission . . .			6	2.4		

43. ___ Teaching offers me an opportunity to engage in stimulating intellectual activities.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	237	94.8	163	65.2	A29.6	8.92
No	4	1.6	53	21.2	B19.6	7.26
Uncertain. . .	5	2.0	23	9.2	B 7.2	2.31
Omission . . .	4	1.6	11	4.4	B 2.8	1.85

44. ___ My present salary prevents me from joining organizations to which I believe that I should belong.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	30	12.0	63	25.2	B13.2	3.86
No	211	84.4	161	64.4	A20.0	5.24
Uncertain. . .	5	2.0	18	7.2	B 5.2	1.73
Omission . . .	4	1.6	8	3.2	B 1.6	1.19

45. ___ I have an opportunity to advance.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	138	55.2	71	28.4	A26.8	6.32
No	66	26.4	140	56.0	B29.6	7.06
Uncertain. . .	35	14.0	31	12.4	A 1.6	.53
Omission . . .	11	4.4	8	3.2	A 1.2	.71

46. ___ I like working with children (or pupils).

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	250	100.0	240	96.0	A 4.0	.33
No			4	1.6		
Uncertain. . .			3	1.2		
Omission . . .			3	1.2		

47. ___ Reading educational literature is interesting.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	243	97.2	210	84.0	A13.2	5.20
No	4	1.6	27	10.8	B 9.2	4.36
Uncertain. . .	3	1.2	11	4.4	B 3.2	2.19
Omission . . .			2	.8		

48. ___ The surroundings in which I work are interesting.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	230	92.0	149	59.6	A32.5	9.15
No	14	5.6	74	29.6	B24.0	7.43
Uncertain. . .	6	2.4	23	9.2	B 6.8	3.30
Omission . . .			4	1.6		

49. ___ The things that I do in my spare time give me more satisfaction than my work.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	29	11.6	84	33.6	B22.0	6.11
No	210	84.0	119	47.6	A36.4	9.31
Uncertain. . .	11	4.4	41	16.4	B12.0	4.49
Omission . . .			6	2.4		

50. ___ The administrators in this school are autocratic in methods of dealing with teachers.

Response	Group A		Group B		% Diff.	CR
	F	%	F	%		
Yes.	42	16.8	63	25.2	B 8.4	2.32
No	173	69.2	148	59.2	A10.0	2.35
Uncertain. . .	13	5.2	24	9.6	B 4.4	1.89
Omission . . .	22	8.8	15	6.0	A 2.8	1.20

51. ___ My teaching schedule provides time for doing the varied jobs I am expected to do at school.

Response	Group A		Group B		% Diff.	CR
	F	%	F	%		
Yes.	181	72.4	132	52.8	A19.6	5.25
No	58	23.2	110	44.0	B20.8	5.05
Uncertain. . .	4	1.6	5	2.0	B .4	.34
Omission . . .	7	2.8	3	1.2	A 1.6	1.28

52. ___ Most parents in this community appreciate the efforts of teachers.

Response	Group A		Group B		% Diff.	CR
	F	%	F	%		
Yes.	220	88.0	156	62.4	A25.6	6.96
No	20	8.0	62	24.8	B16.8	5.17
Uncertain. . .	10	4.0	24	9.6	B 5.6	2.51
Omission . . .			8	3.2		

53. ___ I would like to be more active in planning the school program if it were permitted.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	91	36.4	114	45.6	B 9.2	2.12
No	106	42.4	80	32.0	A10.4	2.43
Uncertain. . .	40	16.0	46	18.4	B 2.4	.71
Omission . . .	13	5.2	10	4.0	A 1.2	.64

54. ___ There is a fine spirit in this school.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	211	84.4	142	56.8	A27.6	7.11
No	24	9.6	65	26.0	B16.4	4.91
Uncertain. . .	12	4.8	36	14.4	B 9.6	3.71
Omission . . .	3	1.2	7	2.8	B 1.6	1.28

55. ___ Teachers have to work too hard.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	38	15.2	91	36.4	B21.2	5.59
No	196	78.4	130	52.0	A26.4	6.45
Uncertain. . .	10	4.0	22	8.8	B 4.8	2.21
Omission . . .	6	2.4	7	2.8	B .4	.28

56. ___ The library facilities in this community are adequate.

Response	Group A		G Group B		% Diff.	CR
	f	%	f	%		
Yes.	151	60.4	123	49.2	A 11.2	2.33
No	77	30.8	119	47.6	B 16.8	3.90
Uncertain. . .	13	5.2	6	2.4	A 2.8	1.65
Omission . . .	9	3.6	2	.8	A 2.8	2.26

57. ___ Family responsibilities have made it difficult for me to advance professionally.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	54	21.6	71	28.4	B 6.8	1.76
No	183	73.2	168	67.2	A 6.0	1.47
Uncertain. . .	11	4.4	7	2.8	A 1.6	.96
Omission . . .	2	.8	4	1.6	B .8	.88

58. ___ I can afford to own a car on my salary.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	135	54.0	123	49.2	A 4.8	1.08
No	99	39.6	112	44.8	B 5.2	1.18
Uncertain. . .	14	5.6	12	4.8	A .8	.40
Omission . . .	2	.8	3	1.2	B .4	.45

59. ___ The teaching profession limits my opportunities for contacts with people in other fields.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	78	31.2	132	52.8	B21.6	5.02
No	161	64.4	106	42.4	A22.0	5.06
Uncertain. . .	7	2.8	9	3.6	B .8	.51
Omission . . .	4	1.6	3	1.2	A .4	.38

60. ___ Supervision in this group is planned cooperatively by the supervisors, teachers and pupils.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	117	46.8	57	20.4	A26.4	6.52
No	120	48.0	164	65.6	B17.6	4.05
Uncertain. . .	13	5.2	26	10.4	B 5.2	2.18
Omission . . .			9	3.6		

61. ___ Too many community jobs are expected of me as a teacher.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	35	14.0	43	17.2	B 3.2	.99
No	209	83.6	196	78.4	A 5.2	1.49
Uncertain. . .	4	1.6	5	2.0	B .4	.34
Omission . . .	2	.8	6	2.4	B 1.6	1.44

62. ___ My family would rather have me enter another profession.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	3	1.2	13	5.2	B 4.0	2.56
No	238	95.2	204	81.6	A 13.6	4.87
Uncertain. . .	7	2.8	26	10.4	B 7.6	3.47
Omission . . .	2	.8	7	2.8	B 2.0	1.69

63. ___ I believe that advanced study would enrich my satisfaction in teaching.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	179	71.6	158	63.2	A 8.4	2.01
No	50	20.0	57	22.8	B 2.8	.77
Uncertain. . .	17	6.8	26	10.4	B 3.6	1.45
Omission . . .	4	1.6	9	3.6	B 2.0	1.42

64. ___ Do you like to direct the work of others?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	161	64.4	126	50.4	A 14.0	3.60
No	67	26.8	85	34.0	B 7.2	1.76
Uncertain. . .	13	5.2	38	15.2	B 10.0	5.18
Omission . . .	9	3.6	1	.4	A 3.2	1.40

65. ___ Do you regard yourself as religious?

Response	Group A		Group B		Diff.	CR
	f	%	f	%		
Yes.	230	92.0	211	84.4	A 7.6	2.66
No	12	4.8	30	12.0	B 7.2	2.94
Uncertain. . .	6	2.4	5	2.0	A .4	.31
Omission . . .	2	.8	4	1.6	B .8	.84

66. ___ Do you attend church regularly?

Response	Group A		Group B		Diff.	CR
	f	%	f	%		
Yes.	214	85.6	201	80.4	A 5.2	1.55
No	35	14.0	45	18.0	B 4.0	1.22
Uncertain. . .						
Omission . . .	1	.4	4	1.6	B 1.2	1.36

67. ___ Keeping records and making reports add too much to an already full schedule.

Response	Group A		Group B		Diff.	CR
	f	%	f	%		
Yes.	48	19.2	116	46.4	B27.2	.67
No	191	76.4	122	48.8	A27.6	6.87
Uncertain. . .	9	3.6	9	3.6		
Omission . . .	2	.8	3	1.2	B .4	.45

68. ___ The cultural opportunities in this community are stimulating.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	117	46.8	62	24.8	A22.0	5.28
No	106	42.4	156	62.4	B20.0	4.58
Uncertain. . .	19	7.6	26	10.4	B 2.8	1.10
Omission . . .	8	3.2	6	2.4	A .8	.54

69. ___ I dislike community responsibilities outside the classroom.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	38	15.2	65	26.0	B10.8	3.09
No	199	79.6	162	64.8	A14.8	3.74
Uncertain. . .	9	3.6	18	7.2	B 3.6	1.79
Omission . . .	4	1.6	5	2.0	B .4	.35

70. ___ School buildings and equipment are used too much by the people in this community.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	10	4.0	17	6.8	B 2.8	1.39
No	234	93.6	226	90.4	A 3.2	1.32
Uncertain. . .	3	1.2	4	1.6	B .4	.38
Omission . . .	3	1.2	3	1.2		

71. ___ Do you make friends easily?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	216	86.4	180	72.0	A14.4	4.03
No	21	8.4	40	16.0	B 7.6	2.62
Uncertain. . .	11	4.4	29	11.6	B 7.2	3.00
Omission . . .	2	.8	1	.4	A .4	.59

72. ___ Members of this community help to plan the program of this school.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	62	24.8	33	13.2	A11.6	3.36
No	172	68.8	202	80.8	B12.0	3.13
Uncertain. . .	9	3.6	9	3.6		
Omission . . .	7	2.8	6	2.4	A .4	.28

73. ___ Is your work always judged by fair standards?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	200	80.0	138	55.2	A24.8	6.15
No	24	9.6	61	24.4	B14.8	4.50
Uncertain. . .	21	8.4	47	18.8	B10.4	3.44
Omission . . .	5	2.0	4	1.6	A .4	.15

74. ___ Do you have to do things in your work which hurts your conscience?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	30	12.0	54	21.6	B 9.6	2.90
No	208	83.2	183	73.2	A10.0	3.56
Uncertain. . .	5	2.0	10	4.0	B 2.0	.71
Omission . . .	7	2.8	3	1.2	A 1.6	1.29

75. ___ Do you have any very close friends in the community in which you work?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	229	91.6	184	73.6	A18.0	5.47
No	16	6.4	41	16.4	B10.0	3.57
Uncertain. . .	3	1.2	13	5.2	B 4.0	2.56
Omission . . .	2	.8	12	4.8	B 4.0	2.74

76. ___ Are you satisfied with the effect of your job on your social position?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	234	93.6	205	82.0	A11.6	4.03
No	6	2.4	28	11.2	B 8.8	3.98
Uncertain. . .	7	2.8	14	5.6	B 2.8	1.57
Omission . . .	3	1.2	3	1.2		

77. ___ I am not as well prepared for teaching as I should be.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	83	33.2	92	36.8	B 3.6	.85
No	116	46.4	113	45.2	A 1.2	.31
Uncertain. . .	31	12.4	35	14.0	B 1.6	.42
Omission . . .	20	8.0	10	4.0	A 4.0	1.98

78. ___ Are any of your brothers or sisters earning more than you are in some other profession?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	151	60.4	140	56.0	A 4.4	1.00
No	76	30.4	96	38.4	B 8.0	1.89
Uncertain. . .	9	3.6	12	4.8	B 1.2	.67
Omission . . .	14	5.6	2	.8	A 4.8	3.10

79. ___ Do you have considerable difficulty in knowing just where you stand with your principal?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	35	14.0	86	34.4	B20.4	5.48
No	204	81.6	148	59.2	A22.4	5.67
Uncertain. . .	6	2.4	15	6.0	B 3.6	2.02
Omission . . .	5	2.0	1	.4	A 1.6	1.67

80. ___ Did you enter your present job because you really wanted to go into it?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	240	96.0	180	72.0	A24.0	7.77
No	6	2.4	64	25.6	B23.2	7.95
Uncertain. . .	1	.4	5	2.0	B 1.6	1.67
Omission . . .	3	1.2	1	.4	A .8	1.01

81. ___ Too many people in this community object to teachers doing things which are generally accepted when done by others.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	33	13.2	79	31.6	B18.4	5.07
No	192	76.8	152	60.8	A16.0	3.92
Uncertain. . .	19	7.6	15	6.0	A 1.6	.71
Omission . . .	6	2.4	4	1.6	A .8	.65

82. ___ Living expenses here are unreasonably high.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	79	31.6	96	38.4	B 6.8	1.6
No	148	59.2	140	56.0	B 3.2	.73
Uncertain. . .	15	6.0	10	4.0	A 2.0	1.03
Omission . . .	8	3.2	4	1.6	A 1.6	1.18

83. ___ This community is too isolated.

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	11	4.4	97	38.8	B34.4	10.30
No	224	89.6	144	57.6	A32.0	8.72
Uncertain. . .	9	3.6	5	2.0	A 1.6	1.09
Omission . . .	6	2.4	4	1.6	A .8	.64

84. ___ Do you sometimes get badly flustered or "jittery" in your present job?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	22	8.8	96	38.4	B29.6	8.34
No	204	81.6	146	58.4	A23.2	5.90
Uncertain. . .	7	2.8	6	2.4	A .4	.28
Omission . . .	17	6.8	2	.8	A 6.0	3.57

85. ___ Did you disagree with your parents or relatives about the type of job you should enter?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	15	6.0	23	9.2	B 3.2	1.36
No	226	90.4	218	87.2	A 3.2	1.14
Uncertain. . .	4	1.6	6	2.4	B .8	.62
Omission . . .	5	2.0	3	1.2	A .8	.72

86. ____ Do you think that you have to work too long hours on the job?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	24	9.6	69	37.6	B 18.0	5.33
No	219	87.6	173	69.2	A 18.4	5.14
Uncertain. . .	4	1.6	5	2.0	B .4	.34
Omission . . .	3	1.2	3	1.2		

87. ____ Are you happy and contented in your present home environment?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	228	91.2	209	83.6	A 7.6	2.59
No	14	5.6	30	12.0	B 6.4	1.65
Uncertain. . .	5	2.0	11	4.4	B 2.4	1.54
Omission . . .	3	1.2				

88. ____ Do you have to work on your present job with people you dislike?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	26	10.4	47	18.8	B 8.4	2.68
No	220	88.0	196	78.4	A 9.6	2.90
Uncertain. . .			4	1.6		
Omission . . .	4	1.6	3	1.2	B .4	.38

89. ___ Are you sometimes a leader at social affairs?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	177	70.8	149	59.6	A11.2	2.65
No	64	25.6	81	32.4	B 6.8	1.68
Uncertain. . .	5	2.0	17	6.8	B 4.8	2.64
Omission . . .	4	1.6	3	1.2	A .4	.38

90. ___ Does your present job fatigue you greatly?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	29	11.6	105	42.0	B30.4	8.17
No	213	85.2	135	54.0	A31.2	11.82
Uncertain. . .	4	1.6	8	3.2	B 1.6	1.18
Omission . . .	4	1.6	2	.8	A .8	.82

91. ___ Does your present job force you to hurry a great deal?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	93	37.2	153	61.2	B24.0	5.53
No	146	58.4	91	36.4	A22.0	5.06
Uncertain. . .	5	2.0	5	2.0		
Omission . . .	6	2.4	1	.4	A 2.0	.33

92. ___ Does your principal take credit for the work you do?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	21	8.4	28	11.2	B 2.8	1.06
No	214	85.6	190	76.0	A 9.6	2.69
Uncertain. . .	8	3.2	23	9.2	B 6.0	2.81
Omission . . .	7	2.8	9	3.6	B .8	.51

93. ___ Do you get discouraged easily?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	28	11.2	81	32.4	B21.2	5.94
No	213	85.2	157	62.8	A22.4	5.91
Uncertain. . .	4	1.6	12	4.8	B 3.2	2.05
Omission . . .	5	2.0				

94. ___ Do you find it easy to ask others for help?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	173	69.2	123	49.2	A20.0	4.65
No	62	24.8	118	47.2	B22.4	5.37
Uncertain. . .	10	4.0	7	2.8	A 1.2	.75
Omission . . .	5	2.0	2	.8	A 1.2	1.15

95. — Do you find that you have very little real interest in your job?

Response	Group A		Group B		% Diff.	CR
	f	%	f	%		
Yes.	3	1.2	16	6.4	B 5.2	3.08
No	243	97.2	219	87.6	A 9.6	4.12
Uncertain. . .			14	5.6		
Omission . . .	4	1.6	1	.4	A 1.2	1.36

AUTOBIOGRAPHY

Merle F. Warren was born July 13, 1917, in Moretown, Vermont, and was educated in the public schools of Washington County. He later attended the University of Vermont, and Vermont State Teachers College, Johnson, Vermont.

In 1941 he was called to active duty with the 43rd Division and was sent to Camp Blanding, Florida. During this service, he volunteered to serve with the Fourth Corps Rents and Claims Board, Camp Beauregard, Alexandria, Louisiana. He was accepted as a Cadet and received his commission in the United States Air Force, Selman Field, Monroe, Louisiana. After a tour of duty in the China-Burma Theater of operations, he returned to Memphis, Tennessee, as a transoceanic navigator with the Air Transport Command. He was discharged from the Air Force in 1945 and was employed by Eastern Airlines, Miami, Florida.

He later returned to Louisiana and received the Bachelor of Arts Degree from Northwestern State College, Natchitoches, Louisiana. In 1948 the degree of Master of Arts was conferred upon him by Louisiana State University. Since that time he has been employed by Southwestern Louisiana Institute as Supervising Critic in the upper elementary section of the F. M. Hamilton Training School.

His doctoral work was completed at Louisiana State University and the degree granted in June, 1953.

Married to Melba Rebecca Smith of Colfax, Louisiana, in 1941.

They have two children, Merle Anthony and Lucie-Margaret.

EXAMINATION AND THESIS REPORT

Candidate: Merle F. Warren

Major Field: Education

Title of Thesis: Factors Related to Job Satisfaction of White Elementary School Teachers in Louisiana

Approved:

H. L. Garrison
Major Professor and Chairman

Richard Munnell
Dean of the Graduate School

EXAMINING COMMITTEE:

W. H. H. H.

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Marion B. Smith

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Date of Examination:

May 8, 1953