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An investigation of the relationship between biographical characteristics and job satisfaction among middle school teachers in four suburban school districts

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AN INVESTIGATION OF THE RELATIONSHIP BETWEEN BIOGRAPHICAL

CHARACTERISTICS AND JOB SATISFACTION AMONG

MIDDLE SCHOOL TEACHERS IN FOUR

SUBURBAN SCHOOL DISTRICTS

By

SUSAN SCOTT-MILLER

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TO THE OFFICE OF GRADUATE STUDIES AND RESEARCH:

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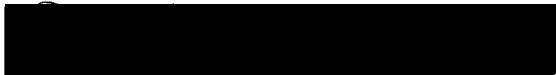Richard A. Schmuck, Bi-University Program Coordinator (Uni-
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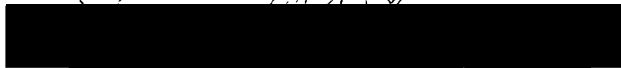
AN ABSTRACT OF THE DISSERTATION OF Susan Scott-Miller for

the Doctor of Education in Public School Administration and

Supervision presented November 15, 1984.

Title: An Investigation of the Relationship Between Bio-

graphical Characteristics and Job Satisfaction Among Middle

School Teachers in Four Suburban School Districts

APPROVED BY MEMBERS OF THE DISSERTATION COMMITTEE:

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        A descriptive study was conducted to examine the sta-

tus of middle school teachers in four suburban school dis-

tricts. The dependent variables that were studied included

the extent of satisfaction with teaching demonstrated by the

teachers, the rapport that the teachers demonstrated with their principals and other staff members, and the self-perceived feelings of status felt by the teachers.

Eight hypotheses were formulated and centered around changes in job satisfaction based upon biographical descriptors such as age, career stage, certification level, and gender. In addition to the questionnaire (The Purdue Teacher Opinionaire) completed by the teachers, an interview was conducted with the principal of each school in the study. These data were also compared to the levels of satisfaction with teaching that were measured in the teachers. Two areas of inquiry in the interview were a self-perceived management style and the level of implementation of middle school characteristics as delineated by Riegle (1971).

It was concluded that gender was significantly related to the extent of satisfaction with teaching reported by the middle school teachers. In support of the work done by Greenfield and Blase (1981), it was found that the middle school teachers, like the secondary teacher in the 1981 study, manifested a unique pattern of satisfaction with their jobs over the career stages as outlined by Gould (1979). This pattern differs from the patterns demonstrated by research for other professions and supports the findings of Greenfield and Blase (1981) and Lortie (1975). Greater dissatisfaction with teaching was indicated in the first three years than at any other time during the teaching career.

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CHAPTER I

INTRODUCTION

The last twenty five years have given rise to an edu-
cational trend called the middle school movement. Involved
in this movement is the revival of the historical basis of
the development of the junior high school; namely provision
for a specialized program for the education of middle grade
students. Although the initial reasons for the roots of the
two movements differ, both have similar aims. Specifically,
the middle school movement is concerned with ". . . provid-
ing effective educational experiences for youth in the mid-
dle years" (Lounsbury & Vars, 1980, pp. xi-xii).

Some states have recognized this movement by requiring
teacher certification aimed specifically at this level of
education. Florida is one such state. The state of Oregon
presently requires that middle school teachers be certified
to teach either at the secondary level or at the elementary
level with endorsements to qualify for specific subject
areas at the middle school level. There is no middle school
certification per se in Oregon. This means that there may
be teachers employed at the middle school level who have
been prepared to teach in grade levels from kindergarten
through the twelfth grade.

The last two decades have seen enormous growth in the
number of middle schools, and further growth of the concept
of the middle school, as opposed to the more traditional
format of elementary, junior high, and/or senior high. In
the fall of 1976 there were approximately 5,000 middle
schools established nationwide (George & McEwin, 1978),
while by 1983 this number had grown to approximately 12,000
(McEwin, 1983). Such rapid growth outstrips the development
attributed to junior high schools in the 1920's (1925 - 254
junior highs; 1934 - 1,948 junior highs) (Lounsbury & Vars,
1980). Professional organizations have grown up around the
movement with the most successful being the National Middle
School Association which was formed in 1974. This associa-
tion publishes a quarterly journal, provides an annual na-
tional conference, and has state and regional affiliates
(Lounsbury & Vars, 1980).

There has been a general lack of institutional recog-
nition of the middle school movement. Throughout the in-
creasing proliferation of schools claiming the title of mid-
dle school, there has been an attendant push to devise a
middle school teacher training and certification require-
ment. Some educators have seen this as a necessity, "For
more than twenty five years the literature . . ." has been
full of articles which decry the lack of training for teach-
ers in middle school education (George & McEwin, 1978,
p. 13). Others have advocated the balance between those

teachers with an elementary and a secondary certification.
It would seem that there are as many philosophical positions
as there are "experts" in the field of middle school educa-
tion. The question, however, has always focused on the
needs of students. This focus is based on the assumption
that meeting the needs of students is done through training
teachers in a specific way. Little attention has been paid
to the effect that this lack of professional certification
and training has had on the perceived status, satisfaction
and morale of the teachers at this middle level of educa-
tion. There may be a significant negative impact on the
fulfillment of educational goals at the middle school level
because of ". . . the absence of middle level certification
and resulting lack of status associated with a career at the
middle level" (McEwin, 1983, p. 80). In addition, it may be
assumed that there are some unique characteristics about
these teachers and the skills they have which are not being
addressed through the institutional preparation that they
receive. Such lack of preparation may influence their le-
vels of morale and job satisfaction. This decreased status
and lowered levels of satisfaction and morale may influence
negatively the quality of education for middle school stu-
dents.

Dealing with the reality of this situation in the
State of Oregon forces the middle school level teacher to
be certified at either the elementary level, and carry

endorsements to teach specific subject areas, or be certified at the secondary level. The teacher must then make a choice to teach at the middle school level without any or the scantiest of training. This leads to the possibility that job satisfaction may be connected to the training, experiential background and/or career stage of the middle school teachers. This study attempts to look at that possibility. Specifically, this study relates the levels of morale, job satisfaction, status and other factors measured by the Purdue Teaching Opinionaire (PTO) to the levels of certification, experiential background, career stages, and other biographical data for the teachers who are presently employed as middle school teachers in the State of Oregon. The study is limited to those teachers who are employed by districts that fit into defined parameters including location, attending population, and size.

In a study done by DeMedio (1980) it was found that middle school teachers saw a real need for specific certification for teaching at the middle level. Secondary teachers simultaneously saw a need for the certification. Those professionals who are actively involved in middle school educational programs saw a significant reason for the existence of certification for that level while the need has been ignored by many of the certifying agencies in the United States. In a 1968 study done by Pumerantz, there was no alteration in state department attitudes about middle school

education, but a similar study in 1975 showed some trend to-
ward the development of middle school certification require-
ments (George, McMillan, Malinka, & Pumerantz, 1975).

The problem has one more complicating factor that must
be addressed. The simple application of the name "middle
school" to a school may not be theoretically valid. Many
districts have used the term middle school since the late
1960's while actively employing what has come to be called a
junior high curricular program. By definition a junior high
program would be one that is just that; a junior, high
school. The programs would include departmentalized struc-
ture with department heads, interscholastic sports and all
of the support systems for those sports, little or no inter-
disciplinary teaming, and specific Carnegie unit require-
ments that must be filled by every student regardless of
that student's individual needs.

Since the name does not a middle school make, it has
been necessary for this study to determine the extent of
implementation of middle school principles in the schools
which participate in the study. The degree of implementa-
tion may also influence levels of satisfaction, morale, and
status of the teachers (Pook, 1981).

Statement of the Problem

This study investigated the relationship between the
levels of various factors including job satisfaction,

rapport, status, and morale of teachers at the middle school level and the experiential background, certification, specific job characteristics, and other biographical data of the teachers.

Three separate instruments have been used to collect the data for analysis of the teachers and schools:

1. The PTO was the primary instrument to be used with the teachers. This instrument was administered to all teacher participants;

2. A biographical questionnaire that consisted of no more than one page of questions pertaining to the individual teacher's work and educational experience, level of certification and personal data;

3. An interview of each administrator of the schools included in the sample determined the extent of implementation of middle school concepts, administrative philosphy as self-perceived, and other descriptive data.

The collected data were analyzed by comparing the scales as obtained from the PTO to the information obtained from the other two instruments.

1. Comparison of the biographical characteristics of the teachers to the levels of morale, job satisfaction, and other subscales about the teachers as measured by the PTO.

2. Analysis of the levels of implementation of middle
   school principles as compared to the levels of the
   various factors measured by the PTO.

3. An analysis of the relationship of the subscales
   of the PTO for this sample.

When comparing the biographical data of the teachers
to their scores on the PTO it was necessary to look at a
number of areas:

1. Is there a relationship between the gender of
   teacher and the levels of satisfaction?

2. Is there a relationship between the level of cer-
   tification of the teacher and the levels of satis-
   faction and morale obtained?

3. Is there a relationship between the career stage
   of the teacher and the level of job satisfaction
   and morale?

4. Is there a relationship between the first three
   years of teaching and the levels of job satisfac-
   tion?

5. Is there a relationship between gender of the
   teacher and scores on the subscales of Rapport
   with Administrator and Rapport with Other
   Teachers?

6. Is there a relationship between the scores on the
   subscale of Rapport with Administrator and the
   self-perceived management style of the administra-
   tor?

7. Is there a relationship between the certification level of the teacher and the perceived level of status as measured by the PTO?

8. Is there a relationship between the occurrence of teacher labor problems in the last five years and the levels of job satisfaction and morale among teachers?

9. Is there a relationship between the existence of major budgetary problems in the district and the levels of satisfaction with the job and salary as measured by the PTO?

Hypotheses

It was hypothesized that there would be a relationship between the levels of satisfaction and the number of years of experience in teaching at the middle school level. This relationship was based on the same relationship that has been found to exist among teachers at the secondary level.

Hypothesis 1: Those teachers in the first three years of teaching will have a lower score on the subscale score Satisfaction with Teaching than teachers in other experiential levels. Specifically, the experiential levels addressed are:

1. 1-3 years;

2. 4-14 years; and

3. 16-highest years.

It was further hypothesized that there would be a relationship between the level of certification of the teacher and the score for morale and the subscale score for Job Satisfaction.

Hypothesis 2: Those teachers possessing certification at the elementary level will have higher subscale scores in Satisfaction with Teaching at schools having higher levels of implementation of the eighteen characteristics of middle schools.

Hypothesis 3: In the initial years of their careers, middle school teachers will have lowered scores on the subscale Satisfaction with Teaching (ages 22 to 30 years) followed by increased scores through the next career stage (ages 31 to 44 years), and, finally, lowered scores during the remaining years of their careers (ages 45 to 65 years).

This pattern reflected the findings among secondary teachers (Greenfield & Blase, 1981).

Based on the work of Charters (1970) and Lortie (1975) it was hypothesized that there would be a relationship between the gender of the respondents and the levels of job satisfaction.

Hypothesis 4: Females in the sample will have higher scores on the subscale Satisfaction with Teaching than males.

In addition, other of the subscales were assumed to have a relationship to the gender of the respondents.

> Hypothesis 5: Females will have higher scores on the subscales relating to levels of rapport (Rapport with the Principal and Rapport Among Teachers).

In part, this relationship is based on the postulate that the higher levels of satisfaction are related to these levels of rapport.

It was also postulated that the closer the principal's management style was to a participatory management style the higher would be the levels of teacher satisfaction and morale in the school. If the principal indicated a greater tendency toward a high task and low relationship style of management, the lower the levels of Satisfaction with Teaching and Rapport with the Principal demonstrated by the teachers in that particular building.

> Hypothesis 6: The levels of Satisfaction with Teaching, as determined by the scores on the PTO, will be lower in buildings where the principal has indicated a higher task orientation and less relationship orientation in his/her self-perceived management style analysis.

> Hypothesis 7: Middle school teachers will demonstrate scores below the 50th percentile of the norming sample on the subscale Teacher Status.

> Hypothesis 8: Districts which have suffered labor

relations problems over the past five years will demonstrate lower scores on the Morale scale and the subscale for Satisfaction with Teaching.

Importance of the Study

Since there is a call by some experts for recognition of the difference between the middle school and other organizational structures for students in the middle years and, along with this, recognition of the need to train and hire teachers specifically for middle schools, it is important to study whether these differences can be supported by looking at the status of the individuals who are, at present, successfully participating as teachers at this level.

This study is an investigation of the status of middle school teachers and a description of the characteristics of middle school teachers in middle schools suburban to a large metropolitan area in the Northwestern United States. The additional information gathered through this study will provide a fuller picture of the individuals who are presently members of the teaching profession at the middle school level. It is important to note that the information that is available which relates specifically to middle school teachers is somewhat limited in scope and quantity. It is hoped that this study will add to this knowledge base about those special individuals who have chosen to teach the tranescent child.

Delimitations of the Study

This study possesses some important delimiters that must be remembered. The school districts involved in this study were suburban to a large metropolitan area in the Northwestern United States. The districts were chosen for a number of commonalities that all possessed:

1. Predominantly white student populations;

2. No more than three but no less than two middle schools in the district as a whole;

3. School populations that did not exceed 1,000 students; and

4. All schools were termed "middle school" in the school name.

Definition of Terms

The PTO includes several factors which are defined below:

Satisfaction

With Teaching: (Job Satisfaction) Feelings of satisfaction with teaching. The satisfied teacher loves to teach, feels competent in his/her job, enjoys his/her students, and believes in the future of teaching as an occupation.

Rapport with the

Principal: Teacher's feelings about the

principal -- his/her profes-

sional competency, interest in

teachers and their work, ability

to communicate, and skill in hu-

man relations.

Rapport Among

Teachers: The teacher's relationship with

other teachers. The teacher's

opinions about the cooperation,

preparation, ethics, influence,

interests, and competency of

his/her peers.

Teacher Status: The teacher's feelings about the

prestige, security, and benefits

afforded teaching.

Morale: The extent to which an individ-

ual's needs are satisfied and

he/she perceives the satisfac-

tion as stemming from the total

job situation. High morale is

evident when there is interest

in and enthusiasm for the job.

The important element here is

what the person believes and

feels, not the conditions that
may exist as perceived by
others.

Task Style: A management style that centers
                               on the attainment of goals that
                               center around results, not the
                               needs of the people in the
                               school environemnt.

Relationship Style: A management style that is ex-
                               tensively concerned with the re-
                               lationships that exist in the
                               school environment including
                               mutual trust, respect for ideas,
                               and consideration of teachers'
                               feelings.

Task-relationship
   Style: A balance between the styles
                               (Task and Relationship) that
                               considers goal attainment impor-
                               tant, but considers the needs of
                               the subordinates in the school
                               environment simultaneously.

Summary

This was a descriptive study which examined the status
of teachers on a number of factors that are measured by the

PTO. Among these factors were Satisfaction with Teaching, Rapport with the Principal, Rapport with Other Teachers, Load, Self-perceived Status, and a total score for Teacher Morale. These subscales and the Teacher Morale score were related to various biographical data including the experiential background, training, certification level, age and career stage of teachers. In addition, there was an integration of information drawn from a questionnaire administered in the form of an interview to the principals of each building. This interview included information on the levels of implementation on Riegle's (1971) eighteen middle school characteristics and the self-perceived managerial style of the principal.

The underlying assumption of this study, as immerging experts have indicated, was that, if there were training at the undergraduate level and state required certification for middle school teachers, they would be better prepared and aware of the job requirements that exist at this level. The prior awareness of such conditions might lead to greater initial levels of job satisfaction for middle school teachers, increased feelings of status for middle school teachers, and more effective processes for students at the middle school level.

CHAPTER II

REVIEW OF THE LITERATURE

Job Satisfaction

Upon reviewing the literature in this area, the first
concern was to search more thoroughly for the definition of
the term job satisfaction. This term has been studied since
the thirties and the developments that followed the now fam-
ous Western Electric Studies. These studies, published in
1939 and commonly referred to as the Hawthorne Studies for
the name of the plant where the studies were conducted, in-
dicated that the production of the individuals in the plant
increased not as a result of changes in the physical envi-
ronment in which they worked but because of the increased
attention that was being given to them as experimental sub-
jects (Roethlisberger & Dickson, 1939).

The Hawthorne experiment, under the direction of Elton
Mayo, concluded, in this and subsequent studies, that the
human factor has had a distinct impact on the levels of pro-
ductivity that the workers were able to attain and main-
tain. In later writings, satisfaction has been viewed as
highly subjective and associated with intrinsic rewards and
the interaction between what the individual wants from the

job and measurement of how well the job meets desires
(Greenfield & Blase, 1981; Locke, 1969).

The intrinsic rewards of a job might include task va-
riety, task uncertainty, social interaction that occurs on
the job, the significance of the task to the individual,
task identity, responsibility for results, and knowledge of
those results (Sergiovanni, 1980).

Hierarchies of Needs

It may be assumed that job satisfaction is related to
meeting the needs of individuals as they move through a hi-
erarchy such as that postulated in the classic work of Mas-
low (1943, 1954) and the reappraisal of that work done by
Aldefer (1969) and Porter (1981). Maslow (1943, 1954) pro-
posed five levels of need that motivated people and formed a
hierarchy consisting of physiological needs at the base,
progressively moving through security and safety needs, so-
cial affiliation needs, esteem, and on up to the need to be-
come s elf-actualizated. Moreover, there has been some
speculation that since satisfaction is associated with in-
trinsic rewards, individuals have to fulfill their lower or-
der physiological and safety needs before they can progress
to the higher need levels. If individuals are fearful for
their own existence, the concern with what satisfactions the
job is bringing will be non-existent outside of the provi-
sion for basic survival needs. Porter (1981), acting on the

assumption that the professional does not face the threat to
his/her basic needs, reformulated Maslow's need hierarchy in
an attempt to better match the life of the professional.
The base of the hierarchy becomes security followed in order
by affiliation, self-esteem, autonomy, and self-actualiza-
tion (Porter, 1961). These universal human needs were
looked at again by Aldefer in his work.

MASLOW (1954)

- SELF ACTUAL-IZATION
- ESTEEM
- SOCIAL AFFILIATION
- SECURITY/SAFETY
- BASIC PHYSIOL. NEEDS

PORTER (1961)

- SELF ACTUAL-IZATION
- AUTONOMY
- SELF-ESTEEM
- AFFILIATION
- SECURITY

ALDEFER (1969)

- GROWTH
- RELATEDNESS
- EXISTENCE
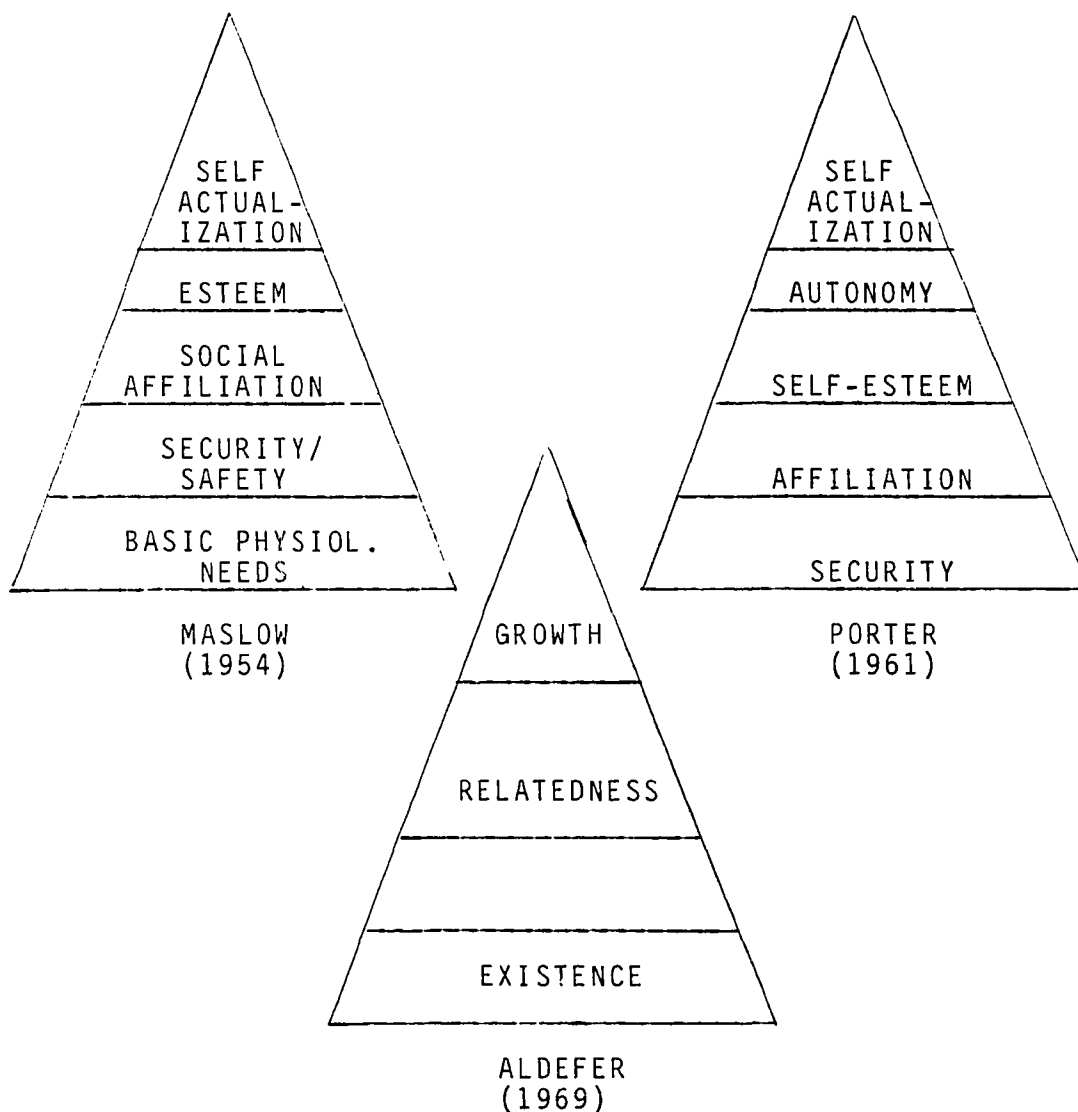
Figure 1. Hierarchies of needs.

Aldefer (1969) redefined the five levels of Maslow's hierarchy into three levels: existence, relatedness, and growth. It could then be said that satisfaction would exist to greater or lesser degrees at all the levels of Aldefer's hierarchy. More broadly, job satisfaction, at a theoretical level, exists as a function of all the levels in the hierarchial schemes presented because each level is a function of the one that precedes it. For the purposes of this paper, Porter's (1981) terms will be used.

From Need Fulfillment to Social Information Theory

The most important impact of relating job satisfaction to the higher need levels within the three hierarchies, is that it moves the focus on employee behavior out of the passive, submissive, dependent role which demands immature conformity (Argyris, 1964), into a more positive realm of behavior. Herzberg (1959, 1976) identifies two sets of factors that affect the needs and behavior of individuals in organizations. In this bi-polar model, Herzberg labels one set of needs as Maintenance Factors (Hygiene Factors) such as organizational policy, supervision, salary, and security. These factors can lead only to dissatisfaction or the absence of dissatisfaction for an individual. The second set of needs referred to as Motivators, includes growth, recognition, advancement, and responsibility. It is these factors, according to Herzberg, which result in job

satisfaction, or the absence thereof. The essence of this bi-polar model is that maintenance factors do not lead to job satisfaction, and the motivators do not result in dissatisfaction. The conclusion derived by Herzberg from this line of reasoning is that organizations need to simultaneously attend to both the maintenance and motivator factors, in order to eliminate the causes of dissatisfaction, while, at the same time, they promote opportunities for satisfaction.

Herzberg's work can be related to the writings of Maslow and others mentioned above if his maintenance factors are equated to the lower order needs set out in the three hierarchies. There is, however, a distinct difference in that Maslow, Aldefer, and Porter consider every level of the hierarchy as presenting a need that can become a potential motivator. In contrast, Herzberg considers the maintenance factors incapable of providing motivation.

From this it might be said that the fulfillment needs of the individual become the basis of satisfaction. The individual, in essence, must define these needs subjectively. Needs, as defined by the individual, may or may not be congruent with those of the organization. To address the concept of need-satisfaction a number of different models have been proposed by theorists. Historically, the assumption seems to have been that job satisfaction is linked with better performance on the job. There has been some

questioning of this theory by Lawler and Porter (1968).
Both men, however, support the concept that job satisfaction
does lead to lower rates of turnover and absenteeism as well
as the fact that there appears to be a low but consistent
association of satisfaction with job performance (Lawler &
Porter, 1967). In reviewing Vroom's citations, Lawler and
Porter found that 20 out of 23 studies that Vroom reviewed
indicated a positive relationship between job satisfaction
and performance. They point out that this is statistically
possible no more than one time out of one hundred. In a
study designed by Lawler and Porter to probe the relation-
ship between the two areas, it was found that among profes-
sionals there is a statistically significant link between
job satisfaction and performance. This link was much
stronger among professionals than among blue-collar
workers. Lawler and Porter conclude that ". . . it becomes
appropriate to be more concerned about which people and what
kinds of needs are satisfied in the organization, rather
than about how to maximize satisfaction generally" (Lawler &
Porter, 1967, p. 216).

Beyond this linkage found by Lawler and Porter many
researchers and theorists have supported the concept of a
linkage between job satisfaction and performance. Each of
the need satisfaction models have made some basic assump-
tions:

1. Persons have basic, stable relatively unchanging,
    and indentifiable attributes; e.g., needs and per-
    sonality; and

2. Jobs have stable and identifiable characteristics
    that are relevant to those needs of individuals
    (Salancik & Pfeffer, 1978).

Thus it is assumed that, if the job characteristics and the
individual's characteristics are matched, the match will
create more satisfied employees and higher levels of produc-
tion. "Jobs that fulfill a person's need are satisfying;
those that do not are not satisfying" (Salancik & Pfeffer,
1977, p. 428).

It appears, therefore, that the individual defines
what he/she considers to be desirable. An individual may
carry role expectations into a job, but this is not the
whole story. The individual brings to the job a set of ex-
pectations for fulfillment and this may vary from individual
to individual. Kuhlin (1963) found that the expectancies of
needs fulfillment that were brought to the job by male
teachers were far greater than the expectancies that were
brought by female teachers. Kuhlin also uncovered informa-
tion that indicated the level of job satisfaction of males
was more closely related to need fulfillment than it was for
women. It could be said that the extent to which a job ful-
fills the needs of the individual is the determinant of the
level of job satisfaction.

The work of Vroom (1964) is most closely associated with the need fulfillment theorists. Vroom's theory is often associated with the term expectancy model. The theory makes behavior the focus and assumes that it is rational behavior. In addition, it is assumed that the individual will anticipate the likely outcomes of the alternative ways of dealing with a problem, hence expectation of outcomes. If the expectation is met, the need is fulfilled. If the expectation is not met, it might either exceed the expectancy or fall short of that expectancy. In either case, the result is demotivating; the level of job satisfaction will fall; however, Vroom looked further at the model of expectancy fulfillment and addressed the problem that needs may have a relatively greater or lesser degree of importance to the individual. Thus Vroom adopted the valence-expectancy theory. In his application of the valence-expectancy theory Vroom (1964) addresses the concept that each need may have a differing level of importance, and failure to meet some needs of lower valence may be offset by success in fulfilling needs of greater value or valence. Therefore, rather than a simple subtractive model (job satisfaction = individual needs - job's ability to meet needs), it moves to a multiplicative model (job satisfaction = perceived amount of need fulfillment x the importance of the need to the individual) (Gruneberg, 1976). There still appears to be a link missing in this concept and Locke (1969) alludes to this

when he notes that there is no consideration of how much the individual wants something and how much of something one wants (Locke, 1969).

Locke directly argues that the failures of job satisfaction theory to meet all the necessary challenges to the theories is the failure of the researchers to address the causality of the linkage (Locke, 1969). Job satisfaction cannot be measured without having some basic understanding of the process of emotions that are the root of the question. Remember that Locke defines job satisfaction as ". . . the pleasurable emotional state resulting from appraisal of one's job as achieving or facilitating the achievement of one's job values" (Locke, 1969, p. 316). Therefore, Locke assumes that it is impossible to proceed with any study of job satisfaction until there is a common understanding of what emotions are and the difference between needing something and valuing something. Locke (1969) perceives that the individual may need something without any consciousness of its value; it will, nonetheless, have value; but one may value something while not needing it at all. To value something is simply to wish it or desire it, not need it. One establishes or learns a value system but does not have to learn a system of needs. Needs simply exist and are there; they are not learned. It is more proper to consider job satisfaction the product of a value system and not a system of need fulfillment. An individual

will first be cognizant of something in the environment then
will evaluate that item and place it in a value system which
is learned. It is this process that will lead to the regu-
lation of action for the individual or the level of job sat-
isfaction that exists at that time (Locke, 1969).

Job satisfaction is the end product of a process that
calls for the individual to enter the environment of the job
with a set of values that are learned. The individual jud-
ges the job and the intrinsics about that job based upon a
values system that has been learned and comes with that in-
dividual to the job. If the outcome is to be valued, it is
judged or evaluated relative to the person's desires. The
extent to which it fulfills the desire is the regulation of
the level of job satisfaction.

Lawler and Porter (1967) have extended the expectancy
theories into a more complex format. The basis of their
theory is that ". . . rather than being a cause of perfor-
mance, satisfaction is caused by it" (p. 216). This could
account, according to Lawler and Porter, for the low level
of relationship between productivity and job satisfaction.
In other words, the individual brings a set of values to the
job that make it important to be productive. If there is a
high output while on the job, the result is satisfaction.
Lawler and Porter (1967) found that professionals tend to
have a higher degree of relationship between job satisfac-
tion and performance than do blue-collar workers.

Rewards are important to the maintenance of high levels of job satisfaction, but the rewards must be perceived by the individual to be appropriate and equitable in terms of the effort that is expended for the production (Gruneberg, 1979; Lawler & Porter, 1969;). Intrinsic rewards are, then, often more appropriate and are more directly related to the levels of satisfaction than are the extrinsic rewards such as pay and benefits. The most direct relationship is, however, between the perceived equitability of the reward, whether the reward be extrinsic or intrinsic in nature, and the performance.
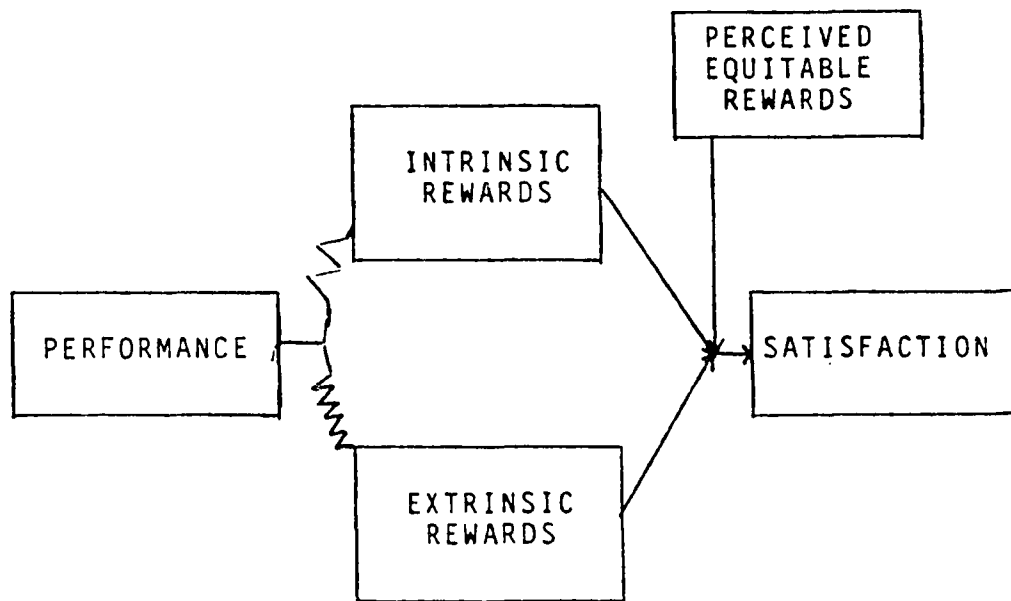
Figure 2. The relationship of extrinsic and intrinsic rewards to job satisfaction and perceived equitability; source: Lawler & Porter (1969).

Salancik has contributed support to the theory that the individual is perceiving the importance of the reward and its equitability. Salancik offers the social information perspective in his work with Pfeffer (1978). "The social information perspective holds that workers possess the ability to construct their own satisfaction by selectively perceiving and interpreting their social environment and their own past actions" (Salancik & Pfeffer, 1978, p. 249). The extension made by Salancik and Pfeffer is also evident in this statement. They believe that there is a level of social interaction that affects the satisfaction levels of the individual. These theorists go so far as to indicate that the social pressures brought to bear on individuals may influence their individual predispositions. Salancik and Pfeffer postulate that ". . . multiple social influences on attitudes are more consequential for predicting attitudes at work than are individual needs or other characteristics" (Salancik & Pfeffer, 1978, p. 248).

There is then the postulation that the job itself has little or no connection with the levels of job satisfaction except to the extent that the individual's desires and the characteristics of the job are matched to one another. It is at this juncture, then, that the characteristics of the job itself begin to have some significance if job satisfaction is to be understood.

Nature of the Job and Job Satisfaction

Herzberg and Lawler have spent considerable time evol-
ving theories of job design. In addition, Aldefer (1969)
has looked at the area of job enlargement. Although there
has been considerable questioning of the basic theories of
Herzberg on Motivators and Hygienic Factors (Smith, Kendall,
& Hulin, 1969) on the basis that the research of Herzberg is
impossible to replicate, Herzberg has produced some inter-
esting postulates on the changes that should be made in jobs
in order to increase the levels of satisfaction and possibly
production. Job enlargement by itself is too broad
a concept to deal with because it can lead to what Herzberg
calls job loading. This means that the number of duties are
increased but there is no vertical growth of the job or job
enrichment (Herzberg, 1966). Job enlargement does have some
generalized attitudes associated with it that bear mention-
ing. First, overall job satisfaction tends to be higher.
Herzberg would disagree and find that the levels of satis-
faction are increased with the increase in the enrichment of
the job, not the loading of the job. Meaningfulness of the
job tends to increase in jobs that are enlarged. Again,
Herzberg would indicate that this is associated with the en-
richment of the job not the loading of it. Finally, en-
largement is said to have ambiguous effects on interpersonal
relations on the job. So, what then is the importance of

job design on the levels of satisfaction that may affect job performance?

It is necessary for jobs to arouse higher order needs or desires and create conditions such that the people who perform the jobs will come to expect that better performance will lead to intrinsic rewards. Intrinsic rewards are those that are pursued by Herzberg when he speaks of job enrichment. Lawler (1969) indicates that there are three characteristics of jobs that arouse higher order needs:

1. The individual must receive meaningful feedback about his performance;

2. The job must be perceived by the individual as requiring him to use abilities that he values in order for him to perform the job effectively; and

3. The individual must feel he has a high degree of self-control over setting his own goals and over defining the paths to these goals.

In short, the job must contain characteristics that the individual perceives as providing meaning and challenge to the job. This is the process of enriching and is highly dependent on the perception of the employee, although Herzberg recommends that the employee him/herself not be involved in the actual design of the job (Herzberg, 1966). Such changes in jobs may actually lead to the necessity to change the style of leadership and supervision that is practiced.

Job Satisfaction and Supervision

Foa (1957) looked at the types of supervision styles and the effects of these styles on the workers. Foa determined that there were some basic premises that could be stated about the types of relationships that made for good working situations and those which would not be workable. Primary to the analysis was the consideration of the expectation of the employee as to what the attitude of the supervisor should be. This comes back again to the desires of the employee determining the level of satisfaction. If the satisfaction of the employee is to be increased it will be necessary to match the expectations of the employee with those of the supervisor particularly where the supervisor is authoritarian. It is destructive to place an authoritarian leader in charge of employees whose expectations are permissive. It is, however, acceptable and has little effect on satisfaction to place a permissive supervisor over an authoritarian employee (Foa, 1957).

Other Related Factors and Job Satisfaction

In general, research has shown that there are some other factors that are related to the levels of job satisfaction in employees. Most of these factors have to do with the individual differences between employees.

First is the question of job satisfaction and the age of the employee. The results of research in this area leave much to be desired when it comes to females. Some studies (Hunt & Saul, 1975) indicate that the same relationship exists between the age level and the satisfaction levels of females as that of males; i.e. a U-shaped curve with job satisfaction beginning high, declining and then rising again as age increases. It will be shown later that this is not true of the satisfaction levels in teachers, but that it is generally true of studies of male working populations. Saleh, Shoukry, and Otis (1964) found that managerial employees indicated that their level of job satisfaction increases from the start of their employment, continues to increase until their 59th year and then declines during the ages 60 to 65.

Herzberg has postulated that the increasing level of satisfaction up to retirement is a product of the individual's increasing knowledge of the job, adjustment to the job and to his/her life situation in general (Herzberg, 1966). The midcareer decline that has been described by many studies may be associated with the failure to meet expectations. The subsequent increase in satisfaction levels is due to the readjustment of the individual to his/her lot in life.

The relationship between the type of job and job satisfaction is affected by individual characteristics.

England and Stein (1961) indicate that this difference be-
tween reference groups may be so significant that it calls
for the development of instruments that measure levels of
satisfaction only in specific employment groups.

This need for specificity is further borne out by the
findings, again contradictory, on the levels of satisfaction
as related to the levels of tenure of the employee. In
studying blue-collar workers Gibson and Klein (1970) found a
decrease in satisfaction with an increased tenure. Smith
and Hulin (1969) reported an increase in satisfaction with
increased tenure.

In addition to individual desires contributing to the
levels of satisfaction, it is important to remember that
reference group may have an influence on those levels. One
such important reference group may be the gender of the
individual. There is a high level of inconsistency in the
findings relating to gender and the levels of job satisfac-
tion. In their 1964 study of "Sex Differences in Job Satis-
faction," Hulin and Smith found that female workers were
less satisfied than male workers in three out of four group
studies. This does not hold for all studies. Lortie (1975)
found that women tended to be satisfied with teaching be-
cause they had somewhat lower job aspirations than males and
found their satisfaction outside of the job.

It may, therefore, be assumed that the failure to find
in the literature a singular response on the relationship of

gender and job satisfaction may be associated with a number of factors. Part of the problem may be closely related to the postulations of England and Klein (1961) that reference group may make a distinct difference. Females until recent years have been relegated to different levels of jobs than males; therefore, the female perspective on satisfaction and job level, promotion, prospects, pay, and other factors may differ greatly enough to influence their perspective on what is required to create satisfaction (Gruneberg, 1976). This result is again a strong affirmation of the concept that individuals bring to jobs a perspective that determines the level of satisfaction that will be perceived.

One final factor that is of importance is the relationship of the level of education of individuals and their job satisfaction. Again, there are somewhat mixed results from the studies of the association between the level of education of the individual and the level of job satisfaction that exists; however, it is possible to say that the results of Klein and Maher (1966) on the relation of pay satisfaction to educational level indicate that the college educated individuals tend to have lower levels of satisfaction than the high school educated individuals at the same pay level. This study was borne out in the results of a study by Vollmer and Kinney (1955) who found that college educated individuals were less satisfied than high school educated, and they, in turn, were less satisfied than

elementary educated individuals. It is important to note, however, that Herzberg's investigations did not indicate that this is consistently true. Some of Herzberg's work indicates that there is a positive relationship between the level of education and the level of satisfaction (Gruneberg, 1979).

Morale and Job Satisfaction

For this study it is necessary to look not only at job satisfaction but the question of the relationship of job satisfaction and morale. Morale, like job satisfaction, probably consists of components that contribute to its total measurement. First, morale is related to "perceived productivity and progress toward the achievement of tasks that are significant to the organization (task achievement);" and, secondly, morale is the "perceived job satisfaction of individual needs through the interaction of the participant in his role within the work group and the total organization (needs-satisfaction)" (Guba & Lonsdale as quoted in Bentley & Rempel, 1980, p. 1).

Brayfield and Crockett (1955) went further in relating morale and job satisfaction. Using the terms interchangeably they indicate that "morale is not an abstraction; rather it is concrete in the sense that it directly affects the quality and quantity of an individual's output" (p. 415). Further there is a relationship between the morale of

the employee and the quality of the production of that same employee, because "employee morale - reduces turnover - cuts down absenteeism and tardiness; lifts production" (Brayfield & Crockett, 1955, p. 398).

It would appear, then, that there is a close affinity between what is defined as job satisfaction and what is called morale. The PTO is a measurement of morale which is defined by Bentley and Rumpel as:

> . . . the extent to which an individual perceives satisfaction as stemming from the total job situation. High morale is evident when there is interest in and enthusiasm for the job. What is important in morale is what the person believes and feels, rather than the conditions that may exist as perceived by others. (p. 1)

Specifically, given a certain job task:

> . . . morale pertains to the factors in the individual's life that bring about a hopeful and energetic participation on his part so that his efforts enhance the effectiveness of the group in accomplishing the task at hand. (Bentley & Rempel, 1980, p. 2)

The definitions and the literature seem to treat morale and job satisfaction as somewhat synonymous terms. In spite of this apparent similarity, morale will be maintained as a separate element from job satisfaction in reporting the study results.

Job Satisfaction and Teaching

Specific factors have been found to relate to the perception of job satisfaction are: structural variables of

the job (Cummings & Berger, 1976), supervisory style (Foa, 1957; Stogdill, 1981), work group size and co-worker relationships (Porter & Lawler, 1968), demographic factors (Gibson & Klein, 1970; Herman, Dunham, & Hulin, 1975; Herzberg, 1966; Hulin & Smith, 1964; Klein & Maher, 1966; Lortie, 1975; Vollmer & Kinney, 1955;), and individual personality needs (O'Reily & Braunstein, 1976). Some of these factors would suggest that the individual's goals and desires contribute to the perception of job satisfaction while others would suggest that the structure of the job itself affects the level of satisfaction.

In particular for this study, it is important to look at the structure and characteristics of the teaching job at the intermediate level and the types of individuals who choose to stay in the environment. In descending order, the characteristics of sociability, artistry, and enterprising nature have been attributed to successful teachers (Holland, 1973). It could, therefore, be presumed that teachers should be good at explaining things to others, supervising others, organizing, and getting people to do things (Holland, 1973). In addition, teachers tend to assign greater importance to intrinsic rewards than extrinsic (Chapman & Hutcheson, 1982). Chapman and Hutcheson (1982) found significant differences in the self-rated skills and abilities of teachers and the criteria they used to judge the success, when comparing teachers who chose to stay in the profession

with those who chose to leave. There was no correlation be-
tween the choice to leave and the sex, race, current age, or
institutional training of the individual teachers. In the
self-rating system, the teachers who chose to stay in the
profession tended to have greater organizational skills and
placed greater value on the recognition and approval of
their superiors, family and friends. The teachers who chose
to leave the profession assessed themselves as possessing
greater analytical skills and placed more value on salary
increases, job challenge and autonomy (Chapman & Hutcheson,
1982).

Teacher satisfaction was found to be related to their
perceived achievement in learning new things, leadership ac-
tivities, and the recognition and approval received from
supervisors and administrators, family and friends (Chapman
& Hutcheson, 1982). In a supporting study, it was found
that, when assessing the needs of teachers, teachers have a
perponderance of higher order needs (Erlandson & Pastor,
1981). This may indicate that the job structure of teaching
should be established around the meeting of higher order
needs such as freedom to take responsibility for one's own
goals and see these to completion. In the same study, it
was found that there was a desire for close collegial rela-
tionships that seemed to be lacking (Erlandson & Pastor,
1981). It is interesting that this would match the findings
of Chapman and Hutcheson (1982) that indicated those

teachers leaving education tended to place more importance on recognition of peers. It is possible that situations which provide for team teaching, team organization, or with potential for regular, varied teacher interaction may assist teachers in achieving fulfillment of this need.

Erlandson and Pastor (1981) suggest that it might be well to aspire to employ teachers who do not possess higher order needs. They reach this conclusion through reasoning that includes the fact that most of the results of their study indicate that the unfulfilled desires of teachers are those of a higher order. This would, in turn, lead to dissatisfaction if the teachers who were hired had higher order needs that would go unsatisfied. Therefore, the teacher who would be most satisfied is the teacher that assigns little importance to activities and accomplishments that, given the structure of the school, may be difficult to achieve. It is interesting to note that while the teachers should not hold these needs as part of their satisfaction set, they will be more highly satisfied if there are actual accomplishments in these areas (Chapman & Lowther, 1982). In addition, the highly satisfied teacher is one who needs and subsequently receives, recognition from his/her supervisor or administrator, as well as family and friends.

Several of the researchers indicate that women tend to be more satisfied with the teaching profession than men (Chapman, 1982; Charters, 1970; Lortie, 1975). This may be

a cultural manifestation but there is no research to indi-
cate the exact reason for its occurrence. Women's satisfac-
tion may be related to ". . . the time teaching allows for
home and family which, in turn, may help to offset specific
working conditions in school" (Charters, 1970, p. 18).

In a study conducted on secondary teachers in Iowa in
1981, Sweeney found that the greatest change in teacher-
perceived needs over the ten year period between 1970 and
1980 was in the area of security and was closely followed by
shifts in teachers' feelings of self-esteem and self-
actualization. If teachers are functioning at the level of
maintaining and feeling security, Herzberg would indicate
that there is no way to achieve satisfaction for these indi-
viduals since they are working mainly in the area of main-
tenance factors. If, however, they are feeling deficiencies
in the area of self-esteem and self-actualization, these are
areas that, in a need-satisfaction model, could be addressed
by the organizational structures as well as the attitude of
the teachers.

An interesting corollary to this study is the finding
that there is a strong relationship between age and level of
satisfaction of teachers. Teachers in the age category of
25-34 indicated the greatest need deficiency in the areas of
esteem and self-actualization (Sweeney, 1981).

Career Stages

The question then becomes whether the literature indicates any relationship between job satisfaction and the age of the respondent. There has been considerable work accomplished on career stages and the impact of age on satisfaction levels. Career stages are defined on age groupings that may vary from study to study but, generally, one could accept the classifications that are presented by Gould (1979):

1. Trial Stage (ages 22-30)

2. Stabilization Stage (ages 31-44)

3. Maintenance Stage (ages 45-65)

Vroom (1964) postulated that performance is a function of an individual's effort to achieve desired outcomes while satisfaction is a function of how well those outcomes are realized. There appears to be at least a moderate relationship between the age of individuals and the level of satisfaction they will experience. The results of studies in the area of age and satisfaction levels appear to conflict with one another. In the case of public employees (employees of a public agency in the state of New York) there is a strong positive relationship between the more complex job with greater demands on the individual and the Trial Stage of the individual's career (Gould, 1979). In turn, there was a positive relationship between the complexity of the job and

the level of satisfaction of the employees. As the em-
ployees moved into the Maintenance Stage there was a nega-
tive relationship occurring (Gould, 1979). On the other
hand a study of secondary teachers, done in communities
suburban to New York City, indicated that there was a nega-
tive relationship between the Trial Stage; i.e., the first
three years of teaching and the level of job satisfaction.
In particular, teachers in the first three years found that
they were deficient in the skills that ultimately lead to
satisfaction in what might be termed the Stabilization
Stage:

1. Learning the subject matter;

2. Developing classroom management and student con-
   trol skills; and

3. Negotiating a proper social relationship with stu-
   dents (Greenfield & Blase, 1981).

These inadequacies lead to feelings of fear, apprehension,
and self-doubt. As the teachers moved into the years that
Gould calls the Stabilization Stage, the major concerns
shift from learning skills to eliminate dissatisfaction
(Herzberg's maintenance or hygiene factors) to providing
moral guidance for students, helping students solve their
personal problems and a more holistic view of achieving out-
comes with students academically, morally, and personally
(Greenfield & Blase, 1981).

It is important to keep in mind the basic theories
that call for the filling of the lower order needs (physio-
logical, security) prior to the reaching of satisfaction of
higher order needs. Herzberg would point to the maintenance
or hygiene factors as those of work environment, type of
supervisor, salary and fringe benefits, job security, atti-
tudes and policies of administration, and status. It is the
lack of these that can create dissatisfaction because of
their absence. So when teachers were asked about those fac-
tors which created the greatest amount of dissatisfaction
they related:

1. Paperwork and preparation;

2. Student absences;

3. Interference from other teachers, parents, super-
   visors;

4. Emotional fatigue; stagnation and boredom; and

5. Loss of enthusiasm for work (Greenfield & Blase,
   1981).

Using these general titles it is possible to bring
these findings into congruence with the theory that Herzberg
postulated. These would also fit into the theories of Mas-
low as interpreted by Porter since Maslow believed that
needs existed at every level and could, therefore, be satis-
fied at every level.

There is a major threat to the teaching profession
that manifests itself in the material on career stages. If

there is a high job challenge perceived early in the career there is a greater chance that there will be higher job satisfaction (Gould, 1979), and resultant lower turnover and greater involvement. The exception to this is if the job complexity reaches a point that threatens the person's feeling of self-esteem. If there is a threat to self-esteem, there is no longer satisfaction and the discord may lead to the abandonment of the job (Gould, 1979).

Teachers who are feeling failure during the first few years as reported in Greenfield and Blase (1981) may be subject to these threats to self-esteem. It is this threat that may lead to the loss of potentially good teachers to an illusion of failure that will disappear when the teacher attains specific skills that have yet to be mastered.

Job Satisfaction and Training for Middle School Teachers

What do the results of the previously reported studies foretell for the measurement of job satisfaction as related to the middle level teacher? The state of Oregon provides specialized training for teachers who are preparing to teach at either the elementary level or the secondary level. This means that if one is a graduate of a liberal arts institution in the State of Oregon, one will have taken methods classes and completed student teaching in what is defined as either the elementary or secondary level. Traditionally, this means that the methods courses are either aimed at the

kindergarten though grades five or six, or grades nine
through twelve in a specialized area such as social science,
mathematics, or the pure sciences. The middle grades, espe-
cially the seventh and eighth grades, ended up with what is
left over from both ends of the field.

The specific certifications in the State of Oregon are
K-9 and 5-12 meaning that the teachers who are chosen for
grades 5-9 actually can be certified either way; elementary
or secondary. This overlap accommodates all the possible
combinations of grades for the middle school level. This
historical choice of organization had been split between two
options: elementary or secondary schools K (1)-8 and 9-12,
and the elementary K (1)-6, junior high 7-9, and the secon-
dary 10-12. With this division, the junior high was,
theoretically, a transition school between the elementary of
self-contained classrooms and the secondary school with sub-
ject matter orientation. In the course of years since the
turn of the twentieth century, when the junior high school
was first introduced, to the 1960's and the 1970's, the jun-
ior high school had turned into just that: mini high
school. The curriculum covered the same sorts of areas down
to classes that had the same titles. The activities were
those of a high school including rally squads and inter-
scholastic sports (Pook, 1981). The 1960's saw the incep-
tion of a new idea that rang similar to the initial thoughts
about junior high schools at the turn of the century: the

middle school concept. The junior high purpose ". . . was to provide an educational organization specifically designed for early adolescents" (Pook, 1981, p. 102). The middle school was, again, an ". . . attempt to provide the early adolescent with a unique educational program" (Pook, 1981, p. 102). For the last twenty five years the literature has reflected the lack of training of teachers for these students in the middle and these schools in the middle (George & McEwin, 1978). What we had were not only students and schools in the middle, but teachers in the middle as well.

Guidelines for this training have been laid out including:

1. A special knowledge of the needs and characteristics of tranescent (middle) level students;

2. Training in the types of goals and programs fitted to these students;

3. A broad academic background that includes specialization in at least two allied areas of the curriculum;

4. Special methods of teaching emerging adolescent children;

5. Courses in the teaching of reading;

6. Training in affective education and techniques of guidance;

7. Learning theory;

8. Skills in classroom group management;

9. Continuing seminars which help the prospective
   teacher integrate what has been learned; and

10. An early and sustained series of clinical experi-
    ences in middle school beginning with observation
    and progressing to the level of full responsibil-
    ity for the learning process (George and McEwin,
    1978).

The concern then becomes one of implementation, but
regardless of the enthusiasm of the middle level educator
for his/her training for the middle level, if the states
fail to require the existence of such a program (DeMedio,
1980) there will be little necessity for such a program
(McEwin, 1983). In a study published in the Fall, 1982,
McEwin and Alexander studied the status of such university
programs. Of the 538 institutions that responded to the
questionnaire that was distributed nationwide to all members
of the American Association of Colleges of Teacher Educa-
tion, only 162 of the institutions provided programs that
directly addressed teacher preparation for the middle school
level. Only 147 of these programs were provided at the un-
dergraduate level. Eighteen of the programs were at the
doctoral level only.

When analyzing the program requirements that are re-
commended for this training, it was found that only 72 of
the institutions offered field experience at the undergrad-
uate level. Other findings are shown in Table I.

TABLE I

PERCENT OF INSTITUTIONS OFFERING
SELECTED COURSES/EXPERIENCES
(MCEWIN AND GEORGE, 1982)

COURSES/EXPERIENCE	UNDERGRADUATE	GRADUATE
Field Experience	72	17
Middle Level Curriculum and Instruction	63	44
Reading	63	33
Middle School Concept	49	34
Middle Level Learner	49	33
Academic Concentrations:		
One	37	17
Two	33	13
Three	5	0
Four or More	1	1
Other	9	9

Of the states providing such training the greatest participation was by Alabama (13 programs), Georgia (14 programs), Indiana (14 programs), Missouri (10 programs), North Carolina (12 programs), and West Virginia (11 programs). The State of Oregon had seven reporting institutions, but none of them provided any specialized middle school training at any level (McEwin & Alexander, 1982). Florida is an example of a state that is developing programs to meet the requirements created by the State of Florida. There are presently four programs in the State of Florida for middle school preparation. The University of Florida at Gainesville provides one of those programs in response to the certification process of the state (George & McEwin, 1978; McEwin, 1983; McEwin & Alexander, 1982).

Returning to DeMedio's (1980) findings in Ohio, middle school teachers and principals responded that there was a need for special certification for the middle school level as outlined by George and McEwin (1978). This may be connected to the need for skills at the middle level of teaching that do not overlap with the skills at either the elementary or secondary levels. The failure of teachers and principals at other levels to see the need for specialized training in DeMedio's study would bear out such a conclusion. In addition to this, McEwin (1983) has postulated that there may be a lack of status associated with being a middle level educator. Since the states frequently fail to recognize the need for a special certification there is a loss of status by middle school teachers to those educators that are formally recognized by the state; the elementary and secondary educators (McEwin, 1983).

Job Satisfaction and the Middle School

What, then, is the tie to job satisfaction for the middle school teacher? Maslow, Porter, and Herzberg give some hints. Recall that there are lower order and higher order need fulfillments. If this is true, there is a loss of self-esteem that may be postulated for teachers at the middle school level who are not professionally recognized as having unique skills and training. If this lack of status is a factor, it could affect negatively the satisfaction

levels of such teachers as this level. Since the study of
Greenfield and Blase was done among secondary teachers who
were trained as secondary teachers, it could be assumed that
their preparation was more directly aimed at preparation for
the job they would face than is the middle school teacher's
preparation. Middle school teachers would receive no train-
ing aimed at the level at which they are teaching. Even
with the more exacting training, the secondary teachers stu-
died by Greenfield and Blase (1981) faced problems of ad-
justing to the organizational climate and the demands of the
job. This adjustment problem leads to diminished satisfac-
tion. The study did find that, at the end of the third year
of experience, these conditions tended to mitigate them-
selves. The study does not address itself to the idea of
attrition of the teachers who failed to adjust, but points
out that the teachers had learned to:

1. Schedule tests and writing assignments so as not
   to burden themselves;

2. Develop a sense of continuity among the lessons;

3. Use preparation time more efficiently;

4. Learn to develop long range plans; and

5. Have gained more personal freedom (Greenfield &
   Blase, 1981).

What appears to have happened is that the teachers are
learning the job. These are teachers who have been trained

for the specific job they are functioning in on a day-to-day
basis. Even with this training Lortie (1975) found that:

> One of the features of teaching is the abruptness
> with which responsiblity is assumed. In fact, a
> young man or woman typically is a student in June
> and a fully responsible teacher in September. (p. 73)

Unlike other professions where there is an apprentice-
ship, teaching provides only a short period of student
teaching. This experience, usually lasting no more than one
university term, ends and the new teacher is thrown into
full responsibility for teaching.

> Tasks are not added sequentially to allow for grad-
> ual increase in skill and knowledge; the beginner
> learns while performing the full-complement of teach-
> ing duties. The anxiety so induced is exacerbated
> by his probationary status . . . . (Lortie, 1975, p.
> 72)

Middle level teachers are faced with lowered status and com-
pounding lack of training. The training may be insufficient
for the secondary level but it it totally inadequate for the
middle level.

Middle School Characteristics

There is a repetition of the same basic characteris-
tics for a middle school throughout much of the literature
in this area. Most of the studies that have looked at le-
vels of implementation of middle school characteristics have
been based on the work of Georgiady, Reigle, and Romano
(1973). Beckman (1981) used these same characteristics in a

replicative study completed in Missouri. Those characteris-
tics are part of a questionnaire produced by Georgiady,
Reigle, and Romano and used by Beckman in his study. The
characterisitics are:

1. Continuous progress non-graded organization that
    allows students to progress at their own individ-
    ual rate regardless of chronological age;

2. Multi-material approach to instruction;

3. Flexible schedules;

4. Social experiences appropriate for tranescent
    youth;

5. Physical and intramural activities based solely on
    the needs of students;

6. Team teaching;

7. Planned gradualism to ease the transition from
    childhood dependence to adult independence;

8. Exploratory and enrichment studies;

9. Guidance services;

10. Independent study;

11. Basic skills repair and extension;

12. Creative experiences;

13. A security factor that meets students needs for a
    security group;

14. Evaluation that is personal, positive, nonthreat-
    ening, and individualized;

15. Community relations program that is two-way;

16. Broad spectrum of student services; and

17. Auxiliary staffing to provide individual help.

The origin of this list of characteristics is the 1971 study done by Reigle in which he surveyed 136 Michigan middle schools to determine the levels of implementation that existed at that time. Historically, many of the transitions to middle schools have been for purposes of population adjustment within district, desegregation adjustments, or on the grounds that the district is making the choice to appear to be innovative (Lounsbury, 1980). These phenomena have been observed by a number or researchers who have looked at the area of middle schools:

> This current period of controversy - middle school versus junior high school - gives schoolmen an excellent opportunity to play the "numbers" game: fitting organization to facilities while pretending to make such decisions on psychological, sociological and educational principles. (Brimm, 1969, p. 5)

> In truth, the only difference between most junior highs and middle schools is in name and grade organization. Founded more upon grounds of administrative expedience than of educational improvement, most middle schools have simply moved the junior high structure, program, and schedule down a grade or two. Or, the programs of grades 5 and/or 6 from the prior elementary school and that of grades 7 and/or 8 from the junior high are maintained so that in reality, two very different schools are housed in the same building. Most research on the topic reports that middle schools tend to have the same high school-type of program of studies, departmental organization, Carnegie units, interscholastic athletics, and early socialization activities that have long characterized and plagued junior highs.

> Based upon these findings, it should come as no surprise that several studies have found a significant gap between the main tenets of the theoretical

middle school concept proposed by leading middle
school authorities and actual educational practices
in most middle schools (Gatewood, 1973, p. 223).

In an effort to gain some better understanding and
data on the levels of implementation, there have been a num-
ber of studies devised to discover whether middle schools
are middle schools in name only or are to a greater degree
implementing the programs that are listed by Reigle as dis-
tinguishing the middle school from the junior high (Beckman,
1981; Billings, 1973; Bloom, 1974; Bohlinger, 1981; Cum-
mings, 1975; Daniel, 1973; Flynn, 1971; Franklin, 1973;
Kramer, 1974; Phelps, 1975; Pook, 1981; Raymer, 1974). Of
these studies the most current will suffice to demonstrate
the levels of implementation that were found. Bolinger
(1981) conducted a study of 166 middle schools in Ohio using
the Reigle instrument. Of the 168 schools that responded to
the survey (grade level organizations were 6-8 and 5-8) the
composite implementation level of the scores was. 50.5%.
This ". . . indicates that, in general, the eighteen middle
school characteristics have not been implemented to a great
degree" (Bohlinger, 1981, p. 93). Only multi-material ap-
proach, physical experience appropriate to the level, and
student services received scores that were in the 65% to 80%
range. Continuous progress, flexible schedules, team teach-
ing, and exploratory and enrichment activities received com-
posite scores of 33% or less indicating extremely low imple-
mentation levels.

Beckman (1981) studied the levels of implementation using the same eighteen characteristics. The sample that Beckman studied was drawn from Missouri schools and consisted of 101 respondent schools. Of the respondent schools 50 were middle schools which were compared to elementary and junior high schools to see if the levels of implementation of the characteristics desired in middle schools were statistically higher for the middle schools. Beckman found that the mean implementation of level of the middle schools was 54.4% while that of the elementary and junior high schools were 49.6% and 51.0% respectively. From this Beckman concluded that "a review of the Missouri middle schools studied revealed that the schools with the titles of elementary school, middle school, and junior high school were more similar than different in terms of implementation of the basic middle school principles" (Beckman, 1981, p. 75). Finally, in a striking statement that reflects the concerns of many middle school researchers, Beckman states that "The Missouri middle schools have not implemented to a great degree the basic middle school principles and thus exist more in theory than in reality" (Beckman, 1981, p. 76).

Finally, Pook (1981) looked at the levels of implementation and the effects that this level has on the job satisfaction of teachers in the schools. Pook modified the instrument (the Middle School Practices Index or MSPI) to fit her study and to eliminate certain problems. The instrument

did, however, still address the eighteen characteristics of
the middle school. Using the modified instrument in combin-
ation with the PTO, Pook tried to correlate the levels of
implementatation with the levels of satisfaction that exis-
ted in the middle schools in the State of Colorado. The
questionnaires were mailed to a total of 340 middle school
teachers and the final sample consisted of 252 respondents.
Pook grouped the responses into those which represented
schools with high, low, and medium levels of implementa-
tion. She found that overall job satisfaction of middle
school faculty does not vary significantly in low, medium,
or high implementation schools (Pook, 1981). However, Pook
did find that the level of satisfaction with the curriculum
did increase as the level of implementation increased. In
addition, high levels of implementation did correlate with
higher levels of satisfaction with the levels of community
support and school facilities. There was greater dissatis-
faction with the teaching load in the more highly implemen-
ted schools.

It would appear then that there is a reason to bring
together the concepts of job satisfaction, morale, rapport,
and middle school principles. The cited studies indicate
there may be a relationship between these elements that may
be connected to characteristics of middle school teachers.
Middle school teachers may possess measurably different
characteristics which will lead to greater understanding of
this segment of the teaching profession.

CHAPTER III

GENERAL METHODOLOGICAL DESIGN

Introduction

Three sets of data were gathered from middle school
personnel from four separate districts that are suburban to
a large metropolitan area in the Northwestern United
States. The personnel involved were from middle schools in
these four districts and included the principal of each
school and the teachers of the school. In order to look at
the levels of morale and job satisfaction (among the other
factors), the Purdue Teacher Opinionaire (PTO) was given to
the teachers of the middle schools in the sample. Simul-
taneously, an instrument to report biographical data on each
of the teachers was included. Finally, an Administrators'
Questionnaire was given to each of the principals in inter-
views that lasted from an hour and a half to two hours
each. The data gathered from the application of the PTO
were analyzed to determine the levels of morale, job statis-
faction, and other factors that were present among the mid-
dle school teachers in the sample. These levels were then
analyzed in relation to the independent variables of bio-
graphical nature that were obtained from the biographical

instrument. Specifically, these data included the gender,
teaching level, years of experience, years in present posi-
tion, and certification levels of the individual teachers.
The Administrators' Questionnaire provided information about
the levels of implementation on Riegle's eighteen principles
of middle schools as well as communication levels in the
schools. In addition, the principals were asked to describe
their own philosophies of middle schools and management
practices. These qualitative items were gathered to add to
the description of the status of the schools that were
studied.

Design of the Investigation

This study was designed as a descriptive study to look
at the levels of morale and various factors among middle
school teachers in buildings that were described by their
districts as middle schools. The sample was limited to dis-
tricts that were suburban to a large metropolitan area and
that had no more than three but no less than two schools
that were titled "middle schools." The districts had other
common characteristics. The student populations were pre-
dominantly white, the socio-economic level ranged from lower
middle to upper middle class, and the school populations
were under 650 students. This meant that teacher pop-
ulations did not surpass forty in any school so that

communications were still feasible among members of the teaching staffs.

The time frame of the study was restricted as much as possible so that the sampling was done at approximately the same period of the school year for all of the schools in the sample. The month of April was chosen since it fell outside of the holiday period but before the end of the year pressures that can increase levels of dissatisfaction and stress among teaching personnel. At the same time, this period of the year does not falsely provide a high satisfaction and morale level due to a lack of stress that might be created by a summer survey or an early fall survey. All of the schools were originally planned for sampling during a three week period at the beginning of April 1984, however, an unforeseen event delayed the participation of one of the schools until the final week of April 1984 (the fourth week). The principal of each building was interviewed on the same day as the teacher instruments were distributed in each of the buildings. All of these interviews were completed in one sitting with the exception of the delayed building. In that building the interview was completed in two sittings, one week apart, due to time constraints. (For a schedule, see Appendix A.)

For purposes of this study the independent and dependent variables were determined to be those identified in the following table:

TABLE II

DEPENDENT AND INDEPENDENT VARIABLES

INDEPENDENT VARIABLES	DEPENDENT VARIABLES
Biographical Data	The PTO
Gender	Measurement of Morale
Years in Present Position	1. Teacher Rapport
Years of Teaching	with Principal
Certification	2. Satisfaction with
Oregon Institution Graduate	Teaching
Grade Levels Taught	3. Rapport Among
Subject Areas Taught	Teachers
Training for Middle School	4. Teacher Salary
Teaching	5. Teacher Load
Principal's Instrument	6. Curriculum Issues
Levels of Implementation of	7. Teacher Status
Middle School Principles	8. Community Support
Self-perceived management Style	for Education
	9. School Facilities
	and Services
	10. Community Pres-
	sures

Although the PTO provides an overabundance of information for this study, the stress is the independent factors of Teacher Rapport with the Principal, Satisfaction with Teaching, Rapport Among Teachers, and Teacher Status. Other factors are mentioned but are not major components of this descriptive study.

Instrumentation

The PTO provides a total score that is descriptive of the level of teacher morale. In addition to this total measurement, the instrument provides subscale scores in ten factors that break morale into components. Rempel and

Bentley (1964) defend this multi-dimensional approach to the measurement of morale and used a factor-analysis approach (". . . a principal components analysis of the image-covariance matrix followed by an oblique rotation of the extracted factors" [Rempel & Bentley, 1964, p. 3]) to determine the component questions for each of the factors.

The PTO, as mentioned, has ten subscale scores from the following factors (definition provided in Appendix A):

Teacher Rapport with Principal	Factor 1
Satisfaction with Teaching	Factor 2
Rapport Among Teachers	Factor 3
Teacher Salary	Factor 4
Teacher Load	Factor 5
Curriculum Issues	Factor 6
Teacher Status	Factor 7
Community Support for Education	Factor 8
School Facilities and Services	Factor 9
Community Pressures	Factor 10

The reliability of the instrument was determined by Rempel and Bentley through a test-retest situation in which the following correlational data were obtained for a sample consisting of 3,023 teachers in 16 Oregon schools and 60 Indiana schools:

TABLE III

COEFFICIENTS ALPHA FOR <u>PTO</u>

FACTOR	COEFFICENT ALPHA
1. Teacher Rapport with Administrator	.88
2. Satisfaction with Teaching	.84
3. Rapport Among Teachers	.80
4. Teacher Salary	.81
5. Teacher Load	.77
6. Curriculum Issues	.76
7. Teacher Status	.81
8. Community Support for Education	.78
9. School Facilities and Services	.80
10. Community pressures	<u>.62</u>
Total Score	.87

(Bentley & Rempel, 1980, p. 5)

The following table provides the inter-factor correlations for the <u>PTO</u> - decimals omitted (Bentley & Rempel, 1980, p. 6):

TABLE IV

INTER-FACTOR CORRELATIONS
OF THE <u>PTO</u>

FACTOR	1	2	3	4	5	6	7	8	9	10
1	--	35	48	25	32	37	37	40	32	31
2			39	18	40	30	54	42	29	39
3				34	33	44	42	47	37	36
4					18	24	38	36	31	18
5						38	43	35	39	55
6							40	44	51	37
7								61	40	47
8									44	47
9										55
10										--

In addition to the original work done by Bentley and Rempel (1963) on the PTO, follow-up work has been done to provide median distribution for elementary and junior/senior high faculties in this study. In the original normative testing, it was determined that there was not a significant difference between the scores of the elementary level and those of junior/senior high schools; however, subsequent research by the Purdue Measurement and Research Center in 1970-72 and 1972-74 determined that "elementary school faculties scored consistently higher on all PTO factors and on most PTO items than did junior high and senior high school faculties" (Bentley & Rempel, 1980).

Based on these more recent results, new norms were established for junior and senior high faculties as well as elementary faculties. These norms are based on median scores for items with a response range of four. These norms are listed in Table V:

TABLE V

PERCENTILE DISTRIBUTION OF FACULTY SCORE
MEDIANS BY FACTORS

%ILE	1	2	3	4	5	6	7	8	9	10
90	3.64	3.72	3.60	3.23	3.68	3.39	3.18	3.42	3.56	3.72
75	3.36	3.64	3.35	2.91	3.58	3.13	2.97	3.08	3.19	3.59
50	3.17	3.56	3.21	2.53	3.39	2.90	2.78	2.83	2.86	3.44
25	2.86	3.43	3.09	2.12	3.18	2.64	2.62	2.52	2.44	3.24
10	2.54	3.31	2.90	1.82	3.02	2.28	2.43	2.14	1.96	3.07

Test-retest means from the norming sample are provided in Appendix A. These norms are based on 174 junior and senior high school faculties that submitted completed PTO forms to the Research Center (Bentley & Rempel, 1980).

The validation of the PTO was a peer judgement procedure. A rating form was used which asked the responding teachers to rate a number of the teachers on their staff by the level of morale (high and low). The means of these groups were calculated, and these means were grouped in such a way that "high," "low," and "middle" levels of morale were established. The differences between the three groups of teachers were in the directions expected, and the level of significance was beyond the.05 level (Bentley & Rempel, 1980). It must be noted, however, the specific validity data cited for the PTO is meager (Buros, 1972).

The questionnaire (see Appendix A) used to collect information on the levels of implementation of middle school principles and provide a self-perceived management style analysis for the principal of each school was designed around the eighteen principles of middle schools as designed and tested by Riegle (1971) in his doctoral dissertation. These same principles have been used in replicative studies (Beckman, 1981; Billings, 1973; Bloom, 1974; Cummings, 1975; Daniel, 1973; Flynn, 1971; Franklin, 1973; Georgiady, Riegle, and Romano, 1973; Pook, 1981).

Although Riegle's instrument was not used, the principles remained identical and only communication factors

were added. These communication factors included communication by teachers with other teachers between grade levels, within grade levels, and across disciplines within the school. In addition, the questionnaire asked for information on the management style that the administrator used. It is not expected that these data will be considered to be statistically important to the study, rather it is hoped that the instrument will add qualitative data to provide a fuller picture of the climate of the schools in this study.

To test the instrument, it was administered to three school administrators to determine if the instrument was easily understood and appropriate for an interview situation. In addition, time schedules were established so that appropriate appointments could be made with the principals of the schools involved in the study.

Finally, the biographical data instrument was patterned after one used in other doctoral studies in recent years at Portland State University including those of Waggoner (1983) and Wax (1983). Since both of these dissertations were based on data collected from school administrators, alterations had to be made to make it better fit the needs of a study with teachers. Once these alterations were made the instrument was administered, in conjunction with the PTO, to twelve junior high school teachers to determine the clarity of the instrument and the time involved in administrations of the two instruments. Several changes were

made in the final form of the biographical data sheet that was used. (See Appendix A for copies of all instruments used.)

Data Gathering Procedures

The PTO and biographical instruments were distributed to the teachers personally by the researcher. In all cases the principal of the school was asked to make this a part of the regularly scheduled faculty meeting so that the teachers would not be required to attend a special meeting to obtain the instruments. At the time of the meeting, the researcher explained the purpose of the study to the faculties, re-sponded to any questions the teachers had, and explained to the teachers how they could obtain copies of a summary of the findings.

All questionnaires were completed no later than May 15, 1984, and were returned to the main office of each building where the secretaries maintained an envelope in which the questionnaires were collected. Two weeks after the surveys were handed out in each building, the researcher returned to the building and distributed a flyer in the boxes of all faculty members to remind them to complete the questionnaire and return it to their school office. Extra questionnaires were left at the school at that time in case any teacher had misplaced his/her questionnaire. The separate numbering of these replacement questionnaires allowed

tracing of any such replacements. (Note: only two such re-
placements were employed by the teachers.)

The researcher returned to the schools on an agreed to
ending date and picked up all of the completed instruments.
Four of the respondents had made a choice to send the ques-
tionnaire directly to the researcher's home address which
was provided on the cover letter that accompanied each ques-
tionnaire.

The questionnaire used with the principals of the mid-
dle schools who participated in the study was completed on
the same day that the teacher questionnaires were distribu-
ted in all but school number eight's case. At school number
eight the principal was under time constraints so the final
half of the questionnaire was completed one week following
the first half of the interview. In all cases, the ques-
tionnaire was presented in the form of an interview and the
same format for the questions was followed. (See Appendix
A.)

District office permission to work in the schools was
obtained in all districts except one which, when contacted,
said that it was entirely up to the administrator in each
building to make that determination.

All respondents, and the school districts, were as-
sured that confidentiality would be maintained. All teacher
questionnaires were coded only for district, school build-
ing, and questionnaire order number. No names were listed

with any of the questionnaires and no effort was made to identify respondents. Table VI provides a listing of the identification number to be used for each district and school.

TABLE VI

NUMBERING OF SCHOOLS AND DISTRICTS

DISTRICT	IDENTIFICATION OF SCHOOLS IN DISTRICT
1	7, 8
2	1, 4
3	2, 9
4	3, 5, 6

Statistical Methodology

The means, medians, and standard deviations for the PTO and all of its subscales were computed and are displayed in tables in the body of Chapter IV or Appendix B. In addition, the means and standard deviations of several of the subscales selected upon biographical, independent variables were computed and reported. The item medians were also computed and are reported to provide a picture of the sample's relation to norming sample percentiles for secondary and junior high school teachers determined by Bentley and Rempel (1980).

The responses to the PTO subscales and total score and selected independent variables were analyzed using analysis of variance with alpha set at .05. These were followed by univariate analysis of variance and Scheffé tests where

appropriate. Among the independent variables so analyzed were gender, career stage by age, the number of years taught, and the certification level of the respondents.

Responses on implementation of middle school characteristics from the Administrators' Questionnaire were statistically analyzed to yield means which are reported.

Finally, a correlation matrix was computed for the PTO in order to investigate the relationship of the factors on the PTO to the assessment of morale for this sample.

Classification of Management Styles

Using the self-perceived statements of management style obtained in the administrator interviews, key words and phrases were used to place the principals into management styles. If the principals talked about resources, goals, time, and generally getting the job done but gave no attention to the people in the environment, the label Task was applied to the principal's style. On the other hand, if the principal spoke of the people (particularly the teachers) and of participatory style, the label Relationship was applied to the self-perceived style. Those principals who spoke about both elements were given the label Task-relationship.

Summary

The sample in this study consisted of four disticts suburban to the city of Portland, Oregon. The teachers in

the middle schools in these districts responded to two instruments; the PTO and a biographical instrument. The principals of each of the buildings were interviewed using a separate questionnaire designed to measure the levels of implementation of the eighteen characteristics of middle schools as put forth in the work of Riegle (1971). In addition, the principals were asked to describe their management styles.

The study was descriptive in nature in that no variables were manipulated. The independent variables were those features about the teachers as reported in the biographical instrument. The dependent variables were the scores on the PTO and its subscales.

Coefficient alphas and inter-factor correlations were provided for the PTO. In addition, medians for specific percentiles derived from the norming sample were provided.

The specific statistical methodology was discussed. This design included the computation of means, medians, and standard deviations for items, subscales, and the total score for the PTO. The scores from the PTO and independent variables were analyzed using analysis of variance, unvariate analysis of variance, and Scheffé tests where appropriate. Means were calculated for portions of the Administrators' Questionnaire as well. A correlational matrix was computed for the PTO subscale scores.

CHAPTER IV

PRESENTATION OF THE FINDINGS

This chapter presents the results of the research in-
vestigating the status of and relationships which exist be-
tween middle school teachers and their scores on the scales
of the Purdue Teacher Opinionaire (PTO). In addition, the
chapter presents the findings from the related administrator
interviews and anecdotal information.

Sample

The sample is described in terms of its size, the
schools from which the sample was taken, the distribution of
the respondents within those schools and within the dis-
tricts, levels of training for middle school teaching, grade
levels and subject areas taught, age, gender, certification,
number of years taught and in present position, and whether
or not the respondents are graduates of Oregon institutions
of higher education.

Size

Questionnaires were distributed to all 268 members of
the teaching staffs of the nine schools in four school dis-
tricts that were included in the study. These 268 teachers
included sixth, seventh, and eighth grade teachers in the

middle schools that were studied. The enrollment of the school provides further comparative data. All of the districts are classified as suburban districts with largely white populations. Each district had at least two, but no more than three middle schools and all middle schools in the district were included in the study sample. Of the 268 distributed questionnaires, 173 were returned for a return rate of 65%. Table VII indicates the percentages of return for each of the schools in the sample as well as the enrollment, number of certified staff in each school, and grades enrolled in the school. Of the 173 questionnaires returned, 171 of those were usable responses. Two were eliminated because of incomplete data or failure to return a biographical sheet with the PTO. Tables VIII and IX provide the absolute and relative frequencies of the sample first by district and then by school.

TABLE VII

CHARACTERISTICS OF SAMPLE SCHOOLS
AND NUMBER OF RESPONDENTS

SCHOOL	GRADES ENROLLED	APPROXIMATE ENROLLMENT	FTE/CERT STAFF	NUMBER OF RESPONDENTS	% RETURN
1	7, 8	400	25	23	92
2*	6, 7, 8	760	45	29	64
3	6, 7, 8	219	16	9	56
4	7, 8	560	32	23	72
5	6, 7, 8	380	22	10	45
6	6, 7, 8	338	18	14	78
7	6, 7, 8	550	31	22	71
8	6, 7, 8	610	37	19	52
9*	6, 7, 8	970	42	22	52

*Year round schools

TABLE VIII

DISTRIBUTION OF RESPONDENTS
BY SCHOOL

SCHOOL	DISTRICT	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
1	2	23	13.5
2	3	29	17.0
3	4	9	5.3
4	2	23	13.5
5	4	10	5.8
6	4	14	8.2
7	1	22	12.9
8	1	19	11.1
9	3	22	12.9

TABLE IX

DISTRIBUTION OF RESPONDENTS
BY DISTRICT

DISTRICT	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
1	41	24.0
2	46	26.9
3	51	29.8
4	33	19.3

Respondents

 As noted earlier, the schools include grades six,
seven, and eight. Some of the teachers in these schools are
involved in teaching more than one of these levels; however,
all of the teachers spend some time teaching grade seven or
eight. This selection was chosen because of the composition
of some of the schools which included only grades seven and
eight. Table X provides the frequency of respondents by
grade level.

TABLE X

DISTRIBUTION OF RESPONDENTS
BY GRADE LEVEL
TAUGHT

GRADE LEVEL	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
6	72	42.1
7	147	86.0
8	146	85.4

Description

 The distribution of respondents in terms of their age,
gender, years of teaching experience, years of experience in
the present job, and certification level is pertinent to
this study because of the indication of the literature that
these elements may influence the levels of the dependent
variables.

Gender. Respondents were asked to indicate their sex. Table XI summarizes the distribution of male and female teachers in the sample.

TABLE XI

FREQUENCY DISTRIBUTION BY GENDER

GENDER	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
Male	78	45.6
Female	93	54.4

Age. The sample had a mean age of 40.240 years and a median age of 39.958 years. The distribution of the sample was, therefore, close to symmetrical being only slightly skewed to the positive. The mode, or most frequently reported age for the respondents, was 40 years. The standard deviation for age in this sample was 8.597. Table XII provides a summary of the distribution of ages in the sample.

TABLE XII

DISTRIBUTION OF RESPONDENTS BY AGE

AGE IN YEARS	FREQUENCY	PERCENT	CUMULATIVE PERCENT
23	1	0.6	0.6
24	2	1.2	1.8
25	2	1.2	2.9
26	2	1.2	4.1
27	3	1.8	5.8
28	6	3.5	9.4
29	3	1.8	11.1
30	5	2.9	14.0
31	8	4.7	18.7
32	3	1.8	20.5
33	5	2.9	23.4
34	6	3.5	26.9
35	7	4.1	31.0
36	6	3.5	34.5
37	10	5.8	40.4
38	8	4.7	45.0
39	3	1.8	46.8
40	12	7.0	53.8
41	6	3.5	57.3
42	8	4.7	62.0
43	6	3.5	65.5
44	3	1.8	67.3
45	12	7.0	74.3
46	5	2.9	77.2
47	2	1.2	78.4
48	7	4.1	82.5
49	3	1.8	84.2
50	4	2.3	86.5
51	4	2.3	88.9
52	4	2.3	91.2
53	1	0.6	91.8
54	1	0.6	92.4
55	5	2.9	95.3
56	3	1.8	97.1
57	1	0.6	97.7
58	2	1.2	98.8
59	1	0.6	99.4
64	1	0.6	100.0

TOTAL   171

Subject Area Taught. Many of the respondents were teaching in more than one of the subject areas that are commonly found at the middle school level. Language Arts proved to be the most common. Home Arts was the least often occurring category with only six teachers involved in teaching this area. Table XIII provides a summary of the results of the data on categories of subjects taught by the respondents.

TABLE XIII

DISTRIBUTION OF RESPONDENTS
BY SUBJECT AREA
TAUGHT

SUBJECT AREA TAUGHT	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
Language Arts	64	37.4
Social Studies	50	29.2
Mathematics	44	25.7
Science	38	22.2
Reading	32	18.7
Art and/or Music	15	8.8
PE and/or Health	33	19.3
Industrial Arts	9	5.3
Home Arts	6	3.5
Other	37	21.6

Number of Years Taught. To obtain some of knowledge of the experiential base of the respondents, it is necessary to look at the number of years taught by those surveyed. The mean number of years taught by the respondents was 11.807, while the median was 10.800 years. As with the reported ages of the sample, the number of years taught is fairly symmetrical with only a slight positive skewing. It is sensible that the number of years taught would closely parallel the age of the individual respondents. The mode was 4 years with the maximum number of years taught being 35, while the minimum reported was 1. The respondents were instructed to report one year even if this was their first year of teaching. The standard deviation was 7.658. Table XIV reports the summary of the years taught by the sample.

TABLE XIV

FREQUENCY DISTRIBUTION BY NUMBER OF YEARS TAUGHT

YEARS	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
1	10	5.8
2	7	4.1
3	5	2.9
4	12	7.0
5	10	5.8
6	11	6.4
7	8	4.7
8	4	2.3
9	6	3.5
10	11	6.4
11	5	2.9
12	8	4.7
13	5	2.9
14	9	5.3
15	8	4.7
16	9	5.3
17	2	1.2
18	11	6.4
19	2	1.2
20	4	2.3
21	2	1.2
22	3	1.8
23	3	1.8
24	4	2.3
25	3	1.8
26	4	2.3
29	1	0.6
30	1	0.6
31	2	1.2
35	1	0.6

Years in Present Position. It was determined that teachers might have changed positions and, therefore, have spent less years in their present position than years teaching. If the number of years in their present position parallels the ages and years taught by the teachers, it might indicate relatively low job turnover. The mean number of

years in the present position was 9.392 years, while the
median was 6.813 years. This resulted in a relationship
that was less symmetrical than that reported for either the
age or the number of years taught by the respondents. The
mode was one year while the standard deviation was 7.621.
Table XV summarizes the distribution of years in the cur-
rently held position.

TABLE XV

FREQUENCY DISTRIBUTION BY YEARS IN PRESENT POSITION

YEARS	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
1	22	12.9
2	12	7.8
3	8	4.7
4	21	12.3
5	11	6.4
6	9	5.3
7	8	4.7
8	8	4.7
9	1	0.6
10	6	3.5
11	5	2.9
12	8	4.7
13	2	1.2
14	7	4.1
15	6	3.5
16	6	3.5
17	1	0.6
18	6	3.5
19	3	1.8
20	1	0.6
21	2	1.2
22	3	1.8
23	3	1.8
24	5	2.9
25	2	1.2
26	2	1.2
30	1	0.6
31	2	1.2
TOTAL	171	

Certification. Within the sample, the most frequently held certification was elementary with 72 of the respondents reporting such certification. The second most commonly reported certification was secondary (60) with 22 respondents indicating that they held both an elementary and a secondary certification. Although the sample consisted of only 171 respondents, there were 212 Oregon certifications reported. This would indicate that multiple certifications were held by a large number of the respondents. Table XVI summarizes the certification of the sample.

TABLE XVI

FREQUENCY DISTRIBUTION BY
CERTIFICATION

CERTIFICATION	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
Elementary	72	41.2
Secondary	60	35.1
Both	22	12.9
Specialist	55	32.2
Administrative	0	00.0
Other	3	1.8

Gender and Certification. Table XVII summarizes the relationship between the gender of individuals and the number of certifications possessed, and indicates that secondary certification is slightly more prevalent among females

than males, while elementary certification is consistent
with the gender distribution in the sample.

TABLE XVII

CERTIFICATION AS RELATED
TO GENDER

GENDER	MALE		FEMALE	
	Absolute Frequency	Relative Frequency	Absolute Frequency	Relative Frequency
Respondents	78	45.6	93	54.4
Elementary Certification	32	44.4	40	55.6
Secondary Certification	24	40.0	36	60.0
Both Elementary and Secondary Certification	14	63.6	8	36.4
Other/Specialist	21	36.2	37	63.8
TOTAL	169		214	

n = 171

Graduates of Oregon Institutions. It is logical that
since this study was conducted in the Portland metropolitan
region that the respondents would tend to be more frequently
graduates of universities and colleges located in that geo-
graphical area. Specifically, it was found that the great-
est number of respondents held degrees from Portland State
University. Other frequently reported institutions included
Lewis and Clark College, the University of Oregon, and

Oregon State University. Table XVIII reports the distribu-
tion of the responses regarding graduation from Oregon in-
stitutions of higher learning.

TABLE XVIII

FREQUENCY OF RESPONDENTS WHO ARE GRADUATES
OF OREGON INSTITUTIONS OF
OF HIGHER EDUCATION

INSTITUTION	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
Portland State	56	32.7
University of Oregon	26	15.2
Oregon State	24	14.0
Willamette	3	1.8
Lewis and Clark	26	15.3
University of Portland	7	4.1
WOSC	18	10.6
Other	12	7.1

Middle School Training. Since many of the experts on
middle schools supported the trend to provide training for
middle school teachers, it was deemed necessary to look at
the levels of training that had been obtained by the respon-
dents to the questionnaire. The teachers in this study re-
ported relatively low levels of training specifically de-
signed to prepare them for middle school teaching. Only 60
of the respondents reported any form of training. Some of

them reported training that consisted of student teaching at the middle school level prior to taking a job as a teacher of that level. Table XIX summarizes the distribution of middle school training among the respondent teachers.

TABLE XIX

FREQUENCY DISTRIBUTION BY
MIDDLE SCHOOL
TRAINING

LEVEL OF TRAINING	ABSOLUTE FREQUENCY	RELATIVE FREQUENCY
Undergraduate	35	20.6
Graduate	14	8.2
Both	11	6.5
None	111	64.7

Summary. The findings indicate that the sample is rather evenly distributed among males and females and elementary and secondary teaching certifications. More females hold secondary certification than males. Over 25 percent of the sample is within the first three years of their teaching experience. A high number of degrees (172) have been obtained by respondents at Oregon institutions of higher learning, while a low relative frequency (35.3%) report any training for middle school teaching.

Results of the PTO

Scoring of the PTO

The PTO consists of 100 items that are divided among ten subscales. These ten scales are Teacher Rapport with the Principal, Satisfaction with Teaching, Rapport Among Teachers, Teacher Salary, Teacher Load, Curriculum Issues, Teacher Status, Community Support of Education, School Facilities and Services, and Community Pressures (see Appendix A for a definition of each subscale). Table XX indicates the assignment of items to each of the subscales.

Respondents were asked to read each question quickly and respond to the questions on a Likert-type scale consisting of four possible responses: Agree, Probably Agree, Probably Disagree, and Disagree. The items were scored from four to one in value. Agree received a score of four while Disagree received a score of one. There were some items that were negative; i.e., an answer of Agree would be assigned a value of one, while an answer of Disagree would be valued at four. These items were: 1, 5, 6, 8, 10, 11, 14, 18, 25, 30, 31, 34, 40, 42, 45, 54, 56, 60, 71, 72, 76, 79, 81, 85, 98, and 99. The scoring is designed to give a higher score to those with higher levels of satisfaction with the areas concerned on each subscale and a higher total score indicating a higher level of morale for the respondent.

TABLE XX

ASSIGNMENT OF PTO ITEMS TO SUBSCALES

SUBSCALE	ITEM
Teacher Rapport with Principal	2, 3, 5, 7, 12, 33, 38, 41, 43, 44, 61, 62, 69, 70, 72, 73, 74, 92, 93, 95
Satisfaction with Teaching	19, 24, 26, 27, 29, 30, 46, 47, 50, 51, 56, 58, 60, 76, 78, 82, 83, 86, 89, 100
Rapport Among Teachers	18, 22, 23, 28, 48, 52, 53, 54, 55, 77, 80, 84, 87, 90
Teacher Salary	4, 9, 32, 36, 39, 65, 75
Teacher Load	1, 6, 8, 10, 11, 14, 31, 34, 40, 42, 45
Curriculum Issues	17, 20, 25, 79, 88
Teacher Status	13, 15, 35, 37, 63, 64, 68, 71
Community Support of Education	66, 67, 94, 96, 97
School Facilities and Services	16, 21, 49, 57, 59
Community Pressures	81, 85, 91, 98, 99

Summary of the Results for the Total Sample

Table XXI provides the results from the total sample on all of the scores of the PTO. The scores that are of most importance to this study are those of Rapport with the Principal, Satisfaction with Teaching, Rapport Among Teachers, Status, and Morale. Although reported, the other subscale scores will not be discussed in detail.

Morale

Since there are a total of 100 questions on the PTO, it is possible to obtain a total score for Morale of 400. The mean sample score was 308.368 with a median of 311.667 which would indicate a relatively symmetrical relationship with only a slight negative skewing. The range of scores for the total sample was 168 with the lowest total score being 226 and the highest 394. The standard deviation was 35.648.

Rapport with the Principal

The mean score for the sample on the subscale of Rapport with the Principal was 63.392 while the median was 65.350. This is again relatively symmetrical, however, there is a slight negative skewing in this score, also. The range of scores was 55.000 with the highest score being 80 of a possible 80 while the lowest score was 25. The standard deviation was 12.383.

Rapport Among Teachers

The mean score on this subscale was 46.199 while the median was 46.531. Although slightly skewed to the left, this relationship is consistent with the other rapport measurement. The range of the sample response is 29.000 with the lowest score being 27.000 out of a possible 56.000,

while the highest score was 56.000. The standard deviation
was 6.031.

Satisfaction with Teaching

The total possible on this subscale was 80.000, just
as it was for Rapport with the Principal. The sample mean
for this subscale was 65.503 with a median score of 66.143.
Again there was the slightly negative skewing that occurred
with the other subscales as well as the total Morale re-
sults. The range on this scale was 43.000 with the high
being 80.000 and the lowest reported score being 37.000.
The standard deviation was 9.444.

Status

With a total possible score of 32.000 on this subscale
of the PTO, the mean reported score was 20.123 with a median
of 19.615. Unlike the prior subscores, Teacher Status is
skewed somewhat to the positive while being relatively sym-
metrical. The range was 24.000 with a high score of 29.000
and a low of 8.000. The standard deviation was 5.196.

TABLE XXI

RESULTS FOR THE TOTAL SAMPLE ON
THE SCALES OF THE <u>PTO</u>

SCALE	TOTAL SCORE POSSIBLE	MEDIAN	MEAN	STANDARD DEVIATION
Rapport with the Principal	80	65.350	63.392	12.383
Satisfaction with Teaching	80	66.143	65.503	9.444
Rapport Among Teachers	56	46.531	46.199	6.031
Salary	28	18.667	18.544	4.019
Teacher Load	44	33.769	33.327	5.615
Curriculum Issues	20	15.914	15.450	3.425
Comunity Support of Education	20	13.179	13.117	3.462
Teacher Status	32	19.615	20.123	5.196
School Facilities and Services	20	16.817	16.327	2.873
Community Pressures	20	16.659	16.386	2.416
Morale	400	311.667	308.368	35.648

Summary of the Results for Each School

Looking at the sample results on a macro level provides one view of the data, however, it is possible that the results of one school which deviates significantly might be effecting the full sample. In order to provide a picture of the individual school, the obtained data is provided on a school by school basis for four of the factors of the PTO:

> Rapport with the Principal; Satisfaction with Teaching; Rapport Among Teachers; Teacher Status; and Morale.

School 1

The results on Rapport with the Principal for this school were a mean of 67.478 and a median of 69.000 with considerable negative skewing (-1.629). The range was 45.000 with a high of 80 and a low of 35. The standard deviation of this subscore was 10.582. Although also negatively skewed, Satisfaction with Teaching was much more symmetrical with a mean of 64.438 and a median of 65.750. The standard deviation was 8.584. Rapport Among Teachers was also relatively symmetrical with slight negative skewing. The mean of this subscale for School 1 was 48.913, and the median was 49.000. Teacher Status, on the other hand, was somewhat positively skewed with a mean of 18.696 and a median of 18.333. The total score for Morale was only

slightly negatively skewed and the mean was 309.043, while
the median was 314.000 with a standard deviation of 35.037.
(See Appendix B for remaining subscale scores by school.)
Table XXII provides these results.

TABLE XXII

RESULTS FOR SCHOOL 1 ON SELECT
SCALE OF THE PTO

SCALE	TOTAL SCORE POSSIBLE	MEDIAN	MEAN	STANDARD DEVIATION
Rapport with the Principal	80	69.000	67.478	10.582
Satisfaction with Teaching	80	65.750	64.348	8.584
Rapport Among Teachers	56	49.000	48.913	5.169
Teacher Status	32	18.333	18.696	4.607
Morale	400	314.000	309.043	35.037

School 2

Of these results, the least symmetrical was that of
Teacher Status which had a mean of 18.552 and a median of
17.417 and was skewed to the positive. The standard devia-
tion for this subscale was 5.054. The mean of Rapport with
the Principal was among the four lowest for any of the
schools at 61.750 with a standard deviation of 12.890. Sat-
isfaction was quite symmetrical with a mean of 65.069, a me-
dian of 68.000, and a standard deviation of 10.243. Rapport

Among Teachers, although skewed slightly to the left, was quite symmetrical with a mean of 45.931 and a median of 46.417. The Morale score for this building was one of the lowest with a mean of 303.345 and a standard deviation of 36.937. The range on this score was 160 with a high of 341 and a low of 226. These results are presented in Table XXIII.

TABLE XXIII

RESULTS FOR SCHOOL 2 ON
SELECT SCALES OF
THE PTO

SCALE	TOTAL SCORE POSSIBLE	MEDIAN	MEAN	STANDARD DEVIATION
Rapport with the Principal	80	61.750	59.826	12.890
Satisfaction with Teaching	80	68.000	65.069	10.234
Rapport Among Teachers	56	46.417	45.931	5.725
Teacher Status	32	17.417	18.552	5.054
Morale	400	303.000	303.345	36.937

School 3

As with several previous results, School 3 seemed to show some negative skewing of some of the scores particularly on the subscales of Rapport with the Principal which had a mean of 65.778 and a median of 71.000 (-0.916). The subscales of Satisfaction with Teaching (mean = 69.11)

Rapport Among Teachers (mean = 51.889), and Teacher Status
(mean = 20,000), as may be seen in Table XXIV, were all rel-
atively symmetrical and skewed only slightly to the right.
The total score of Morale (mean = 320.556) had a standard
deviation of 21.518.

TABLE XXIV

RESULTS FOR SCHOOL 3 ON
SELECT SCALES OF
THE PTO

SCALE	TOTAL SCORE POSSIBLE	MEDIAN	MEAN	STANDARD DEVIATION
Rapport with the Principal	80	71.000	65.778	11.200
Satisfaction with Teaching	80	69.000	69.111	4.649
Rapport Among Teachers	56	50.250	51.889	3.257
Teacher Status	32	19.250	20.000	2.915
Morale	400	321.000	320.356	21.518

School 4

This school had the highest reported total scale score
for the PTO. The Morale score for School 4 had a mean of
322.870 and was relatively symmetrical. The standard devia-
tion of this score was 39.052. The range was 135.00 with a
high of 394.00 and a low of 259.000. Although the remainder
of the scores were moderately high, it was the consistency

of the scores that seemed to have resulted in the highest total scale score. The mean for Rapport with the Principal was 65.391 with a standard deviation of 11.723. The mean of Satisfaction with Teaching was 65.565 with a standard deviation of 10.215. Rapport Among Teachers had a mean of 47.696 and a standard deviation of 5.346, while Teacher Status was among the higher ones for this subscale score with a mean of 21.783. The subscale scores were fairly consistently skewed to the right with the exception of Rapport Among Teachers which was slightly skewed to the negative side. See Table XXV for these results.

TABLE XXV

RESULTS FOR SCHOOL 4 ON
SELECT SCALES OF
THE PTO

SCALE	TOTAL SCORE POSSIBLE	MEDIAN	MEAN	STANDARD DEVIATION
Rapport with the Principal	80	65.125	65.391	11.723
Satisfaction with Teaching	80	64.750	65.565	10.215
Rapport Among Teachers	56	48.000	47.696	5.346
Teacher Status	32	20.875	21.783	5.862
Morale	400	313.500	322.870	39.052

School 5

This school had a high score on Satisfaction with Teaching. The mean of 70.100 and median of 74.500 were the highest results among the nine schools. There was considerable negative skewing (-1.594) in these results and a standard deviation of 8.825. Although this school produced the highest Satisfaction with Teaching score, it was only the third highest Morale score among the schools with a mean of 317.200. Rapport with the Principal had a mean of 58.000 with a standard deviation of 5.944. Rapport Among Teachers had a mean of 49.100 and, like the other Rapport score, was skewed slightly to the negative. Teacher Status had a mean of 21.900 and a standard deviation of 3.071.

TABLE XXVI

RESULTS FOR SCHOOL 5 ON
SELECT SCALES OF
THE PTO

SCALE	TOTAL SCORE POSSIBLE	MEDIAN	MEAN	STANDARD DEVIATION
Rapport with the Principal	80	58.500	58.000	6.944
Satisfaction with Teaching	80	74.500	70.100	8.825
Rapport Among Teachers	56	47.500	49.100	3.957
Teacher Status	32	21.500	21.900	3.071
Morale	400	314.500	317.200	13.398

School 6

This school had a mean of 70.357 with a standard deviation of 8.082, slightly skewed to the left. The total scale score for Morale had a mean of 305.357 with a standard deviation of 40.355. These results were quite symmetrical. Satisfaction with Teaching was quite symmetrical also with a mean of 66.286 and a median of 45.500 was skewed considerably more to the left (-1.116). These results are provided in Table XXVII.

TABLE XXVII

RESULTS FOR SCHOOL 6 ON
SELECT SCALES OF
THE PTO

SCALE	TOTAL SCORE POSSIBLE	MEDIAN	MEAN	STANDARD DEVIATION
Rapport with the Principal	80	70.500	70.357	8.082
Satisfaction with Teaching	80	66.500	66.286	7.600
Rapport Among Teachers	56	45.500	45.929	6.403
Teacher Status	32	18.500	18.714	6.281
Morale	400	300.500	305.357	40.355

School 7

The teachers in this school perceived their relative status as being higher than any of the teachers in the other

buildings surveyed. As may be seen in Table XXVIII, the mean for Teacher Status was 23.591 with a standard deviation of 4.284. Although both of the Rapport subscale scores were skewed in a negative direction, the results were relatively symmetrical with the mean for Rapport with the Principal being 59.136 and the mean for Rapport Among Teachers 45.500. The mean for Satisfaction with Teaching was 65.364 with a standard deviation of 9.550. The total scale score for Morale had a mean of 313.864 with a standard deviation of 29.721.

TABLE XXVIII

RESULTS FOR SCHOOL 7 ON
SELECT SCALES OF
THE PTO

SCALE	TOTAL SCORE POSSIBLE	MEDIAN	MEAN	STANDARD DEVIATION
Rapport with the Principal	80	62.000	59.136	15.520
Satisfaction with Teaching	80	65.500	65.364	9.550
Rapport Among Teachers	56	46.500	45.500	5.680
Teacher Status	32	23.300	23.591	4,284
Morale	400	312.500	313.864	29.721

School 8

Rapport with the Principal had a mean of 64.947 and median of 64.750. The standard deviation of this subscale score was 3.156 and, while negatively skewed, was more symmetrical than the scores for Satisfaction with Teaching with a mean of 64.526 and median of 65.000. The subscale score for Rapport Among Teachers was a mean of 43.474 with a standard deviation of 5.948. Teacher Status was quite symmetrical with a mean of 19.368 and median of 19.083. The Morale score was 302.316 with a standard deviation of 38.041. The results are presented in Table XXIX.

TABLE XXIX

RESULTS FOR SCHOOL 8 ON
SELECT SCALES OF
THE PTO

SCALE	TOTAL SCORE POSSIBLE	MEDIAN	MEAN	STANDARD DEVIATION
Rapport with the Principal	80	64.750	64.947	9.449
Satisfaction with Teaching	80	65.000	64.526	11.047
Rapport Among Teachers	56	43.000	43.474	5.948
Teacher Status	32	19.083	19.368	5.058
Morale	400	305.000	302.316	38.041

<u>School 9</u>

The mean score for Rapport with the Principal for School 9 was 61.682 and with a standard deviation of 3.156. The mean score for Teacher Status was 19.273 with a standard deviation of 5.382. Morale was the lowest reported among the schools with a mean of 291.773 and standard deviation of 38.386. Satisfaction with Teaching was also the lowest reported with a mean of 64.136 and standard deviation of 10.091 which may be seen in Table XXX.

TABLE XXX

RESULTS FOR SCHOOL 9 ON
SELECT SCALES OF
THE <u>PTO</u>

SCALE	TOTAL SCORE POSSIBLE	MEDIAN	MEAN	STANDARD DEVIATION
Rapport with the Principal	80	65.500	61.682	3.156
Satisfaction with Teaching	80	65.250	64.136	10.091
Rapport Among Teachers	56	43.167	41.727	6.112
Teacher Status	32	18.500	19.273	5.382
Morale	400	294.500	291.773	38.386

<u>Summary of Results by School and District for Satisfaction with Teaching and Morale</u>

As well as a particular school's results creating an impact on the overall sample, it is possible that a full

district might have a similar effect on the sample. For
this reason, the resultant data on the subscale of Satisfac-
tion with Teaching and the total score for Morale are re-
ported by school and district.

Satisfaction with Teaching. The mean scores by dis-
trict ranged from 64.67 (District 3) to 68.21 (District 4)
with the greatest standard deviation being 10.09 for the
lowest mean satisfaction score (District 3).

TABLE XXXI

SATISFACTION WITH TEACHING SCORES BY DISTRICT

DISTRICT	MEAN	STANDARD DEVIATION
1	64.98	8.58
2	64.96	9.35
3	64.67	10.09
4	68.21	7.33

TABLE XXXII

SATISFACTION WITH TEACHING SCORES BY SCHOOL

SCHOOL	MEAN	STANDARD DEVIATION
1	64.35	8.58
2	65.07	10.24
3	69.11	4.65
4	65.57	10.22
5	70.10	8.82
6	66.29	7.60
7	65.36	9.55
8	64.53	11.05
9	64.14	10.09
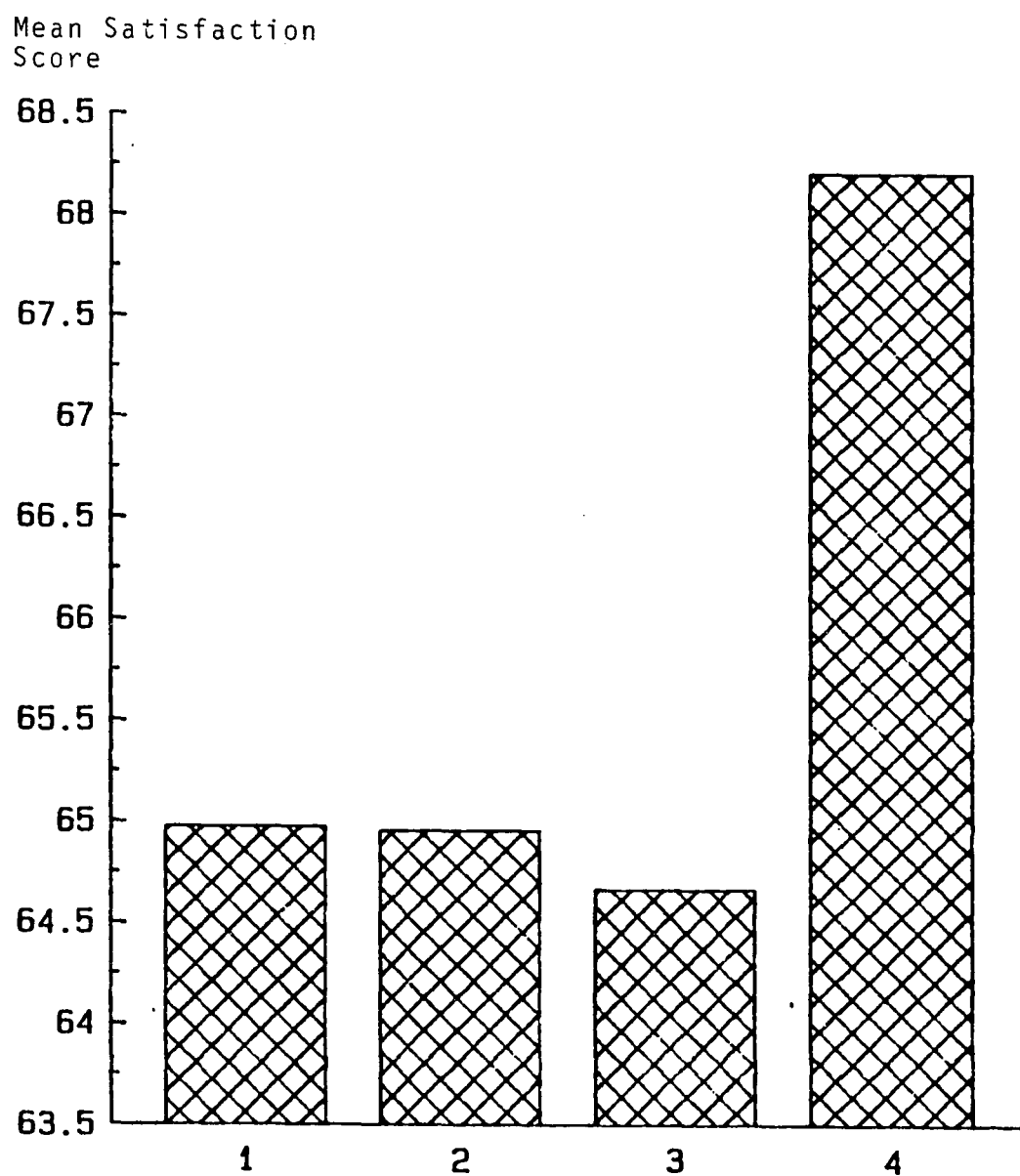
Figure 3. Mean satisfaction with teaching by district.
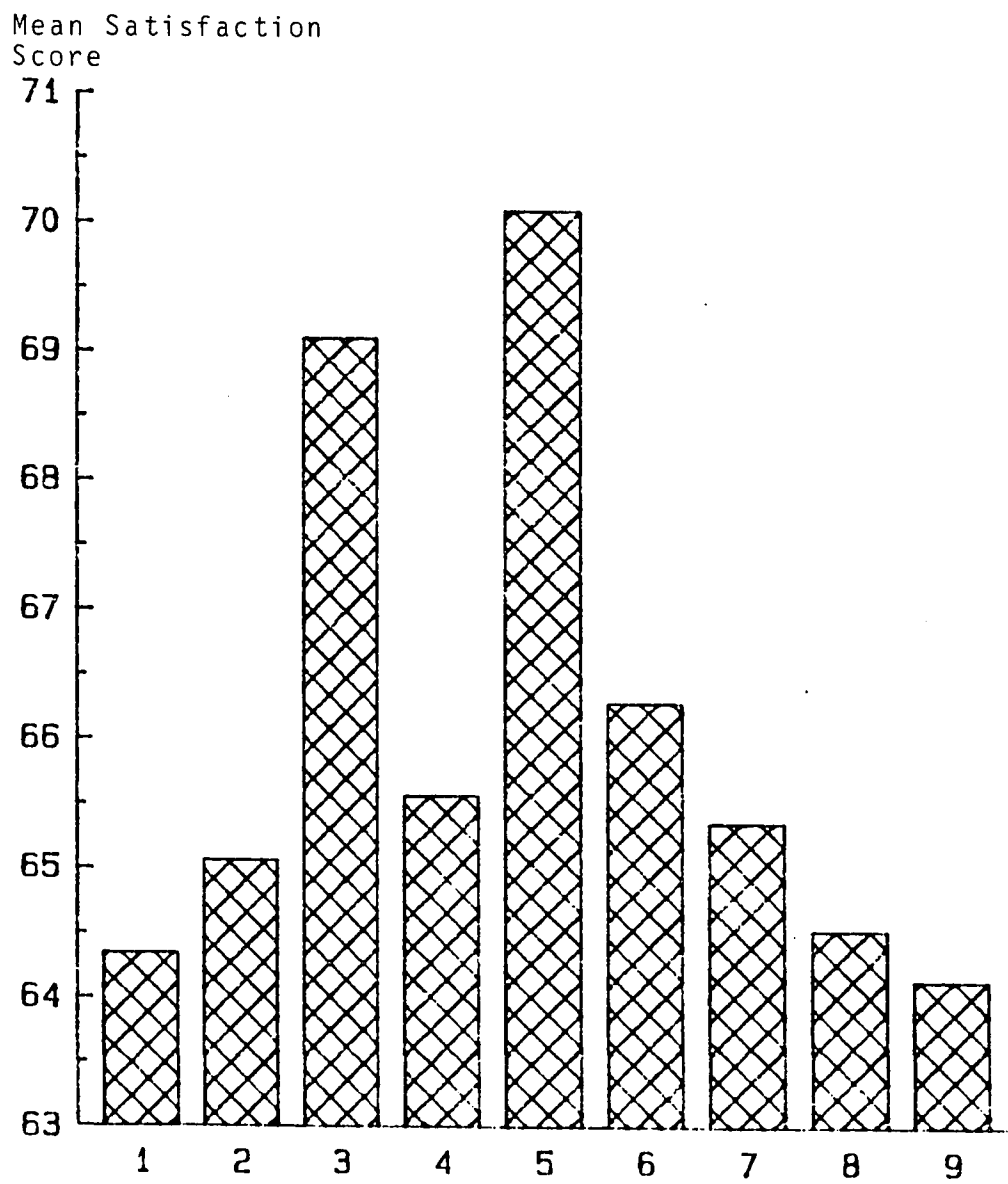
Figure 4.   Mean satisfaction with teaching by school.

Morale. District morale scores indicated that, al-
though the highest mean levels of Satisfaction with Teaching
were found in District 4, the highest mean morale score was
for District 2 (315.96). Again, the lowest mean score
(298.35) with the highest standard deviation was in District
3.

It is well to review the school assignment by district
to assist in interpreting this data:

District 1 - Schools: 7, 8

District 2 - Schools: 1, 4

District 3 - Schools: 2, 9

District 4 - Schools: 3, 5, 6

TABLE XXXIII

MORALE SCORES BY
DISTRICT

DISTRICT	MEAN	STANDARD DEVIATION
1	308.51	33.90
2	315.96	37.34
3	298.35	37.63
4	313.09	29.58

TABLE XXXIV

MORALE SCORES BY
SCHOOLS

DISTRICT	MEAN	STANDARD DEVIATION
1	309.04	35.04
2	303.34	36.94
3	320.56	21.52
4	322.87	39.05
5	317.20	13.40
6	305.36	40.36
7	313.86	29.72
8	302.32	38.04
9	291.77	38.39

Summary. In summary, the difference that exists between schools and districts in the area of Satisfaction with Teaching and Morale must be pointed out. It may be seen that there was considerable separation between the high means and low means in these cases.

Relationship of PTO Subscales and Biographical Data

Satisfaction with Teaching

A number of hypotheses in this study addressed relationships of biographical characteristics to the dependent variable Satisfaction with Teaching.
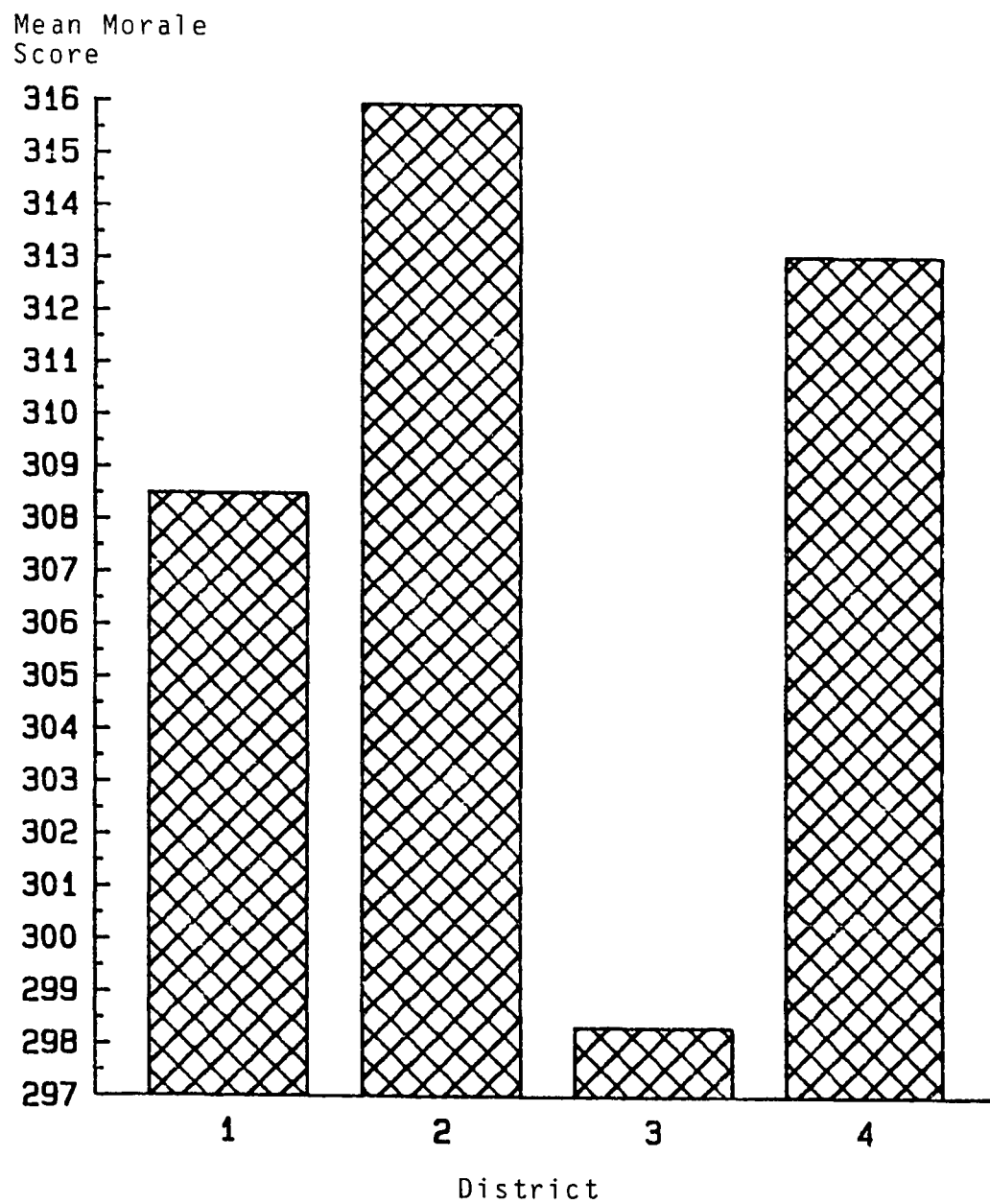
Figure 5. Mean morale by district.
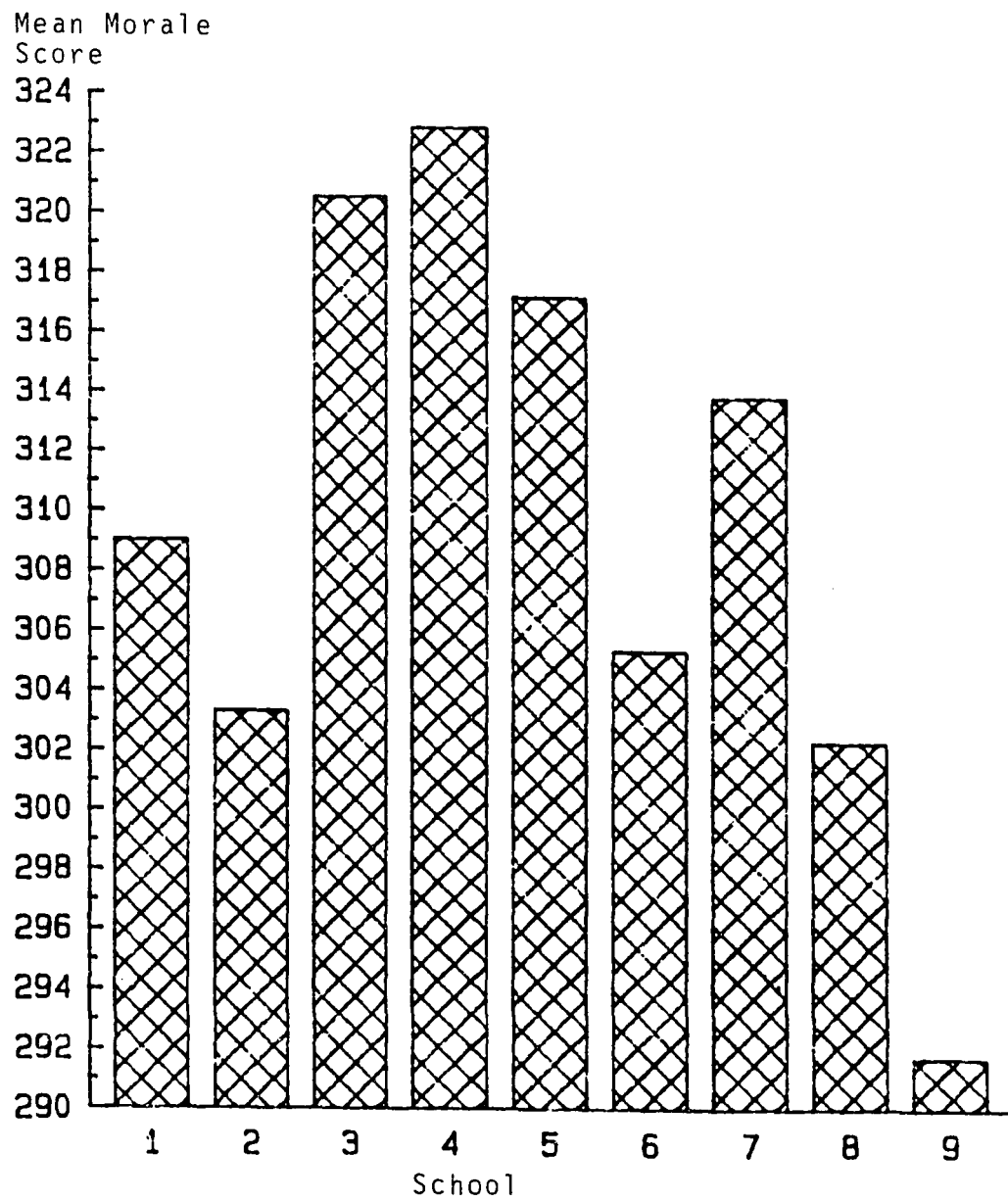
Figure 6. Mean morale score by school.

Relationship to Gender. It is important to look at
the distribution of gender throughout the schools in the
sample to see if any one school was predominantly male or
female and might have swayed the sample results. Table XXXV
summarizes these data and indicates that, although some
schools such as number 2 had a greater proportion of fe-
males, the overall sample was 46% male and 54% female.
There was a fairly even distribution of males and females in
the sample.

TABLE XXXV

DISTRIBUTION OF GENDER
BY SCHOOL

SCHOOL	MALE	FEMALE
1	11	12
2	10	19
3	4	5
4	12	11
5	6	4
6	7	7
7	11	11
8	9	10
9	8	14
TOTALS	78	93

Hypothesis 4: Females in the sample will have higher scores on the subscale satisfaction with teaching than males.

The mean levels of Satisfaction with Teaching indicate that females were more satisfied with their profession than were the males in this sample. The mean level of satisfaction score for females may be seen in Table XXXVI. (See Figure 7.)

TABLE XXXVI

LEVELS OF SATISFACTION
BY GENDER

GENDER	MEAN	STANDARD DEVIATION	n
Male	63.69	9.84	78
Female	67.02	8.87	93

As noted by Charters (1970) and Lortie (1975), there continues to be a relationship between the gender of the teacher and the level of satisfaction. In order to test the significance of this relationship, a univariate analysis of variance was performed with alpha set at .05. Sex was the independent variable; Satisfaction with Teaching the dependent variable. The relationship was found to be significant at the .03 level. The results of this analysis are seen in Table XXXVII.

Mean Satisfaction
Score
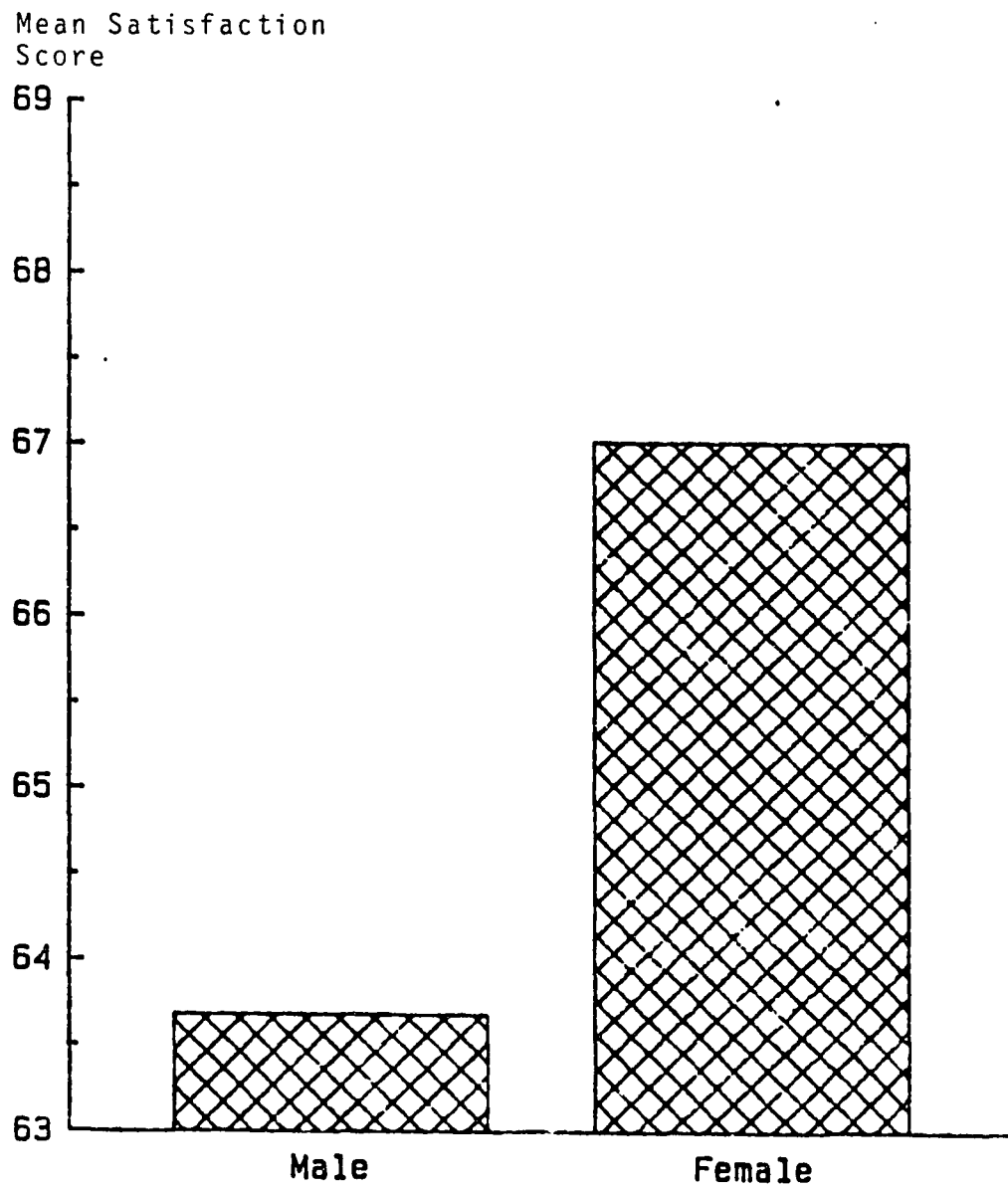
Figure 7. Level of satisfaction with teaching by gender.

TABLE XXXVII

ANOVA FOR SATISFACTION WITH
TEACHING AND GENDER

SOURCE OF VARIATION	df	MS	F
Explained	1	470.176	5.408*
Residual	169	86.938	

* p < .03

Relationship To Career. Based on the research that
indicated there would be a relationship between the career
stage, as distinguished by the individual's age, and the le-
vels of job satisfaction, the scores for Satisfaction with
Teaching were studied in relation to the independent vari-
able Age arranged into three career stage groupings as out-
lined by Gould (1979):

1. Trial Stage - 22-30 years

2. Stabilization Stage - 31-44 years

3. Maintenance Stage - 45-65 years

Hypothesis 1: Those teachers in the first three years
of teaching will have a lower score on the subscale
score Satisfaction with Teaching than teachers in
other experiential levels.

Hypothesis 3: In the initial years of their careers,
middle school teachers will have lowered scores on the
subscale Satisfaction with Teaching (ages 22 to 30
years) followed by increased scores through the next

career stage (ages 31 to 44 years), and, finally,

lowered scores during the remaining years of their

careers (ages 45 to 65 years).

Table XXXVIII and Figure 8 present the results of this anal-

ysis.

TABLE XXXVIII

THE LEVEL OF SATISFACTION
WITH TEACHING BY
THE AGE

AGE	MEAN	STANDARD DEVIATION
22 - 30	63.58	10.00
31 - 44	66.84	8.86
45 - 65	64.16	9.96

As may be seen in Figure 8, rather than following the

classic pattern outlined by Gould (1975) and others, teach-

ers in this sample appeared to follow more closely the pat-

tern established by Greenfield and Blase (1980) in their

study of secondary teachers in suburban New York communi-

ties. The first years of career involvement, the Trial

State (Gould, 1979), are the lowest level of satisfaction

among this sample of middle school teachers. This lower

level is then followed by the Stabilization Stage (Gould,

1979) which has the highest level of satisfaction with

teaching. Finally, the teachers moved into the Maintenance

Mean Satisfaction
Score
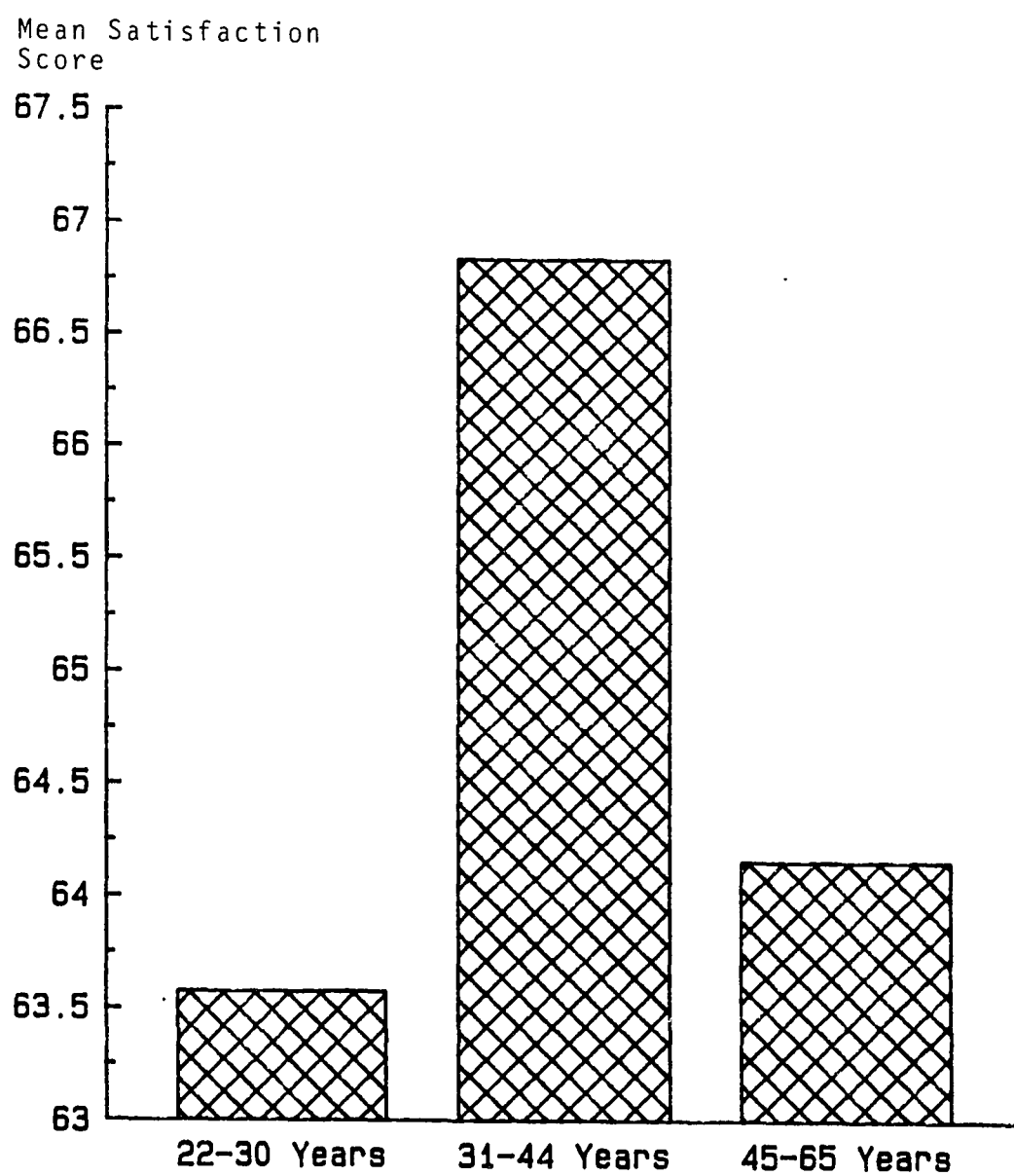
Figure 8. Mean satisfaction with teaching by age of respondent.

Stage (Gould, 1979) and manifested a lowered level of satisfaction but not as low as that exhibited in the Trial Stage.

A univariate analysis of variance on the levels of Satisfaction with Teaching and an independent variable of each of the age groups indicated no significance in the relationship at any of the Career Stages. The pattern, however, described by Greenfield and Blase (1980) is repeated.

Relationship To Years Taught. Pursuit of the pattern which Greenfield and Blase established is appropriate based on these results. In this pursuit, the same years of experience outlined by them in their work were looked at:

    1 - 3 years experience

    4 - 15 years experience

    16 - highest years experience

It was found that this further analysis yielded support for the pattern established by Greenfield and Blase (1980), not only among the secondary teachers they studied, but among middle school teachers in this sample. Table XXXIX and Figure 9 further illustrate and summarize this relationship although, in the ANOVA procedures run on these data, no significant relationship was found.

TABLE XXXIX

LEVEL OF SATISFACTION WITH
TEACHING BY YEARS
TAUGHT

YEARS TAUGHT	MEAN	STANDARD DEVIATION
1 - 3	64.45	9.99
4 - 15	66.14	9.38
16 - high	64.75	9.42

Relationship to Certification. It was hypothesized as part of this study that elementary certified teachers would have higher scores on the Satisfaction with Teaching subscale than secondary teachers in the sample. This hypothesis was rejected. Although the mean for elementary teachers (66.08) in the sample is higher than that for secondary certified teachers (63.72), it was not significantly higher. Table XL summarizes the results of the scores for the subscale Satisfaction with Teaching for elementary and secondary certified teachers.

TABLE XL

LEVEL OF SATISFACTION
WITH TEACHING BY
CERTIFICATION

CERTIFICAITON LEVEL	MEAN	STANDARD DEVIATION
Elementary (n = 72)	66.08	7.96
Secondary (n = 60)	63.72	10.82
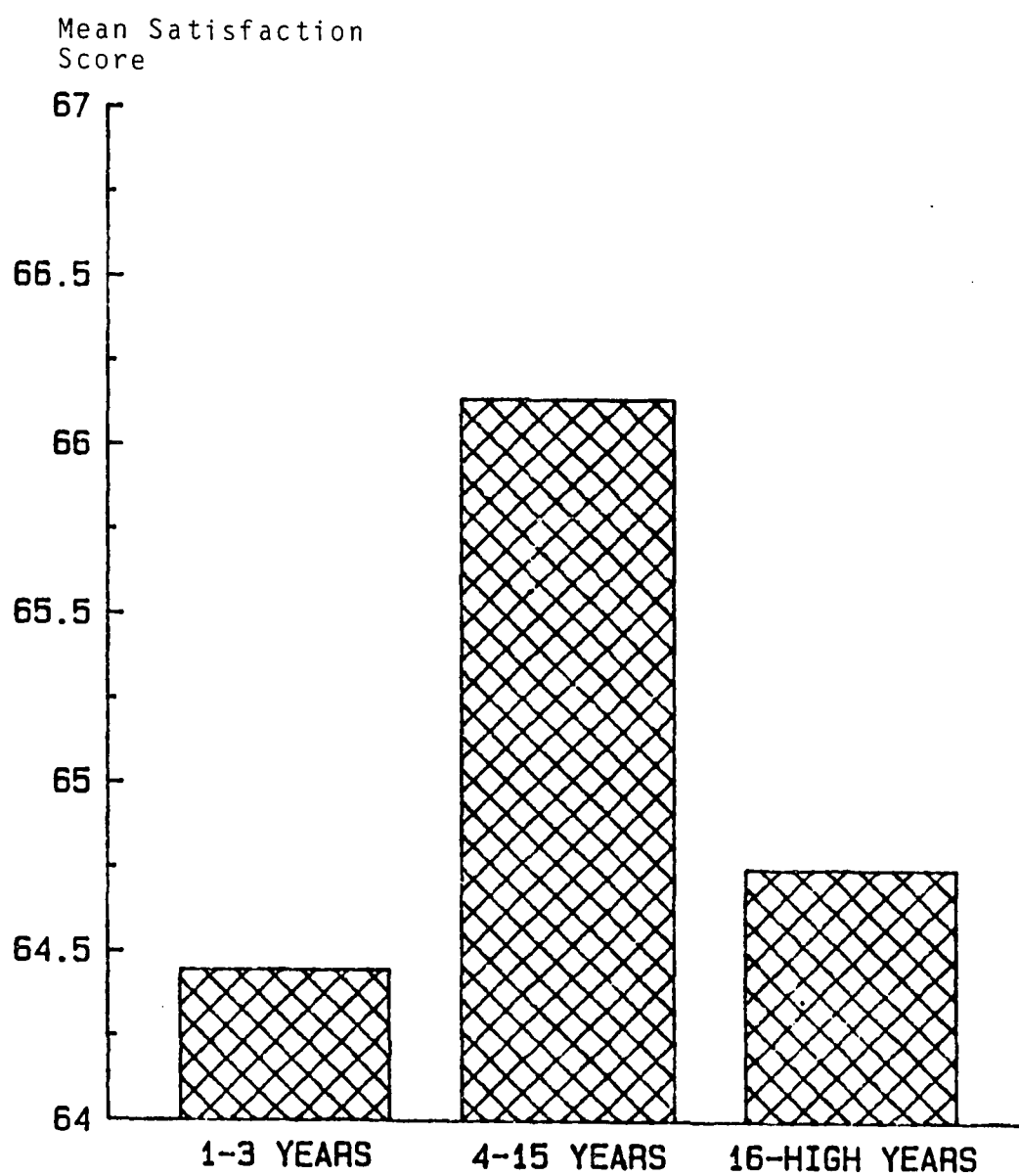
Figure 9. Mean satisfaction with teaching by years taught by respondents.

Comparison To PTO Norms. The PTO norms for each sub-scale are provided as a means of comparing this sample to the populations that Bentley and Rempel (1980) have studied. Table XLI provides a summary of the relationship of this sample's scores to the 10th, 50th, and 90th percentiles of the norming sample. Figure 10 provides a look at the relationship of this sample's scores on each of the items to the 50th percentile of the norming sample on each of the items. In all but six of the items, the middle school sample in this study scored below the 50th percentile of the norming sample.

TABLE XLI

LEVEL OF SATISFACTION WITH TEACHING - MEDIANS

| RESPONSE | NORM MEDIANS AT PERCENTILE | | | SAMPLE MEDIAN |
	10th	50th	90th	
19	3.3	3.7	3.8	3.571
24	2.8	3.1	3.4	3.107
26	3.2	3.6	3.8	3.571
27	3.0	3.4	3.7	2.967
29	2.4	2.9	3.2	2.649
30	3.0	3.4	3.7	3.046
46	3.3	3.7	3.8	3.609
47	3.0	3.3	3.7	3.628
50	3.3	3.6	3.8	3.827
51	2.9	3.2	3.6	2.914
56	3.7	3.8	3.9	3.852
58	3.3	3.6	3.8	3.730
60	3.2	3.6	3.8	3.055
76	3.3	3.6	3.8	3.662
78	3.2	3.5	3.8	3.590
82	3.1	3.3	3.6	3.250
83	2.9	3.2	3.6	3.180
86	3.7	3.8	3.9	3.871
89	3.5	3.7	3.9	3.708
100	2.9	3.3	3.7	3.506
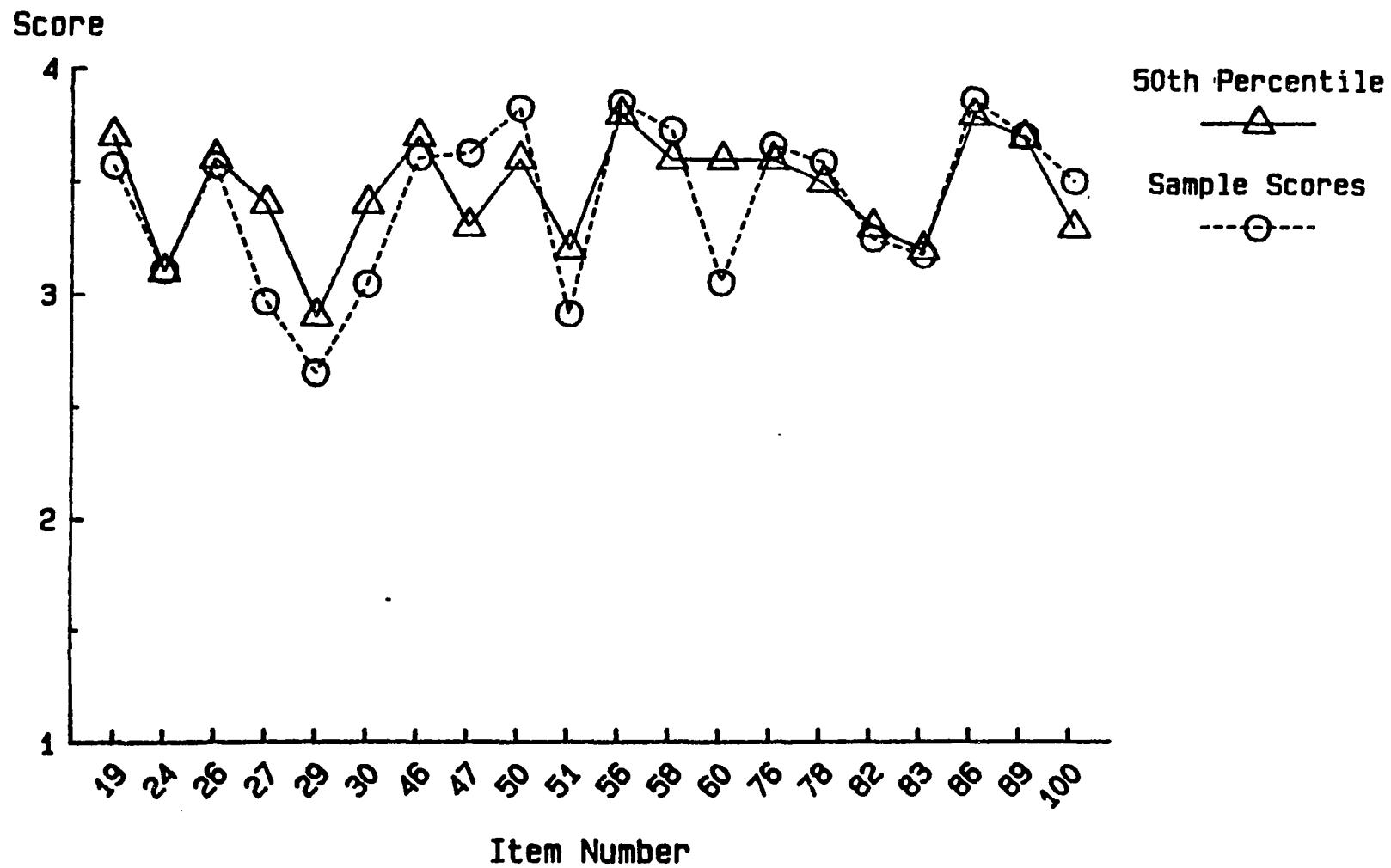
Figure 10.   Median satisfaction with teaching responses by item.

Rapport with the Principal

Relationship to Gender

It was hypothesized that females would have higher subscale scores in Rapport related areas (i.e., Rapport with the Principal and Rapport Among Teachers). The results from this sample support that hypothesis. The mean score for females was 65.26 while that for males was 61.17 as illustrated by Figure 11. A summary of these results is found in Table XLII.

TABLE XLII

LEVEL OF RAPPORT WITH THE
PRINCIPAL BY THE GENDER
OF THE RESPONDENT

GENDER	MEAN	STANDARD DEVIATION	n
Male	61.17	12.80	78
Female	65.26	11.77	93

The significance of this relationship was tested using univariate analysis of variance with gender as the independent variable and Rapport with the Principal as the dependent variable. It was found that the relationship was significant at the .05 level. Table XLIII presents the ANOVA for this relationship.

TABLE XLIII

ANOVA OF THE SUBSCALE RAPPORT WITH
THE PRINCIPAL AND THE GENDER
OF THE RESPONDENT

SOURCE	DF	MS	F
Between Groups	1	710.1072	4.732*
Within Groups	169	150.0511	

*$p < .05$

Relationship to Each School

It was further hypothesized (Hypothesis 2) that there
would be a relationship of the scores on the subscale Rap-
port with the Principal and the managerial style of the in-
dividual principal. Specifically, the higher the task or-
ientation of the principal, the lower the level of Rapport
with the Principal. The mean scores for Rapport with the
Principal in each of the schools (reported earlier) is sum-
marized in Table XLIV.
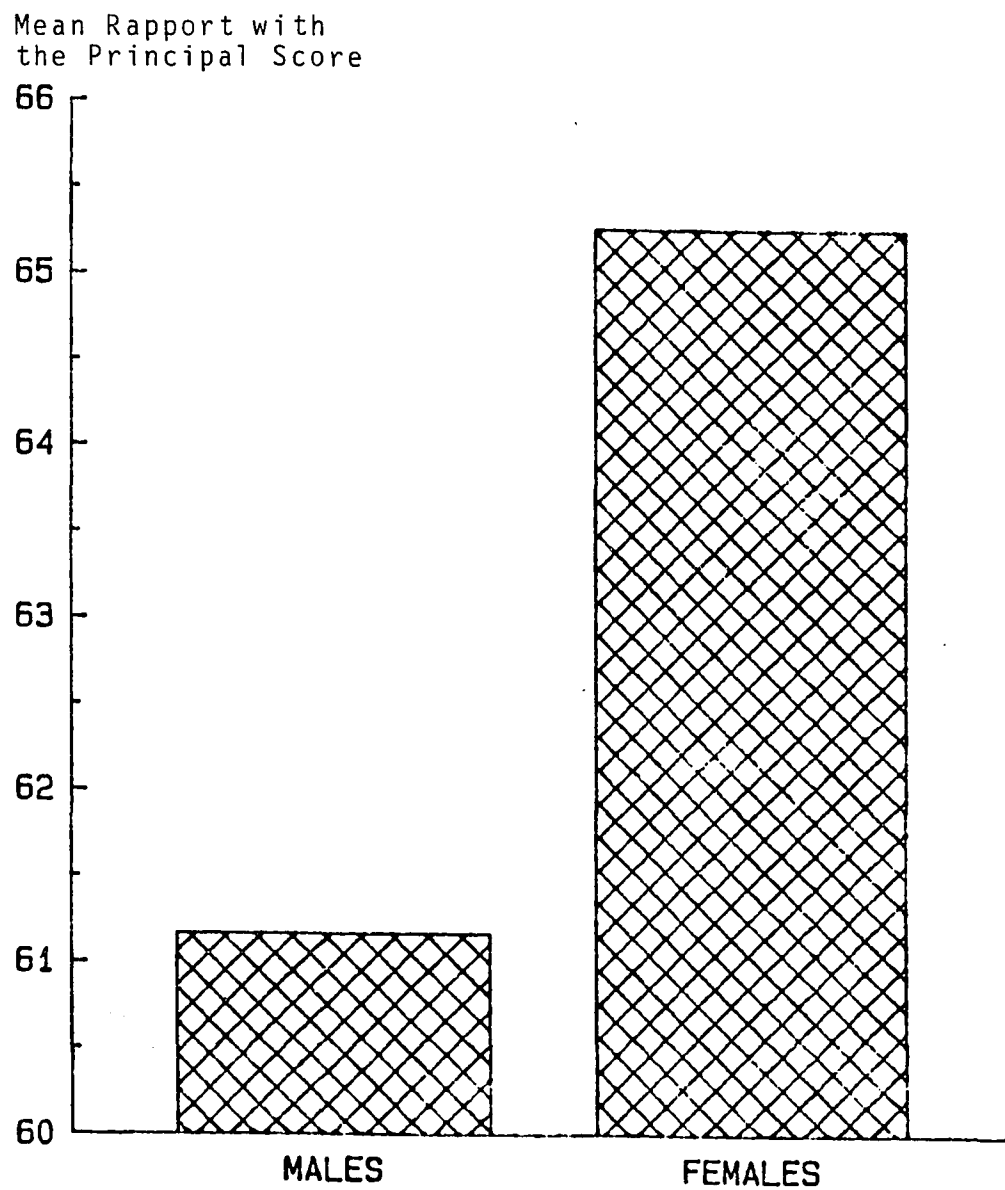
Figure 11. Mean rapport with the principal by gender of the respondent.

TABLE XLIV

MEAN SCORES FOR RAPPORT WITH
THE PRINCIPAL BY SCHOOL

SCHOOL	MEAN	STANDARD DEVIATION
1	67.478	10.582
2	59.826	12.890
3	65.778	11.200
4	65.391	11.273
5	58.000	6.944
6	70.357	8.082
7	59.136	15.520
8	64.947	9.449
9	61.682	3.156

Based on the differences observed in the means, an
ANOVA was computed which yielded a significance at the .05
level. Table XLV presents this analysis.

TABLE XLV

ANOVA OF THE SUBSCALE RAPPORT WITH
PRINCIPAL WITH THE SCHOOL OF
THE RESPONDENT

SOURCE	df	MS	F
Between Groups	8	296.7890	2.029*
Within Groups	162	146.2620	

*p < .05

Further analysis of the hypothesis that there would be a relationship between Rapport with the Principal and managerial style, necessitates looking at the self-perceived management styles of the principals of each of the buildings.

In School 1 the principal indicates possession of a bias that the teaching/learning process is the most important process that occurs in the school. The principal's role is that of managing resources and time to the best of his/her ability. Staff meetings should be held only when they are absolutely necessary (a maximum of once every other week) and every effort should be made to lessen the paperwork demands that are placed on the teachers. There is a need to be open to teachers and to stay in contact with the demands on them by teaching a class a day. It is essential to relate individually to the teachers and understand the demands on time.

In School 2 the principal perceives him/herself as democratic but is able and comfortable with using whatever is necessary to get the job done. The principal is confused by labeling a management style but tries to be humanistic while maintaining realism. At times this principal feels that it is necessary to face conflict. It is essential to be pragmatic about the management approach, and, if it works, it's good.

In <u>School</u> 3 the principal indicates a belief in <u>parti-cipatory</u> leadership and feels that this group of teachers is perfect match for this belief because someone is always picking up on projects, discussing philosophy, and helping each other. This principal feels that the manager must "look for a match" between managerial style and the staff. The style that this principal has chosen will not, according to the principal, work in all schools. Without a match, it could be a failure.

In <u>School</u> <u>4</u> the principal tries to <u>listen to all</u> in-terested teachers <u>but reserves the right to make any deci-sion</u>. There is very little voting in this school but there is a lot of talking. In the end; however, it is the princi-pal that makes the decision. Historically, the present principal indicates that this particular building started out as a collective decision-making management style build-ing when it was under the prior principal. There was chaos as a result of this according to the present principal, and he/she perceives that he/she was brought in to "straighten out" the mess. This principal is most comfortable with this style of management and feels that this is the most effec-tive evaluation tool for the success of a managerial style.

In <u>School</u> <u>5</u> the <u>principal believes in participatory management but reserves the right of final decision</u> ("I make the final decision"). "I think issues that affect the staff need to have their input and they ought to have a part."

This principal sees a danger in this input process because it can be misunderstood by the staff, and there is the "inevitable" member of the staff who feels that he/she was not listened to during the discussion. This principal sets priorities such as academic learning time, discusses the problems with the leadership team in the school, and uses this team as a support group when processing through problem solving situations. The problem is then discussed with the staff in general, but the priority that was set is not forgotten, and the final decision is made with that priority in mind. Understanding the teachers as individuals is important to the style of this administrator. The principal feels that if the teachers perceive that they and their viewpoints are understood, they are more likely to buy into the decision and have ownership.

In School 6 the principal sets priorities that determine the style of leadership that is practiced. This means that as a building principal, this individual has chosen "kids as a number one priority." Parents and the staff of the school are of lower priority. With this as a backdrop for all decision-making, this principal gathers all the data it is possible to collect including the input of all of the staff members. Consensus is desired, but, if that cannot be achieved, an effort is made to modify the decision to solve the problems creating dissension. During all of this the

priority structure is kept in mind. This principal also indicates a real effort is made to avoid conflict.

School 7 has a principal who perceives him/herself as a leader not a dictator. The thrust is to work with, not through, people that are teachers in the building with the goals of achieving desired tasks. As a manager, this principal indicates that tasks are delegated based on strength and interest level of the individual employees. Decision-making is said to be based on effective individual involvement in the process before the decision is made. The style is based on a belief in the ability of all the teachers to complete the task that must be completed. The principal describes this style as "benevolent." This principal believes that it is those you work with that either make or break you.

In School 8, the principal believes that the key is to be "the walking type." That is, the principal should be accessible to the teachers and should not hide in the office. When decisions are made they should involve people who are affected by the decisions. The principal must let these people know that their opinion is valued and must be concerned about them as individuals. Although it is, according to this principal, necessary for the decision to finally be made by the principal, it is necessary to let people know why a decision is being made, and it is important to let teachers know that they are respected and that you know that

what they are doing is important. He/she feels that allow-
ing them to participate in decision-making indicates these
things to teachers. The principal must, according to this
individual, provide support to teachers so they have the
ability and want to improve the quality of education for the
students in the school. It is best to employ risk takers to
make a creative atmosphere in the building. As a building
leader, the principal must know how to let the teachers try
new things "not stay in that square box."

The principal in School 9 indicated a management style
that is flexible. This principal indicated that ". . . the
most unequal treatment is to treat people equally." He/she
makes no attempt to be consistent in the treatment of all
the teachers. The bottom line is to get the job done - not
just to do the job because one feels compelled to do it but
to buy into the need for the job to be done. "I operate
based on principles that I believe in strongly. I am stu-
dent and teacher based." This principal has a sense that
there are people who want power and advancement but are not
aware that the principal's job is not the place to get that.

Summary. It is possible to use this mixture of data
to provide a picture of the relationship of the levels of
Rapport with the Principal as provided by the subscale
scores and the self reported administrative style of the
principals in the sample schools. This will provide a pic-
ture to assist in clarifying the data in relationship to

Hypothesis 6: The levels of job satisfaction, as determined by the scores on the PTO, will be lower in buildings where the principal has indicated a higher task orientation and less relationship orientation in his/her self-perceived management style analysis. The results are somewhat mixed; however, the lowest Rapport score was matched to a principal who was highly relationship oriented (School 7). On the other hand, the highest mean score was from a school where the administrator combines Task and Relationship orientations (School 6). A brief summary of these comparisons is provided by Table XLVI.

Relationship to Age

ANOVA's were used to determine if there was any relationship between the various age groupings noted under Satisfaction with Teaching including Career Stages and Number of Years Taught. None of these yielded a significant relationship, however, except for those individuals in what Gould (1979) termed the Maintenance Stage (45-65). At this Career Stage individual Rapport with the Principal was statistically significant. Table XLVII presents the Scheffé test results of this analysis.

TABLE XLVI

MANAGEMENT STYLE AND MEAN RAPPORT
WITH PRINCIPAL SCORE

SCHOOL	PRINCIPAL'S STYLE	MEAN SCORE ON RAPPORT WITH PRINCIPAL
1	Task - Manage resources and time	67.478
2	Task-Relationship - Democratic but do what is necessary to get the job done	59.826
3	Relationship - Participatory	65.778
4	Task-Relationship - Listen to all but makes the final decision	65.391
5	Task-Relationship - Participatory but makes the final decison	58.000
6	Task-Relationship - Kids, parents, and teachers are priorities (in that order)	70.357
7	Relationship - Leader not a dictator, a "benevolent" manager	59.136
8	Task-Relationship - "Walking type" involve people but the decision is finally made by the principal	64.947
9	Task - Flexible, but no attempt is made to be consistent in the treatment of teachers - the bottom line is to get the job done	61.682

TABLE XLVII

SCHEFFE TEST OF THE SUBSCALE RAPPORT WITH THE
PRINCIPAL SELECTED BY THE AGE OF
THE RESPONDENT (GROUPS = 22-30,
31-44, AND 45-HIGHEST)

GROUP = 45-65

SOURCE	df	MS	F
Between Groups	8	379.0599	2.153*
Within Groups	47	176.0532	

*$p < .05$

Comparison to PTO Norms. The norming sample comparison is again provided to the reader to allow a study of this sample against the norms established by Bentley and Rempel (1980). Unlike the relationship of Satisfaction with Teaching, the medians of the sample for Rapport with the Principal are almost consistently above the 50th percentile. This analysis is illustrated in Table XLVIII and Figure 12.

TABLE XLVIII

RAPPORT WITH PRINCIPAL

| | NORM MEDIANS BY PERCENTILES | | | |
RESPONSE	10th	50th	90th	SAMPLE MEDIAN
2	2.5	3.2	3.7	3.476
3	2.0	3.0	3.6	2.792
5	2.3	3.2	3.7	3.219
7	2.2	3.1	3.7	3.473
12	1.4	2.6	3.1	3.038
23	2.3	3.0	3.5	3.352
38	2.9	3.4	3.8	3.619
41	1.9	2.8	3.6	3.254
43	2.4	3.0	3.5	3.277
44	2.1	3.0	3.6	3.194
61	2.2	3.0	3.6	3.160
62	2.4	3.4	3.7	3.517
69	2.7	3.2	3.7	3.414
70	2.8	3.5	3.8	3.686
72	1.9	2.8	3.5	3.063
74	2.9	3.4	3.7	3.686
92	3.0	3.4	3.8	3.693
93	2.5	3.0	3.5	3.331
95	2.4	3.2	3.7	3.299
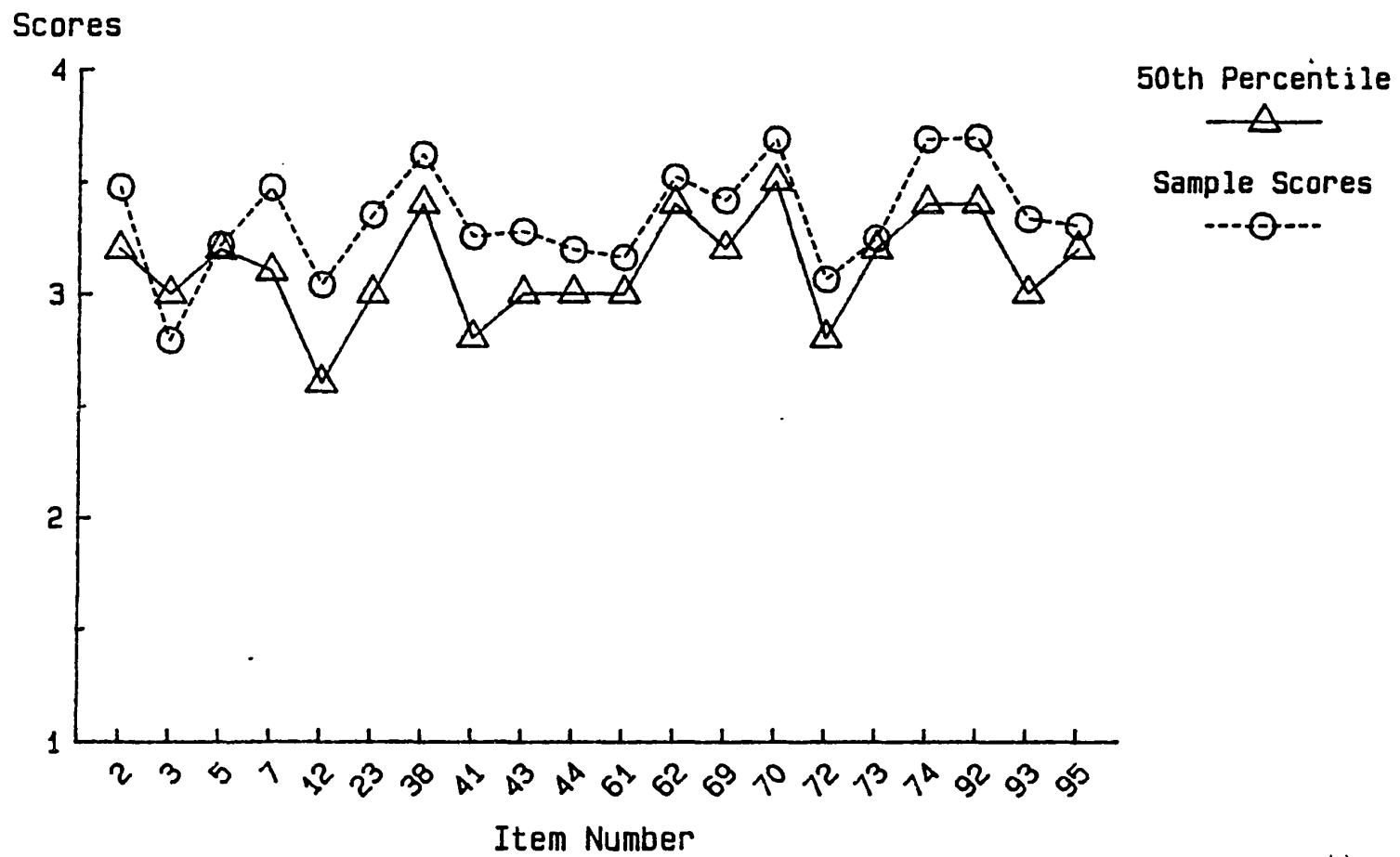
Figure 12. Median rapport with the principal scores by item.

Rapport Among Teachers

Relationship with Gender

It was hypothesized that, like Rapport with the Principal, there would be a relationship between the gender of the respondents and the level of Rapport Among Teachers. Specifically, the hypothesis called for females to have higher mean scores than males on this subscale. It was found, however, that there was no significant relationship between the gender of the respondents and the score on this subscale.

Relationship to District of the Respondent

The only significant relationships of this subscale to biographical information pertaining to the respondents had to do with the locale of the teacher by district and by school. In the case of district location there was a significant relationship found using univariate analysis of variance and subsequent use of the Scheffé test. Table XLIX presents these findings.

TABLE XLIX

ANOVA OF THE SUBSCALE RAPPORT AMONG TEACHERS
WITH THE DISTRICT OF THE RESPONDENT

SOURCE	df	MS	F
Between Groups	3	237.2885	7.243*
Within Groups	167	32.7627	

*p < .001

Relationship to School of the Respondent

As with the relationship of Rapport Among Teachers with District there is a statistically significant relationship between the school of the respondents and the levels of Rapport Among Teachers as represented by the scores on the subscale of the PTO. The results of the univariate analysis of variance using the Scheffé test are presented in Table L.

TABLE L

ANOVA OF THE SUBSCALE RAPPORT AMONG TEACHERS
WITH THE SCHOOL OF THE RESPONDENT

SOURCE	df	MS	F
Between Groups	8	148.9203	4.833*
Within Groups	162	30.8140	

*p < .001

Comparison to PTO Norms

On this subscale all of the items are above the 50th percentile of the norming sample. Table LI and Figure 13 present this data.
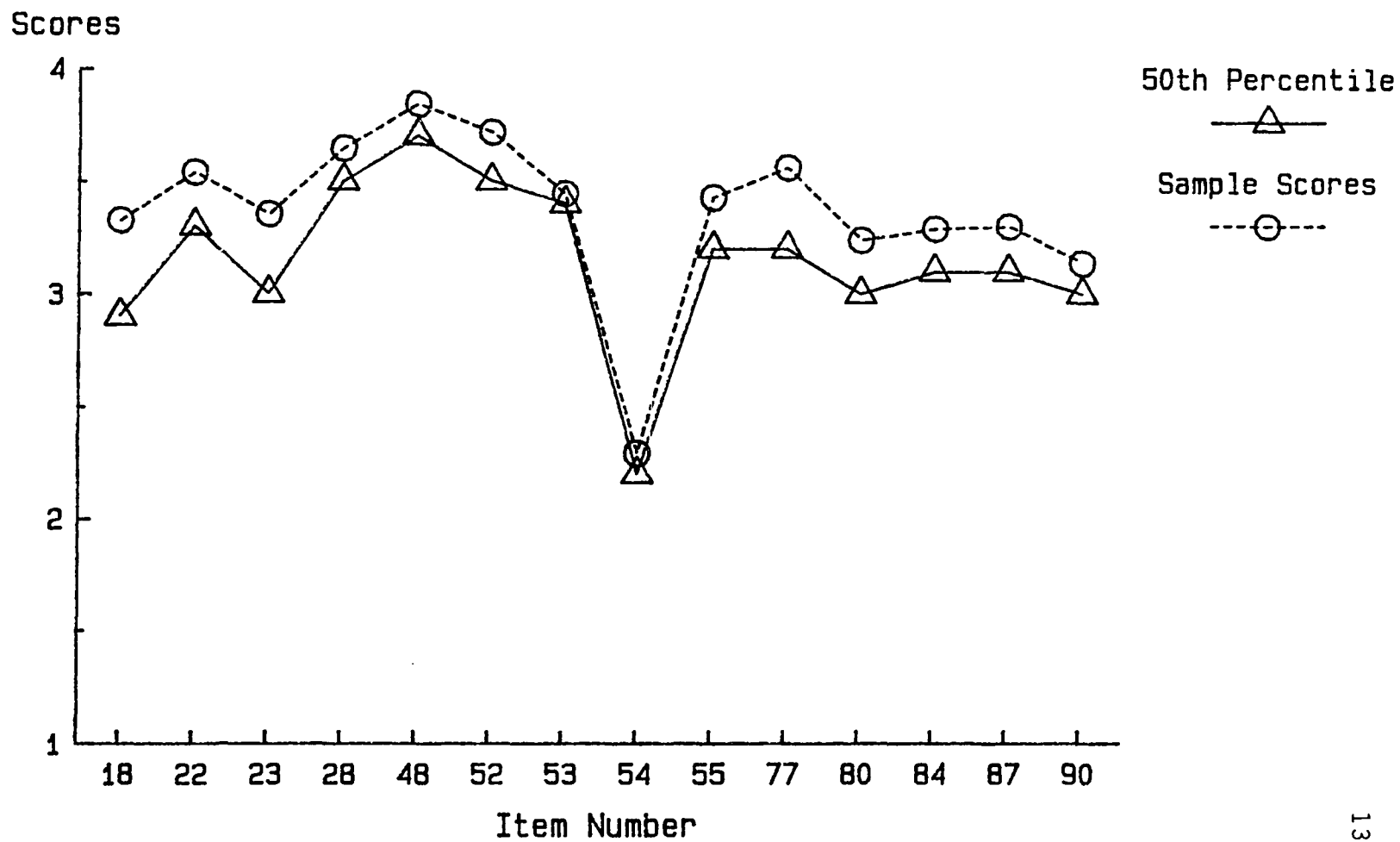
Figure 13. Median rapport among teachers by item.

TABLE LI

RAPPORT AMONG TEACHERS

| RESPONSE | NORM MEDIANS FOR PERCENTILES | | | SAMPLE MEDIAN |
	10th	50th	90th	
18	2.0	2.9	3.6	3.326
22	3.0	3.3	3.7	3.539
23	2.5	3.0	3.5	3.352
28	3.1	3.5	3.8	3.645
48	3.4	3.7	3.9	3.842
52	3.0	3.5	3.9	3.716
53	3.1	3.4	3.7	3.444
54	1.5	2.2	2.9	2.292
55	2.8	3.2	3.6	3.428
77	2.8	3.2	3.7	3.560
80	2.8	3.0	3.3	3.239
84	2.9	3.1	3.4	3.290
87	2.8	3.1	3.5	3.301
90	2.7	3.0	3.3	3.137

Relationship to Teacher Status Subscale

Certification

The literature would lead to the conclusion that middle school teachers should have lowered status due to their lack of recognition among state institutions and their peers in the teaching profession (McEwin, 1983). The results of this study when comparing the norming sample to the teachers in the present sample tends to support this conclusion. With one exception, the item medians of the sample are below the 50th percentile of the norming sample of Bentley and Rempel (1980). These results are presented in Table LII and Figure 14.
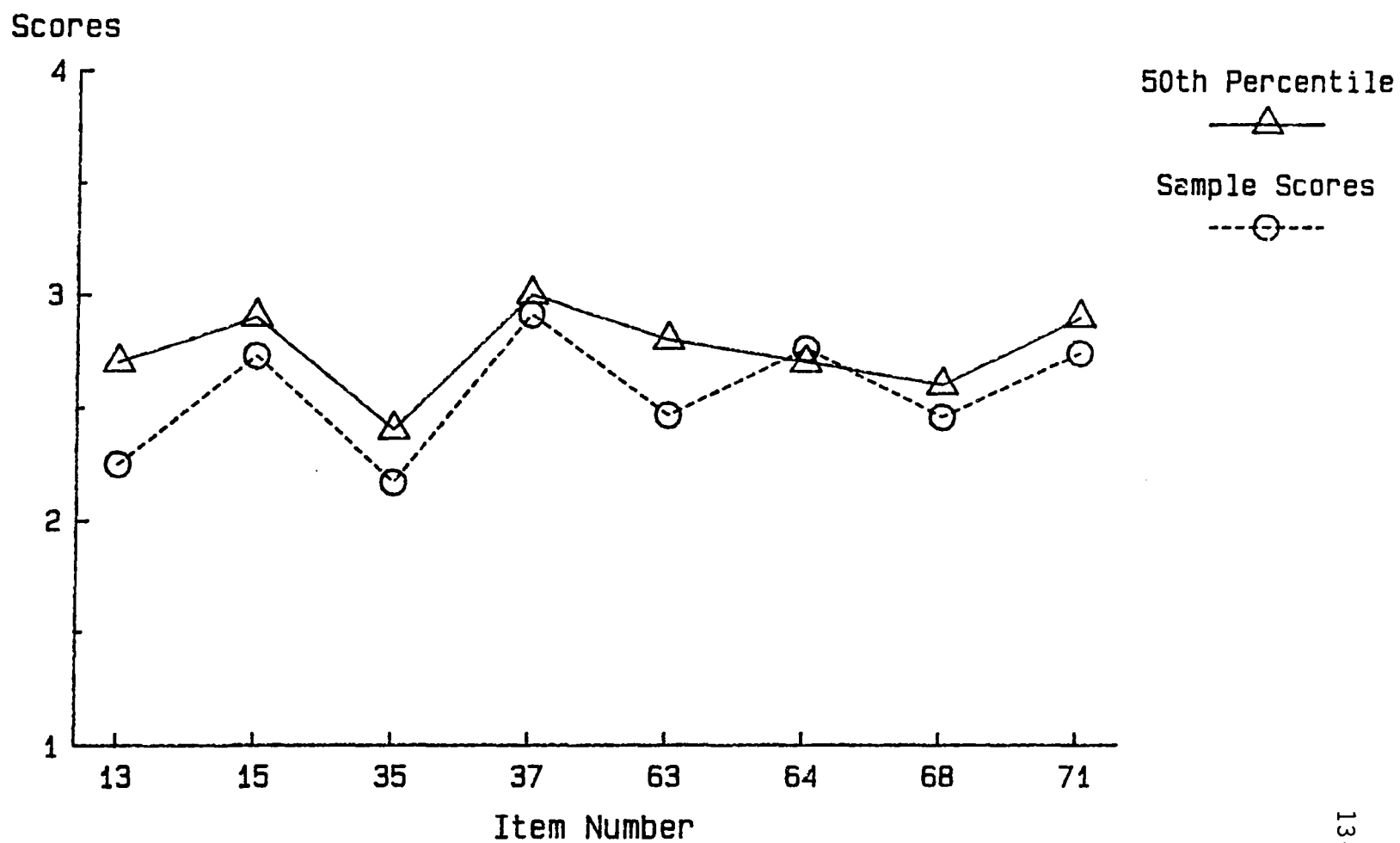
Figure 14. Median teacher status scores by item.

TABLE LII

TEACHER STATUS

| RESPONSE | NORM MEDIANS BY PERCENTILE | | | SAMPLE MEDIAN |
	10th	50th	90th	n = 171
13	2.1	2.7	3.2	2.250
15	2.5	2.9	3.4	2.729
35	1.7	2.4	2.9	2.169
37	2.7	3.0	3.4	2.913
63	2.5	2.8	3.3	2.467
64	2.0	2.7	3.1	2.762
68	2.0	2.6	3.2	2.459
71	2.4	2.9	3.5	2.743

Morale

The total score of the PTO provides a measurement for Morale of the respondents. This score is related to the biographical characteristics of the respondents in the sample.

Gender

The gender of the respondent in each district and school indicates a relationship that is significant between being female and having higher levels of Morale as determined by the PTO.

For the total sample the mean Morale score for males was 303.54 while the mean score for females was 312.42 with

standard deviations of 33.23 and 37.25 respectively. This indicates that the higher levels of morale for females may be a continuation from Satisfaction with Teaching and Rapport with the Principal. These findings are presented in Table LIII.

TABLE LIII

TOTAL PTO SCALE SCORES FOR MORALE BY GENDER

GENDER	MEAN	STANDARD DEVIATION
Male	303.54	33.23
Female	312.42	37.25

In addition, as mentioned above, there is a continued relationship into the district and school level which is statistically significant and indicates that females are higher on the score which measures the morale of the respondents. ANOVAs are presented in Tables LIV through LVI to illustrate the strength of this relationship.

TABLE LIV

ANOVA FOR MORALE AND GENDER OF RESPONDENT BY SCHOOL

DEPENDENT	MORALE		
INDEPENDENT	DF	MS	F
Males by School	8	1148.417	1.045
Females by School	8	3205.516	2.640*

*p < .02

TABLE LV

MORALE BY DISTRICT

DISTRICT	MEAN	STANDARD DEVIATION	n
1	308.51	33.90	41
2	315.96	37.34	46
3	298.35	37.63	51
4	313.09	29.58	33

TABLE LVI

ANOVA FOR MORALE AND GENDER OF
RESPONDENT BY DISTRICT

DEPENDENT/ INDEPENDENT	MORALE DF	MS	F
Main Effects of District for Males	3	1582.618	1.458
Main Effects of District for Females	3	7088.555	5.931*

*$p < .002$

Age

Only one significant relationship between Morale and the age of the respondent was found to exist. Using Gould's Career Stages (1979), the same univariate analyses of variance followed by the Scheffé test were applied and a significant relationship was found between the Maintenance Stage (45-65 years) and the Morale of the respondents. The mean Morale score for this age group was 309.46 with a standard

deviation of 39.98. A presentation of the results of this analysis is provided in Tables LVII through LIX.

TABLE LVII

MEAN MORALE SCORES FOR GOULD'S
CAREER STAGES (1979)

CAREER STAGE	MEAN	STANDARD DEVIATION
Trial Stage (21-30)	304.54	33.11
Stabilization Stage (31-44)	308.70	33.74
Maintenance Stage (45-65)	309.46	39.98

TABLE LVIII

ANOVA OF MORALE SCALE WITH THE
DISTRICT OF THE RESPONDENT
AGE = (45-65)

SOURCE	df	MS	F
Between Groups	3	4054.3328	2.783*
Within Groups	52	1457.0562	

*p = .05

TABLE LVIX

ANOVA OF MORALE SCALE WITH THE
SCHOOL OF THE RESPONDENTS

SOURCE	df	MS	F
Explained	8	1905.260	1.537*
Residual	162	1239.455	

*p > .05

Administrators' Questionnaire

Further Findings of the Administrators' Questionnaire

Funding Problems in the Districts. Only one of the
districts was reported by the principals questioned to have
no funding problems of any proportion over the last five
years. The remaining districts (1, 2, and 3) were reported
to have significant problems including levy failures, the
impact of decreased state funding which is not being offset
by local funding, and lack of a tax base to support the
school district. In the case of District 2, the funding
problems have resulted in the loss of staffing at the school
and district levels.

Labor Relations Problems. District 1 and District 3
were reported to have labor problems within the past five
years. In the case of District 3 these problems culminated
in a strike, while District 1 was able to avert the strike
just prior ("We came within three minutes of striking") to
its occurrence.

Middle School Characteristics. Principals were asked
to rate each of their schools on the level of implementation
that presently existed for each of the following character-
istics:

1. Continuous progress, non-graded organization that
   allows students to progress at their own individ-
   ual rate regardless of chronological age;

2. Multi-material or multi-media approach to instruction;

3. Flexible schedules;

4. Social experiences that are appropriate to the tranescent youth;

5. Physical and intramural activities based solely on the needs of students;

6. Team teaching;

7. Planned gradualism to ease the transition from childhood dependence to adult independence;

8. Exploratory and enrichment studies;

9. Guidance services (including an advisee/advisor program);

10. Independent study available to students;

11. Basic skills repair and extension;

12. Creative experiences;

13. A security factor that meets the students' needs for a security group;

14. Student evaluation that is personal, positive, nonthreatening, and individualized;

15. A community relations program that is two-way;

16. A broad spectrum of student services;

17. Auxiliary staffing to provide individual help to students;

18. Effective communication within grade level;

19. Effective communication across grade levels; and

20. Effective communication across disciplines.
Tables LX and LXI summarize the results of that portion of
the administrators' questionnaire. The highest mean score
for the schools was 8.3 while the lowest was 4.65. The max-
imum rating given was 10, and it occurred only once. The
lowest rating was 0 and it, too, occurred only once.

TABLE LX

RANKINGS BY PRINCIPALS OF MIDDLE
SCHOOL CHARACTERISTICS

| CHARACTERISTIC | SCHOOL | | | | | | | | | MEAN |
	1	2	3	4	5	6	7	8	9	
Cont Progress	3	6	2	4	5	3	5	3	4	3.89
Multi-Media	2	9	6	2	7	5.5	5	7	7	5.61
Flexible Schedule	1	6	2	2	0	6	4	2	4	3.00
Approp Soc Exp	3	9	8	6	6	7	6	6	8	6.56
Approp Phys Exp	5	10	6	8	6	6	7	6	7	6.78
Team Teaching	2	7	2	5	4	2	7	5	7	4.56
Planned Gradual	5	9	9	3	7	6	5	5	4	5.89
Explor/Exrich	5	10	5	6	5	7	7	4	8	6.33
Guidance Serv	8	9	9	2	7	5	6	2	7	6.11
Indep Study	7	9	2	4	5	5	7	3	7	5.44
Basic Skills	7	8	8	8	7	6	8	7	7	7.33
Creative Exper	7	9	6	5	6	6	6	6	7	6.44
Security Factor	7	9	6	5	7	8	6	5	4	6.33
Evaluation	4	8	5	4	8	3	7	5	7	5.67
Commun Relat	8	8	5	6	5	7	5	5	7	6.22
Student Serv	7	8	9	6	6	6	8	8	8	7.33
Aux Staff	4	5	7	2	2	4	6	2	7	4.33
Comm w/in Grades	8	9	6	5	4	6	6	6	7	6.33
Comm bet Grades	6	9	8	5	4	5	5	6	7	6.11
Comm w/in Discip	5	9	7	5	5	6	5	5	7	7.11

TABLE XLI

MEAN LEVELS OF SCHOOL IMPLEMENTATION OF
MIDDLE SCHOOL CHARACTERISTICS

SCHOOL	MEAN
1	5.20
2	8.30
3	5.90
4	4.65
5	5.30
6	5.48
7	6.05
8	4.90
9	6.55

Summary. With the exception of School 2 the schools
in this sample have means indicating implementation levels
below the 75 percent level for the characteristics that are
associated with the middle school. These results are con-
sistent with the findings of Riegle (1971), Bohlinger
(1981), and Beckman (1981).

Further Information from Administrator's Questionnaire
and Anecdotes. In District 3 there was considerable concern
with the fact that there had been a strike within the last
five years. Both administrators and teachers commented on
the difficulties that still existed due to this and the
split in staff caused by the refusal of some staff members

to go out on strike. One of the principals indicated that the strike ". . . had a dramatic impact." Although this principal indicated that 90% of the people involved were over it in the first six months, there were still people on the staff who ". . . had vendettas." In the other school in District 3 the principal only alluded to any difficulties, but one teacher approached the researcher to state that the feelings were still very high against the administration and that he would not turn his questionnaire into the office but would mail it.

Summary

In this study, nine schools from four suburban school districts were sampled with 171 respondent questionnaires being found to be usable. The data collected from these questionnaires provided direction on the hypotheses that were presented in Chapter I. Areas of interest that were addressed for analysis included the scores on the subscales of the PTO: Satisfaction with Teaching, Rapport with the Principal, Rapport Among Teachers, and the total score from the PTO that represented Morale for the Teachers.

In addition to addressing the sample as a whole, the data was analyzed by district and school to determine any results that might have been outlying and creating mislead- ing results in the total sample.

Based upon this data it is possible to draw some con-
clusions about the sample of middle school teachers that
were studied.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter focuses upon the purpose, procedures, and
results of this study, as well as the summary, conclusions,
and recommendations that are outgrowths of the study.

Summary

The purpose of this study was to look at the status of
middle school teachers in schools suburban to the city of
Portland, Oregon, and to establish some baseline data about
middle school teachers in the areas of job satisfaction,
levels of morale, and levels of rapport and status. These
results were to be used to establish distinguishing charac-
teristics about the middle school teachers or their similar-
ities when compared to a norming sample provided by the Pur-
due Teacher Opinionaire (PTO). Specifically, the areas ana-
lyzed were:

1. Biographical data of the respondents;

2. The scores on the PTO and its subscales; and

3. The results of the Administrators' Questionnaire.

The teachers from four districts were drawn as part of
the sample which consisted of teachers from nine different
middle schools. Each school had a population not exceeding

650 students and was from feeder areas that were predomi-
nantly white and lower middle to upper middle in economic
level. Of the 268 questionnaires distributed, 173 were re-
turned. Two were discarded due to insufficient informa-
tion. This made the total sample 171.

Using the biographical data provided by the teachers
as the independent variables and the scales of the PTO as
the dependent variables, means, medians, and standard devia-
tions were computed for the various scales and the biograph-
ical information when appropriate. Further analysis was
made using analysis of variance and univariate analysis of
variance with Scheffé tests as indicated when comparing
means.

Analysis of the biographical data revealed that the
most frequent respondent was a seventh or eighth grade
teacher with a mean age of 40.240 years who was more likely
to be female than male. It was likely that the teacher
would be involved in instruction of Language Arts and have
taught approximately 11.8 years. Nearly 20 percent of the
respondents were in the first four years of teaching with
the mode being 4. Of the respondents, nearly 36.8 percent
were in the first four years in their present position. The
average respondent was more likely to have elementary certi-
fication than any other state certification (42.1%), while
none of the respondents possessed administrative credentials
that were still valid. Proportionally more females

possessed secondary certification, while considerably more males possessed both elementary and secondary certification simultaneously. Not suprisingly, high percentages of the respondents possessed degrees from Oregon institutions of higher education and, due to the lack of offerings in these institutions pertaining to middle schools, low numbers of the respondents reported any training aimed at preparing them for jobs as middle school teachers (35.3%).

The teachers in this sample scored the highest in the subscale scores for Rapport Among Teachers and lowest on Status. The respective means were 46.199 (82.5% of the possible points for the subscale) and 20.123 (62.9% of the available points for the subscale). The sample mean for the total PTO score which measures morale was 308.368. This is lower than the means obtained on the test/retest sample (312.49 and 311.28); however, the median of the norming sample (310.4) is lower than the median for this sample (311.667).

There appears to be a significant relationship between scores for Satisfaction with Teaching expressed and the gender of the respondents, with the females being more highly satisfied than males (Hypothesis 4: Females in the sample will have higher scores on the subscale Satisfaction with Teaching than males). The same is true of the levels of Rapport with the Principal that were measured by the PTO (Hypothesis 5: Females will have higher scores on the the

subscales relating to levels of rapport [Rapport with the Principal and Rapport Among Teachers]).

The scores for Rapport with the Principal also appear to have a significant relationship to the age of the respondent if the respondent is in the 45-65 year age range or Maintenance Stage of Gould's Career Stages (1979).

The subscale with the highest average score on a normative basis, Rapport Among Teachers, shows a significant relationship to the locale, or district and school, of the respondent.

As with Satisfaction with Teaching and Rapport with the Principal, the test scores for Morale are related to the gender of the respondent with the females demonstrating a significantly higher average score for Morale at both the school and district levels.

The results of the Administrators' Questionnaire indicated that the level of implementation of the characteristics of the middle schools is consistent with the levels as outlined by Riegle (1971) and Bolinger (1981) among others.

In considering Hypothesis 6 (the levels of job satisfaction as determined by the scores on the PTO, will be lower in buildings where the principal has indicated a higher task orientation and less relationship orientation in his/her self-perceived management style analysis), it was difficult to find any relationship between the principals' self-perceived management styles and scores for Morale,

Satisfaction with Teaching, or Rapport with the Principal.
There was some tendency for the high relationship principal
to have a low score in Rapport with the Principal, as hypo-
thesized, and the principal with a balance of high task/high
relationship to be the highest score on the Rapport with the
Principal subscale.

The intercorrelations of the subscales on the PTO were
sufficiently small to provide assurance of meaningful
assessment (see Appendix B).

Conclusion

Although the literature was confusing on the deline-
ation of job satisfaction and morale, this study indicates
that the measurements are distinct from one another. This
is best exemplified by the case of District 4. The mean
satisfaction score for District 4 was 68.21, the highest
among all four districts, while the mean score for Morale
was 313.51, the second highest score. The superintendent of
this district perhaps went further to explain this dichotomy
than any of the literature. He stated that it had been "a
rough year," and he would expect morale to be down
slightly. Additional support is lent to this by looking at
the results from School 4. School 4 has the highest level
of Morale (mean = 322.87) while it has only the fourth high-
est score on the Satisfaction with Teaching subscale (mean =
65.67).

<u>Satisfaction With Teaching</u>.

Hypothesis 1: Those teachers in the first three years of teaching will have a lower score on the subscale Satisfaction with Teaching than teachers in other experiential levels.

Hypothesis 3: In the initial years of their careers, middle school teachers will have lowered scores on the subscale Satisfaction with Teaching (ages 22 to 30 years) followed by increased scores through the next career stage (ages 31 to 44 years), and, finally, lowered scores during the remaining years of their careers (ages 45 to 65 years).

Hypothesis 4: Females in the sample will have higher scores on the subscale Satisfaction with Teaching than males.

Hypothesis 8: Districts which have suffered labor relations problems over the past five years will demonstrate lower scores on the Morale scale and the subscale for Satisfaction with Teaching.

The literature in the area of job satisfaction would indicate that, unlike the profiles for most workers (most are taken on blue collar employees), teachers appear to manifest a different profile with lowered levels of satisfaction in the first three years of employment followed by highly increased levels of satisfaction and lowered levels

in the final twenty years of their career. That profile was supported by this sample. Although these results were not statistically significant, the pattern is similar to that found by Greenfield and Blase (1980) in their study of suburban New York secondary schools. These supportive findings would indicate that teachers are unique when compared to blue collar workers and even some studies of other professionals (Saleh, Shoukry, and Otis, 1976). In support of the occupational uniqueness of teaching, England and Stein (1961) found large occupational differences in terms of item responses and this uniqueness indicates the importance of the occupational variable in attitude research and emphasizes the need for occupational norms. The sample in the present study and that of Greenfield and Blase (1980) have a common pattern indicating that teaching level may not influence the pattern; however, teaching as an occupational choice and the socialization process may differ from other professions.

In addition to this common profile shared by middle school teachers with other teachers, the teachers in the sample for the present study manifested the same tendency reported by Charters (1970) and Lortie (1975) for gender to influence the level of job satisfaction among teachers. In both of these studies (Charters, 1970; Lortie, 1975), there was a tie made to the fact that women, who are more satisfied with teaching, do not bring expectations of receiving their satisfaction from the job to teaching but obtained

these satisfactions outside of the job. It is possible this
is how satisfaction is obtained, but the only conclusion
that the present study reached is that there is a signifi-
cantly greater possibility (p = 0.021) of a female teacher
obtaining a higher satisfaction score than a male. It is
possible that this is connected to the characteristics of
the females in this particular level of education, or, as
Salancik and Pfeffer (1978) pointed out, it may be connected
to the attitude of satisfaction brought to the job by the
females. Such speculation is unjustifiable based on the
scant information provided by the instrumentation employed
in this study.

The levels of Satisfaction with Teaching are lowered
by district involvement in a strike. District 3 is the only
district in the sample that has actually experienced a
strike in the last five years. Along with the anecdotal in-
formation that indicates some concern still exists in the
minds of employees and administrators, the Satisfaction with
Teaching and Morale scores for this district are lower than
those obtained for the other districts in the sample (means
of 64.67 and 298.35 respectively). The only other district
with labor problems came close (". . . within three minutes
. . .") (Principal Questionnaire - School 8) of striking,
however, did not go to strike. This district had the second
lowest Morale score (mean = 308.51) and was only slightly
edged out by another district for the same position in

Satisfaction with Teaching (mean = 64.98). These findings
would indicate that there may be a distinct relationship be-
tween existence of labor problems and teachers' feelings of
satisfaction with their job and morale. Rather than miti-
gating these feelings through going to strike and receiving
compensation for demands, it appears that the strike may
have reduced positive feelings about their job. These find-
ings would support the hypothesis that labor problems would
have an impact on the feelings of job satisfaction and mo-
rale of the teachers.

Rapport with the Principal

It can be concluded that the results from this sample
of middle school teachers support the hypothesis that female
teachers manifest a significantly higher level of Rapport
with the Principal than do male (p = 0.0310). These find-
ings may be a function of higher levels of satisfaction with
teaching manifested by females in this sample, or it may
simply be a function of the socialization process for fe-
males which may differ from that of males and stress rapport
as a more important value. Males may value competition over
rapport and so score lower on the Rapport with Principal
subscale. The level of Rapport with the Principal is also
related in a significant way (p = 0.0461) to the locale
(specifically to the school) of the respondent. It is pos-
sible that the score relationship to locale is linked to the

managerial style of the principal. The highest level of
rapport is from a school where the principal's managerial
style was self-reported as a blend of high task and high re-
lationship while the lowest score is from a school where the
principal reported a high relationship style. Although
somewhat mixed, the results from this comparison seem to in-
dicate that one principal pointed out in the interview: the
manager "must look for a match." Rapport with the Principal
is one of the subscales where the sample scored consistently
above the 50th percentile when compared to the norming
sample. This finding would indicate that middle school
teachers in this sample are maintaining acceptable levels of
rapport with their administrators. The total sample mean
was 63.392 or 79.2% of the possible points available in this
subscale.

Rapport Among Teachers

It is in the Rapport Among Teachers subscale that the
sample respondents scored at proportionally the highest le-
vel of any of the subscales in the PTO (mean = 46.199, 82.5%
of total score possible, and median = 46.531 as compared to
norming sample median at 50th percentile of 44.1). Again,
as with Rapport with the Principal, there is a significant
relationship between the locale and the level of Rapport
Among Teachers (School, $p = 0.0000$; district, $p = 0.0001$).
The subscale questions solicit responses that are related to

and provide the respondent's opinions about the levels of "cooperation, preparation, ethics, influence, interests, and competency of peers" (Bentley & Rempel, 1980, p. 4). The high level of the means would indicate that the middle school teachers in this sample have quite high regard for and good relations with their peers. This heightened regard might be the result of a "bunkering effect" since schools are frequently under attack in recent years from the outside; or it might be the result of genuine admiration and collegial feelings among the teachers. Whatever the cause of the result, it is a strength of the middle school teachers surveyed and provides an interesting insight into the nature of the relationship of teachers who are often felt to be isolated by differentiated programs. It is also possible that the isolation reinforced the peer rapport because of lack of contact with other teachers, since the level of team teaching is low in the sample schools with a mean reported implementation level of 4.56 out of a possible high of 10.

Teacher Status

Hypothesis 7: Middle school teachers will demonstrate scores below the 50th percentile of the norming sample on the subscale Teacher Status.

Although the Teacher Status subscale was not found to be significantly related to any of the biographical data, it is interesting to note that it is consistently below the

50th percentile of the norming sample on all items and the
lowest of the scores when proportionally compared to the
total score possible (mean = 20.123, 62.9% of possible score
for subscale). Such low levels of status would support
McEwin's (1980) postulate that the status of middle school
teachers is affected by their lack of professional recogni-
tion by institutions at the state level including certifying
bodies and universities. It is possible that status percep-
tion is unimportant to the preparation and maintenance of
teachers for the middle school level, but it seems contra-
dictory to the thrust of the middle school that aims for
development of positive self-concepts and stresses affective
goals for students. It is difficult to make the leap that
McEwin did that official recognition for middle school
teachers through state certification and university program
development will increase levels of status. The assumption
is that recognition is the source of status for middle
school teachers. It is possible that the community, admin-
istrators, peers, family, and others may influence self-
perceived status levels.

Morale

As with the subscales of Rapport with the Principal
and Rapport Among Teachers, Morale is related to the locale
of the respondent, but it also related to the gender of the
respondent. Although this was not hypothesized, when

separated for gender, the analysis of variance for the Morale scores by District and School of the respondent found a significant relationship for females only (District level, p = 0.0001; School level, p = 0.012). The increased scores among females may be related to the significantly higher levels of Satisfaction with Teaching and Rapport with the Principal that are associated with the females in this sample. It is possible that higher subscale scores in Satisfaction and Rapport with Principal are enough to create this relationship, but the significance is high and may also reflect a real relationship.

Age

Age is the only other biographical feature that is associated in any way with increased levels of Morale. Those respondents in the Maintenance Stage (Ages = 45-64) (Gould, 1979) have higher levels of Morale. Depending upon the district, the relationship is significant (p = 0.0500). Those districts which manifest the highest level of morale for this group, also manifest the highest total scores for Morale among the four districts.

District 2 - Morale mean = 315.96

Morale mean for Maintenance Stage = 334.8824

District 4 - Morale mean = 313.09

Morale mean for Maintenance Stage = 348.9429

It is possible that the high level of significance is associated with differing policies in the districts as they relate to the employee in the Maintenance Stage, or that there are higher levels of security associated with the districts. The relationship is difficult to analyze and would take a different type of study to determine the causes of such a relationship.

Limitations of the Study

The present study presented some limitations that must be considered. These limitations include the geographic location, specific historical events, and the subjectivity of the Administrators' Questionnaire.

Geographic Location

The teachers in nine middle schools in four school districts suburban to the city of Portland, Oregon, were included in the sample. There is no way to know if the same results would be obtained in another part of the country or even in an urban area or rural area.

Historical Events

In one of the schools (8) the principal of the school died within one month prior to the surveying of the teachers. The death may have had an effect on the validity of the results from that particular school.

Subjectivity of Administrators' Questionnaire

The Administrators' Questionnaire called for the principals to provide a self-analysis of their managerial style and the levels of implementation of the eighteen middle school characteristics in their schools. Such self-analysis may have threatened the validity of these results, however, the threat would have been consistent throughout the sample.

Additional Contributing Independent Variable

One factor that may have affected the lowered levels of Morale and Satisfaction in District 3 is the use of year round school in that district. Although no particular comments were made about this variable in either anecdotal form or on the questionnaires, it is possible that the alteration in scheduling from the normal school year could have influenced the scores. Year-round school's effect might be especially influential for teachers in their first few years of teaching in this district, since the adjustment is a considerable change from the school year these teachers would be used to as students or as teachers in other districts.

Implications of the Study

The purpose of the study was to evaluate the status of middle school teachers in the sample and to establish some baseline data about those teachers. In addition, the data

was studied to determine the levels of support provided by the study for various assumptions about job satisfaction, teacher status, and rapport relationships. The results of the study do suggest some implications for school districts and possibly for state certifying bodies and universities responsible for middle school teacher preparation.

1. If districts wish to hire teachers who are more likely to maintain higher levels of job satisfaction and morale, the results of this study support the findings of other research which indicates that females would be the best choice to hire.

2. Middle school teachers in the study have low levels of status when compared to the norming sample. These low levels would support the concept of McEwin that such lowered levels exist but there is no support provided for McEwin's connection of lowered status to lack of professional recognition through certification and supporting university programs to provide training for middle school teachers. It might be one solution to the low level of Teacher Status to try providing this recognition to middle school teachers.

3. Perhaps the most significant implication of the present study is the finding that middle school teachers do not significantly differ from teachers in the norming sample of the PTO. The lack of significant difference means that middle school teachers are generally like other teachers in

school districts in the areas measured by the PTO, and ad-
ministrators can make decisions based on this.

Recommendations for Further Research

The results of the present study are limited by the
geographical area sampled. One direction that further
research might take would be to broaden the sample's locale
to include not only suburban schools but urban and rural
schools. Such broadening would provide a better picture of
the middle school teacher and whether the results of the
present study are connected to the suburban character of the
schools.

It also became clear that a change in the type of in-
strumentation used to determine the dependent variables
might have given a better picture of the unique character of
the middle school teacher. One respondent even commented
that he/she did not see ". . . how this can tell anything
about the uniqueness of us as middle school teachers." The
instrumentation used provided baseline data to compare mid-
dle school teachers to other teachers at different levels
but failed to draw out the uniqueness of middle school
teachers.

The establishment of the source of the lowered status
of middle school teachers as measured in this sample in com-
parison to the norming sample used to norm the PTO would
also make an interesting study. The development of an

instrument that would differentiate the source of the feelings of status would be needed for such a study. For example, the instrument would need to differentiate the status that is obtained from professional recognition from the status that is obtained from community attitudes and that from the status obtained from the attitude of family and friends. Such a study would lend greater credence to the claims of McEwin and others that middle school teachers should be recognized through specialized training and certification.

Finally, collection of data regarding the levels of absenteeism and the levels of job satisfaction and morale in districts could provide support for the concept that there is a connection between the productivity of the teachers and the levels of these dependent variables.

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APPENDIX A

Instruments

To the Respondent:

Middle school teachers are special people and as such should be given a chance to voice their feelings about their jobs. This is an invitation to participate in a study of the middle school teachers. Your response to the study will take twenty to twenty five minutes and will shed some light on the needs and attitudes of middle school teachers in districts like yours.

The questions look at your level of job satisfaction and morale and how this is related to such things as state certification and training. It is better _not_ to ponder over the questions but to answer them quickly with the first thought that comes to mind. This is because the questions are designed to test feelings not knowledge.

When you have completed this survey, please return it to your school office. I would appreciate the return of the questionnaire by April 25. Please feel free to request a summary of the study findings by signing up in your school office or by contact me at:

> 3037 Arbor Drive
>
> West Linn, Oregon 97068

Thank you for your cooperation and assistance. Your response reinforces my high level of respect for those people who have been my colleagues for many years - middle school teachers.

Susan Scott-Miller

NCS-PTO

THE PURDUE TEACHER OPINIONAIRE
Prepared by Ralph R. Bentley and Averno M. Rempel

This instrument is designed to provide you the opportunity to express your opinions about your work as a teacher and various school problems in your particular school situation. There are no right or wrong responses, so do not hesitate to mark the statements frankly.

PLEASE READ THE DIRECTIONS FOR RECORDING
RESPONSES ON OTHER SIDE
DO NOT OMIT ANY ITEMS

1. Details, "red tape," and required reports absorb too much of my time

2. The work of individual faculty members is appreciated and commended by our principal

3. Teachers feel free to criticize administrative policy at faculty meetings called by our principal

4. The faculty feels that their salary suggestions are adequately transmitted by the administration to the school board

5. Our principal shows favoritism in his relations with the teachers in our school

6. Teachers in this school are expected to do an unreasonable amount of record-keeping and clerical work

7. My principal makes a real effort to maintain close contact with the faculty

8. Community demands upon the teacher's time are unreasonable

9. I am satisfied with the policies under which pay raises are granted

10. My teaching load is greater than that of most of the other teachers in our school

11. The extra-curricular load of the teachers in our school is unreasonable

12. Our principal's leadership in faculty meetings challenges and stimulates our professional growth

13. My teaching position gives me the social status in the community that I desire

14. The number of hours a teacher must work is unreasonable

15. Teaching enables me to enjoy many of the material and cultural things I like

16. My school provides me with adequate classroom supplies and equipment

17. Our school has a well-balanced curriculum

18. There is a great deal of griping, arguing, taking sides, and feuding among our teachers

19. Teaching gives me a great deal of personal satisfaction

20. The curriculum of our school makes reasonable provision for student individual differences

21. The procedures for obtaining materials and services are well defined and efficient

22. Generally, teachers in our school do not take advantage of one another

23. The teachers in our school cooperate with each other to achieve common, personal, and professional objectives

24. Teaching enables me to make my greatest contribution to society

25. The curriculum of our school is in need of major revisions

26. I love to teach

27. If I could plan my career again, I would choose teaching

28. Experienced faculty members accept new and younger members as colleagues

29. I would recommend teaching as an occupation to students of high scholastic ability

30. If I could earn as much money in another occupation, I would stop teaching

31. The school schedule places my classes at a disadvantage

32. The school tries to follow a generous policy regarding fringe benefits, professional travel, professional study, etc.

33. My principal makes my work easier and more pleasant

34. Keeping up professionally is too much of a burden

35. Our community makes its teachers feel as though they are a real part of the community

36. Salary policies are administered with fairness and justice

37. Teaching affords me the security I want in a position

38. My school principal understands and recognizes good teaching procedures

39. Teachers clearly understand the policies governing salary increases

40. My classes are used as a "dumping ground" for problem students

41. The lines and methods of communication between teachers and the principal in our school are well developed and maintained

42. My teaching load in this school is unreasonable

43. My principal shows a real interest in my department

44. Our principal promotes a sense of belonging among the teachers in our school

45. My heavy teaching load unduly restricts my non-professional activities

46. I find my contacts with students, for the most part, highly satisfying and rewarding

47. I feel that I am an important part of this school system

48. The competency of teachers in our school compares favorably with that of teachers in other schools that I know

49. My school provides the teachers with adequate audio-visual aids and projection equipment

50. I feel successful and competent in my present position

DIRECTIONS FOR RECORDING RESPONSES ON OPINIONAIRE

Read each statement carefully. Then indicate whether you agree, probably agree, probably disagree, or disagree with each statement. Mark your answers in the following manner.

If you **agree** with the statement, completely fill in circle "A"

If you are somewhat uncertain, but **probably agree** with the statement, completely fill in circle "PA"

If you are somewhat uncertain, but **probably disagree** with the statement, completely fill in circle "PD"

If you **disagree** with the statement, completely fill in circle "D"

USE A NO. 2 PENCIL ONLY

51. I enjoy working with student organizations, clubs, and societies

52. Our teaching staff is congenial to work with

53. My teaching associates are well prepared for their jobs

54. Our school faculty has a tendency to form into cliques

55. The teachers in our school work well together

56. I am at a disadvantage professionally because other teachers are better prepared to teach than I am

57. Our school provides adequate clerical services for the teachers

58. As far as I know, the other teachers think I am a good teacher

59. Library facilities and resources are adequate for the grade or subject area which I teach

60. The "stress and strain" resulting from teaching makes teaching undesirable for me

61. My principal is concerned with the problems of the faculty and handles these problems sympathetically

62. I do not hesitate to discuss any school problem with my principal

63. Teaching gives me the prestige I desire

64. My teaching job enables me to provide a satisfactory standard of living for my family

65. The salary schedule in our school adequately recognizes teacher competency

66. Most of the people in this community understand and appreciate good education

67. In my judgment, this community is a good place to raise a family

68. This community respects its teachers and treats them like professional persons

69. My principal acts as though he is interested in me and my problems

70. My school principal supervises rather than "snoopervises" the teachers in our school

71. It is difficult for teachers to gain acceptance by the people in this community

72. Teachers' meetings as now conducted by our principal waste the time and energy of the staff

73. My principal has a reasonable understanding of the problems connected with my teaching assignment

74. I feel that my work is judged fairly by my principal

75. Salaries paid in this school system compare favorably with salaries in other systems with which I am familiar

76. Most of the actions of students irritate me

77. The cooperativeness of teachers in our school helps make my work more enjoyable

78. My students regard me with respect and seem to have confidence in my professional ability

79. The purposes and objectives of the school cannot be achieved by the present curriculum

80. The teachers in our school have a desirable influence on the values and attitudes of their students

81. This community expects its teachers to meet unreasonable personal standards

82. My students appreciate the help I give them with their school work

83. To me there is no more challenging work than teaching

84. Other teachers in our school are appreciative of my work

85. As a teacher in this community my nonprofessional activities outside of school are unduly restricted

86. As a teacher, I think I am as competent as most other teachers

87. The teachers with whom I work have high professional ethics

88. Our school curriculum does a good job of preparing students to become enlightened and competent citizens

89. I really enjoy working with my students

90. The teachers in our school show a great deal of initiative and creativity in their teaching assignments

91. Teachers in our community feel free to discuss controversial issues in their classes

92. My principal tries to make me feel comfortable when he visits my classes

93. My principal makes effective use of the individual teacher's capacity and talent

94. The people in this community, generally, have a sincere and wholehearted interest in the school system

95. Teachers feel free to go to the principal about problems of personal and group welfare

96. This community supports ethical procedures regarding the appointment and reappointment of the teaching staff

97. This community is willing to support a good program of education

98. Our community expects the teachers to participate in too many social activities

99. Community pressures prevent me from doing my best as a teacher

100. I am well satisfied with my present teaching position

DEMOGRAPHIC DATA

1. Grade level(s) you are teaching _____(5)

2. Subject area(s) you are teaching _____._____

   _____(6-17)

3. Age _____(18-19)

4. ____Male ____Female (20)

5. How many years have you held your present teaching position? _____ (21-22)

6. How many years have you taught in the middle or junior high school level? _____(23-24)

7. What is the level of certification that you have in the state of Oregon?

   _____Elementary
   _____Secondary
   _____Specialist
   _____(please list the area of specialization _____
   _____(26)

8. Have you ever held any other certification?
   ____Yes ____No (31)

   If so, what was that certification? _____
   _____(32-36)

9. Are you a graduate of an Oregon college or university? ____Yes ____No (37)

   If yes, what is the institution(s) from which you obtained a degree(s)? _____
   _____(38-26)

10. Have you had any training which directly prepared you for teaching at the middle school or junior high school level before you began teaching at this level?
    ____Yes ____No (47)

    If yes, was this training at the graduate or undergraduate level?
    ____Graduate ____Undergraduate (48-49)

ADMINISTRATORS' QUESTIONNAIRE

School_____

District_____

Principal_____

Date_____

Time of Day_____

Location of Interview_____

School Code Number_____

Very briefly, I would like to ask you about the history of this school and your role with the school.

1. How long have you been the principal of this school?
    _____years

2. How long has this school been a middle school?
    _____years

3. Has the district faced any major funding problems in the last five years?
    _____Yes   _____No

    If yes: what kinds of problems, specifically?

4. Has the district faced any major labor relations problems in the last five years?
    _____Yes   _____No

    If yes: please explain:

5. Could you briefly explain your philosophy regarding the middle school concept:

On a scale of 1-10, with 1 being the lowest level of implementation and 10 total and successful implementation, rate the levels of implementation that exist in your school at this time.

<u>Rating</u>

_____ Continuous progress non-graded organization that allows students to progress at their own individual rate regardless of chronological age.

_____ Multi-material or multi-media approach to instruction.

_____ Flexible schedules.

_____ Social experiences that are, in your opinion, appropriate to tranescent youth.

_____ Physical and intramural activities based solely on the needs of students.

_____ Team teaching.

_____ Planned gradualism to ease the transition from childhood dependence to adult independence.

_____ Exploratory and enrichment studies.

_____ Guidance services (this includes an advissee-advisor program)

_____ Independent study available to students.

_____ Basic skill repair and extension.

_____ Creative experiences.

_____ Security factor that meets the students' needs for a security group.

_____ Evaluation that is personal, positive, nonthreatening, and individualized.

_____ Community relations program that is two-way.

_____ Broad spectrum of student services.

_____ Auxiliary staffing to provide individual help to students.

_____ Effective communication within grades.

_____ Effective communication across grade levels.

_____ Effective communication across disciplines.

Now that you have rated this level of implementation of each of these areas, I would like to go back to each one separately and discuss with you the ways in which each has been implemented in your school:

Continuous progress, non-graded organization that allows students to progress at their own individual rate regardless of chronological age.

Multi-material or multi-media approach to instruction

Flexible schedules

Social experiences that are, in your opinion, appropriate
to tranescent youth

Physical and intramural activities based soley on the
needs of students

Team teaching

Planned gradualism to ease the transition from childhood
dependence to adult independence

Exploratory and enrichment studies _____

Guidance services (this includes an advisee-advisor
progam) _____

Independent study is available to the students _____

Basic skills repair and extension _____

Creative experiences _____

Security factor that meets the students' needs for a
security group _____

Evaluation that is personal, positive, nonthreatening, and
individualized

Community relations program that is two-way _____

Broad spectrum of student services _____

Auxiliary staffing to provide individual help to students

Effective communication within grades _____

Effective communication across grade levels _____

Effective communication across disciplines

Finally, I would like to talk to you about your personal management style as you perceive it. Could you describe your style and briefly explain why you feel this is the most effective style for you.

Are there any other comments that you would like to make that you feel might be important to understanding your school or areas of development that you feel are significant that may not have been touched on during this interview?

DESCRIPTION OF THE FACTORS (SUBSCALES) OF THE <u>PTO</u>

"Teacher Rapport with the Principal" deals with the teacher's feelings about the principal -- his professional competency, his interest in teachers and their work, his ability to communicate, and his skill in human relations.

"Satisfaction with Teaching" pertains to teacher relationships with students and feelings of satisfaction with teaching. According to this factor, the high morale teacher loves to teach, feels competent in his job, enjoys his students, and believes in the future of teaching as an occupation.

"Rapport Among Teachers" focuses on a teacher's relationship with other teachers. The items here solicit the teacher's opinion regarding the cooperation, preparation, ethics, influence, interests, and competency of his peers.

"Teacher Salary" pertains primarily to the teacher's feelings about salaries and salary policies. Are salaries based on teacher competency? Do they compare favorably with salaries in other school systems? Are salary policies administered fairly and justly; do teachers participate in the development of these policies?

"Teacher Load" deals with such matters as record keeping, clerical work, "red tape," community demands on teacher time, extra curricular load, and keeping up to date professionally.

"Curriculum Issues" solicits teacher reactions to the adequacy of the school program in meeting student needs, in providing for individual differences, and in preparing students for effective citizenship.

"Teacher Status" samples feelings about the prestige, security, and benefits afforded teaching. Several of the items refer to the extent to which the teacher feels he is an accepted member of the community.

"Community Support of Education" deals with the extent to which the community understands and is willing to support a sound educational program.

"School Facilities and Services" has to do with the adequacy of facilities, supplies and equipment, and the efficiency of the procedures for obtaining materials and services.

"Community Pressures" give special attention to
community expectations with respect to the teacher's per-
sonal standards, his participation in outside-school ac-
tivities, and his freedom to discuss controversial issues
in the classroom.

Source: Bentley and Rempel (1980), p. 4.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
2	3 School #1 Teachers and Prin Interview	4 School #2 Teachers and Prin Interview	5	6 School #3 Teachers and Prin Interview
9 School #4 Teachers and Prin Interview	10 Schools #5 and #6 Teachers and Prin Interview	11	12	13
16 School #7 Teachers and Prin Interview	17	18 School #9 Teachers and Prin Interview	19	20
23	24	25	26	27 School #8 Teachers and First Part of Prin Interview

Figure 15. Study calendar for April 1984.

TABLE LXII

MEANS AND STANDARD DEVIATIONS FOR TEST AND
RETEST ADMINISTRATION OF THE <u>PTO</u>

		FIRST ADMINSTRATION*		RETEST ADMINISTRATION*	
FACTORS	N	MEANS	STANDARD DEVIATION	MEANS	STANDARD DEVIATION
1 (20)**	3023	62.26	13.09	61.26	13.74
2 (20)	3023	69.00	8.13	68.30	8.73
3 (14)	3023	41.80	6.25	41.94	6.28
4 (7)	3023	18.59	5.26	18.77	5.25
5 (11)	3023	34.98	5.85	34.90	6.06
6 (5)	3023	14.75	3.44	14.66	3.38
7 (8)	3023	23.49	5.22	23.71	5.22
8 (5)	3023	14.62	3.57	14.66	3.58
9 (5)	3023	13.47	3.77	13.64	3.64
10 (5)	3023	16.37	2.75	16.22	2.79
TOTAL SCORE:					
(100	3023	312.49	38.31	311.28	40.77

*The interval between administrations was approximately
four weeks.
**Numbers in parentheses indicate the number of items in
each factor.

Source: Bentley and Rempel (1980), p. 6.

APPENDIX B

Miscellaneous Response Statistics

FACTOR IDENTIFICATION

1. Teacher Rapport with the Principal

2. Satisfaction with Teaching

3. Rapport Among Teachers

4. Teacher Salary

5. Teacher Load

6. Curriculum Issues

7. Teacher Status

8. Community Support for Education

9. School Facilities and Services

10. Community Pressures

Measurement Characteristics of the PTO

The inter-factor correlations for this sample were
computed to establish whether they were sufficiently low in
this case, as they were in previous norming samples, to make
the factor scores meaningful in assessing the status of
morale for a respondent or the sample as a whole group. For
the most part the correlations appear to be low enough to
make such an assessment meaningful. The correlations range
from a low of .13 to a high of .61 with a median of approxi-
mately .31. These correlations are presented in Table LXII.

TABLE LXIII

INTER-FACTOR CORRELATIONS*

FACTOR	1	2	3	4	5	6	7	8	9	10
1	--	41	31	30	27	28	23	24	30	13
2			46	23	35	31	45	38	31	31
3				28	24	45	30	46	39	25
4					23	24	54	45	28	24
5						44	40	29	33	47
6							35	32	46	29
7								61	30	48
8									23	42
9										33
10										--

*Decimals omitted

TABLE LXIV

SCORES OF SCHOOLS ON REMAINING SUBSCALES OF PTO

SCHOOL	SALARY		LOAD		CURRICULUM		COMMUNICAT		FACILITIES		PRESSURES	
	MEAN	ST DEV	MEAN	ST DEV	MEAN	ST DEV	MEAN	ST DEV	MEAN	ST DEV	MEAN	ST DEV
1	18.652	4.108	30.913	6.067	15.957	3.140	11.652	3.459	16.913	2.372	15.522	2.952
2	18.724	3.654	34.276	5.618	15.793	2.944	12.207	3.288	17.000	2.360	15.966	2.652
3	20.000	3.000	30.333	3.464	15.556	2.603	15.667	3.354	16.000	3.391	16.222	1.986
4	19.826	4.053	36.130	4.930	17.826	2.269	13.739	3.333	17.739	2.240	17.174	2.037
5	20.000	2.944	33.500	3.837	16.300	2.214	16.600	1.174	14.700	2.214	17.000	1.563
6	17.929	3.496	31.500	7.439	11.071	3.496	13.857	3.634	14.500	4.274	15.214	2.966
7	19.318	3.884	35.273	5.461	16.727	2.781	13.364	3.079	17.727	1.751	17.864	1.207
8	17.211	3.457	33.263	4.629	15.000	1.915	13.263	1.915	15.211	2.780	16.053	2.345
9	16.364	5.178	32.091	5.282	13.455	4.329	11.727	3.667	14.955	2.984	16.364	2.237

TABLE LXV

MEANS FOR EACH SCHOOL BY FACTOR

	FACTOR	SCHOOL								
		1	2	3	4	5	6	7	8	9
1.	Rapport with the Principal	67.478	59.828	65.778	65.391	58.000	70.357	59.136	64.947	61.682
2.	Satisfaction with Teaching	64.348	65.069	69.111	65.565	70.100	66.286	65.364	64.526	64.136
3.	Rapport Among Principals	48.913	45.931	51.889	47.696	49.100	45.929	45.500	43.474	41.727
4.	Teacher Salary	18.652	18.724	20.000	19.826	20.000	17.929	19.318	17.211	16.364
5.	Teacher Load	30.913	34.276	30.333	36.130	33.500	31.500	35.273	33.263	32.091
6.	Curriculum Issues	15.957	15.793	15.556	17.826	16.300	11.071	16.727	25.000	13.455
7.	Community Support	11.652	12.207	15.667	13.739	16.600	13.857	13.364	13.263	11.727
8.	Teacher Status	18.696	18.552	20.000	21.783	21.900	18.714	23.591	19.368	19.273
9.	Facilities/ Services	16.913	17.000	16.000	17.739	14.700	14.500	17.727	15.211	14.955
10.	Community Pressures	15.522	15.966	16.222	17.174	17.000	15.214	17.864	16.053	16.364

TABLE LXVI

MEDIANS FOR EACH SCHOOL BY FACTOR

	FACTOR	SCHOOL								
		1	2	3	4	5	6	7	8	9
1.	Rapport with the Principal	69.000	61.750	71.000	65.125	58.500	70.500	62.000	64.750	65.500
2.	Satisfaction with Teaching	65.750	68.000	69.000	64.750	74.500	66.500	65.500	65.000	65.250
3.	Rapport Among Principals	49.000	46.417	50.250	48.000	47.500	45.500	46.500	43.000	43.167
4.	Teacher Salary	19.000	18.667	20.000	19.400	20.833	17.500	19.750	17.000	17.500
5.	Teacher Load	32.250	34.333	30.750	36.750	33.000	30.000	36.500	33.750	33.000
6.	Curriculum Issues	16.625	15.875	15.000	18.600	16.500	10.500	17.500	15.000	13.500
7.	Community Support	11.600	12.143	16.750	14.000	16.500	14.000	13.500	13.000	12.500
8.	Teacher Status	18.333	17.417	19.250	20.875	21.500	18.500	23.300	19.083	18.500
9.	Facilities/ Services	17.000	17.111	17.750	18.333	15.000	15.831	17.833	15.800	15.000
10.	Community Pressures	16.000	16.375	15.750	17.600	16.900	15.500	18.000	15.375	16.000

TABLE LXVII

PERCENTAGE DISTRIBUTION OF FACULTY MEDIANS
BY FACTORS IN THE NORMATIVE SAMPLE*

	FACTOR	90	75	50	25	10
1.	Rapport with the Principal	3.64	3.36	3.17	2.86	2.54
2.	Satisfaction with Teaching	3.72	3.64	3.56	3.43	3.31
3.	Rapport Among Principals	3.60	3.35	3.21	3.09	2.90
4.	Teacher Salary	3.23	2.91	2.53	2.12	1.82
5.	Teacher Load	3.68	3.58	3.39	3.18	3.02
6.	Curriculum Issues	3.39	3.13	2.90	2.64	2.28
7.	Community Support	3.18	2.97	2.78	2.62	2.43
8.	Teacher Status	3.42	3.08	2.83	2.52	2.14
9.	Facilities/Services	3.56	3.19	2.86	2.44	1.96
10.	Community Pressures	3.72	3.59	3.44	3.24	3.07

*Normative sample from Bentley and Rempel (1980), p. 9.

TABLE LXVIII

FACULTY MEDIANS FOR THE SAMPLE BY FACTORS

FACTOR	MEDIAN FOR ALL RESPONSES	MEDIAN
1. Rapport with the Principal	65.350	3.267
2. Satisfaction with Teaching	66.143	3.307
3. Rapport Among Teachers	46.531	3.324
4. Teacher Salary	18.667	2.667
5. Teacher Load	33.769	3.069
6. Curriculum Issues	15.941	3.188
7. Teacher Status	19.615	2.452
8. Community Support	13.179	2.636
9. School Facilities/ Services	16.817	3.363
10. Community Pressures	13.179	2.636

TABLE LXIX

TEACHER SALARY MEDIANS IN RELATION
TO NORMATIVE SAMPLE

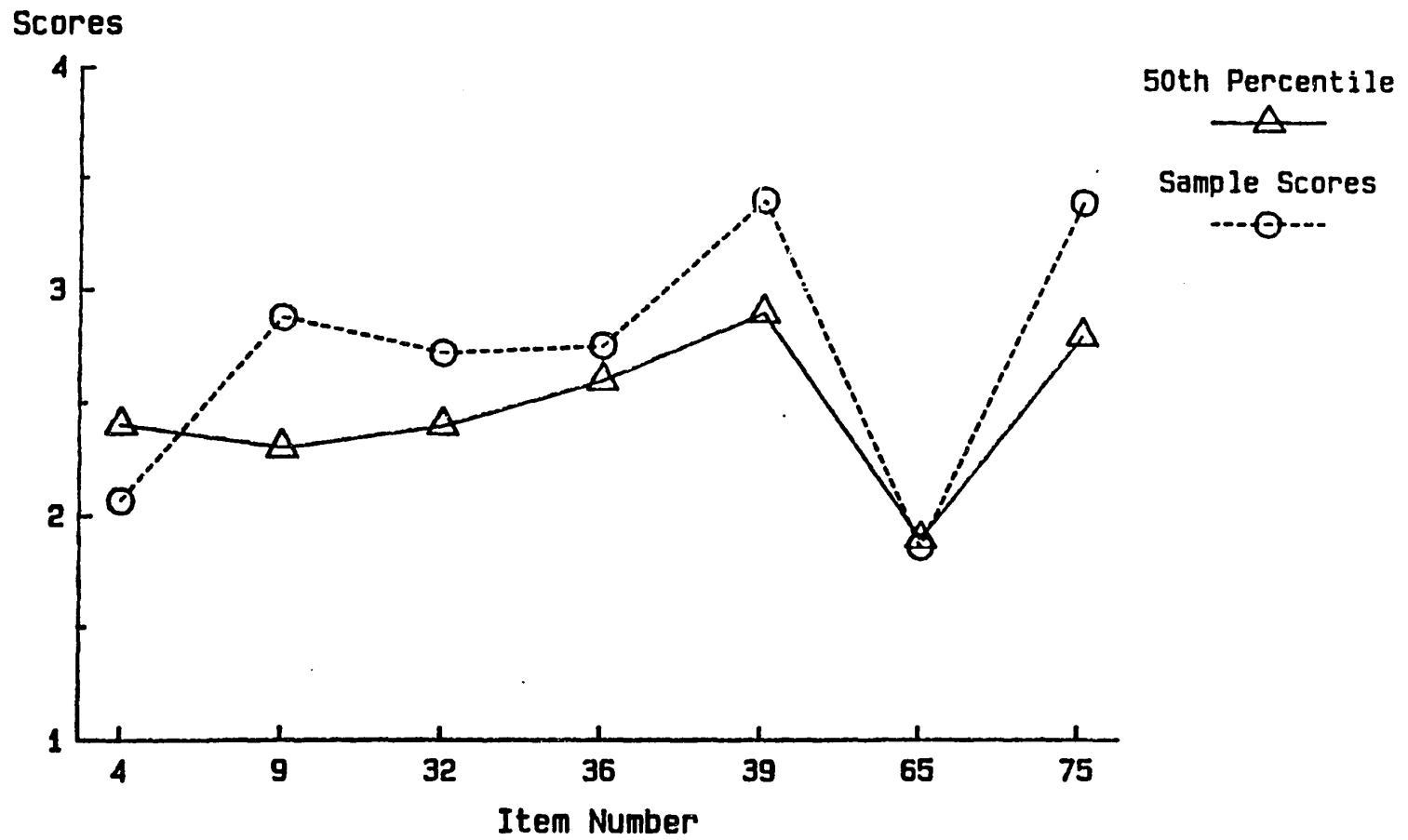| RESPONSE | NORM MEDIANS FOR PERCENTILES | | | SAMPLE MEDIANS |
	10th	50th	90th	
4	1.5	2.4	3.2	2.067
9	1.2	2.3	3.3	2.877
32	1.4	2.4	3.3	2.721
36	1.8	2.6	3.3	2.753
39	2.3	2.9	3.4	3.402
65	1.3	1.9	2.6	1.864
75	1.6	2.8	3.6	3.396

Figure 16. Median teacher salary responses by item.

TABLE LXX

TEACHER LOAD MEDIANS IN RELATION
TO NORMATIVE SAMPLE

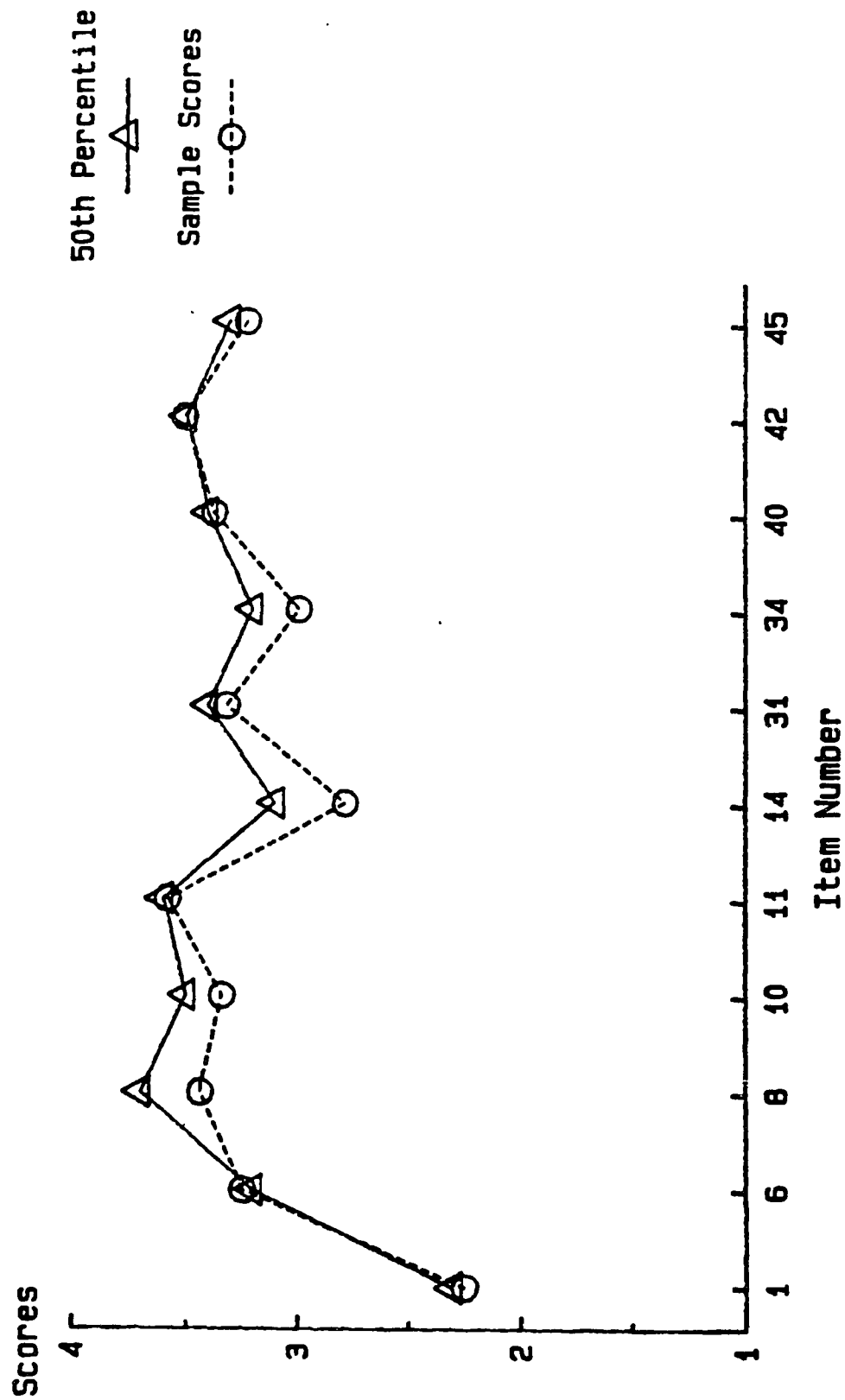| RESPONSE | NORM MEDIANS FOR PERCENTILES | | | SAMPLE MEDIANS |
	10th	50th	90th	
1	1.5	2.3	3.3	2.246
6	2.3	3.2	3.7	3.243
8	3.3	3.7	3.8	3.434
10	2.9	3.5	3.7	3.338
11	3.0	3.6	3.8	3.581
14	2.6	3.1	3.6	2.782
31	2.8	3.4	3.8	3.317
34	2.9	3.2	3.6	2.993
40	2.9	3.4	3.8	3.373
42	3.0	3.5	3.8	3.506
45	2.9	3.3	3.7	3.225

Figure 17. Median teacher load responses by item.

TABLE LXXI

CURRICULUM ISSUES SAMPLE MEDIANS IN
RELATION TO NORMATIVE SAMPLE

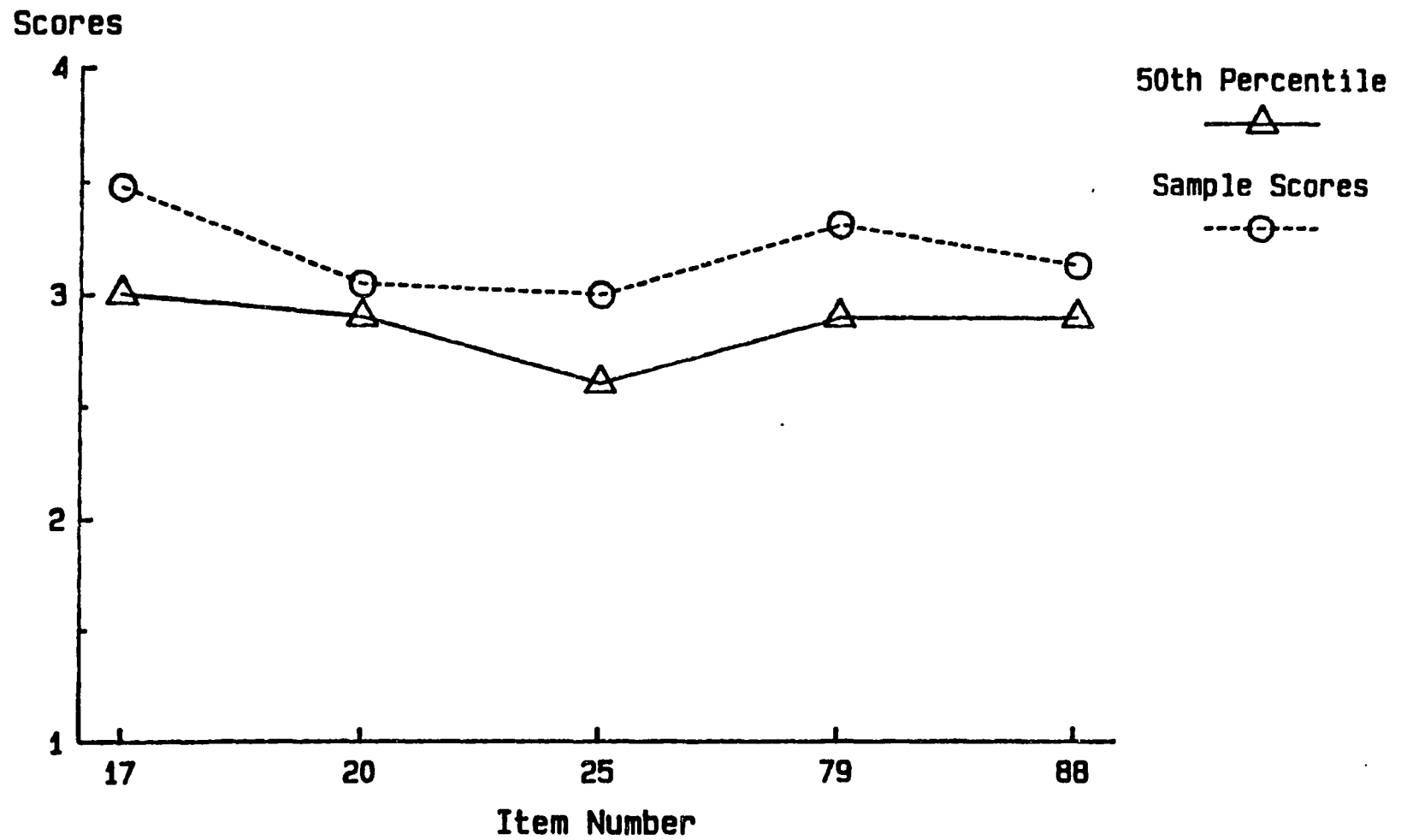| RESPONSE | NORM MEDIANS FOR PERCENTILES | | | SAMPLE MEDIANS |
	10th	50th	90th	
17	2.0	3.0	3.7	3.475
20	2.1	2.9	3.5	3.047
25	1.5	2.6	3.2	3.000
79	2.4	2.9	3.5	3.313
88	2.4	2.9	3.2	3.131

Figure 18. Median curriculum issues responses by item.

TABLE LXXII

COMMUNITY SUPPORT FOR EDUCATION MEDIANS IN
RELATION TO NORMATIVE SAMPLE

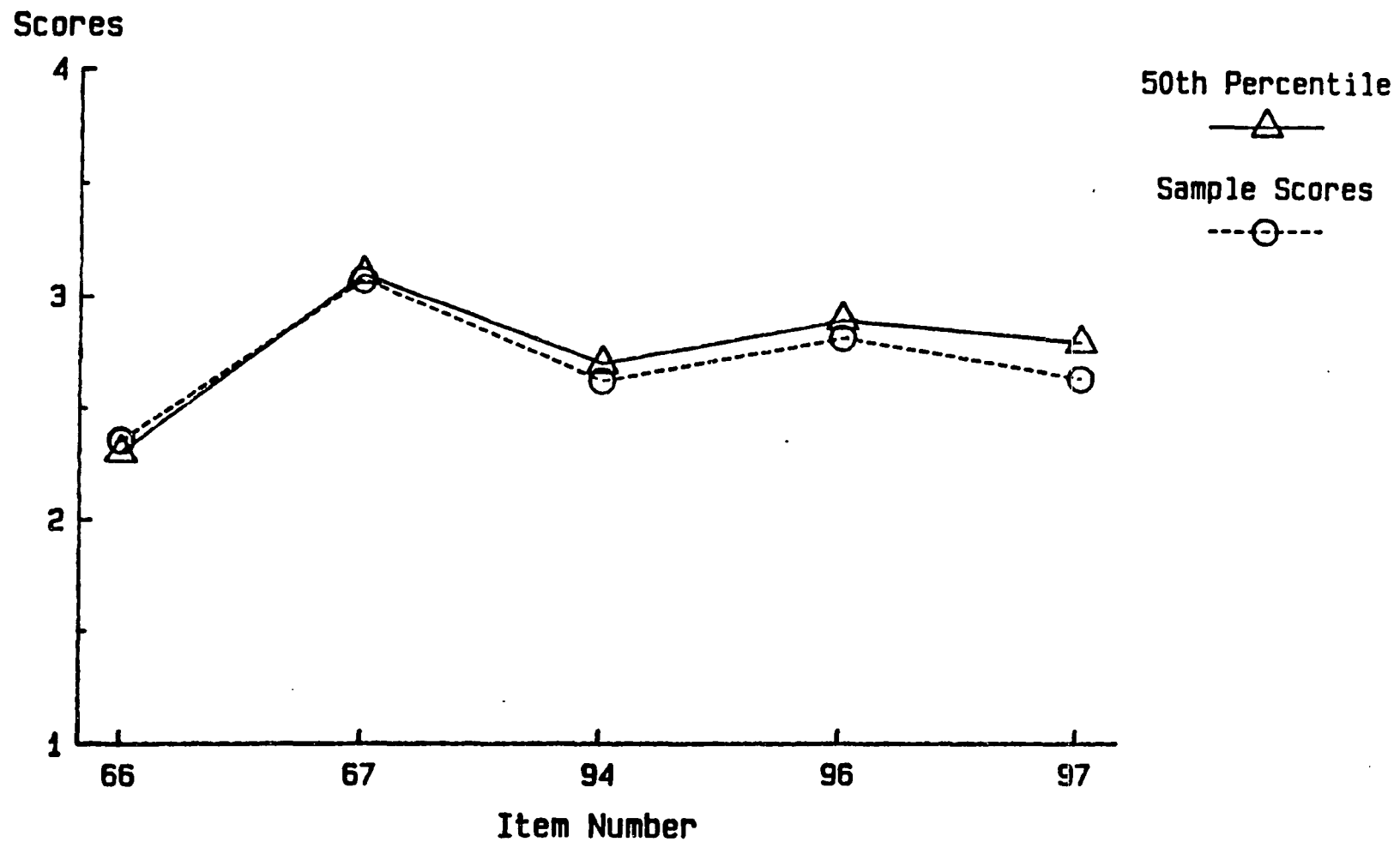| RESPONSE | NORM MEDIANS FOR PERCENTILES | | | SAMPLE MEDIANS |
	10th	50th	90th	n=171
66	1.7	2.3	3.2	2.352
67	2.3	3.1	3.6	3.077
94	1.9	2.7	3.3	2.625
96	2.5	2.9	3.3	2.820
97	2.1	2.8	3.6	2.638

Figure 19. Median community support for education responses by item.

TABLE LXXIII

SCHOOL FACILITIES AND SERVICES MEDIANS
IN RELATION TO NORMATIVE SAMPLE

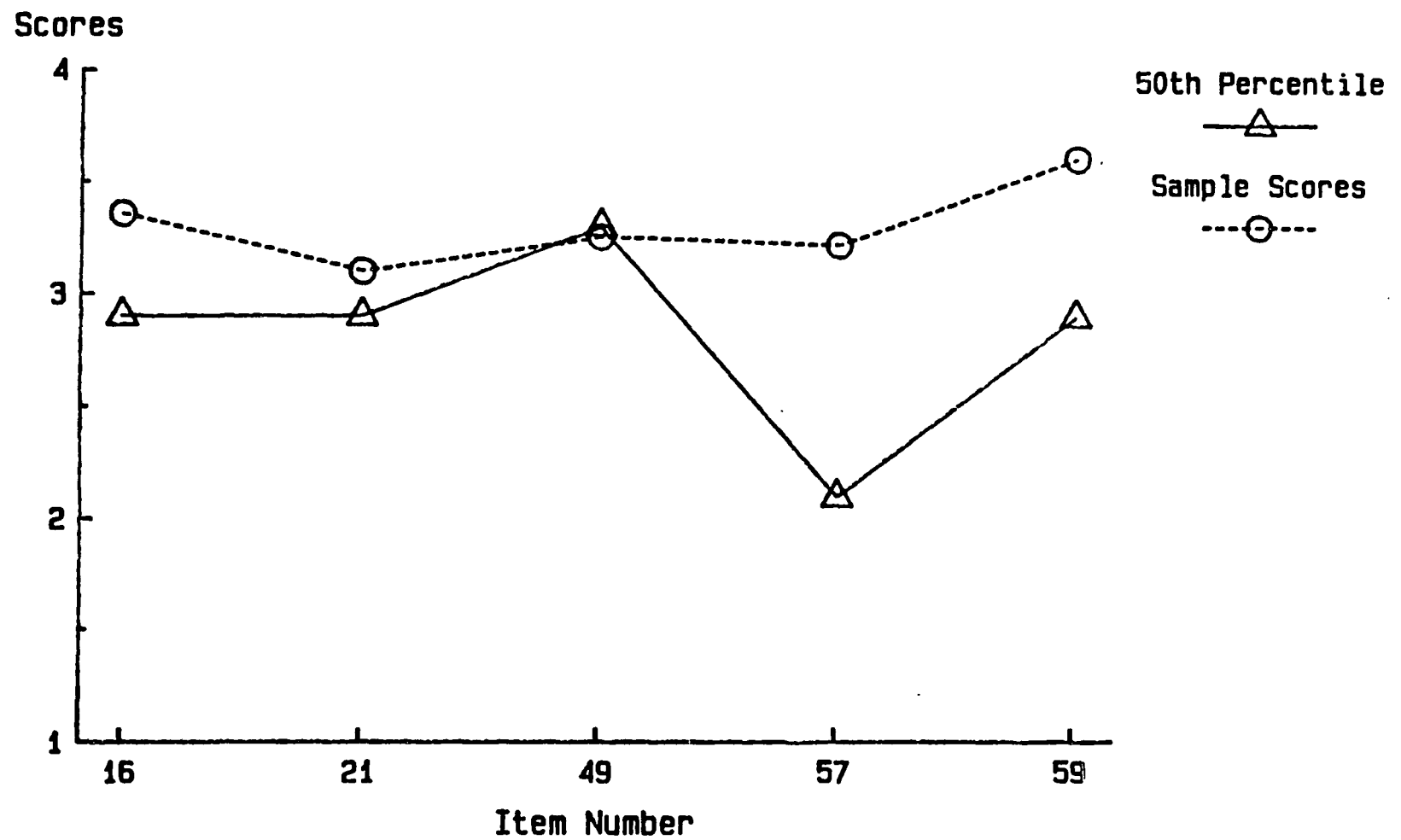| RESPONSE	NORM MEDIANS FOR PERCENTILES			SAMPLE MEDIANS
	10th	50th	90th	
16	1.5	2.9	3.7	3.356
21	2.1	2.9	3.5	3.099
49	2.1	3.3	3.8	3.254
57	1.4	2.1	3.3	3.219
59	1.9	2.9	3.6	3.609

Figure 20. Median school facilities and services responses by item.

TABLE LXXIV

COMMUNITY PRESSURES MEDIANS IN RELATION
TO NORMATIVE SAMPLE

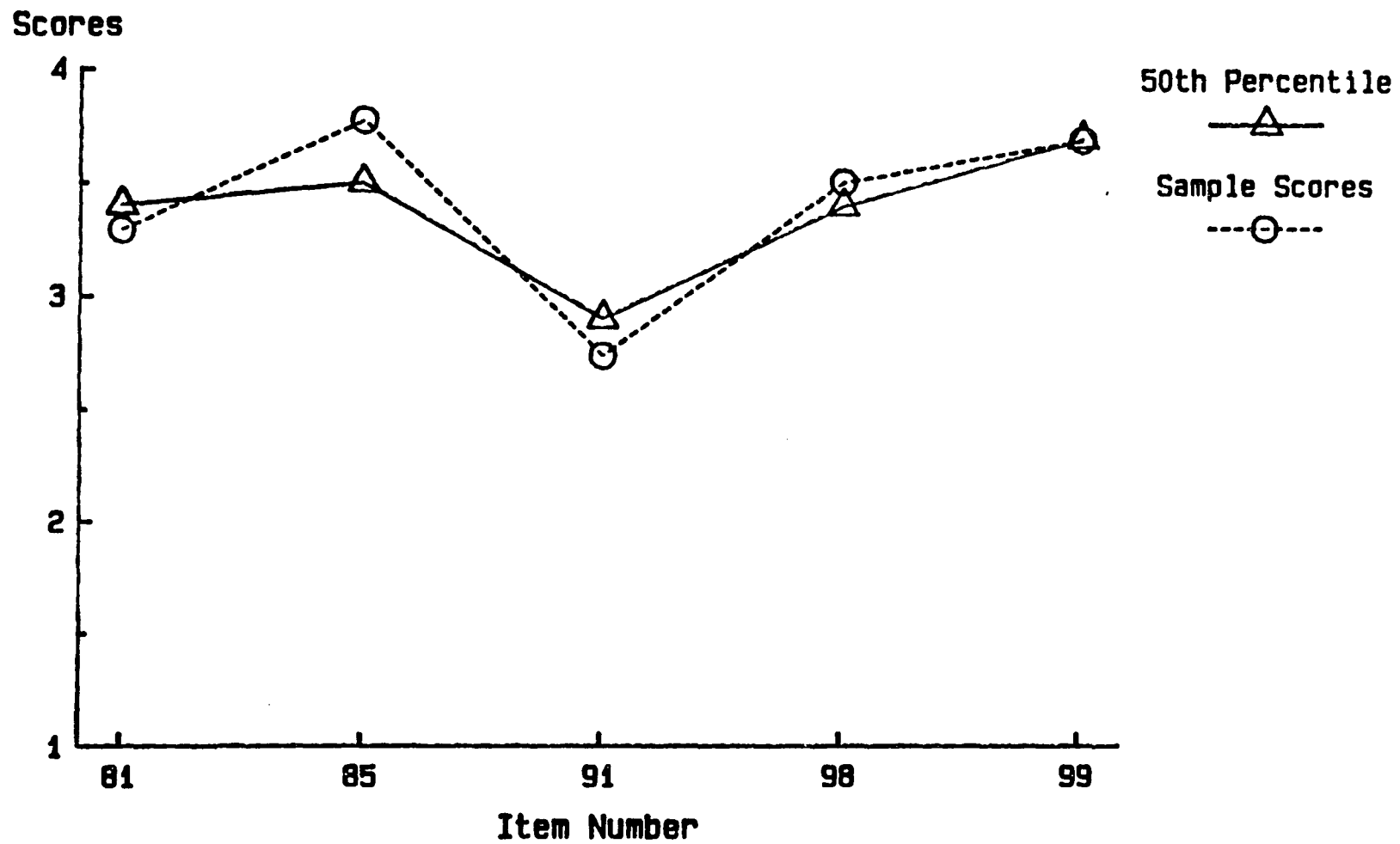| RESPONSE | NORM MEDIANS FOR PERCENTILES | | | SAMPLE MEDIANS |
	10th	50th	90th	n=171
81	3.0	3.4	3.7	3.292
85	3.0	3.5	3.8	3.775
91	2.2	2.9	3.4	2.738
98	3.0	3.4	3.7	3.506
99	3.4	3.7	3.8	3.693

Figure 21. Median community pressures responses by item.