

Fall 2007

# Examination of Teacher Workplace Satisfaction and Student Achievement

Angela Scott Patrick  
*Georgia Southern University*

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/etd>

---

## Recommended Citation

Patrick, Angela Scott, "Examination of Teacher Workplace Satisfaction and Student Achievement" (2007). *Electronic Theses & Dissertations*. 272.

<https://digitalcommons.georgiasouthern.edu/etd/272>

This dissertation (open access) is brought to you for free and open access by the Graduate Studies, Jack N. Averitt College of at Digital Commons@Georgia Southern. It has been accepted for inclusion in Electronic Theses & Dissertations by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).

AN EXAMINATION OF TEACHER WORKPLACE SATISFACTION AND  
STUDENT ACHIEVEMENT

by

ANGELA SCOTT PATRICK

(Under the Direction of Barbara Mallory)

ABSTRACT

Research has been conducted to study teacher workplace satisfaction. The following factors were identified as integral to teacher workplace satisfaction: administrative support; student behaviors; workplace atmosphere; autonomy and efficacy. Findings within the extant literature indicated that student achievement is a factor in teachers' satisfaction with their work. Specifically, educators have repeatedly expressed a need to impact student achievement and have noted satisfaction or dissatisfaction in relation to their perception of their influence or lack thereof. The purpose of this study was to examine the relationship between teacher workplace satisfaction and student achievement with the intent of making recommendations regarding maximization of satisfaction in order to positively impact student achievement.

A non-experimental design was used to examine teacher workplace satisfaction and student achievement. The researcher designed a teacher workplace satisfaction survey and distributed it to 1,532 teachers within a large metropolitan school district in Georgia to measure five factors of workplace satisfaction (administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy). Further, student achievement data for each teacher participant was gathered. A mean scale score of student

achievement scores for the students assigned to each teacher was calculated and matched with the corresponding teacher's satisfaction rating.

An independent t-test was conducted to determine whether or not teacher workplace satisfaction and student achievement had statistically significant different mean values. In order to discern the relationship between teacher workplace satisfaction and student achievement, the five factors (administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy) that contribute to the dependent variable, student achievement, were held constant to estimate the independent contribution of each to the variation in student achievement. Through a multiple regression analysis, the findings of this study reaffirmed the correlation between satisfaction and student achievement, but they did not however, provide any additional insight for development of a predictive model because teacher satisfaction is a complex phenomenon made up of several factors that individually cannot account for improved student achievement. Thus, how best to maximize workplace satisfaction as a vehicle to improving student achievement remains unknown.

**INDEX WORDS:** Job satisfaction, Student achievement, Workplace environment, Efficacy, Workplace atmosphere, Student behavior, Administrative support

AN EXAMINATION OF TEACHER WORKPLACE SATISFACTION AND  
STUDENT ACHIEVEMENT

by

ANGELA SCOTT PATRICK

A.A.S., Gainesville College, 1992

B.S., North Georgia College, 1994

M.Ed., North Georgia College and State University, 1997

Ed.S. of Mathematics, University of Georgia, 2003

A Dissertation Submitted to the Graduate Faculty of Georgia Southern University in  
Partial Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

STATESBORO, GEORGIA

2007

© 2007

Angela Scott Patrick

All Rights Reserved

AN EXAMINATION OF TEACHER WORKPLACE SATISFACTION AND  
STUDENT ACHIEVEMENT

by

ANGELA SCOTT PATRICK

Major Professor: Barbara Mallory

Committee: Linda M. Arthur  
Carlton Sapp

Electronic Version Approved:  
December 2007

## DEDICATION

My life has been shaped by other people's hands. As a youngster, I vividly recall my parents encouraging me to be the best I could possibly be and to make the most out of each day. Failure was never an option and being a life longer learner was always presented as a challenge. Still today, their words reverberate in my ears, "If you are going to do something, it is worth doing right." While I knew completing one college degree would have been sufficient, I saw the pride in my parents' eyes and wanted to give them one more.

The lessons my grandparents taught me that will never be printed in a textbook also shaped my life. Unfortunately, they will never know the impact they had on my life as an adult, but I am thankful for the time I had with each of them here on Earth. Through this dissertation process, I have said many times, "What would Mitchy think?" and "Baw Baw would never believe this."

There are so many others who have helped to shape me that are not technically considered "family" by the traditional definition, but they are just the same to me. To those who have loved me unconditionally and stood with me through all of life's trials and tribulations and given me the strength to meet those with confidence and faith, I am forever thankful.

While there have been so many who have been a part of shaping my life, I recognize God gave me the opportunity to shape the life of my son, Rylee. Rylee is literally the one who has walked every mile with me. I have been in school since he was conceived and I am finally crossing the finish line as he starts to drive. I look back on the past sixteen years and it only seems like yesterday that I held him in my arms. Oh, what I

would do to turn back the time! As he looks ahead to college and life as an adult, this dissertation is dedicated to my son, Rylee. My hope is that he will live by some of Ralph Waldo Emerson's famous words, "Don't go where the path may lead. Go, instead, where there is no path and leave a trail." My deepest desire is that he will grow up to be a man who is always happy and fulfilled doing what he enjoys the most. In addition, my hope is that he can somehow translate the findings of this study to his own life: satisfaction is a result of a myriad of things that impact achievement.

## ACKNOWLEDGEMENTS

In June 2003, I completed an Ed.S. program, then four months later Jimmy and I took our vows at the altar. In January, only three months of being a newly wed, I set out on yet another journey that I referred to as my terminal degree program. I merely told him the “plan”. While he probably thought it was crazy, he went along for the ride. His patience and love were incredible. Without his support, I would not have made it through the process. I will be forever thankful for his understanding for the nights I did not make it to bed because I had worked through the night on the dissertation, the early morning wake up calls to ensure I made it to Augusta for class each weekend, the endless times he appreciated carry out for dinner rather than a home cooked meal, and the many weekends I simply had to crash in order to recover. While I could list many, many more acts of kindness throughout this journey, I am most thankful for his unconditional love and support.

Friends and family frequently offered words of encouragement to fulfill my aspirations and achieve my goals as a lifelong learner. When I felt some did not understand the monumental task I was trying to complete, their kind words got me over the hump and allowed me to refocus. There were times the process brought me to tears and those who loved me for being me knew my level of frustration and did not take it personal when I snapped or simply did not have time to spend with them doing things I knew were much more important. I will be forever thankful for those who stood beside me and understood life would return to normal once I finished the journey.

To Vicki Husby, who will forever be the sister I never had, I am forever grateful for her willingness to find the exit that did not exist at the time. That night formed a bond

between two people that will last beyond our years. Through all of our armchair psychotherapy sessions, she made me see my internal worth. When I felt as if the world around me was crumbling, she always found a way to put a positive spin on things to make me see the brighter side. I am so appreciative of her believing in me when I found it hard to believe in myself. Last, but certainly not least, I am thankful for Vicki's attention to detail to ensure the finished product of this dissertation met all of the editorial requirements. I would not be here without those finishing touches.

I would also like to acknowledge and thank each member of my committee. Dr. Mallory, my chair, through her commitment to the profession and her love of education, inspired me to complete the task and trudge forward. I extend my sincere gratitude to her for helping me overcome barriers to succeed. Dr. Sapp, my methodologist, patiently guided me through a myriad of numbers and helped me make sense of the data. His unconditional support and attention to detail served me very well. I appreciate his time, assistance, and flexibility in the pursuit and completion of this research. Dr. Arthur was a valued committee member, whose thoughtful feedback encouraged me to rethink, to clarify, and to go beyond the obvious.

This study would not have been possible without the teachers and school personnel in the school district in which I collected data. I am most appreciative to those who were willing to participate by responding to the survey and the school district's administration for allowing me to solicit responses from their teachers. In addition, I am appreciative for the resources that allowed me to efficiently gather the data.

While I am so thankful for my driving partner, Judith Riffel, I am also apologetic that I got us into this in the first place...but we made it through it and we are both better

people for doing it together. The trips were so much more enjoyable and the endless miles to Augusta literally flew by each Saturday. Her positive spirit kept us going even when we thought we would never get to the end.

Thank you, Lord. You answered my prayers and renewed my energy when I didn't think I could go another step. I know you were the One who took the wheel and guided me safely home.

## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.....	8
LIST OF TABLES.....	14
LIST OF FIGURES.....	15
CHAPTER	
I INTRODUCTION.....	16
General Introduction.....	16
Five Primary Factors of Teacher Workplace Satisfaction.....	17
Teacher Workplace Satisfaction and Student Achievement.....	24
Theoretical Foundation.....	26
Student Achievement in Georgia.....	28
Statement of the Problem.....	29
Research Questions.....	31
Conceptual Framework.....	32
Significance of Study.....	33
Procedures.....	35
Data Collection and Analysis.....	39
Limitations.....	40
Delimitations.....	42
Summary.....	43
II REVIEW OF LITERATURE.....	45
Theoretical Foundation.....	45
Significant Studies in the Literature.....	47

Practices Associated With Five Primary Factors of Teacher Workplace	
Satisfaction .....	60
Teacher Workplace Satisfaction and Student Achievement .....	85
Summary .....	89
III METHODOLOGY .....	90
General Introduction.....	90
Research Questions .....	90
Procedures .....	92
Data Collection and Analysis.....	100
Summary .....	104
IV REPORT OF DATA AND DATA ANALYSIS .....	105
Research Questions .....	105
Research Design.....	106
Demographic Profile of Participants .....	108
Findings.....	112
Summary .....	122
V DISCUSSION, CONCLUSIONS, AND IMPLICATIONS .....	123
Introduction .....	123
Discussion of Research Findings .....	125
Conclusion.....	135
Implications.....	136
Recommendations for Additional Research.....	137
REFERENCES .....	139

## APPENDICES

A	LETTER TO PARTICIPANTS WITH PASSIVE CONSENT .....	155
B	SURVEY.....	158
C	MAPPING OF SURVEY ITEMS .....	160
D	ADVANCE LETTER.....	166
E	FOLLOW UP LETTER.....	168
F	FINAL FOLLOW UP LETTER.....	170

## LIST OF TABLES

	Page
Table 1: Frequency of Participants by School .....	109
Table 2: Tenure at School.....	110
Table 3: Years of Experience.....	111
Table 4: Degree Level of Participants .....	111
Table 5: Results of T-Test.....	113
Table 6: Multiple Regression Analysis: Overall Satisfaction.....	114
Table 7: Multiple Regression Analysis: Administrative Support.....	115
Table 8: Multiple Regression Analysis: Student Behaviors .....	116
Table 9: Multiple Regression Analysis: Workplace Atmosphere.....	116
Table 10: Multiple Regression Analysis: Autonomy .....	117
Table 11: Multiple Regression Analysis: Efficacy .....	118
Table 12: Correlation Matrix of Five Factors of Teacher Workplace Satisfaction .....	119
Table 13: Multiple Regression Analysis: Efficacy and Workplace Atmosphere.....	120
Table 14: Multiple Regression Analysis: Autonomy and Administrative Support.....	120
Table 15: Multiple Regression Analysis: Administrative Support and Workplace Atmosphere .....	121
Table 16: Multiple Regression Analysis: Workplace Atmosphere and Autonomy .....	122

## LIST OF FIGURES

	Page
Figure 1: Five Primary Factors that Impact Teacher Workplace Satisfaction (Patrick, 2007).....	18
Figure 2: Motivation and Hygiene Factors (Patrick, 2007) .....	27
Figure 3: Five Factors of Workplace Satisfaction and Student Achievement (Patrick, 2007) .....	33
Figure 4: Summary of Factors Related to Significant Studies (Patrick, 2007).....	58

## CHAPTER I

### INTRODUCTION

#### General Introduction

Attracting, maintaining, and retaining teachers in public schools have been major challenges for the 21<sup>st</sup> century, especially with the onset of requirements for student achievement mandated by the No Child Left Behind Act (NCLB) of 2001 (Hirsch, 2004). NCLB required teachers in every classroom to be “highly qualified;” however, according to the United States Department of Education, 13% of teachers across the nation left the profession before completing their first year in the classroom in 2000-01, over 20% fled within their first three years, and approximately 30% abandoned their teaching careers within five years (Luekens, Lyter, & Fox, 2004). Many reasons have been cited to explain the high attrition rate, but overall, many teachers entered the profession perceiving the job would be intrinsically rewarding only to find themselves unfulfilled and dissatisfied (Billingsley, Carlson, & Klein, 2004). The context of workplace satisfaction in America’s classroom, then, becomes of critical significance to those interested in building longevity in the teaching force.

NCLB (2001) mandated a variety of educational initiatives for states, districts, schools, and teachers. States were required to align a standard curriculum to key assessments of content mastery. States, districts, and schools were required to report student achievement results annually in reading and mathematics and calculate progress towards adequate yearly progress (AYP). The goal of the legislation was for every child in every classroom to perform on grade level in reading and mathematics by 2014. Many

educators have reported dissatisfaction and job related stress associated with this goal and these requirements (Hirsch, 2004).

Overall, workplace satisfaction was perceived in different ways and was influenced by a multitude of factors. In studies regarding workplace satisfaction conducted by the National Center for Education Statistics (1997) and Quaglia, Marion, and McIntire (1991), researchers identified factors that impact workplace satisfaction. To be specific, teachers' workplace satisfaction was based upon their perception of at least five different factors, to include administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy (Barnabe & Burns, 1994; Bredeson, Kasten, & Fruth, 1983; Gold, 1987; Ma, 1999; Maslach, 2001; Nir, 2002; Shaw & Reyes, 1992; Tsui, Leung, Cheung, Mok, & Ho, 1994).

#### Five Primary Factors of Teacher Workplace Satisfaction

The body of literature yielded five predominant factors that impact workplace satisfaction for educators (Figure 1). Studies supported by Barnabe and Burns (1994), Bredeson, Kasten, and Fruth (1983), Gold (1987) Ma (1999), Maslach (2001), Nir (2002), Shaw and Reyes (1992), Tsui, Leung, Cheung, Mok, and Ho (1994) found the five primary factors that impact workplace satisfaction were administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy.

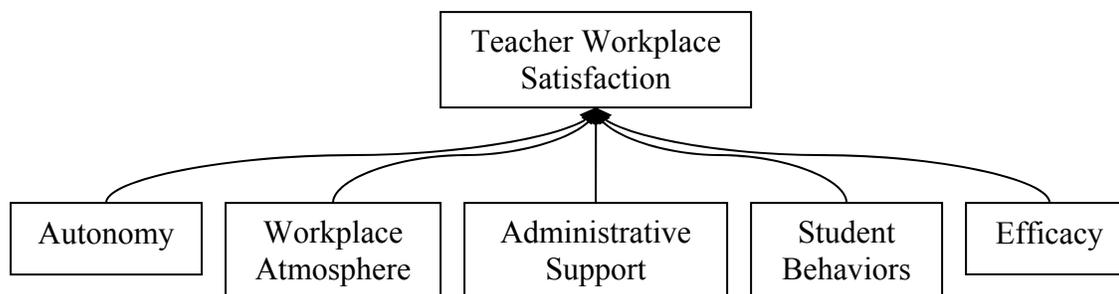


Figure 1. Five Primary Factors that Impact Teacher Workplace Satisfaction (Patrick, 2007).

### *Administrative Support*

One contributing factor to teacher workplace satisfaction was administrative support (Darling-Hammond, 1995; Rosenholtz, 1989). Administrative support was defined as principal or leadership behaviors that lead teachers to perceive a sincere interest and support of their work in the classroom (Hart and Bredeson, 1996).

Rosenholtz and Darling-Hammond asserted that teachers consider classrooms as the focal point of a school and that extensive involvement from school administrators at the classroom level was important. Hart and Bredeson (1996) stated, “Principals’ beliefs and behaviors are powerful signals to teachers and students” (p. 207). These researchers illuminated the fact that administrative involvement in classrooms led teachers to feel valued, and as a result, impacted their workplace satisfaction (Hart & Bredeson).

The role of administrative support in workplace satisfaction was further supported by data collected from a national study. A dataset of 55,481 interviews of public and private school teachers was analyzed to determine factors that impact workplace satisfaction among American teachers (National Center for Education Statistics [NCES], 1997). A positive correlation existed between satisfaction and dialogue with principals

regarding instructional practices. Furthermore, Basom and Frase (2004) discovered when principals used reflective questioning during classroom observations, teachers made a concerted effort to keep students engaged and welcomed future visits from the school principal.

In a similar context, Quaglia et al. (1991) and Ma (1999) revealed teachers were more satisfied when they perceived they could have meaningful dialogue with their administrators regarding instruction, leading to the sense that they as teachers could present differing points of view regarding school policies and practices. Being able to have conversations regarding instruction and school policies with an administrator was perceived as support from administration and contributes to workplace satisfaction. Finally, Quaglia et al. (1991) and Ma (1999) analyses confirmed that when teachers perceive lack of support from administration, they were dissatisfied as employees.

### *Student Behaviors*

Teachers' workplace satisfaction was impacted by another significant group of individuals outside the administrative arena: students (Shann, 1998). There was a distinct difference in perception of student behaviors by teachers who were satisfied with their jobs and teachers who were dissatisfied. Student behaviors were identified as those actions which lead to engagement in or detraction from classroom instruction (Shann, 1998). Quaglia et al. (1991) found satisfying moments of involvement with students provided teachers with an internal reward. The researchers concluded approximately 94 percent of satisfied and only 60 percent of dissatisfied teachers felt students put a lot of energy into their work. Similarly, 92 percent of satisfied and 69 percent of dissatisfied teachers felt students attempted to earn the highest grade possible. Of interest, in relation,

Basom and Frase (2004) reported students revealed their level of engagement was flexible based upon their teachers' actions. According to Shann (1998), despite the number of teachers who reported students were not performing in a satisfying manner, teachers stated the relationship with students was the most important factor contributing to their workplace satisfaction. Ironically though, this factor was the one with which teachers were least satisfied.

In relationship to the topic of workplace satisfaction, the impact of student behaviors that detract from classroom instruction was cited as a source of dissatisfaction in the workplace. Based on focus group and survey data, Rhodes, Nevill, and Allan (2004) studied twenty factors that contributed to teachers leaving the profession; of those factors, Rhodes et al. concluded poor discipline and student behaviors issues were most likely to lead teachers to depart from the teaching profession.

#### *Workplace Atmosphere*

Beyond the social context involving administrators and students, the extant research regarding teacher workplace satisfaction described the atmosphere in which educators work as one that must be fulfilling and have a value-added component (Barnabe & Burns, 1994; Bredeson, Kasten, & Fruth, 1983; Gold, 1987; Ma, 1999; Maslach, 2001; Nir, 2002; Shaw & Reyes, 1992; Tsui et al., 1994). Gold (1987) defined administrative, parental, and community support as factors that foster a positive workplace atmosphere. Hence, when a teacher's perception of the school culture was supportive, teachers were more likely to feel positively toward their workplace and motivated to provide quality in their job performance. However, individual responses to the work environment were based, to a large extent, upon the individual's expectations.

Barnabe and Burns (1994) stated, “a person must experience work as meaningful, as something which is generally worthwhile and valuable” (p. 173).

As such, teachers’ perceptions of themselves as contributors to the whole school were important because they influenced the satisfaction level beyond their classrooms (Ma, 1999). Ma stated,

Cultures with characteristics expressed in terms of collegiality and collaboration generally are those types that promote satisfaction and feelings of professional involvement of teachers. Other types of cultures that create, maintain, and reinforce isolation do little to help teachers resolve issues....these cultures of isolation actually contribute to teacher dissatisfaction. (p. 40)

Organizational commitment on the part of faculty members was an aspect of school culture (Shaw & Reyes, 1992). Bredeson et al. (1983) associated commitment with motivation and performance and their findings suggested commitment can directly affect the overall health of an organization. Reciprocally, according to Tsui et al. (1994), the quality of the organization had a direct impact on teacher commitment. Consequently, “teacher commitment is believed to be central to school effectiveness” (Nir, 2002, p. 323). Maslach (2001) best summarized the impact of workplace dissatisfaction on the culture and climate of schools stating, “...[these] cause people to be more irritable or uncooperative, or to minimize their efforts, then the quality and efficiency of their work will decline, and the social climate of their workplace will deteriorate” (p. 611). Succinctly stated, teachers both contribute to and feel reverberations from the workplace atmosphere.

### *Autonomy*

Noted among four aspects of professionalism, closely associated with increased teacher commitment was increased teacher autonomy according to the NCES (1997). As defined by Pearson and Moomaw (2005), autonomy was based on collaborative decision-making and freedom to make prescriptive professional choices concerning services rendered to students. NCES (1997) found public school teachers with higher levels of autonomy reported a higher level of commitment and workplace satisfaction. The agency stated, “The rationale behind a high degree of professional authority is to place appropriate levels of control and autonomy into the hands of those who are closest to and most knowledgeable of technical processes” (p. 6). In the same vein, Gaziel (1986), in studying secondary school administrators, found veteran teachers need more autonomy, in line with their experience, in order to be satisfied.

NCES (1997) reported “...that involving teachers in school-wide policy decisions and giving them some degree of control in their classrooms are associated with high levels of career satisfaction” (p. 6). This finding in the USDOE study was also supported by Pearson and Moomaw’s (2005) research. According to Pearson and Moomaw,

Teachers feel they are qualified authorities in the instructional process because they have considerable expertise in specialized fields; they have a right to organize the learning process according to their own choosing; and that the network of interpersonal school rules stops at the classroom door because teachers formulate their own, personalized, flexible rules, which allow them to operate within their classrooms as they see fit. (p. 41)

Further, Haughey and Murphy (1983) found, for example, over 70 percent of the rural teachers who reported being moderately or highly satisfied had the freedom to select subject matter and materials. Their research also led to their conclusion that professional autonomy associated with teaching generated the greatest amount of satisfaction.

### *Efficacy*

While autonomy speaks to the idea of freedom, Pearson and Hall (1993) concluded that efficacy speaks to the sense of effectiveness. Pearson and Hall stated efficacy was the perception of one's own competency, or effectiveness, at a particular task or role. Quaglia et al. (1991) noted teachers who were satisfied with their jobs perceived not only themselves as doing well, but also perceived other teachers as doing well, demonstrating a sense of efficacy regarding school faculty. NCES (1997) indicated actual teacher effectiveness ultimately impacted student achievement and was dependent upon teacher workplace satisfaction. Gaziel (1986) found achievement within the role of educational administrators was the number one aspect identified as a workplace satisfier for teachers, indicating the need for educators to be successful according to the educator's definition of achievement.

Shann (1998) reported teachers in low achieving schools were less satisfied with teacher-teacher relationships and their school's curriculum than those in high achieving schools. In addition, these teachers reported a greater discrepancy in student achievement. Level of student achievement was ranked fifth as a factor impacting the importance of and satisfaction with their workplace. According to Basom and Frase (2004), students of teachers with high self-efficacy had higher achievement than students of teachers with

lower self-efficacy. These researchers concluded higher efficacy enhanced student mastery of both cognitive and affective goals.

To note a particular teaching population, Stempien and Loeb (2002) reported teachers of special education students began their careers with high expectations to overcome the unique challenges faced by special needs students. Over time, they came to the realization some of their students face insoluble difficulties, and this realization promoted a sense of not measuring up to the standard, or rather lack of self-efficacy. This resulted in stress, frustration, and dissatisfaction. As mentioned earlier, these results aligned with the perception of low self-efficacy results in dissatisfaction with that which makes one feel incompetent; in this instance, that was the workplace.

Gaziel (1986) noted the need for educators to perceive a sense of achievement, but that achievement was not necessarily defined in terms of the degree to which student performance increased. Further, Gaziel (1986) found that the degree to which teachers can improve the lives of students was a predominant satisfier for them, but the methods by which they improve lives and how that was measured had not been defined.

#### Teacher Workplace Satisfaction and Student Achievement

Wong and Wong (1998) found teachers have a direct impact on student achievement. According to Goodlad (2004), achievement test scores were used as an indicator of good or bad school performance as scores rise or fall. Bemby, Jordon, Gomez, Anderson, and Mendro (1998) stated, “It is clear that teachers have large effects on student achievement, that effects have strong additive components over time, and that teacher effects are large enough to dwarf effects associated with most other educational interventions” (p. 19). In the era of accountability, student achievement was at the

forefront and these researchers maintained the effects of one bad teacher were reflected in test scores two years later.

Breaux and Wong (2003) asserted, “The most important factor, bar none, is the teacher. Having a single ineffective teacher can affect student learning for years, and having an ineffective teacher for two years in a row can damage a student’s entire academic career.” The Educational Research Service [ERS] (2000) was supportive of Wong and Wong’s work. The agency found the most important factor affecting student learning was the teacher. The research conducted by Breaux and Wong (2003) found the only factor that increased student achievement was a knowledgeable, skillful teacher. To further support the research of Breaux and Wong, Benbry et al. (1998), ERS (2000), and Wong and Wong (1998) contended what the teacher knows and can do were the most significant factors influencing student achievement.

The extant literature supported the notion there were strong implications for student learning associated with teacher workplace satisfaction. Ashton and Webb (1986) further supported the above findings and contended satisfaction with teaching as a career was an important policy issue since it was associated with teacher effectiveness, which ultimately affected student achievement. Carpenter’s (2004) correlational study of perceived principals’ leadership style and teacher job satisfaction found the need to nurture high levels of satisfaction among teachers in light of studies regarding the impact of a single teacher on student achievement.

Csikszentmihalyi’s (1997) work supported that of Ashton and Webb (1986) and emphasized the importance of the psychological state of a teacher in the workplace. According to Patrick, Hisley, and Kempler (2000), teacher enthusiasm led to greater

student achievement. After analyzing studies in this area they concluded: "...there is strong, consistent evidence, from both the laboratory and the classroom, to suggest that when a teacher exhibits greater evidence of enthusiasm, students are more likely to be interested, energetic, curious, and excited about learning" (p. 233).

Job dissatisfaction posed a serious threat to efforts to raise student achievement (Ferguson, 2000, p. 18). The NCES (1997) noted a teacher's workplace satisfaction level may impact the quality of instruction given to students. According to Blase (1986), teachers' job satisfaction and their overall effectiveness with students could have been affected by stress. The work of NCES (1997) and Blase (1986) was further supported by that of Kyriacou (1987) and Shann (1998). Teacher job satisfaction influenced job performance which subsequently impacted student achievement. With teachers, satisfaction with their career may have had strong implications for student learning (NCES, 1997).

#### Theoretical Foundation

Based on Maslow's studies, Herzberg, Mausner, and Snyderman (1959) developed the two factor theory of job satisfaction, or the motivation-hygiene theory, and helped define need/need deficiency theories relative to the workplace. Essentially, hygiene factors, according to the theory, corresponded with physical and security needs and generally included workplace policy, supervision, salary, and physical working conditions (Frataccia & Hennington, 1982). Motivation factors corresponded with the working environment and the need for psychological growth (Herzberg, 1972). Hygiene factors, or dissatisfiers, did not motivate productivity, whereas motivations factors, or

satisfiers, did motivate productivity (Herzberg, 1966). Figure 2 provides a visual reference for these concepts.

Motivation Factors “Satisfiers”	Hygiene Factors “Dissatisfiers”
<ul style="list-style-type: none"> <li>• Working environment</li> <li>• Psychological growth needs</li> </ul>	<ul style="list-style-type: none"> <li>• Workplace policy</li> <li>• Salary</li> <li>• Supervision</li> <li>• Physical working conditions</li> <li>• Physical and security needs</li> </ul>

Figure 2. Motivation and Hygiene Factors (Patrick, 2007).

Bess (1981) found that productivity led to a sense of intrinsic satisfaction, and environmental factors corresponded with extrinsic satisfaction. As well, Bess described, after conducting interviews, that dissatisfied teachers were not pleased with one or more of the following: status; pay; and power. Moore (1987) noted that differences in teacher satisfaction were often related to dedication to the profession, and many teachers reported a sense of a greater calling for the work of education. Further, Moore noted that teachers who discussed internal rewards as related to work provided examples of involvement with students, which aligned with Herzberg’s assertion of the need for psychological growth.

Quaglia et al. (2001), in a review of the literature on teacher satisfaction, discussed teacher perceptions of empowerment and working conditions as components of teacher workplace satisfaction. They explained each of these factors related to psychological growth as described by Herzberg because each impacted teachers’ perceptions of competence. While the absence of achievement, according to Herzberg et al. (1959), would not necessarily result in dissatisfaction, Sergiovani (1966) noted

achievement and recognition ranked first and second as factors contributing to positive feelings about the job. Pfeffer (1981) found teachers were intrinsically motivated through self efficacy and the feeling they had a positive influence on student development.

The body of research regarding factors integral to teacher workplace satisfaction, while inclusive of a variety of factors that touched upon satisfaction, presented five primary factors that were overwhelmingly supported in the literature: administrative support; student behaviors; workplace atmosphere; autonomy and efficacy. The extant literature did not provide a direct link between administrative support and Herzberg's theory. However, Moore (1987) noted that interaction with students addressed the need for psychological growth, and was parallel to findings regarding student behaviors which led to the definition provided in this study. Working conditions as described by Qualia et al. (2001) related to social perceptions, as opposed to specific physical working conditions, and aligned with workplace atmosphere as defined for the purpose of this study. Empowerment, as described by Quaglia et al., aligned with autonomy as defined in the current study. As well, efficacy as related by Pfeffer (1981) aligned with efficacy as defined for the purpose of this study. As such, the factors of teacher workplace satisfaction identified in this study aligned with Hertzberg's motivation factors, especially the need for psychological growth.

#### Student Achievement in Georgia

Since NCLB (2001), states were required to measure student academic achievement. Georgia implemented the *Criterion Referenced Competency Test (CRCT)* program in spring 2000 in grades four, six, and eight in the areas of reading, English/language arts, and mathematics. The CRCT measured how well students in the

state of Georgia acquired the knowledge and skills outlined in Georgia's standardized curriculum, the Georgia Performance Standards (GPS). Information from this assessment was used to diagnose individual student strengths and weaknesses as they related to Georgia's GPS and to gauge the quality of education in the state as required by the No Child Left Behind Act of 2001.

#### Statement of the Problem

While there were many factors that constitute teacher satisfaction, the extant literature provided the predominance of five intrapersonal factors that impact workplace satisfaction. Teachers' perceptions regarding their academic capability and their social acceptance within the school setting weighed heavily in their overall satisfaction with the job. Teacher satisfaction was based upon their perceptions of five intrapersonal factors, which were administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy. Administrative support, student behaviors, and workplace atmosphere made up the social acceptance factors and autonomy and efficacy made up the academic competence factors.

Although researchers had identified the role of academic capability and social acceptance in teacher satisfaction, what was not clear was how these five intrapersonal factors of satisfaction related to student achievement. In this era of accountability where all students must perform on grade level and highly qualified teachers were needed in all classrooms, the extent to which the variables of teacher workplace satisfaction impacted student achievement may have been a far more critical issue.

While Gaziel (1986) related the importance of achievement and teacher workplace satisfaction, the extant literature did not provide empirical data regarding

teacher workplace satisfaction and a specific definition of achievement. Further, there was no empirical evidence to describe the extent to which one of the five primary factors of teacher workplace satisfaction interacted with another variable and student achievement as required by the No Child Left Behind Act of 2001. Specifically, there was no empirical data examining the factors of teacher workplace satisfaction to student performance on state standardized tests of content.

While the relationship of teachers' workplace satisfaction and student achievement was unclear, it was critical to understand the extent to which one variable of teacher workplace satisfaction impacted another and student achievement. The five predominant factors worked in concert as a package, but teachers' perceptions in each individual area impacted how teachers perceived social support and their professional competence. Knowing the combination of factors that contributed to teacher satisfaction and the degree to which the factor combination may yield greater insight into understanding how to address needs of teachers for classrooms in 21<sup>st</sup> century schools.

Even though research informed educational leaders what factors contributed to teacher satisfaction, the extent to which one variable of teacher satisfaction impacted another variable and student achievement was not clear. Further, the degree of significance of each factor to overall teacher satisfaction and student achievement was unknown. As well, it was unknown as to whether there was a cumulative affect on student achievement when satisfaction was absent in multiple factors. Further, it was unknown how demographic variables related to each of the five factors of teacher workplace satisfaction and whether certain demographic variables had a stronger positive correlation with higher levels of satisfaction with each factor.

A review of the literature provided no empirical data to describe the extent to which one variable of teacher workplace satisfaction impacted another and student achievement. The literature provided a connection between teacher workplace satisfaction and student achievement (Barnabe & Burns, 1994; Bredeson, Kasten, & Fruth, 1983; Gold, 1987; Ma, 1999; Maslach, 2001; Nir, 2002; Shaw & Reyes, 1992; Tsui, Leung, Cheung, Mok, & Ho, 1994), but the extent to which one variable of teacher workplace satisfaction impacted another was unknown. The intent of this researcher was to add to the body of literature on workplace satisfaction by providing empirical evidence regarding the extent to which one variable of teacher workplace satisfaction impacts another variable and student achievement. Therefore, the researcher purposed to examine the extent to which one variable of the five primary factors of workplace satisfaction explained another variable and the impact of the variables on student achievement.

### Research Questions

The null hypothesis was there would not be a statistically significant difference between student achievement and job satisfaction for teachers of students who participated in assessments used to measure Adequate Yearly Progress (AYP). The researcher sought to examine the following overarching question: To what extent does one variable of teacher workplace satisfaction explain another and its impact on student achievement for teachers whose students participate in standardized tests used to measure AYP under the No Child Left Behind Act of 2001? The following three questions were additional research questions that guided this study:

1. If a relationship exists between teacher workplace satisfaction and student achievement for teachers whose students participated in AYP assessments,

does the relationship differ between highly satisfied and less satisfied teachers?

2. If a relationship exists between teacher workplace satisfaction and student achievement for teachers whose students participated in AYP assessments, to what extent does teacher workplace satisfaction impact student achievement controlling for administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy?
3. If a relationship exists between teacher workplace satisfaction and student achievement for teachers whose students participated in AYP assessments, do specific combinations of teacher workplace satisfaction factors explain the variance in higher levels of student achievement?

In summary, the null hypothesis was there would not be a statistically significant difference between student achievement and job satisfaction for teachers of students who participated in assessments used to measure AYP. However, the researcher hypothesized there would be a relationship between teacher workplace satisfaction and student achievement for teachers whose students participated in standardized tests used to measure AYP. As well, the researcher hypothesized that certain combinations of teacher workplace satisfaction factors could explain higher degrees of student achievement.

#### Conceptual Framework

The researcher examined the extent to which administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy explained the impact on student achievement. Specifically of interest was the extent to which a particular variable yields higher levels of teacher workplace satisfaction and higher levels of student

achievement. Also of interest to the researcher was the extent to which each of the five factors of teacher workplace satisfaction, both individually and in combination, explained student achievement. The researcher hypothesized that certain combinations of teacher workplace satisfaction factors would have a strong positive correlation with student achievement. In summary, demographic variables and each of the five factors associated with workplace satisfaction and student achievement were analyzed to determine the extent one variable can explain another variable (Figure 3).

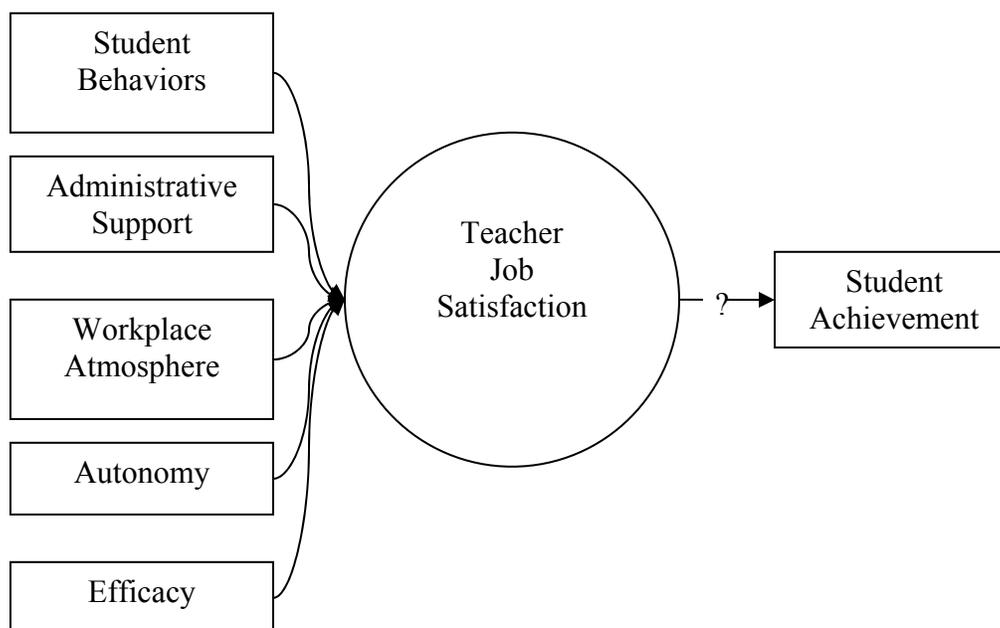


Figure 3. Five Factors of Workplace Satisfaction and Student Achievement (Patrick, 2007).

### Significance of Study

The researcher's primary intent was to contribute to the literature regarding the extent to which the five factors of teacher workplace satisfaction explained each other

and the impact on student achievement. Specifically, the researcher presented statistical data regarding the demographic variables, factors of satisfaction, and student achievement. The degree to which these factors were related were analyzed and described in detail. Ultimately, the proposed outcome of this research was to reveal the extent to which teacher workplace satisfaction relates to student achievement.

Understanding the extent to which teacher workplace satisfaction and student achievement are related was of importance to the researcher because of twenty-first century legislation. According to the No Child Left Behind Act of 2001, schools were required to use researched-based practices to increase student achievement. While workplace satisfaction was not an instructional strategy, all factors that contributed to student success needed to be known. Policymakers could potentially utilize the results of this study to make recommendations regarding school practices, in particular in how to address the affective needs of teachers in an effort to provide for a quality educational experience for students. School personnel managers may be impacted by the findings of this study as they attempt to maintain the teaching force. If a correlation does exist between satisfaction and achievement, and an understanding of how each factor of satisfaction relates to overall perception, educators and policymakers could proceed in a systematic fashion in addressing those issues that lead to poor teacher perception and possibly poor student achievement. University professors in leadership training programs may also benefit from understanding the variables that contribute to teachers' job satisfaction in their work with potential administrators for schools. Finally, teachers themselves may benefit from an improvement in workplace conditions that contribute to their overall satisfaction.

## Procedure

### *Research Design*

The strongest research designs possible for assessing the existence of causal relationships are experimental designs: true- or quasi-experimental (De Vaus, 2004). In most educational research situations, intact classes are used for experiments. When intact classes or groups are used, but manipulation is present, the researcher determines which group receives which treatment. For the purpose of this study, it would have been unethical to place a group of students with a teacher who was unsatisfied without knowing the impact on student achievement. Further for the purpose of this study, since groups were not randomly formed and the dependent variable, teacher workplace satisfaction, was not manipulated, a non-experimental design was used to conduct this study. Participants were teachers selected based upon the following criteria for the 2005-2006 school year: they held a teaching certificate and taught students in grades six through eight.

### *Population*

A large metropolitan school district within the state of Georgia was the setting of the study. The district is located northeast of Atlanta, the state's capitol. At the time of the study, the district was the largest in the state, serving approximately 151,000 students and employing approximately 18,000 classroom teachers. Of those classroom teachers, 1,532 taught approximately 34,211 students in grades six through eight through regular and special education programs during the 2005-2006 school year.

Teachers in grades six through eight were identified as the population for this study due to the legal requirement that their students participated in high stakes

assessments for determination of AYP. While students in grades kindergarten through two and grades nine through twelve were also required to participate in high stakes testing, those teachers were not held individually accountable for student achievement in the same manner as teachers of grades three through eight because high stakes assessments were not given at the conclusion of a single course. For the reason that achievement on high stakes tests in grade six through eight could reasonably be associated with an individual teacher certified in a specific content area, the examination of the extent to which the five primary factors of teacher workplace satisfaction impacts achievement could be most effectively conducted with teachers of grades six through eight.

### *Sampling*

Judgment (or purposive) sampling is a form of non-probability sampling. Participants were selected based upon the researcher's purpose for the study (De Vaus, 2004). Because participants must possess specific characteristics, a purposive sampling technique was employed in this study. Participants were selected based upon specific criteria from the 2005-2006 school year. The researcher used 2005-2006 school year AYP student achievement data and participants who held a teaching certificate and taught in a public school classroom in grades six through eight in which AYP assessments were administered. Because the researcher surveyed all teachers in grades six through eight within the given school district, the sample was equivalent to the population.

All teachers ( $n = 1,532$ ) in the identified population were invited, via a letter, to participate in the study (see Appendix A). A response rate of 30% would provide adequate data to conduct this study. Based upon a population size of 1,532, a sample of

approximately 460 teachers needed to participate in order for statistical significance to be determined upon data analysis. Student scores from the Georgia Department of Education's standardized test of content mastery, the Criterion Referenced Competency Test (CRCT), were obtained and matched to each teacher who responded to the survey.

### *Instrumentation*

Approximately 1,500 classroom teachers of grades six through eight in a large metropolitan school district in the state of Georgia were invited to participate in this study. Volunteers completed a researcher designed workplace satisfaction survey (see Appendix B). Satisfaction was assessed in the following five broad categories: administrative support; student behaviors; workplace atmosphere; autonomy and efficacy. Teachers responded to survey items using a five point Likert scale where responses ranged from "very satisfied" to "very dissatisfied." Teachers' overall satisfaction level was identified as either high or low based on the overall mean satisfaction score. In addition, satisfaction within each dimension (administrative support, student behaviors, workplace atmosphere, autonomy and efficacy) was assessed according to participants' responses.

### *Operational Definitions*

For the purpose of this study, the following operational definitions were understood when referenced throughout the study when asking participants to respond to level of satisfaction during the previous school year.

Administrative support – a teacher's perception that his supervisors supported him as an employee and had a personal involvement in the day to day instructional activities that occurred in the school

Autonomy – a teacher’s perception of the degree to which he was in control of decision making within his classroom and the school

Efficacy – a teacher’s perception that he was capable of positively impacting student achievement and performing his duties

Student behaviors – the manner in which a student responded to a teacher and to his instruction within the classroom setting

Workplace atmosphere – a qualitative description of teacher’s perception of a school as a working environment

The gathered responses from the researcher developed surveyed were analyzed according to the five broad categories of administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy to determine the level of satisfaction each participant experience within each of the five categories individually and as a whole.

Further, each participant provided a self reported number of years they had remained within the school during the 2005-06 school year. In addition to survey responses, the researcher collected data regarding the total years of experience, degree level, and the mean CRCT scale score on high stakes state assessments for each participant who responded to the survey.

### *Pilot Testing*

Based upon the five factors of teacher workplace satisfaction, the researcher developed a survey to determine teacher satisfaction in the areas of administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy. The items included were based upon dependent variables associated with each factor as documented in the extant literature. Existing workplace satisfaction surveys that had been validated

were reviewed and served as models for format. Questions that had been validated in other studies and aligned with the five factors outlined in this study were included in the researcher developed survey. After the survey was developed, the researcher solicited feedback regarding content and construct/face validity from a panel of experts. Following feedback and modifications based upon the expert panel's recommendations, the researcher administered the survey to a pilot group to determine internal reliability, as well as to gain general feedback regarding the overall survey. A Cronbach's alpha was calculated to determine the internal reliability.

### Data Collection and Analysis

#### *Data Collection*

The Total Design Method developed by Don Dillman is generally regarded as the standard for mail surveys in the social sciences and is a proven method to gain higher response rates (Dillman, 1978). As such, those steps were followed in this study. After surveys of all participants were collected, student achievement data was gathered for each participant. Using the school district's electronic database, a query for school year 2005-2006 assessment results of students for participating teachers was conducted. Assessment results were compiled and entered into a statistical analysis software application. After assessment data was entered, survey results and demographic information were matched for the purpose of conducting an analysis of the data.

#### *Data Analysis*

A descriptive analysis of the demographic data was provided and a t-test was conducted to test the researcher's hypothesis. To determine to what extent workplace satisfaction, the dependent variable, contributes to student achievement, the independent

variable, the researcher analyzed the data using a multiple regression analysis. In order to discern the relationship between teacher workplace satisfaction and student achievement, the five factors (administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy) that contribute to the dependent variable, workplace satisfaction, was held constant to estimate the independent contribution of each to the variation in student achievement.

### Limitations

Volunteers were vital to the success of this study. While teacher responses remained confidential, the phenomenon of observer impact or social bias could have led teachers to respond in a manner different from their true feelings. The necessity of honest responses from participants and the assumption that the data given reflected honest opinions could be possible limitations of this study.

Using a non-experimental design could be a further limitation of this study. Experimental designs allow researchers to manipulate and control for extraneous variables; however in this study the researcher proposed to work with established groups. Ideally, the researcher would have randomly selected participants, but the goal of this study was to examine teachers in grades six through eight. Therefore, the non-experimental design proved best for this study.

In addition, using a class mean scale score reduced the researcher's ability to look at the details of individual students and could be a limitation. However, the unit of analysis was at the teacher level and individual student scores were not used, but rather collective scores were used to establish the mean. Ideally, more detail would be at the

individual student score level, but because the unit of analysis was at the teacher level, class mean scale scores were used.

The study and analysis focused on the five major factors stemming from the extant literature on workplace satisfaction. Specifically, administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy were key factors in the analysis because of empirical literature supporting the prevalence of these factors in workplace satisfaction for educators. Although other factors may be part and parcel of workplace satisfaction, those factors were not supported by the extant literature to the same degree as the five identified in this study were supported. In addition, in order to limit the scope of the study, only specific demographic variables supported by research as having an impact on workplace satisfaction were described in the study. To clarify, factors such as gender and regional area were not supported by the research as having a high degree of impact on teacher workplace satisfaction.

Finally, only student achievement associated with state assessments was analyzed. The purpose for selecting these assessments was the direct connection to the No Child Left Behind legislation of 2001 and the requirement for AYP. In the age of accountability the benchmark for determining success was performance on high stakes assessments. To reiterate the intended significance of this study, the purpose of this research was to examine the extent to which the five factors of teacher workplace satisfaction could explain the relationship to student achievement such that policy and regulations could be made to further enhance the education provided to students.

## Delimitations

Delimitations of this study were present at both macro and micro levels. The study was conducted within a single school district. Therefore, the culture, policies, and demographic variables, including financial resources, made the sample unique as compared with other districts. The large metropolitan school district chosen for this study was selected for multiple reasons. It had large student and teacher populations. Financial resources were present to address district initiatives and student/teacher need; therefore, this variable was less likely to impact teacher satisfaction. As well, the district collected data on teacher satisfaction, therefore teachers had experience responding to questions regarding satisfaction via an instrument similar to that which was used in this study. Finally, by focusing on one large district, the researcher had the ability to account for and eliminate extraneous variables due to the common experience of all study participants working in the same district.

In addition to the delimitation of analyzing data from one school district, the researcher acknowledged administering the survey in April may have yielded different results if administered at a different time during the school year. The point at which the survey was administered was approximately two weeks in advance of AYP testing, and generally teacher stress regarding these tests rises at this time of the year. However, April was selected because it was a time in the school year in which the school district agreed for the researcher to solicit responses from participants.

A further delimitation existed regarding the time at which the survey was administered. Teachers responded regarding satisfaction for the previous school year, and therefore their perceptions were based upon recollection of a school year that concluded

approximately ten months earlier. While teachers were instructed to base their responses solely on the 2005-2006 school year, the time lapsed between experience and response, coupled with administration of the survey at a potentially stressful time of the 2006-2007 school year, may have skewed accurate participant responses.

### Summary

Research has been conducted to study teacher workplace satisfaction. The following factors were identified as integral to teacher workplace satisfaction: administrative support; student behaviors; workplace atmosphere; autonomy and efficacy. Each of these factors aligns with motivational factors associated with Herzberg's Two Factor Theory of Job Satisfaction (Herzberg et al., 1959). Findings within the extant literature indicate that student achievement was a factor in teachers' satisfaction with their work. Specifically, educators have repeatedly expressed a need to impact student achievement and have noted satisfaction or dissatisfaction in relation to their perception of their influence or lack thereof. However, no research regarding the relationship between achievement and workplace satisfaction was present in the body of literature. The researcher proposed to examine teacher workplace satisfaction and student achievement with the intent of making recommendations regarding maximization of satisfaction in order to positively impact student achievement.

A non-experimental design was employed to examine teacher workplace satisfaction and student achievement. Approximately 1,500 teachers of grades six through eight in a large metropolitan school district were invited to participate in the study. Data was gathered via teacher surveys and reports of student achievement on standardized

tests. Findings were interpreted such that recommendations for further practice could be provided to school level administrators and policymakers.

## CHAPTER II

### REVIEW OF LITERATURE

This chapter provides a review of the literature on five factors related to teacher job satisfaction and student achievement. The chapter has been organized into five main divisions with the following headings: (a) Theoretical foundation; (b) significant major studies found in the literature; (c) five primary factors of teacher workplace satisfaction; (d) teacher workplace satisfaction and student achievement and (e) a summary.

#### Theoretical Foundation

One of the most extensively researched approaches to intrinsic versus extrinsic motivation and job satisfaction has been that of Frederick Herzberg (Herzberg, Mausner, & Snyderman, 1959). His work was based upon semi-structured interviews with 203 American accountants and engineers in which participants were asked to describe times when they felt exceptionally good or bad about their jobs, and to provide reasons and a description of events leading up to the point of feeling positively or negatively about the experience. After analyzing the results, Herzberg found job satisfaction and dissatisfaction were independent of one another. Certain factors in the workplace led to job satisfaction, while other factors created dissatisfaction (Herzberg, Mausner, & Snyderman, 1959). Herzberg categorized these factors into two groups: motivation factors and hygiene factors.

Motivation factors related to doing the job and interacting with the job content, and they were considered intrinsic in nature. The intrinsic factors that emerged from Herzberg's analysis were challenging work, responsibility, achievement, advancement, recognition, and the work itself. Herzberg concluded these factors led to the fulfillment of

an individual's need for self-actualization and led to being satisfied with one's job (Herzberg et al., 1959).

In contrast to the motivation, or intrinsic, factors, Herzberg identified hygiene factors, factors that were primarily related to the environment and working conditions surrounding the job (Herzberg et al., 1959). Hygiene factors were considered extrinsic in nature. These factors included workplace policy, interpersonal relations, supervision, working conditions, and salary. According to Herzberg, hygiene factors were necessary to ensure an employee did not become dissatisfied with the work, but the factors did not lead to higher levels of motivation. If hygiene factors were not present, an employee would be dissatisfied (Herzberg et al., 1959).

Herzberg maintained two separate and distinct sets of factors attributed to job satisfaction (motivation) and dissatisfaction (hygiene). Motivators, or satisfiers, were related to the work content and psychological growth. Through his analysis, Herzberg found hygiene factors could not provide satisfaction because the characteristics for providing an individual with a sense of growth were absent. However, factors that were established as motivators (satisfiers) possessed those characteristics because they involved tasks and allowed a person to advance toward self-actualization because psychological stimulation was present (Herzberg et al., 1959).

The two factor theory distinguishes between motivation and hygiene factors. Motivation factors can lead to increased satisfaction with the job. However, it is vital that hygiene factors be present if an employee is to become satisfied. In the absence of hygiene factors, dissatisfaction will occur. Essentially, hygiene factors are required to

ensure an employee does not become dissatisfied, and motivation factors are necessary in order to stimulate higher performance.

In an effort to generalize the two factor theory to educators, Sergiovanni (1969) replicated Herzberg's study with a group of approximately 100 teachers. Using the same semi-structured interviewing technique as Herzberg, Sergiovanni asked participants to describe a time when they felt exceptionally good or bad about their job. In addition, he asked clarifying questions. He found satisfiers and dissatisfiers were mutually exclusive for all participants regardless of their gender, teaching level, or years of experience. He found the most commonly described satisfiers were achievement, recognition, and responsibility, while interpersonal relations, supervision, and policy were most frequently described as dissatisfiers (Sergiovanni, 1969).

#### Significant Studies in the Literature

Kim and Loadman (1994) stated many researchers have been studying job satisfaction in the educational setting for over 50 years. The foundation of this research was built upon was the idea that "the educational craft succeeds or fails depending on the way teachers feel about their work, and how satisfied they are with it" (Bogler, 1999, p. 6). Many researchers have studied what satisfies and dissatisfies teachers. A description of the major studies related to teacher workplace satisfaction and the findings from these studies will be described within this section of the review of literature as they relate to this specific study.

In regard to teacher workplace satisfaction, the National Center for Education Statistics (NCES) (1997) analyzed a dataset of 55,481 interviews of public and private school teachers to determine factors that impact satisfaction among American teachers.

Using a mixed method of both qualitative and quantitative research, analyses of teacher interviews and the 1993-94 Schools and Staffing Survey, results were examined to determine differences between the most and least satisfied teachers. NCES analyzed a wide range of factors regarding job satisfaction among America's teachers (i.e., compensation, attitudes of administrators and faculty, characteristics of schools and districts, career plans). Student behavior, principal interaction, staff recognition, teacher participation in school decision making, influence over school policy, and control in the classroom were factors identified as being strongly associated with teacher satisfaction.

A t-test with Bonferroni adjustments was used to test specific relationships and to determine if there were any differences between the most and least satisfied teachers (NCES, 1997). In addition, a multiple regression analysis was conducted to estimate independent contributions of different factors on overall teacher workplace satisfaction. An index of satisfaction with teaching as a career was created to ascertain how strongly each question correlated with teacher workplace satisfaction. Data were analyzed based on school characteristics, teacher background characteristics, workplace conditions, and teacher compensation. Findings included the identification of work-related factors associated with teacher workplace satisfaction: administrative support and leadership; student behaviors and school atmosphere; and teacher autonomy. However, compensation was not identified as a factor associated with teacher satisfaction. Further, the more favorable the working conditions were in each dimension, the higher the satisfaction scores. The data also provided evidence that elementary teachers were more satisfied compared to secondary teachers. Similarly, younger, less experienced public school teachers had higher levels of satisfaction than veteran public school teachers. Also

noted in the findings, teachers with greater autonomy reported higher levels of satisfaction. However, it was found that veteran teachers needed more autonomy compared to their younger, less experienced colleagues.

Like the national NCES study, another major study focused on the working conditions of an entire state's teachers was commissioned by Governor Easley of North Carolina and the results were reported by Hirsch (2004). The North Carolina Professional Teaching Standards Commission developed 30 working conditions standards for schools. Those standards were validated through a focus group with more than 500 teachers and were grouped into five broad categories: time; empowerment; professional development; leadership; and facilities and resources. A survey was developed to solicit teachers' perceptions regarding their working environment. Every teacher received a survey that consisted of 39 statements regarding working conditions in 2002. The survey was administered a second time in 2004 with changes. The survey consisted of eight demographic questions and 72 items related to working conditions, a number of which were drawn from the School and Staffing Survey developed and validated by the National Center for Education Statistics. Approximately 34,000 teachers, representing 90 percent of North Carolina schools and 100 percent of school systems, responded to an online survey that elicited teachers' perceptions regarding working conditions.

Findings from the first administration of the survey indicated there was a level of dissatisfaction across the state with teacher working conditions. In the second survey, through a quantitative analysis, linear regression and logistic regression models were created based on connections found using simple correlations. Hirsch (2004) reported six primary findings regarding teachers' perceptions of working conditions. They impact

teacher retention; reflect actual conditions within the school; are similar in nature despite varying backgrounds and levels of experience; indicate leadership is critical although principals view this area differently; are predictors of student achievement; and have “ripple effects”.

As indicated in the North Carolina workplace conditions study presented by Hirsch (2004), items on the Teacher Working Conditions Survey were designed to elicit teachers’ perceptions of working conditions. Hirsch reported, “These perceptions appear to be well grounded in the realities of schools” (p. 11). How a teacher perceived the environment was dependent upon individual experiences. In essence, teachers’ perceptions regarding their workplace conditions had a positive correlation with their satisfaction level. Specifically, as perception in an area increased positively, satisfaction level increased positively as well. Conversely, as perception in an area declines, satisfaction level similarly decreases. As a corollary finding, Hirsch (2004) reported teacher responses regarding workplace atmosphere were significant predictors of whether or not a school would meet AYP.

Like the national and state level studies previously mentioned, Ma (1999) examined data to determine the role demographics and workplace conditions have on teacher workplace satisfaction, albeit with a singular grade of teachers. Via a joint project between the University of New Brunswick and the New Brunswick Department of Education, data were collected in the form of a questionnaire from 2,202 sixth grade teachers. Items measured job satisfaction using a Likert scale in which teachers rated a statement related to job satisfaction. Workplace conditions were categorized into three variables: teaching competence; administrative control and organizational culture.

A multiple regression analysis was conducted to test four models. These models estimated whether teacher workplace satisfaction varied depending upon background and workplace conditions. Ma found workplace conditions (administrative control; teaching competence; organizational culture) positively affected teacher satisfaction. However, teaching competence, administrative control, and organizational culture impacted satisfaction less for veteran teachers as compared to their lesser experienced colleagues. Further, Ma found a significant difference in teacher workplace satisfaction between male and female teachers. Female teachers were statistically more satisfied than male teachers. Finally, Ma found the role of administrators impacted teacher workplace satisfaction significantly.

Like Ma, Lambeth studied a specific group of teachers, except at the district level. Lambeth (1991) sought to determine the factors that affect satisfaction of teachers and examined the value teachers placed on those factors. Participants were selected from six junior high schools and three high schools in the Irving Independent School District in northern Texas. A total of 628 teachers from these schools participated in the study. Data were gathered using the paired comparison instrument developed by Lindahl in 1949, in which the following factors of job satisfaction were measured: good wages; job security; interesting work; tactful discipline; feeling included; good working conditions; loyalty to workers; appreciation of work done and promotion and growth.

Relevant to the current study, Lambeth reported a positive relationship between teacher satisfaction and strong leadership qualities as demonstrated by principals that allowed teachers to have more control over their teaching jobs and use of time. Data

revealed job cohesiveness among the staff and being involved in decision and problem solving procedures regarding the school were highly related to teacher satisfaction.

Leadership, as it relates to teacher workplace satisfaction, was the primary focus of another major study of a regional area of Washington. Davis and Wilson (2000) examined principals' efforts to empower teachers and the impact those efforts had on teacher motivation, satisfaction, and stress. A total of 660 teachers from 44 schools in eastern Washington participated in the study. Participants completed a questionnaire designed to measure four variables: job satisfaction; motivation; stress and principals' empowering behaviors. Motivation items specifically measured impact, competence, meaningfulness, and choice. Satisfaction was measured using four items that focused on the respondents' general satisfaction with the work they did and their desire to continue with the same job. Job stress was measured using items that asked participants how they felt while working. One sample question was, "How often do you feel nervous, tense, or edgy while on the job?" (Davis & Wilson, p. 351). Finally, empowering behaviors of principals were measured using a seven point Likert scale. Examples of the behaviors measured were: exhibits good self-awareness; can handle ambiguity; exhibits a good understanding of group dynamics; encourages working collaboratively; recognizes each person's uniqueness and has a vision for the future in regard to the school.

A preliminary analysis of principals' empowering behaviors, as measured by principals' and teachers' responses, showed a substantial difference between how principals rated their empowering behaviors and how their teachers rated their behaviors. Findings indicated there was a significant relationship between principals' behaviors and teacher motivation; the higher the score a principal received from teachers on

empowering behaviors, the higher teachers' overall motivation. More specifically, the more principals participated in empowering behaviors, the greater the impact teachers felt they were able to make by fulfilling work-related tasks and the more likely they were to perceive that they had choices in selecting actions that led toward positive outcomes. Results also indicated teacher motivation was related to both job satisfaction and job stress. The higher teachers' intrinsic motivation, the more satisfied they are with their jobs and the less stress they experienced.

In a vein similar to Davis and Wilson (2000), Bogler (2001) examined the influence leadership style had on teacher workplace satisfaction. Usable questionnaires were returned from 745 teachers in a sample of 930. Participants worked in a total of 98 elementary, middle, and high schools located in the northern part of Israel. Participants were asked to complete a questionnaire using a five point Likert scale to identify their perception of their principal's leadership style and decision making strategy. In addition, perceptions regarding the profession as a whole and the level of satisfaction were measured.

A factor analysis was conducted to determine if there was a difference between the dimensions measured. Bogler noted teachers' satisfaction levels increased as they perceived their principals' leadership style as more transformational and less transactional. The principals' participative decision making style affected teachers' satisfaction. The most interesting finding of this study was the effect teachers' perceptions of their occupation had on their job satisfaction. Perceptions of occupational prestige, self-esteem, autonomy, and professional development contributed the most to job satisfaction.

Using a broader approach than simply studying leadership behaviors like Davis and Wilson (2000) and Bogler (2001), Rhodes, Nevill, and Allan (2004) explored facets likely to lead to teacher satisfaction and dissatisfaction in schools. A focus group of seven teachers constituted the first phase of the study, and that was followed by a survey phase in which 368 teachers participated. Forty facets that impacted teacher workplace satisfaction were identified through the focus group. All forty facets were addressed in the survey instrument to which participants responded using a five point Likert scale. Participants were given the opportunity to respond to all forty facets identified by the focus group and to identify five facets they considered most satisfying and five facets they considered most dissatisfying.

A chi-square test was applied to compare expected and actual responses. While the desire to help children learn was the third highest ranked factor, teachers identified overall work load and student behaviors as the most dissatisfying facets of their professional life. In addition to the desire to help children learn, time spent on administrative activities was also perceived as deeply dissatisfying by the majority of the participants. However, friendliness of other staff and recognition of their efforts were identified as deeply satisfying as well. Results indicated the importance to teachers of interpersonal relationships offering affiliation and support. Further, results verified there was a gap between male and female teachers' satisfaction levels. Satisfaction increased as beliefs in teaching competence increased.

In a study parallel to that of Rhodes, Nevill, and Allan (2004), Quaglia, Marion, and McIntire (1991) described differences between satisfied and dissatisfied rural teachers regarding their perceptions. Participants consisted of 477 teachers from 20

Maine communities. Data were gathered through an extensive teacher opinion inventory which was designed to assess teacher perceptions in five broad categories: attitude towards students; teacher efficacy; teacher empowerment; working conditions and community support for education. Participants were identified as satisfied or dissatisfied based on their responses to survey questions using a five point Likert scale.

Using a 2 x 2 chi-square analysis, the percentage of positive responses were compared for satisfied and dissatisfied teacher groups. While satisfied (95 percent) and dissatisfied (91 percent) teachers reported being interested in getting to know their students, and satisfied (97 percent) and dissatisfied (96 percent) teachers reported students pay attention to what they are saying, it was interesting to note a discrepancy in two other areas: 94 percent of satisfied teachers and only 60 percent of dissatisfied teachers felt students 'put a lot of energy' into school work. Similarly, 92 percent of satisfied and only 69 percent of dissatisfied teachers agreed students try hard to get the best possible grade. The differences in these percentages were statistically significant and are noteworthy. Further, findings indicated differences in satisfied and dissatisfied teachers' responses to efficacy items. As well, satisfied and dissatisfied teachers differed more in their perceptions of empowerment than any other construct. Satisfied teachers reported a higher percentage of positive responses to empowerment items compared to dissatisfied teachers, and the difference was statistically significant. Similarly, dissatisfied teachers did not report positive responses in regard to working conditions and community support for education as compared to satisfied teachers, and again, these differences were statistically significant.

Like the Rhodes, Nevill, and Allan (2004) and Quaglia, Marion, and McIntire (1991) studies, Shann (1998) broadly studied teacher workplace satisfaction, but with a particular focus on student achievement. Shann examined the professional satisfaction of teachers in urban middle schools to determine if there were different patterns in teacher workplace satisfaction in schools that were considered effective in promoting student achievement. Collaboratively, university based researchers worked with teams of teachers and administrators from local schools to determine the various aspects of job satisfaction that needed to be addressed in the questionnaire to be administered as part of the study. Items were tested for reliability and validity prior to administering the questionnaire to 92 teachers in four urban middle schools. Further, university members conducted interviews with a representative sample of 58 teachers from four urban schools. Student achievement for each participating school was measured according to student performance on the Metropolitan Achievement Test in the areas of reading and mathematics and the Criterion Referenced Test in Mathematics.

Through qualitative and quantitative analyses, results revealed teacher-pupil relationships were of importance to teachers and contributed the greatest to teachers' workplace satisfaction. Further, administrative support for teachers, teacher authority over students, level of student achievement, teacher-administrator relationships, curricula in schools, teachers' relationships with their colleagues, and parent-teacher relationships were reported as important to teachers and were contributing factors to overall satisfaction. Conversely, teachers were consistently dissatisfied with their level of participation in decision making. In addition, data indicated teachers in lower achieving

schools were less satisfied with teacher-teacher relationships and curricula compared to their peers in higher achieving schools.

In contrast to the Rhodes, Nevill, and Allan (2004) and Shann (1998) studies which took a broad perspective, Pearson and Moomaw (2005) studied teacher workplace satisfaction with a more narrow focus on autonomy. Pearson and Moomaw (2005) examined the relationship between teacher autonomy and job stress, work satisfaction, empowerment, and professionalism. The target population consisted of 300 teachers who worked in three neighboring school districts in three counties in Florida. One elementary school, one middle school and one high school were selected from each of the three counties, and a total of 171 teachers were randomly selected to participate. The Teaching Autonomy Scale developed by Pearson and Hall (1993) was used to collect data regarding the degree to which teachers perceived a sense of autonomy. In addition, demographic data were collected.

Through a multivariate analysis of variance and effect size, findings indicated stronger relationships between the perception of having general teaching autonomy and perceived empowerment and professionalism. Teachers who felt empowered perceived a higher degree of professionalism. Overall, teacher autonomy was found to be a working condition associated with high teacher satisfaction. As a factor of workplace satisfaction, general teaching autonomy aligned with teachers' needs to have control over their working environment, to remain satisfied with their jobs, and to stay committed to the profession. And finally, the perception of curriculum autonomy, as a factor of workplace satisfaction, corresponded with teachers identifying themselves with the profession, especially when making instructionally-related decisions.

### *Summary of Significant Studies*

The body of literature yielded a variety of factors that have been proven scientifically to impact teacher workplace satisfaction. Those factors included administrative support, student behaviors, workplace atmosphere, autonomy, efficacy and parental and community support. Each of the factors incorporated a variety of actions, either by the teacher or others, that impacted teachers' reported perceptions of satisfaction or dissatisfaction with the workplace. Largely, in order to perceive a sense of satisfaction, teachers preferred the following: an administrator that was supportive; students who were attentive, participated in classroom activities, and were well behaved; amicable, collegial relationships with peers in the workplace; a sense of control or autonomy in determining what is to be taught and how; to feel they were capable of positively impacting student achievement; and to be supported by parents and the community at large. These factors were identified based upon saturation, or repeated exposition, within the body of professional literature (Figure 4).

Study	Focus	Factors
NCES (1997)	Factors that impact satisfaction among American teachers	<ul style="list-style-type: none"> <li>• Administrative support (principal interactions; participation in school decision making; influence over school policy)</li> <li>• Student behaviors</li> <li>• Workplace atmosphere (staff recognition)</li> <li>• Autonomy (control in the classroom)</li> </ul>
Hirsch (2004)	Working conditions of teachers in North Carolina	<ul style="list-style-type: none"> <li>• Administrative support</li> </ul>
Ma (1999)	Role of demographics and workplace condition on teacher workplace	<ul style="list-style-type: none"> <li>• Workplace atmosphere (organization culture)</li> <li>• Autonomy (administrative control)</li> <li>• Efficacy (teaching competency)</li> </ul>

	satisfaction	
Lambeth (1991)	Factors that affect teacher workplace satisfaction	<ul style="list-style-type: none"> <li>• Administrative support (strong principal leadership with teacher control over job and time)</li> <li>• Workplace atmosphere (job cohesiveness among staff)</li> </ul>
Davis & Wilson (2000)	Principals' efforts to empower teachers	<ul style="list-style-type: none"> <li>• Administrative support (principal behaviors)</li> <li>• Workplace atmosphere (decrease stress in relation to motivation)</li> <li>• Autonomy (choice in selection actions)</li> <li>• Efficacy (actions leading to positive outcomes)</li> </ul>
Bogler (2001)	Influence of leadership style on teacher workplace satisfaction	<ul style="list-style-type: none"> <li>• Administrative support (principal leadership style)</li> <li>• Workplace atmosphere (occupational prestige)</li> <li>• Autonomy</li> <li>• Efficacy (self esteem)</li> </ul>
Rhodes, Nevill, & Allan (2004)	Facets likely to lead to teacher satisfaction and dissatisfaction in schools	<ul style="list-style-type: none"> <li>• Student behaviors</li> <li>• Workplace atmosphere (workload; friendliness of other staff; recognition of efforts; interpersonal relationships)</li> <li>• Efficacy (belief in teaching competence)</li> </ul>
Quaglia, Marion, & McIntire (1991)	Differences between satisfaction and dissatisfaction of rural teachers	<ul style="list-style-type: none"> <li>• Administrative support (empowerment)</li> <li>• Student behaviors (student effort; student willingness to complete assignments to the best of their ability)</li> <li>• Community support (parental support)</li> </ul>
Shann (1998)	Teacher workplace satisfaction in relation to student achievement	<ul style="list-style-type: none"> <li>• Administrative support (teacher/administrator relationships; participation in decision making)</li> <li>• Student behaviors (teacher/student relationships; achievement)</li> <li>• Workplace atmosphere (relationship with colleagues)</li> <li>• Autonomy (authority over students; authority over curriculum)</li> <li>• Efficacy (personal achievement)</li> <li>• Parent/Teacher relationships</li> </ul>
Pearson & Moomaw (2005)	Relationship between teacher autonomy and teacher job stress, satisfaction, empowerment, and professionalism	<ul style="list-style-type: none"> <li>• Administrative support (empowerment)</li> <li>• Workplace atmosphere (professionalism)</li> <li>• Autonomy (teaching autonomy; general autonomy; control over working environment)</li> </ul>

Figure 4. Summary of Factors Related to Significant Studies (Patrick, 2007).

While it is understood there are several factors that make up teacher workplace satisfaction, the researcher conducting the current study selected five factors that were consistently discussed in the literature for the purpose of this study. Those five factors are administrative support, student behaviors, workplace atmosphere, autonomy and efficacy. Each of these five factors is internal in nature to the school rather than external (i.e., community support). The researcher recognized there are factors that are external to the school that impact teacher workplace satisfaction. However, the five identified factors (administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy) were selected because each can be attributed to what happens within the school building.

#### Practices Associated With Five Primary Factors of Teacher Workplace Satisfaction

In the following section, a more detailed review of the literature regarding the five selected factors of teacher workplace satisfaction will be provided. Within each section, the components that make up that factor will be discussed. Further, an explanation of how those components and the overall factor impact teacher workplace satisfaction will be presented. The factors will be addressed in the following order: administrative support, student behavior, workplace atmosphere, autonomy and efficacy.

##### *Administrative Support*

Within the body of professional research, a distinct connection between administrative support and job satisfaction has been repeatedly supported (Anderman, 1991; Foels, Driskell, Mullen & Salas, 2000; NCES, 1997). Administrative support has been cited as the reason for being either satisfied or not satisfied (Davis & Wilson, 2000; Weasmer, 2002); feeling positively (Anderman, 1991), committed (Coladarci, 1992) and

motivated related to work (Ashton & Webb, 1986; Ostroff, 1992); and choosing to leave (Hirsch, 2004; Ferguson, 2000; Morris, 2003) or remain (Hirsch, 2004) in the profession. Further, in relation to working conditions, a positive perception of leadership by teachers, was a significant predictor of Adequate Yearly Progress (AYP) at the middle grades level (Hirsch, 2004).

Carpenter (2004) noted principals' behaviors led to development of distinct cultures within a school, and the resulting environments were a strong predictor of teacher satisfaction. Bass and Avolio (1994) found leadership had a statistically significant positive relationship with teacher job satisfaction. Weasmer (2002) stated, "Teacher job satisfaction reduces attrition, enhances collegiality, improves job performance, and has an impact on student achievement" (p. 186). Anderman (1991) indicated, based upon study of the role of principal leadership and school culture, "principals who promote a supportive environment among teachers, who effectively monitor the nature of the curriculum, who define their goals, and who carefully supervise teachers will promote an environment conducive to teachers who are satisfied and committed" (p. 21). Basically, according to the National Center for Education Statistics (1997), teachers are more satisfied with teaching as a career when they receive support from administrators.

Goodlad (2004) postulated that, while principals may be one component of teacher job satisfaction, they were not the primary factor determining satisfaction. Davis and Wilson (2000) found that while principal behaviors that promoted professional empowerment of teachers aligned with teachers' perceptions of a greater impact on their work, teachers' deeper feelings of competency were not as likely to be based upon what

the principal did. Imper, Neidt, and Reyes (1990) stated teachers reported “greater satisfaction in their work when they perceive their principal as someone who shares information with others, delegates authority, and keeps open channels of communication with the teachers” (p. 666).

Foels et al. (2000) found, “people in groups do not prefer to be subjected to domineering or manipulative leadership but instead are more satisfied when they are allowed to participate in group decisions” (p. 692). Imper et al. (1990) and Rice and Schneider (1994) reported that lack of involvement in decision making correlated with low levels of teacher job satisfaction. Further, Basom and Frase (2004) indicated, based upon a review of professional literature, principal visits to teachers’ classrooms were possibly related to teacher job satisfaction. Similarly, the indication from an NCES (1997) study was that, “in schools where principals and teachers discuss approaches to instruction and where teachers have the perception of control over their own classrooms and influence on school policies, teacher satisfaction is higher” (p. 48). Leithwood, Begley and Cousins (1992) found the positive impact of principal leadership on teacher job satisfaction may be due to current principals’ influence over practical application of innovative instructional practices.

Goodlad (2004) reported teachers’ work satisfaction was higher when they believed their principals considered them the professionals they perceived themselves to be, and this finding was supported by NCES (1997) and Chapman and Lowther (1982) via a positive correlation noted between professional recognition for a job well done and teacher job satisfaction. This could be due in part to the positive correlation between effective communication between the principal and teacher (Schackmuth, 1979). Or by

extension, it could be related to the fact that a positive relationship between the principal and teacher manifests, at least by the teachers' perception, in more control over classroom decision making and use of time (Goodlad, 1984).

In 1997, NCES reported only approximately 30 percent of public school teachers were highly satisfied with the workplace. Morgan and O'Leary (2004) found the correlation with job satisfaction higher for new teachers than for those who had been in the profession for one year. Approximately 90 percent of satisfied public school elementary teachers reported their administrator was supportive, while only 63 percent of those not satisfied reported their administrative was supportive (NCES, 1997). Further, Foels, et al. (2000) reported the impact of administrative style on job satisfaction is magnified as groups become larger.

Another principal behavior found to have a positive impact on teacher workplace satisfaction is involvement in teacher-related activities. Anderman (1991) reported, "The more a teacher perceives the shared responsibility and involvement of principals in teacher-related activities the more likely that the teacher will feel recognized for work undertaken" (p. 12). Blase and Kirby (1992) noted principals can also strengthen teacher morale by actively standing behind teachers. Effective principals serve as guardians of teachers' instructional time, assist teachers with student discipline matters, allow teachers to develop discipline codes, and support teachers' authority in enforcing policy. Anderman (1991) stated, "Principals who promote a supportive environment among teachers, who effectively monitor the nature of the curriculum, who define their goals, and who carefully supervise teachers will promote an environment conducive to teachers who are satisfied and committed" (p. 21). Coladarci (1992) and Sheppard (1996)

similarly found greater teaching commitment amongst teachers who positively perceived their principal's actions related to instructional leadership, school advocacy, decision making and relations with students and staff. Conversely, Ashton and Webb (1986) and Ostroff (1992) found teachers who do not feel supported are less motivated to do their best job in the classroom.

Coladarci (1992) noted principal behavior was a significant predictor of commitment to teaching. Anderman (1991) stated, "Different principal behaviors foster different cultures within the school [and] findings support [the] theoretical notion that principals' actions create distinct working environments within schools, and that these different kinds of environments are highly predictive of teacher satisfaction and commitment" (p. 1). It is through a transformational (Bogler, 2001; Bass & Avolio, 1994) and supportive style (Thompson, 1971) of leadership and involvement with teachers that principals foster a positive working environment, and ultimately teacher workplace satisfaction.

Anderman (1991) suggested, "teachers who perceive their principals as strong leaders also have positive perceptions of school culture; negative correlations between power and school leadership indicate that teachers who perceive the school culture as being strongly power-oriented are more likely to have negative perceptions of school leadership" (p. 11). Hirsch (2004) found that, of the range of working conditions, teachers reported leadership to account for 27 percent of the decision as to whether or not to continue working within a school. Morris (2003) indicated poor administrative support led to increased turn-over rates, and Ferguson (2000) stated the primary reason teachers left the profession was due to lack of administrative support.

While a variety of teachers reported lack of administrative support as the rationale for leaving a school, teachers in schools with high minority and poverty rates gave this reason for leaving more often than teachers not working in schools with high minority and poverty rates (Hirsh, 2004). Additionally, teachers from a variety of areas who reported a lack of administrative support also reported the school environment was not professional (Ferguson, 2000). This could be due to the lack of a “school culture emphasizing affiliation and the teacher outcome of satisfaction the school fosters teacher involvement in school decisions, respect, encouragement, and the sharing of information with colleagues, as well as the feeling that teachers and administrators are working together” (Anderman, 1991, p.10).

#### *Summary of Administrative Support*

Within the body of professional research, a distinct connection between administrative support and job satisfaction has been repeated. Administrative support has been cited as the reason for being either satisfied or not satisfied; feeling positively, committed and motivated related to work; and choosing to leave or remain in the profession. Further, in relation to working conditions, a positive perception of leadership by teachers was a significant predictor of AYP at the middle grades level.

The body of literature provides data to suggest the underlying causes for the connection between administrative support and teacher workplace satisfaction relate to teachers’ perceptions of their principals. In essence, if they perceive the principal is attuned to what is happening in their classrooms, as indicated through visits and dialogue about curriculum and instruction, there is a greater likelihood the teacher will be satisfied.

Largely, principals who foster a positive working environment, by way of involvement with teachers in the work that matters most to them, nurture a positive perception of teacher workplace satisfaction and ultimately positively impact teachers' decision to remain employed within a school.

### *Student Behaviors*

Within the extant literature, a distinct connection has been established between student behaviors and teacher workplace satisfaction (Dinham, 1985; Morris, 2003; NCES, 1997; Shann, 1998). Teachers have reported that the relationship formed with student was the most satisfying factor associated with the workplace (Kim & Loadman, 1994; Shann, 1998). Conversely, though, data supports the fact that teacher stress and dissatisfaction (Borg, Riding, & Falzon, 1991) is predominantly due to student misbehavior and lack of success (Blase, 1986; NCES, 1997). Interestingly, students report their behavior is often in response to the actions or behavior of the teacher (Cothran & Ennis, 2000). The findings of Thomson and Tulving (1970) and Richmond and McCroskey (1995) support the assertions of students and indicate that student achievement is higher when teacher morale is high (Ellenberg, 1972; Miller, 1981).

Morris (2003) reported a positive correlation between student behavior and teacher satisfaction and found that student behavior was responsible for 18 percent of the variance in teacher workplace satisfaction. Further, Morris noted that in schools in which favorable reports of student behavior were provided, teachers reported higher rates of satisfaction. Similarly, Stempien and Loeb (2002) found that for both teachers of special education and regular education students observing the growth of students was one of the primary aspects they most liked about their jobs.

Specifically, the aspect of student behavior that was most pleasing to teachers was the student-teacher relationship developed within the classroom and school environments. Shann (1998) found that this relationship was of primary importance to teachers. Dinham (1995) reported that relationships with both current and former students who remain in contact with them were important. Further, Dinham noted that relationships were among the foremost sources of teacher workplace satisfaction, and supporting this finding was the work of Shann (1998) and Kim and Loadman (1994) in which the greatest predictor of teacher workplace satisfaction was the teacher-student relationship.

Goodwin (1987) stated that because of isolation from other adults, teachers inadvertently have a greater reliance on student responsiveness for professional satisfaction. And, interestingly, Gay (1995) found that the most effective teachers emphasized development of relationships with their students. Dinham and Scott (2000) noted that in addition to developing positive relationships with students, teachers were most satisfied when helping students achieve academically or in guiding students to develop positive attitudes and behaviors.

In 1997, NCES found that teacher satisfaction is higher in schools where student misbehavior, apathy, and violence are not a problem. Shann (1998) discovered that when students met some of the instructional and interpersonal needs that teachers had, teachers were more satisfied and effective in the classroom. Mottet, Beebe, Raffeld, and Medlock (2004) noted that student verbal responsiveness appeared to positively affect teacher self-efficacy. And, Farrugia (1986) stated that having a positive influence on young people through the interaction between teacher and student helped teachers stay committed to their occupation.

Perceptions of student apathy have been negatively associated with teacher satisfaction for both elementary and high school public school teachers (NCES, 1997). The United States Department of Education (NCES, 1997) found that 65 percent of the least satisfied teachers in public elementary schools reported student misbehavior interfered with teaching, while only 30 percent of the most satisfied teachers reported the same information. Byrne (1991) found that poor student behaviors, including student discipline problems, student apathy, low student achievement, and verbal and physical abuse by students, were the primary source of teacher stress.

Dinham and Scott (2000) and Ross (1998) discovered that student responsiveness affects teacher self-efficacy and job satisfaction. Mottet et al. (2004) found the following:

Student verbal and nonverbal responsiveness appear to affect teacher self-efficacy - meaning that teacher subjects who were exposed to high verbally and nonverbally responsive students perceived themselves to be more self-efficacious than teacher subjects who were exposed to low verbally and nonverbally responsive students. (p. 158)

The data of Mottet, et al. suggested that student responsiveness similarly impacted job satisfaction. The extant literature further supports the notion that teacher self-efficacy contributes to job satisfaction (Ross, 1998), commitment to the profession, and the choice to remain within the profession (Coladarci, 1992; Glickman & Tamashiro, 1982; Shin & Reyes, 1995), as well student achievement and motivation (Ross, 1998; Shann, 1998). And, unfortunately, due to inaccurate expectations for student behavior, Soodak and Podell (1997) reported a significant decrease in teachers' self-efficacy during their first year of teaching.

Mottet (2000), Mottet and Richmond (2002) and Richmond and McCroskey (1995) reported that students' verbal and nonverbal communication behaviors influence how teachers perceive their students. According to Mottet (2000), teachers' perceptions of student nonverbal responsiveness were positively related to teachers' impressions of student competence. Comstock (1999) noted that students' nonverbal communication affected teacher behaviors, and Mottet et al. stated that students' eye contact, forward body leans, and head nods, had a greater impact on the teacher than students asking and answering questions in the classroom. Burgoon, Stern, and Dillman (1995) noted that when students meet the relationship needs of the teacher by way of increased involvement in the class, the teacher reciprocates by increasing his or her own involvement with students, therefore ensuring student needs are met as well.

Beyond just an academic assumption, data supports the idea that if students are not responding well to the teacher, there are negative consequences psychologically just as there positive psychological responses to positive student behaviors. Friedman (1995) reported disrespect, inattentiveness, and sociability accounted for between 22 – 33 percent of teacher burnout across various public and private teacher groups. Further, Friedman reported, “Humanistic teachers were affected mainly by disrespect, whereas custodial teachers (do not attempt to understand student behavior but view misbehavior as a personal affront) were affected mainly by inattentiveness; burnout among male teachers was mainly affected by students' inattentiveness, whereas burnout among female teachers was mainly affected by disrespect” (p. 281). Blase (1982) reported that teachers described indifference on the part of the student, discipline problems, unsatisfactory achievement, and absenteeism as the primary cause of burnout in their work. Among a

variety of variables, Able and Sewell (1999) noted student misbehavior as one of the best predictors of burnout for urban teachers.

### *Summary of Student Behaviors*

Within the extant literature, a distinct connection has been established between student behaviors and teacher workplace satisfaction. Teachers have reported that the relationships formed with students were the most satisfying factor associated with the workplace. Student behaviors impact teachers both positively and negatively. When students' verbal and nonverbal communication, including overt body language, display a participatory visage, the teacher perceives a sense of self-efficacy and responds in kind with interactive communicative behaviors.

Conversely, though, data supports the fact that teacher stress and dissatisfaction is predominantly due to student misbehavior and lack of student progress. When student behaviors are disruptive and disrespectful in nature, teachers' stress levels rise and the potential for burnout increases. Data supports the idea that student application of learning processes appears to be impacted by teachers' use of verbal and nonverbal messages. And, interestingly, students reported their engagement in classroom activities was dependent upon teacher actions and behaviors.

### *Workplace Atmosphere*

Hirsch (2004) reported teacher perceptions of working conditions are predictors of student achievement. In addition, Hirsch asserted those impacted teacher retention and reflected actual conditions within the school. A further description noted those perceptions are similar in nature despite varying backgrounds and levels of experience; and have "ripple effects". Workplace atmosphere incorporates a variety of components:

time; empowerment; professional development; leadership, facilities/resources (Hirsch, 2004) and class size (NCES, 1999) to name a few. As well, it is impacted by grade level taught (Hirsch, 2004; Shaw & Reyes, 1992), duration of time served in the profession (Billingsley, Carlson, & Klein, 2004) and the type of community in which one works (Leitman, Binns, & Duffett, 1995; Abel & Sewell, 1999).

In 1997, the United States Department of Education reported a positive relationship between workplace conditions and teacher satisfaction, and further went on to state workplace conditions had a significant impact on teacher satisfaction. The agency noted workplace conditions account more for teacher satisfaction than factors in teachers' backgrounds, and it further stated that salary and benefits did not impact satisfaction. Morse (1953) perceived an individual's desires and aspirations to be an important factor in job satisfaction, and Zembylas and Papanastasiou (2005) reported the workplace impacts satisfaction in that it facilitates, or does not facilitate, meeting of those desires and aspirations.

Research has shown the more favorable working conditions are, the higher teacher workplace satisfaction is (NCES, 1997). Anderman (1991) and Weasmer (2002) noted school cultures that foster a sense of collegiality, affiliation, involvement in decision making, respect, encouragement, sharing of information with colleagues and collaboration between administrators and teachers strongly developed the perception of workplace satisfaction. Largely, Anderman (1991) reported, teachers are more likely to experience workplace satisfaction when they perceive an atmosphere in which close personal relationships are established, they feel a sense of respect and support from peers and being productive and doing a good job is stressed. Conversely, data indicated

bureaucracy, paperwork, non-teaching demands (Tye & O'Brien, 2002) and increased class sizes (NCES, 1999) adversely impacted satisfaction, and several researchers (Ferguson, 2000; Schackmuth, 1979; Tye & O'Brien, 2002) noted workplace atmosphere negatively impacted job satisfaction of many teachers.

To be clear, workplace atmosphere incorporates a variety of components, to include, but not limited to: time; empowerment; professional development; leadership; facilities/resources; collegial atmosphere (Hirsch, 2004) and class size (NCES, 1999). In *Teacher Working Conditions are Student Learning Conditions: A Report to Governor Mike Easley on the 2004 North Carolina Teacher Working Conditions Survey*, Hirsch (2004) presented findings of survey responses from 34,000 teachers that indicated workplace atmosphere was critical to promoting student learning and retaining teachers within a school. Further, Shaw and Reyes (1992) reported organizational commitment is a component of school culture and that teachers who are satisfied with their jobs are more committed to the organization.

In the North Carolina study (Hirsch, 2004), approximately one-quarter of teachers stated they believed they could help students learn given sufficient time and control over what they do. While both groups spent time planning, teachers who received more planning time within the school day noted satisfaction with workplace atmosphere, as opposed to a report of dissatisfaction by teachers who spent time outside of school for planning. More than half the teachers reported receiving less than three hours a week of planning, but approximately the same number of teachers indicated they were given adequate time to collaborate with peers. While the National Staff Development Council's recommendation is that teachers spend one-quarter of their time engaged in professional

learning and collaboration, Hirsch found that even though this did not occur as reported by North Carolina's teachers, time was the only working condition that did not correlate to student achievement.

Further, as indicated in the North Carolina workplace conditions study (Hirsch, 2004), teachers who indicated they felt a sense of empowerment also reported greater satisfaction with workplace conditions. The sense of empowerment appeared to be impacted by a variety of items. Positive perceptions of professional development and leadership, along with having a role in deciding how the school budget is spent and voting for members of the School Improvement Team were listed as aspects that led to a sense of empowerment. When they perceived they had the autonomy to determine content of professional learning, teachers reported more positive overall perceptions of professional learning. When involved in selecting members of the School Improvement Team, school leadership overall was perceived more positively. In essence, when teachers believed they were empowered to make decisions both within their classrooms and regarding the school, they perceived leadership and workplace conditions more positively.

In regard to professional learning, teachers participating in the North Carolina study noted the following principal behaviors as important as related to workplace conditions: acted as strong instructional leaders; prioritized; provided resources and allowed teachers to direct their own learning (Hirsch, 2004). Perceptions of leadership and professional development were strongly correlated (0.823). They reported as well, unfortunately, the least experienced teachers received the least professional learning in critical areas. For example, approximately 17 percent of less experienced teachers

received training in “closing the achievement gap” as opposed to 26.5 percent of more experienced teachers receiving the training, and approximately 43 percent of less experienced teachers received training in reading strategies as opposed to 60 percent of more experienced teachers.

Workplace atmosphere, as studied by Hirsch (2004), most commonly referenced more aesthetic features of the school environment. Conversely, though, Morris (2003) studied the concrete, physical aspects of schools to determine their impact on workplace atmosphere. It was discovered that teachers who worked in clean schools with good ventilation took fewer sick days, rated student motivation higher, and reported less student lethargy and fewer absences. Also, Morris (2003) found poor maintenance and ineffective ventilation systems corresponded with poor teacher and student health, which in turn could negatively impact student behavior and teacher frustration and job satisfaction. Interestingly, though, it was discovered that in colder schools with fewer windows, students achieved higher scores on standardized high school graduation and college entrance exams. Overall, teacher satisfaction was higher in schools for which high ratings were given for physical environment.

In a different perspective on workplace atmosphere, Hirsch (2004) reported that despite varying backgrounds and types of experiences teachers largely described the same phenomena related to workplace atmosphere. That implication, though, was not intended to refute the impact of those diverse backgrounds and experiences upon workplace atmosphere. The following demographic variables were found to have an impact on teachers’ perceptions: level of teaching role (elementary, middle or high

school); career stage and the community in which one teaches. Each of these demographic variables impacted teacher perceptions of workplace atmosphere.

Hirsch (2004) reported elementary school teachers were inclined to rate working conditions more positively than high school teachers. Specifically, in regard to professional learning, high school teachers noted distinctly negative perceptions of professional learning and stated professional learning was not likely to produce gains in student achievement. Shaw and Reyes (1992) noted elementary school teachers demonstrated higher levels of organizational commitment than their high school counterparts. Overall, the data supported the notion that elementary school teachers are more likely to experience satisfaction with workplace atmosphere.

In regard to career stage, or the stage in which a teacher falls on the professional continuum, most data relating the impact on workplace atmosphere revolved around new teachers or teachers early in their careers (Billingsley et al, 2004). Billingsley et al. (2004) found that teachers early in their careers reported higher ratings of school climate. As well, they discovered, among other items, working conditions for new special education teachers impacted development of workplace quality. In addition, the researchers noted that some factors of workplace atmosphere actually led teachers to experience a sense of dissatisfaction.

Various researchers have found differences in perception of workplace atmosphere for urban versus rural teachers (Abel & Sewell, 1999; Leitman et al., 1995). Abel and Sewell (1999) noted approximately one-fifth urban teachers held negative views of workplace conditions and characterized those conditions as inadequate. Areas of dissatisfaction included work environment, professional recognition, social support and

student misbehavior. As well they reported emotional exhaustion and a sense of depersonalization. Conversely, rural teachers reported rather positive perceptions of workplace atmosphere (Abel & Sewell, 1999). They stated they perceived improvements in the workplace. As well, they described satisfaction with professional recognition and social support.

In an attempt to explain the differences between urban and rural teachers' perceptions, Abel and Sewell (1991) offered a number of possible explanations. They postulated that urban teachers may indeed have poorer working conditions and poorer staff relations than their rural counterparts. As well, they noted working conditions may be a result of overcrowding, lacking supplies and minimal accessibility to funds. Further, they explained, poor staff relations may be due to larger school systems; larger numbers of employees within a given school; less information and interactions; and minimal professional collegiality.

#### *Summary of Workplace Atmosphere*

Hirsch (2004) reported teacher perceptions of working conditions: are predictors of student achievement; impact teacher retention; reflect actual conditions within the school; indicate leadership is critical although principals view this area differently; are similar in nature despite varying backgrounds and levels of experience; and have "ripple effects". Workplace atmosphere incorporates a variety of components: time; empowerment; professional development; leadership; facilities/resources and class size. A distinct connection has been established between workplace atmosphere and teacher workplace satisfaction. This connection appears to be most impacted by factors associated with collegiality, collaboration and support amongst teachers and

administrators, as opposed to factors such as salaries, benefits, and teachers' backgrounds.

On the whole, when teachers perceive they are respected by school leaders and faculty, have time to prepare for instruction, have opportunities to collaborate with peers, and work within a collegial environment, they report higher levels of satisfaction with workplace atmosphere. While Hirsch (2004) reported that despite varying backgrounds and types of experiences teachers largely described the same phenomena related to workplace atmosphere, that implication was not intended to refute the impact of those diverse backgrounds and experiences upon workplace atmosphere. And finally, Hirsch (2004) reported, teacher responses regarding workplace atmosphere were significant predictors of whether or not a school would meet Adequate Yearly Progress (AYP).

#### *Autonomy*

Klecker and Loadman (1996) stated autonomy equated to a teacher's sense of freedom to make certain decisions around scheduling, curriculum, textbooks, and instructional planning. Kreis and Brockopp (1986) postulated what American workers want most is to become masters of their work and to feel their work is important. Control, influence, and authority provide a sense of autonomy, and they lead an individual to perceive himself as a participant and shareholder in the workplace (Sergiovanni & Carver, 1975). Pearson and Hall (1993) noted autonomy incorporates both general teaching autonomy and curriculum autonomy.

The National Center for Education Statistics (1997) stated teacher reports of autonomy correlated with job satisfaction, specifically, the higher the perceived level of autonomy the higher the reported degree of workplace satisfaction. Kreis and Brockopp

(1986) found a significant correlation between perceived autonomy inside the classroom and job satisfaction. Erpelding (1999), Jones (2000) and Wilson (1993), upon studying teacher motivation, job satisfaction, stress, professionalism, and empowerment, stated teachers have a need for autonomy.

Burden (1981) noted autonomy is more critical for the experienced teacher than for the novice teacher. The explanation provided was that novice teachers are more concerned with survival, while experienced teachers, feeling a greater degree of confidence, have a greater insight and devote more time to planning and meeting the varied needs of students. Pearson and Moomaw (2006) noted curriculum autonomy, or autonomy to make instructionally-related decisions, led teachers to identify with the profession. They further posited that teachers must be provided autonomy in making decisions in regard to instruction if they are to establish themselves as professionals.

Kim and Loadman (1994) noted satisfied teachers reported having more professional autonomy and challenge. The perception of autonomy and challenge could potentially be impacted by a number of different demographic variables. While the extant literature does not present a vast array of data regarding those variables in relation to autonomy, a few areas have been studied (Pearson & Hall, 1993).

Pearson and Hall (1993) studied autonomy as described by teachers holding different types of degrees. They found no significant difference was present between those holding a bachelor's degree and those holding graduate degrees. What they discovered instead was the level at which a teacher taught more greatly impacted perceptions of autonomy. Specifically, middle school teachers perceived a significantly higher degree of autonomy than both elementary and high school teachers. The later did

not differ significantly. In addition, the NCES (1999) reported private school teachers reported a greater perception of autonomy as compared to their peers in public education.

Pearson and Hall (1993) noted autonomy equates to teachers' perceptions of whether or not they control themselves and their work environments. Those reporting higher levels of autonomy noted a willingness, if presented with the decision once again, to enter the field of teaching. Natale (1993) studied the impact upon those teachers who did not perceive a sense of autonomy. The most critical issue that led to a choice to leave teaching as a profession was autonomy, or more specifically, the lack thereof. Kreis and Brockopp (1986) explained that teachers often have authority over students, not over the school-wide environment and over even some of the professional decisions teachers would typically make.

#### *Summary of Autonomy*

Control, influence, and authority provide a sense of autonomy and lead an individual to perceive himself as a participant and shareholder in the workplace. Teacher reports of autonomy correlated with job satisfaction, specifically, the higher the perceived level of autonomy the higher the reported degree of workplace satisfaction. Kreis and Brockopp (1986) found a significant correlation between perceived autonomy inside the classroom and job satisfaction.

Autonomy incorporates both general teaching autonomy and curriculum autonomy. Satisfied teachers reported having more professional autonomy and challenge. The extant literature revealed the most critical issue that led to a choice to leave teaching as a profession was autonomy, or more specifically, the lack thereof.

### *Efficacy*

Teacher self-efficacy has been defined in a variety of ways: teachers' belief they can impact student learning (Ashton & Webb, 1986); perception they can build effective programs for students and help students learn (Klecker & Loadman, 1996); belief they can elicit specific performances and achieve specific results (Pajares, 1996); and conviction they can impact how well students learn, even students who are challenging or unmotivated (Guskey & Passoro, 1994). Guskey (1987, 1988) noted a teacher's sense of self efficacy is connected to the teacher's sense of responsibility for student achievement. In general, teachers tend believe they have a greater ability to elicit positive effects more so than to deter negative ones (Guskey, 1988). The body of research indicates a significant relationship between teacher self-efficacy and student achievement (Ashton & Webb, 1982; Ashton, Webb, & Doda, 1983).

Teachers' beliefs regarding self efficacy correlate with job satisfaction (Chaplain, 1998; Evans, 1997), both directly and indirectly (Caprara, Barbaranelli, Borgogni, & Steca, 2003). Teacher's perceptions of self-efficacy have been found to be strong predictors of commitment and attrition (Coladarci, 1992), as well as of burn out and retention (Cockburn, 2000). Tschannen-Moran, Hoy, & Hoy (1998) found teacher self-efficacy was a more worthwhile predictor of satisfaction than traditionally defined personality attributes. Still, though, according to Caprara et al. (2003), only a portion of individual differences in job satisfaction can be attributed to self efficacy beliefs.

Efficacy is a multi-faceted concept. A number of factors, both intrinsic and extrinsic, impact how one's sense of self-efficacy evolves (McLaughlin, Pfeifer, Swanson-Owens, & Yee, 1986). Data further indicated motivation and actions associated

with it are subsequently impacted by teachers' perceived sense of efficacy (Ashton & Webb, 1982). And, interestingly, the impact of individuals' efficacy can accumulate into a larger group's sense of collective efficacy (Caprara et al., 2003).

Teachers are often taking in data, even unknowingly at times, regarding their competence in many areas of life. While they have a desire to view themselves positively, if they perceive negative information, they feel a lack of competence (Husby, 2003). This finding aligns with the body of research regarding teacher self efficacy. Brookover, Beady, Flood, Schweitzer and Wisenbaker (1979) and Brophy and Evertson (1976) found teachers' beliefs can affect student learning and achievement are related to their consequent effectiveness. Ashton (1984) and Ashton et al. (1983) noted teachers with a high degree of self-efficacy positively perceive themselves, their teaching and their students, and they believe they are able to influence student learning.

Several factors extrinsic to individual teachers appear to have a distinct impact on teacher self efficacy. Holloway (2003) reported the amount of professional development teachers participated in and the teachers' feeling of competence were related and collaborative activities were the most effective in leading teachers to perceive a sense of competence. Morgan and O'Leary (2004) found the relationship between job satisfaction and self-efficacy were higher for those who had spent a year teaching as opposed to new teachers, with the exception of working with children from disadvantaged backgrounds. Morgan and O'Leary (2004) also noted, as well, the relationship between job satisfaction and self-efficacy was stronger in non-designated schools than in disadvantaged schools.

Ashton and Webb (1982) explained teachers' sense of efficacy was an important factor in teacher motivation. They explained this phenomenon was related significantly to

student achievement. Ashton and Webb found as well in 1986 that teacher motivation declined due to a decline in public confidence, and that the underlying reason was a lessened perception of self efficacy. In the 1982 study, they explained that while, self efficacy was important to teacher motivation, a number of other factors drove motivation as well.

Bandura (1997, 2000, 2001), Stajkovic and Lee (2002), and Zaccaro, Blair, Peterson, and Zazanis (1995) described the role of collective efficacy, or the perception of efficacy of a group by its members, as critical to effective functioning of an organization. Caprara et al. (2003) noted both self efficacy and collective efficacy significantly contribute to teachers' job satisfaction. Further, they explained that teachers' perceptions of their peers' and leaders' behavior had a much stronger impact on collective efficacy than their perceptions of families and students. In addition, they stated, "The more people perceive that other members behave in accordance with their role obligations, the more they have reasons to feel confident about the system's collective efficacy" (Caprara et al., 2003, p. 829).

Caprara et al. (2003) found the direct influence of perceived collective efficacy on job satisfaction is greater between schools than within individuals. Further, they postulated, teachers with a strong sense of self efficacy may have a primary role in creating and maintaining conditions for a well-functioning school. Bandura (2001) found "the stronger the perceived collective efficacy, the higher the groups' aspirations and motivational investment in their undertakings, the stronger their staying power in the face of impediments and setbacks, the higher their morale and resilience for stressors, and the greater their performance accomplishments" (p. 14). Coladarci (1992) stated general and

personal efficacy significantly predicted commitment to teaching and were the two strongest predictors of commitment to teaching.

Bandura (1997, 2000, 2001), Stajkovic and Lee (2002), and Zaccaro et al. (1995) explained teachers will experience dissatisfaction in the workplace if they perceived they cannot meet the obligations and challenges presented to them and their school is also incapable of the same. Caprara et al. (2003) stated the link between individuals' perceptions of self efficacy and the sense of collective efficacy was strong. Therefore, they posited, it is critical for schools and leaders to manage of the influence of teachers' perceptions of self efficacy, or lack thereof, on the group's sense of collective efficacy.

#### *Summary of Efficacy*

Within the extant literature, a distinct connection between teacher self efficacy and student achievement has been established. Teachers with a positive sense of self efficacy believe their work is meaningful and they have a positive impact on student learning. Significant correlations have been found between mean class achievement and teacher self efficacy. Further, evidence exists to support that teachers' perceptions that they can positively impact student learning and achievement are correlated to their consequent effectiveness.

Teachers' perceptions of self efficacy were noted as one of the best predictors of increases on student achievement scores. Collective teacher efficacy was correlated with student achievement in both reading and mathematics. Bandura (1997) and Pajares (1996) found teachers who report a greater sense of efficacy are also more open to engage in instructional experimentation, seek more effective teaching methods, and willingly work with struggling students. Finally, research indicates teachers with a

greater sense of efficacy more effectively assist students with mastery of both cognitive and affective goals.

*Summary of practices associated with five factors of workplace satisfaction.*

Five factors of teacher workplace satisfaction were explored in this section: administrative support, student behavior, workplace atmosphere, autonomy and efficacy. Each factor is comprised of distinctly different components, yet all factors have been scientifically proven to impact teachers' satisfaction. To be clear, a distinct statistical relationship has been established, demonstrating that satisfaction increases or decreases depending upon how each of these factors is perceived by teachers.

Data within the extant literature support the notion that positive principal behaviors correlate with increased teacher workplace satisfaction. It has been established that student behavior that was most pleasing to teachers was the student-teacher relationship developed within the classroom and school environments, and this relationship was found to be of primary importance to teachers. Workplace atmosphere appeared to be most impacted by items associated with collegiality, collaboration and support amongst teachers and administrators, as opposed to factors such as salaries, benefits, and teachers' backgrounds.

The National Center for Education Statistics (1997) stated teacher reports of autonomy correlated with job satisfaction, specifically, the higher the perceived level of autonomy the higher the reported degree of workplace satisfaction. It was noted autonomy is more critical for the experienced teacher than for the novice teacher due to the novice teachers' preoccupation with survival in their roles. And, finally, the

perception of autonomy, or teachers' sense of control over themselves and their work, correlated with higher levels of workplace satisfaction.

#### Teacher Workplace Satisfaction and Student Achievement

Wong and Wong (1998) found teachers have a direct impact on student achievement. According to Goodlad (2004), achievement test scores are used as an indicator of good or bad school performance as scores rise or fall. Bemby, Jordon, Gomez, Anderson, and Mendro (1998) stated, "It is clear that teachers have large effects on student achievement, that effects have strong additive components over time, and that teacher effects are large enough to dwarf effects associated with most other educational interventions" (p. 19). In the era of accountability, student achievement is at the forefront and these researchers maintain the effects of one bad teacher are reflected in test scores two years later.

Breaux and Wong (2003) asserted, "The most important factor, bar none, is the teacher. Having a single ineffective teacher can affect student learning for years, and having an ineffective teacher for two years in a row can damage a student's entire academic career." The Educational Research Service [ERS] (2000) is supportive of Wong and Wong's work. The agency found the most important factor affecting student learning was the teacher. The research conducted by Breaux and Wong (2003) found the only factor that increased student achievement was a knowledgeable, skillful teacher. To further support the research of Breaux and Wong, Bemby et al. (1998), ERS (2000), and Wong and Wong (1998) contended what the teacher knows and can do is the most significant factor influencing student achievement.

Hirsch (2004) reported teacher responses regarding workplace atmosphere were significant predictors of whether or not a school would meet AYP. Specifically, leadership was the single greatest predictor of AYP status at the middle school level. For every one point increase on the survey, middle schools were 6.7 times more likely to achieve AYP” (p. 7). While principals ranked facilities and resources as the most important working condition that promoted student achievement, only one-fifth of the teachers agreed. The data suggested teachers felt, given sufficient time and control over what they do, they could help students learn Hirsch (2004). Interestingly, the results indicated time is the only working condition that is not statistically connected to student achievement.

The extant literature supports the notion there are strong implications for student learning associated with teacher workplace satisfaction. Ashton and Webb (1986) further supported the above findings and contended satisfaction with teaching as a career is an important policy issue since it is associated with teacher effectiveness, which ultimately affects student achievement. Carpenter’s (2004) correlational study of perceived principals’ leadership style and teacher job satisfaction found the need to nurture high levels of satisfaction among teachers in light of studies regarding the impact of a single teacher on student achievement.

Csikszentmihalyi’s (1997) work supported that of Ashton and Webb (1986) and emphasized the importance of the psychological state of a teacher in the workplace. According to Patrick, Hisley, and Kempler (2000), teacher enthusiasm leads to greater student achievement. After analyzing studies in this area they concluded: “...there is strong, consistent evidence, from both the laboratory and the classroom, to suggest that

when a teacher exhibits greater evidence of enthusiasm, students are more likely to be interested, energetic, curious, and excited about learning” (p. 233).

Job dissatisfaction poses a serious threat to efforts to raise student achievement (Ferguson, 2000, p. 18). The NCES (1997) noted a teacher’s workplace satisfaction level may impact the quality of instruction given to students. According to Blase (1986), teachers’ job satisfaction and their overall effectiveness with students can be affected by stress. The work of NCES (1997) and Blase (1986) is further supported by that of Kyriacou (1987) and Shann (1998). Teacher job satisfaction influences job performance which subsequently impacts student achievement. With teachers, satisfaction with their career may have strong implications for student learning (NCES, 1997).

Weasmer (2002) reported teacher workplace satisfaction is important because it “reduces attrition, enhances collegiality, improves job performance, and has an impact on student achievement” (p. 186). Not only are teachers more satisfied in the workplace when they perceive administrative support (NCES, 1997), but it appears this satisfaction correlates with increased student achievement.

In regard to the impact of student behaviors on teacher workplace satisfaction, Ellenberg (1972) reported when teacher morale was high, schools showed an increase in student achievement. Miller (1981) stated that teacher morale can have a positive impact on student attitudes and achievement, and raising morale level creates a pleasant learning environment that is more conducive to teaching and learning for both teachers and students. Unfortunately, Cothran and Ennis (2000) found that two-thirds of high school students were disengaged from learning and that students believed their level of engagement was flexible and responsive to their teachers' actions.

Implications of the work of Thomson and Tulving (1970) suggested that students' ability to recall, understand, apply, analyze, synthesize, and evaluate knowledge were greatly impacted by their teachers' use of verbal messages. Similarly, Richmond and McCroskey (1995) noted that students' abilities to receive, respond, value, and internalize new information were highly influenced by how teachers used nonverbal messages. Abel and Sewell (1999) concluded that when teachers became emotionally exhausted, they developed negative attitudes toward their students and their jobs, and ultimately few of the educational goals for their students are met.

Ashton (1984) speculated teachers with a positive sense of self efficacy believe their work is meaningful and they have a positive impact on student learning. Spear, Gould and Lee (2000) found when teachers feel positively about their work, student achievement improves. Further, Green, Anderson, and Loewen (1988) noted significant correlations between mean class achievement and teacher self efficacy. Brookover et al. (1979) and Brophy and Evertson (1976) presented evidence to support that teachers' perceptions that they can positively impact student learning and achievement are correlated to their consequent effectiveness.

Berman, McLaughlin, Bass, Pauly and Zellman (1977) discovered teachers' perceptions of self efficacy were one of the best predictors of increases on student achievement scores. Prawat and Jarvis (1980) explained teachers' perceptions of self efficacy impact student achievement, and student achievement impacts a teacher's sense of efficacy. These findings were further supported by studies by the Rand Corporation (Ashton & Webb, 1982, 1986; Ashton et al., 1983).

Ostroff (1992) found positive relationships between teacher satisfaction and indicators of student quality in regards to reading and math skills, discipline problems, and attendance rates. Goddard, Hoy and Hoy (2000) reported collective teacher efficacy was correlated with student achievement in both reading and mathematics. Bandura (1997) and Pajares (1996) found teachers who report a greater sense of efficacy are also more open to engage in instructional experimentation, seek more effective teaching methods, and willingly work with struggling students. Watson (1991), Ross (1992, 1994), Guskey and Passaro (1994), and Turgoose (1996) reported teachers with a greater sense of efficacy more effectively assist students with mastery of both cognitive and affective goals.

#### Summary

In summary, there is evidence within the extant literature that demonstrates a connection between teachers' workplace satisfaction and the performance of students within a classroom. The data indicate that when teacher satisfaction or morale is high, student achievement is elevated as well. Student application of learning processes appears to be impacted by teachers' use of verbal and nonverbal messages. Students report their engagement in classroom activities is dependent upon teacher actions and behaviors.

## CHAPTER III

### METHODOLOGY

#### General Introduction

The focus of this study was to examine the extent to which one variable of the five predominate factors of teacher workplace satisfaction explains another variable and the impact of the factors on student achievement as measured by the *Georgia Criterion Referenced Competency Test (CRCT)* for middle school teachers in a large metropolitan school district in the state of Georgia. In Chapter III, the procedures that were used to conduct the study will be described. The components of Chapter III are: research questions; research design; population; participants; sample; instrumentation; pilot study; data collection; and data analyses procedures that were used to address the research questions of the study. Chapter III ends with a summary of the methodology that was used in the study.

#### Research Questions

The null hypothesis was there would not be a statistically significant difference between student achievement and job satisfaction of teachers of students who participated in assessments used to measure AYP. The researcher proposed to examine the following overarching question: To what extent does one variable of teacher workplace satisfaction explain another and its impact on student achievement for teachers whose students participate in standardized tests used to measure AYP under the No Child Left Behind Act of 2001? The following three questions were additional research questions that guided this study:

1. If a relationship exists between teacher workplace satisfaction and student achievement for teachers whose students participated in AYP assessments, does the relationship differ between highly satisfied and less satisfied teachers?
2. If a relationship exists between teacher workplace satisfaction and student achievement for teachers whose students participated in AYP assessments, to what extent does teacher workplace satisfaction impact student achievement controlling for administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy?
3. If a relationship exists between teacher workplace satisfaction and student achievement for teachers whose students participated in AYP assessments, do specific combinations of teacher workplace satisfaction factors explain the variance in higher levels of student achievement?

In summary, the null hypothesis was there would not be a statistically significant difference between student achievement and job satisfaction for teachers of students who participated in assessments used to measure AYP. However, the researcher hypothesized there was a relationship between teacher workplace satisfaction and student achievement for teachers whose students participated in standardized tests used to measure AYP. As well, the researcher hypothesized that certain combinations of teacher workplace satisfaction factors could explain higher degrees of student achievement.

## Procedures

### *Research Design*

The strongest research designs possible for assessing the existence of causal relationships are experimental designs: true- or quasi-experimental (De Vaus, 2004). In an experimental design, a researcher forms the groups that will be studied, manipulates the treatments for the groups, attempts to control extraneous or confounding variables, and observes the effects of the independent variable on the dependent variable across the groups. Two key components of the experimental process are manipulation and control. The primary difference between quasi- and true-experimental designs is the lack of random assignment of subjects to groups (De Vaus, 2004). Both true and quasi-experimental research designs are distinguished by one common characteristic: manipulation. No other type of research has manipulation of the independent variable (De Vaus, 2004).

Of the two types of experimental research, De Vaus (2004) noted quasi-experimental is the most commonly used design in education because it is difficult to find schools that will allow a researcher to select students from classes and assign them randomly to other classes. In most educational research situations, intact classes are used for experiments. When intact classes or groups are used, but manipulation is present, the researcher determines which group receives which treatment. For the purpose of this study, it would have been unethical to place a group of students with a teacher who was dissatisfied without knowing the impact on student achievement. Therefore, a true experimental design was not used.

A non-experimental design can be defined as a study where the assignment of groups is not random and a control group is not present. For the purpose of this study, since groups were not randomly formed and the dependent variable, teacher workplace satisfaction, was not manipulated, a non-experimental design was selected to conduct this study. Participants were teachers selected based upon the following criteria for the 2005-2006 school year: they held a teaching certificate and taught students in grades six through eight.

### *Population*

Teachers in Georgia who taught grades six through eight were identified as the population for this study due to the legal requirement that their students participate in high stakes assessments for determination of AYP. A large metropolitan school district within the state of Georgia was the setting of the study. The teachers were all employees of a school district located northeast of Atlanta, the state's capital. At the time of the study, the district was the largest in the state, serving approximately 151,000 students and employing approximately 18,000 classroom teachers.

Of those classroom teachers, 1,532 taught 34,211 students in grades six through eight through regular and special education programs during the 2005-2006 school year. Further, in this school district, the student population was majority minority, and over 100 different languages were spoken. While students in grades kindergarten through two and grades nine through twelve were also required to participate in high stakes testing, those teachers were not held individually accountable for student achievement in the same manner as teachers of grades three through eight because high stakes assessments were not given at the conclusion of a single course.

For the reason that achievement on high stakes tests in grade six through eight could be reasonably associated with an individual teacher certified in a specific content area, the examination of the extent to which the five predominate factors of teacher workplace satisfaction impacts achievement could most effectively be conducted with teachers of grades six through eight. To elaborate, the researcher proposed to establish or refute a correlation between student achievement and teacher workplace satisfaction. Therefore, this population best lent itself to making a comparison.

### *Sampling*

Judgment (or purposive) sampling is a form of non-probability sampling. Participants were selected based upon the researcher's purpose for the study (De Vaus, 2004). Because participants possessed specific characteristics, a purposive sampling technique was employed in this study. De Vaus (2004) noted in non-probability sampling, one cannot calculate the probability of selecting a given participant. The reason that calculation is not possible stems from the fact that non-probability sampling does not require the use of a list of subjects from which random selection occurs. Second, non-probability sampling procedures are usually characterized by lack of a systematically randomized form of selection. In this study, participants were selected based upon specific criteria from the 2005-2006 school year, which explains the need for purposive sampling.

### *Participants*

The researcher used 2005-2006 school year AYP student achievement data for participants who held a teaching certificate and taught in a public school classroom in grades six through eight in which AYP assessments were administered. Because the

researcher invited all teachers ( $n = 1,532$ ) in grades six through eight in the selected school district to participate in the study, the sample was equivalent to the population.

All sixth, seventh, and eighth grade teachers within the large metropolitan district ( $n = 1,532$ ) in the identified population were invited, via a letter, to participate in the study. A response rate of 30% would provide adequate data to conduct this study. Based upon a population size of 1,532, a sample of 460 teachers needed to participate in order for statistical significance to be determined upon data analysis. The mean scale score of student scores from the Georgia Department of Education's standardized test of content mastery, the Criterion Referenced Competency Test (CRCT), were obtained and matched to each teacher who responded to the survey.

#### *Feasibility of Research*

The No Child Left Behind Act of 2001 spawned the researcher's interest in teacher workplace satisfaction and student achievement. Initially, the researcher investigated factors that contributed to teacher workplace satisfaction and student achievement. A plethora of literature existed regarding teacher workplace satisfaction, but the research was sparse regarding the extent to which factors of teacher workplace satisfaction explained student achievement. As a result, the researcher investigated the feasibility of conducting a study to examine teacher workplace satisfaction and student achievement for teachers in grades three through eight. As the researcher looked at the variables that contribute to student achievement, the focus of the study was narrowed to include only those teachers in grades six through eight.

The researcher considered the manageability of the volume of data needed to complete a study of this magnitude. As a result, a large metropolitan school district in the

state of Georgia in which student achievement data could be gathered electronically was selected. In addition, due to the necessity to maintain confidentiality of student achievement data and responses from individual teachers, the primary researcher was the only person with access to gathered information across the course of the study outside of school officials.

### *Instrumentation*

A number of surveys regarding teacher workplace satisfaction were referenced across the extant literature. In relation to the focus of the current study, no one survey aligned with the proposed research questions: either they were too narrow or too expansive in focus. Therefore, a researcher developed survey used to gather data for the purposes of this study (see Appendix B). A researcher designed workplace satisfaction survey was administered to 1,532 teachers to determine their level of workplace satisfaction. Satisfaction was assessed in the following five broad categories: administrative support; student behaviors; workplace atmosphere; autonomy; and efficacy. The items included were based upon dependent variables associated with each factor as documented in the extant literature. Existing workplace satisfaction surveys that had been validated were reviewed and served as models for format. Questions that had been validated in other studies and aligned with the five factors outlined in this study were included in the researcher developed survey. The survey contained 34 of items that were mapped to each of the dimensions that measured teacher satisfaction based on the extant literature (see Appendix C).

In addition to each participant providing a self reported number of years they had remained within the school, teachers responded to survey items using a five point Likert

scale where responses ranged from “very satisfied” to “very dissatisfied.” Teachers’ overall satisfaction level was identified as either high or low based on the overall mean satisfaction score. In addition, satisfaction within each dimension (administrative support, student behaviors, workplace atmosphere, autonomy and efficacy) was assessed according to participants’ responses. Student achievement data for each teacher participant were gathered. A mean scale score of student achievement scores was calculated and matched with the corresponding teacher of record who responded to the survey.

### *Operational Definitions*

For the purpose of this study, the following operational definitions were understood when referenced throughout the study when asking participants to respond to level of satisfaction during the previous school year.

Administrative support – a teacher’s perception that his supervisors supported him as an employee and had a personal involvement in the day to day instructional activities that occurred in the school

Using a five point Likert scale where responses ranged from “very satisfied” to “very dissatisfied,” questions of the following type were posed to measure administrative support:

1. The administrators in my building supported me as an employee.
2. The administrators in my building were involved with the day to day instructional activities in the school.

Autonomy – a teacher’s perception of the degree to which he was in control of decision making within his classroom and the school

Using a five point Likert scale where responses ranged from “very satisfied” to “very dissatisfied,” questions of the following type were posed to measure autonomy:

1. I had the freedom to make decisions regarding my classroom.
2. I had the opportunity to participate in decision-making for my school.

Efficacy – a teacher’s perception that he was capable of positively impacting student achievement and performing his duties

Using a five point Likert scale where responses ranged from “very satisfied” to “very dissatisfied,” questions of the following type posed to measure efficacy:

1. I positively impacted student achievement.
2. I satisfactorily completed the instructional duties I was assigned.

Student behaviors – the manner in which a student responded to a teacher and to his instruction within the classroom setting

Using a five point Likert scale where responses ranged from “very satisfied” to “very dissatisfied,” questions of the following type were posed to measure student behaviors:

1. Most students responded positively to me as their teacher.
2. Most students were concerned about performing well on class assignments.

Workplace atmosphere – a qualitative description of teacher’s perception of a school and or school district as a working environment

Using a five point Likert scale where responses ranged from “very satisfied” to “very dissatisfied,” questions of the following type were posed to measure workplace atmosphere:

1. Administrators and teachers supported one another in my building.
2. Parents and the community supported my work in the classroom.

The gathered responses were analyzed according to the five broad categories of administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy. Further each participant provided a self reported number of years they had remained within the school during the 2005-2006 school year. In addition to survey responses, the researcher collected data regarding the total years of experience, degree level, and the mean CRCT scale score on high stakes state assessment for each participant who responded to the survey. Student scores were matched with individual teachers who responded to the survey.

#### *Pilot Testing*

Based upon the five primary factors of teacher workplace satisfaction related in the extant literature, the researcher developed a survey (see Appendix B) to determine teacher satisfaction in the areas of administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy. The items included were based upon dependent variables associated with each factor as documented in the extant literature. Existing workplace satisfaction surveys that had been validated were reviewed and served as models for format. Questions that had been validated in other studies and aligned with the five factors outlined in this study were included in the researcher developed survey.

After the survey was developed, the researcher solicited feedback regarding content and construct/fact validity from a panel of experts. The panel of experts consisted of a group who had either research development expertise or subject area expertise. Specifically, the panel consisted of personnel from research and accountability, human

resources, school principals, classroom teachers, and curriculum and instruction experts. Following feedback and modifications based upon the expert panel's recommendations, the researcher administered the survey to a pilot group to determine internal reliability, as well as to gain general feedback regarding the overall survey. The reliability of the survey was analyzed using Cronbach's alpha, which is considered valid for determining the internal consistency of a survey containing the same number of items constructed from a hypothetical universe of items that measure the characteristics of interest, and the researcher obtained an alpha score of 0.821.

Upon completion of construct/face validity, the instrument was reviewed again by the panel of experts and the panel of experts agreed regarding the content and face validity of the revised version. The revised version was administered to a sample group and a Cronbach's alpha was calculated once again. As such, the alpha score result was 0.904. The pilot results were shared with the expert panel and all agreed the components of validity and reliability had been satisfied.

## Data Collection and Analysis

### *Data Collection*

The Total Design Method developed by Don Dillman is generally regarded as the standard for mail surveys in the social sciences and is a proven method to gain higher response rates (Dillman, 1978). As such, the following steps were followed in this study:

1. All members of the sample were sent a personalized, advance notice letter via internal mail delivery within the school district (see Appendix D). The purpose of the letter was to inform them they had been selected to participate in the study and they would receive a survey. In this letter, the researcher

identified the purpose of the survey and established its legitimacy.

Participation in the study was solicited, as requirement to complete the survey was not mandatory.

2. All members of the sample received a personalized cover letter which included a passive informed consent and instructions for completing the survey, the survey instrument, and a return envelope one week after the advance letter was mailed (see Appendix A). A request was made for return of responses within two weeks.
3. A follow-up email was sent to all members of the sample after one and half weeks (see Appendix E). The email thanked those who had already responded and requested a response from those participants who had not responded.
4. Approximately two weeks after the email was sent, a new personalized cover letter, survey instrument, and return envelope was sent to those who had not responded (see Appendix F). This letter conveyed the message that a response had not been received and their participation was important to the validity of the study. Their participation was solicited once again.

Considering the sample size ( $n = 1,532$ ) of teachers surveyed, a 30% response rate was needed to determine statistical significance. After following the steps of the Total Design Method established by Dillman (1978), the researcher received a total of 510 responses yielding a 33% response rate.

Using the district's electronic database, the researcher ran a query to gather the 2005-2006 assessment results of students for participating teachers. In addition, the researcher ran a query to obtain each participant's total years of experience and degree

level. Results from both queries were compiled and entered into a statistical analysis software application and matched to the corresponding teacher participant for the purpose of conducting an analysis of the data.

### *Data Analysis*

To describe the group of participants, the researcher provided a descriptive analysis of the results of the data gathered through electronic queries regarding the total years of experience, the degree level, and the self reported years at a school from the survey. Further, teachers responded to survey items using a five point Likert scale where responses ranged from “very satisfied” to “very dissatisfied.” Teachers’ overall satisfaction level were be identified as high or low based on the mean satisfaction score. In addition, satisfaction within each dimension (administrative support, student behaviors, workplace atmosphere, autonomy and efficacy) were assessed according to participants’ responses. Student achievement data for each teacher participant were gathered. A mean scale score of student achievement scores was calculated and matched with the corresponding teacher of record who responded to the survey.

To address the first research question of this study, the researcher sought to determine if the relationship between teacher workplace satisfaction and student achievement for teachers whose students participated in AYP assessments differed between highly satisfied and less satisfied teachers. In order to ascertain the results, the researcher needed to determine whether or not teacher job satisfaction and student achievement of the two groups had statistically significant different mean values. As such, the mean scale score of student achievement was calculated and matched with the corresponding teacher who responded to the survey. Further, the mean satisfaction score

was calculated for each teacher based upon individual responses to the satisfaction survey which included satisfaction items within the five dimensions (administrative support, student behaviors, workplace atmosphere, autonomy and efficacy) of teacher workplace satisfaction.

In order to test the null hypothesis that there was no statistically significant difference between student achievement and job satisfaction for teachers of students who participated in assessments used to measure AYP, the researcher used the mean satisfaction score of each participant to classify each teacher into one of two groups. Those who had a satisfaction mean of 3.51 to 5.00 were placed in group 1, indicating they had high levels of satisfaction. Those who had a satisfaction mean of zero to 3.50 were placed in group 2, indicating they had low levels of satisfaction. Using a .05 alpha, an independent t-test was conducted to test the null hypothesis that there was no statistically significant difference between student achievement and job satisfaction for teachers of students who participated in assessments used to measure AYP.

In order to discern the relationship between teacher workplace satisfaction and student achievement, the five factors (administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy) that contribute to the independent variable, workplace satisfaction, were held constant to estimate the independent contribution of each to the variation in student achievement. Through a multiple regression analysis, all research questions were addressed. A model summary of the multiple regression analysis results was presented. In addition, an individual p-value for each independent variable was reported. The impact of a single independent variable was

calculated to determine the goodness of fit of the entire model omitting the independent variable.

In order to answer the third research question, the researcher analyzed the combination of the five variables that constituted teacher workplace satisfaction to determine if they could explain the variance in student achievement. A correlation matrix was completed to determine which variables correlated with one another. With the Pearson correlation threshold set at 0.500, the combinations were identified. A mean score for those identified combinations was calculated and were then regressed on the dependent variable, student achievement. Holding the combination constant and comparing it to overall student achievement, the Pearson product correlation coefficients were calculated. A model summary of each were presented

#### Summary

This chapter presented procedures and methods that were used in this study. It included guiding research questions and the researcher's hypotheses along with a description of the design, population, sampling, feasibility of research, instrumentation, operational definitions, and results from the pilot test. An explanation of data collection and data analysis were also described.

## CHAPTER IV

### REPORT OF DATA AND DATA ANALYSIS

The focus of this study was to examine the extent to which one variable of the five predominate factors of teacher workplace satisfaction explained another variable and the impact of those factors on student achievement as measure by the *Georgia Criterion Referenced Competency Test (CRCT)* for middle school teachers in a large metropolitan school district in the state of Georgia. The findings and analysis of the data as a result of this study will be presented in this chapter. The components of Chapter IV include: background methodology; theory test; analysis of regression; and analysis of correlations. A summary of the findings will also be provided.

#### Research Questions

The null hypothesis was there would not be a statistically significant difference between student achievement and job satisfaction of teachers of students who participated in assessments used to measure AYP. The researcher sought to examine the following overarching question: To what extent does one variable of teacher workplace satisfaction explain another and its impact on student achievement for teachers whose students participate in standardized tests used to measure AYP under the No Child Left Behind Act of 2001? The following three questions were additional research questions that guided this study:

1. If a relationship existed between teacher workplace satisfaction and student achievement for teachers whose students participated in AYP assessments, did the relationship differ between highly satisfied and less satisfied teachers?

2. If a relationship existed between teacher workplace satisfaction and student achievement for teachers whose students participated in AYP assessments, to what extent did teacher workplace satisfaction impact student achievement controlling for administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy?
3. If a relationship existed between teacher workplace satisfaction and student achievement for teachers whose students participated in AYP assessments, did specific combinations of teacher workplace satisfaction factors correlate with higher levels of student achievement?

In summary, the null hypothesis that there would not be a statistically significant difference between student achievement and job satisfaction for teachers of students who participated in assessments used to measure AYP. However, the researcher hypothesized there would be a relationship between teacher workplace satisfaction and student achievement for teachers whose students participated in standardized tests used to measure AYP. As well, the researcher hypothesized that certain combinations of teacher workplace satisfaction factors would explain higher degrees of student achievement.

#### Research Design

In most educational research situations, intact classes are used for experiments. When intact classes or groups are used, but manipulation is present, the researcher determines which group receives which treatment. For the purpose of this study, it would have been unethical to place a group of students with a teacher who was dissatisfied without knowing the impact on student achievement. Therefore, a true experimental design was not used.

A non-experimental design can be defined as a study where the assignment of groups is not random and a control group is not present. For the purpose of this study, since groups were not randomly formed and the dependent variable, teacher workplace satisfaction, was not manipulated, a non-experimental design was selected to conduct this study. Participants were teachers selected based upon the following criteria for the 2005-2006 school year: they held a teaching certificate and taught students in grades six through eight.

### *Pilot Testing*

Based upon the five primary factors of teacher workplace satisfaction related in the extant literature, the researcher developed a survey (see Appendix B) to determine teacher satisfaction in the areas of administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy. The items included were based upon dependent variables associated with each factor as documented in the extant literature. Existing workplace satisfaction surveys that had been validated were reviewed and served as models for format. Questions that had been validated in other studies and aligned with the five factors outlined in this study were included in the researcher developed survey.

After the survey was developed, the researcher solicited feedback regarding content and construct/fact validity from a panel of experts. The panel of experts consisted of a group who had either research development expertise or subject area expertise. Specifically, the panel consisted of personnel from research and accountability, human resources, school principals, classroom teachers, and curriculum and instruction experts. Following feedback and modifications based upon the expert panel's recommendations, the researcher administered the survey to a pilot group to determine internal reliability, as

well as to gain general feedback regarding the overall survey. The reliability of the survey was analyzed using Cronbach's alpha, which is considered valid for determining the internal consistency of a survey containing the same number of items constructed from a hypothetical universe of items that measure the characteristics of interest, and the researcher obtained an alpha score of 0.821.

Upon completion of construct/face validity, the instrument was reviewed again by the panel of experts and the panel of experts agreed regarding the content and face validity of the revised version. The revised version was administered to a sample group and a Cronbach's alpha was calculated once again. As such, the alpha score result was 0.904. The pilot results were shared with the expert panel and all agreed the components of validity and reliability had been satisfied.

#### Demographic Profile of Participants

In order to conduct the study, the researcher gathered 2005-2006 school year Adequate Yearly Progress (AYP) student achievement data and information regarding participants who held a teaching certificate and taught in a public school classroom in grades six through eight in which AYP assessments were administered. All sixth, seventh, and eighth grade teachers ( $n = 1,532$ ) within a large metropolitan district were identified as the population and invited to participate in the study. A total of 510 surveys were completed and returned. However, the researcher was not able to use 24 surveys because the participant failed to provide an employee identification number. As such, the response rate was 32% and results from those 486 teachers from 21 schools were analyzed. A summary of the frequency of participants by school location is presented in Table 1 below. As the data shows, with the exception of School 2, the distribution of

respondents is evenly dispersed amongst all participating schools. Despite school size, no one school's respondents appear to dominate the response pool.

Table 1

## Frequency of Participants by School

	Frequency	Percent	Cumulative Percent
School 1	25	5.1	5.1
School 2	52	10.7	15.8
School 3	22	4.5	20.4
School 4	18	3.7	24.1
School 5	30	6.2	30.2
School 6	19	3.9	34.2
School 7	3	.6	34.8
School 8	24	4.9	39.7
School 9	14	2.9	42.6
School 10	28	5.8	48.4
School 11	20	4.1	52.5
School 12	26	5.3	57.8
School 13	23	4.7	62.6
School 14	25	5.1	67.7
School 15	13	2.7	70.4
School 16	38	7.8	78.2
School 17	24	4.9	83.1
School 18	28	5.8	88.9
School 19	9	1.9	90.7
School 20	19	3.9	94.7
School 21	26	5.3	100.0
Total	486	100.0	

Each participant was asked to self report the range of years they had remained in the school by selecting “zero to three years at school,” “four to seven years at school,” eight to eleven years at school,” or “twelve to fifteen years at school.” According to the results, the vast majority of participants (46.5%) were at their particular school between zero and three years. Another 40.7% of participants reported that they remained at their schools

between four and seven years. The remaining respondents indicated they were at their school between eight years or more. To describe the stability of the participants in regards to tenure within a school, a summary is depicted in Table 2 below.

Table 2

## Tenure at School

	Frequency	Percent	Cumulative Percent
0 - 3 Years at School	226	46.5	46.5
4 - 7 Years at School	198	40.7	87.2
8 - 11 Years at School	29	6.0	93.2
12 - 15 Years at School	33	6.8	100.0
Total	486	100.0	

To further describe the participants, the years of experience was collected via a query from the school district's database was analyzed. A summary of the participants' experience level is provided in Table 3 below. As the table illustrates, many of the participants (28.2%) were relatively new with zero to five years of experience. Another quarter percent (24.9%) of the participants reported that they had been six and ten years of experience. Another 27% of the participants indicated they had between eleven and twenty years of experience. The remaining twenty percent indicated they had twenty-one or more years of experience.

Table 3

## Years of Experience

	Frequency	Percent	Cumulative Percent
0 - 5 Years Exp	137	28.2	28.2
6 - 10 Years Exp	121	24.9	53.1
11 - 15 Years Exp	82	16.9	70.0
16 - 20 Years Exp	49	10.1	80.0
21 - 25 Years Exp	48	9.9	89.9
26 or more Years Exp	49	10.1	100.0
Total	486	100.0	

As well, the researcher collected the degree level of each participant from the school district's database and analyzed the results. A summary of the certification level of the participants is provided in Table 4 below. As illustrated in the table, approximately six percent of the participants held a provisional degree, while 35.6% held a Bachelor's degree. An additional 38.7% of the participants held a Masters degree and 19.6% of the participants held a Specialists or Doctorate level degree.

Table 4

## Degree Level of Participants

	Frequency	Percent	Cumulative Percent
Provisional with Bachelors Degree	22	4.5	4.5
Provisional with Masters Degree	7	1.4	6.0
Provisional with Specialist Degree	1	.2	6.2
Bachelors Degree	173	35.6	41.8
Masters Degree	188	38.7	80.5
Specialist Degree	85	17.5	97.9
Doctorate Degree	10	2.1	100.0
Total	486	100.0	

In summary, as a result of the background methodology analysis, the researcher was able to ascertain the respondents were relatively young in their career stage and the majority of the participants remained within one respective school between zero and three years. In addition, the researcher concluded the majority of survey participants held degrees higher than a Bachelor level.

## Findings

### *Theory Testing*

To address the first research question of this study, the researcher sought to determine if the relationship between teacher workplace satisfaction and student achievement for teachers whose students participated in AYP assessments differed between highly satisfied and less satisfied teachers. In order to ascertain the results, the researcher needed to determine whether or not teacher job satisfaction and student achievement of the two groups had statistically significant different mean values. In order to test the null hypothesis that there was no statistically significant difference between student achievement and job satisfaction for teachers of students who participated in assessments used to measure AYP, the researcher used the mean satisfaction score of each participant to classify each participant into one of two groups. Those who had a satisfaction mean between 3.51 and 5.00 were placed in a group labeled as “High Satisfaction.” Those who had a satisfaction mean between zero and 3.50 were placed in group labeled as “Low Satisfaction.”

Based upon responses to the survey and the criteria for dividing teachers into high and low satisfaction groups, the mean student achievement score for teachers in the high satisfaction group was 831.1752 while the low satisfaction group had a mean student

achievement score of 821.3572. Using a .05 alpha, an independent t-test was conducted to test the null hypothesis that there was no statistically significant difference between student achievement and job satisfaction for teachers of students who participated in assessments used to measure AYP. As a result, the p-value was .000. The results of the t-test are represented in Table 5 below.

Table 5

Results of T-Test

<b>Group Statistics</b>				
Overall_ Satisfaction_Group	N	Mean	Std. Deviation	Std. Error Mean
High Satisfaction	370	831.1752	26.15768	1.35987
Low Satisfaction	116	821.3572	24.17091	2.24421

Alpha = .05 P value = .000

Based on the results of the t-test, the researcher concluded that the difference between teachers with high satisfaction and low satisfaction was statistically significant. As such, the researcher established a correlation existed between teachers with greater satisfaction levels and higher student achievement levels. Since the t-test provided evidence that the difference in the mean scores was not due to chance, the researcher sought to determine if teacher workplace satisfaction factors (administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy) could explain the variance in student achievement.

#### *Analysis of Regression*

Given that a relationship was established between teacher workplace satisfaction and student achievement for teachers whose students participated in AYP assessments,

the researcher sought to examine the extent to which teacher workplace satisfaction impacted student achievement controlling for administrative support, student behaviors, workplace atmosphere, autonomy and efficacy. Teacher workplace satisfaction as measured by the researcher included administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy. The researcher calculated the overall mean satisfaction score for each participant. Using a statistical analysis software application, a multiple regression was conducted using the mean scores for overall teacher satisfaction and overall student achievement.

The mean score for overall student achievement was entered as the dependent variable and regressed on the mean score for overall teacher satisfaction. The Pearson product correlation coefficients were calculated. Holding overall teacher satisfaction constant, the R value was 0.193 and the R square value was 0.037. With  $\alpha = .05$ ,  $p = .000$ . Using the model summary in Table 6 below, it was determined 3.7 percent of variance in student achievement could be explained by overall teacher satisfaction.

Table 6

Multiple Regression Analysis: Overall Satisfaction

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Overall Student Achievement	.193 <sup>a</sup>	.037	.035	25.54963

Alpha = .05      P value = .000

3.7% Variance Explained

a. Predictors: Mean Overall Satisfaction

Further, the researcher sought to explain the variance between one of the five variables of teacher workplace satisfaction and student achievement. As such, the mean score for administrative support was entered as the dependent variable and regressed on the mean score for overall teacher satisfaction. The Pearson product correlation coefficients were calculated. Holding administrative support constant, the R value was .075 and the R square value was .006. With  $\alpha = .05$ ,  $p = .098$ . Using the model summary in Table 7 below, it was determined 0.6 percent of variance in student achievement could be explained by administrative support.

Table 7

## Multiple Regression Analysis: Administrative Support

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Overall Student Achievement	.075 <sup>a</sup>	.006	.004	25.96580

Alpha = .05      P value = .098

0.6% Variance Explained

a. Predictors: Administrative Support Mean

The researcher continued to investigate the other four variables of teacher workplace satisfaction. As such, the mean score for student behaviors was entered as the dependent variable and regressed on the mean score for overall teacher satisfaction. The Pearson product correlation coefficients were calculated. Holding student behaviors constant, the R value was .227 and the R square value was .051. With  $\alpha = .05$ ,  $p = .000$ . Using the model summary in Table 8 below, it was determined 5.1 percent of variance in student achievement could be explained by student behaviors.

Table 8

## Multiple Regression Analysis: Student Behaviors

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Overall Student Achievement	.227 <sup>a</sup>	.051	.049	25.36066

Alpha = .05 P value = .000

5.1% Variance Explained

a. Predictors: Student Behaviors Mean

Next, the mean score for workplace atmosphere was entered as the dependent variable and regressed on the mean score for overall teacher satisfaction. The Pearson product correlation coefficients were calculated. Holding workplace atmosphere constant, the R value was .163 and the R square value was .027. With  $\alpha = .05$ ,  $p = .000$ . Using the model summary in Table 9 below, it was determined 2.7 percent of variance in student achievement could be explained by workplace atmosphere.

Table 9

## Multiple Regression Analysis: Workplace Atmosphere

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Overall Student Achievement	.163 <sup>a</sup>	.027	.025	25.69139

Alpha = .05 P value = .000

2.7% Variance Explained

a. Predictors: Workplace Atmosphere Mean

Next, the mean score for autonomy was entered as the dependent variable and regressed on the mean score for overall teacher satisfaction. The Pearson product

correlation coefficients were calculated. Holding autonomy constant, the R value was .106 and the R square value was .011. With  $\alpha = .05$ ,  $p = .020$ . Using the model summary in Table 10 below, it was determined 1.1 percent of variance in student achievement could be explained by autonomy.

Table 10

## Multiple Regression Analysis: Autonomy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Overall Student Achievement	.106 <sup>a</sup>	.011	.009	25.89328

Alpha = .05 P value = .020

1.1% Variance Explained

a. Predictors: Autonomy Mean

The final variable of teacher workplace satisfaction, the mean score for efficacy was entered as the dependent variable and regressed on the mean score for overall teacher satisfaction. The Pearson product correlation coefficients were calculated. Holding efficacy constant, the R value was .251 and the R square value was .063. With  $\alpha = .05$ ,  $p = .000$ . Using the model summary in Table 11 below, it was determined 6.3 percent of variance in student achievement could be explained by efficacy.

Table 11

## Multiple Regression Analysis: Efficacy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Overall Student Achievement	.251 <sup>a</sup>	.063	.061	25.20712

Alpha = .05      P value = .000  
6.3% Variance Explained

a. Predictors: Efficacy Mean

*Analysis of Correlations*

To answer the final research question the researcher analyzed the combination of the five variables that constituted teacher workplace satisfaction to explain the variance between teacher workplace satisfaction and student achievement. A correlation matrix is provided in Table 12 below and illustrates the relationship between each of the five variables.

Table 12

## Correlation Matrix of Five Factors of Teacher Workplace Satisfaction

		Efficacy	Autonomy	Administrative Support	Workplace Atmosphere	Student Behaviors
Efficacy	Pearson Correlation	1	.488**	.467**	.519**	.390**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	486	486	486	486	486
Autonomy	Pearson Correlation	.488**	1	.583**	.632**	.433**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	486	486	486	486	486
Administrative Support	Pearson Correlation	.467**	.583**	1	.863**	.301**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	486	486	486	486	486
Workplace Atmosphere	Pearson Correlation	.519**	.632**	.863**	1	.390**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	486	486	486	486	486
Student Behaviors	Pearson Correlation	.390**	.433**	.301**	.390**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	486	486	486	486	486

With the Pearson correlation threshold set at 0.500, the following combinations of variables yielded a p value of 0.000: efficacy and workplace atmosphere; autonomy and administrative support; administrative support and workplace atmosphere; and workplace atmosphere and autonomy. To further examine the combinations, a mean score was calculated for each and were then regressed on the dependent variable, student achievement.

The mean score for the combination of efficacy and workplace atmosphere was calculated and regressed on the mean score for overall teacher satisfaction. The Pearson product correlation coefficients were calculated. Controlling for efficacy and workplace atmosphere as a combination, the R value was .233 and the R square value was .054.

With  $\alpha = .05$ ,  $p = .000$ . Using the model summary in Table 13 below, it was determined 5.4 percent of variance in student achievement could be explained by efficacy and workplace atmosphere as a combination.

Table 13

## Multiple Regression Analysis: Efficacy and Workplace Atmosphere

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Overall Student Achievement	.233 <sup>a</sup>	.054	.052	25.32528

Alpha = .05 P value = .000

5.4% Variance Explained

a. Predictors: Efficacy and Workplace Atmosphere

Next, the mean score for the combination of autonomy and administrative support was calculated and regressed on the mean score for overall teacher satisfaction. The Pearson product correlation coefficients were calculated. Holding autonomy and administrative support as a combination constant, the R value was .099 and the R square value was .010. With  $\alpha = .05$ ,  $p = .029$ . Using the model summary in Table 14 below, it was determined one percent of variance in student achievement could be explained by autonomy and administrative support as a combination.

Table 14

## Multiple Regression Analysis: Autonomy and Administrative Support

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Overall Student Achievement	.099 <sup>a</sup>	.010	.008	25.91110

Alpha = .05 P value = .029

1% Variance Explained

a. Predictors: Autonomy and Administrative Support

Next, the mean score for the combination of administrative support and workplace atmosphere was calculated and regressed on the mean score for overall teacher satisfaction. The Pearson product correlation coefficients were calculated. Holding administrative support and workplace atmosphere as a combination constant, the R value was .116 and the R square value was .013. With  $\alpha = .05$ ,  $p = .011$ . Using the model summary in Table 15 below, it was determined 1.3 percent of variance in student achievement could be explained by administrative support and workplace atmosphere as a combination.

Table 15

## Multiple Regression Analysis: Administrative Support and Workplace Atmosphere

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Overall Student Achievement	.116 <sup>a</sup>	.013	.011	25.86382

Alpha = .05      P value = .011  
1.3% Variance Explained

a. Predictors: Administrative Support and Workplace Atmosphere

The final combination was analyzed. The mean score for the combination of workplace atmosphere and autonomy was calculated and regressed on the mean score for overall teacher satisfaction. The Pearson product correlation coefficients were calculated. Holding workplace atmosphere and autonomy as a combination constant, the R value was .148 and the R square value was .020. With  $\alpha = .05$ ,  $p = .001$ . Using the model summary in Table 16 below, it was determined 2.2 percent of variance in student achievement could be explained by workplace atmosphere and autonomy as a combination.

Table 16

## Multiple Regression Analysis: Workplace Atmosphere and Autonomy

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Overall Student Achievement	.148 <sup>a</sup>	.022	.020	25.75312

Alpha = .05    P value = .001  
2.2% Variance Explained

a. Predictors: Workplace Atmosphere and Autonomy

### Summary

The findings revealed a positive correlation between teacher workplace satisfaction and student achievement. The more satisfied a teacher was, the more likely his or her students were to have high achievement scores. In determining the factors of workplace satisfaction that most impacted student achievement, it was determined that none of the individual factors explained the variance between teacher workplace satisfaction and student achievement. Further, analyses of the individual variables or combinations were found not to be statistically significant predictors of student achievement. Succinctly stated, while there is a correlation between teacher workplace satisfaction and student achievement, the factors of teacher workplace satisfaction integral to this study did not explain a significant variance between teacher workplace satisfaction and student achievement. Therefore, the factors of teacher workplace satisfaction that most impact student achievement were unknown. The major findings of this study will be further discussed in chapter five.

## CHAPTER V

### DISCUSSION, CONCLUSIONS, AND IMPLICATIONS

The purpose of this study was to examine the relationship between teacher workplace satisfaction and student achievement. The extant literature provides evidence of factors that constitute teacher workplace satisfaction. Based upon the body of literature, five primary factors of teacher workplace satisfaction are administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy. An overview of the procedures for this study will be provided followed by a presentation of the findings. Further, a discussion of the major findings will be provided followed by two conclusions.

#### Introduction

Research has been conducted to study teacher workplace satisfaction. The following factors were identified as integral to teacher workplace satisfaction: administrative support; student behaviors; workplace atmosphere; autonomy and efficacy. Findings within the extant literature indicated that student achievement is a factor in teachers' satisfaction with their work. Specifically, educators have repeatedly expressed a need to impact student achievement and have noted satisfaction or dissatisfaction in relation to their perception of their influence or lack thereof. The purpose of this study was to examine the relationship between teacher workplace satisfaction and student achievement with the intent of making recommendations regarding maximization of satisfaction in order to positively impact student achievement. This research was conducted in order to answer the following questions: Does the relationship differ between highly satisfied and less satisfied teachers? To what extent

does teacher workplace satisfaction impact student achievement controlling for administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy? Do specific combinations of teacher workplace satisfaction factors correlate with higher levels of student achievement?

A non-experimental design was used to examine teacher workplace satisfaction and student achievement. The researcher designed a teacher workplace satisfaction survey and distributed it to 1,532 teachers within a large metropolitan school district in Georgia to measure workplace satisfaction (see Appendix B). Satisfaction was assessed in the following five broad categories: administrative support; student behaviors; workplace atmosphere; autonomy; and efficacy. Teachers' overall satisfaction level was identified as very satisfied, satisfied, neutral, dissatisfied, or very dissatisfied. In addition, satisfaction within each dimension (administrative support, student behaviors, workplace atmosphere, autonomy and efficacy) was assessed according to participants' responses. Further, student achievement data for each teacher participant was gathered. A mean scale score of student achievement scores for the students assigned to each teacher was calculated and matched with the corresponding teacher's satisfaction rating.

An independent t-test was conducted to determine whether or not teacher workplace satisfaction and student achievement had statistically significant different mean values. In order to discern the relationship between teacher workplace satisfaction and student achievement, the five factors (administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy) that contribute to the dependent variable, student achievement, were held constant to estimate the independent contribution of each

to the variation in student achievement. Through a multiple regression analysis, all research questions were answered.

#### Discussion of Research Findings

Wong and Wong (1998) found teachers have a direct impact on student achievement. According to Goodlad (2004), achievement test scores are used as an indicator of good or bad school performance as scores rise or fall. Bemby, Jordon, Gomez, Anderson, and Mendro (1998) stated, “It is clear that teachers have large effects on student achievement, that effects have strong additive components over time, and that teacher effects are large enough to dwarf effects associated with most other educational interventions” (p. 19). In the era of accountability, student achievement is at the forefront and these researchers maintain the effects of one bad teacher are reflected in test scores two years later.

Breaux and Wong (2003) asserted, “The most important factor, bar none, is the teacher. Having a single ineffective teacher can affect student learning for years, and having an ineffective teacher for two years in a row can damage a student’s entire academic career.” The Educational Research Service [ERS] (2000) is supportive of Wong and Wong’s work. The agency found the most important factor affecting student learning was the teacher. The research conducted by Breaux and Wong (2003) found the only factor that increased student achievement was a knowledgeable, skillful teacher. To further support the research of Breaux and Wong, Bemby et al. (1998), ERS (2000), and Wong and Wong (1998) contended what the teacher knows and can do is the most significant factor influencing student achievement.

Outside the focus of teacher skill, Hirsch (2004) reported teacher responses regarding workplace atmosphere were significant predictors of whether or not a school would meet AYP. The data suggested teachers felt, given sufficient time and control over what they do, they could help students learn. Interestingly, the results of the study also indicated time is the only working condition that is not statistically connected to student achievement.

The extant literature supports the notion there are strong implications for student learning associated with teacher workplace satisfaction. Ashton and Webb (1986) contended satisfaction with teaching as a career is an important policy issue since it is associated with teacher effectiveness, which ultimately affects student achievement. Carpenter's (2004) correlational study of perceived principals' leadership style and teacher job satisfaction found the need to nurture high levels of satisfaction among teachers in light of studies regarding the impact of a single teacher on student achievement.

Csikszentmihalyi's (1997) work supported that of Ashton and Webb (1986) and emphasized the importance of the psychological state of a teacher in the workplace. According to Patrick, Hisley, and Kempler (2000), teacher enthusiasm leads to greater student achievement. After analyzing studies in this area they concluded: "...there is strong, consistent evidence, from both the laboratory and the classroom, to suggest that when a teacher exhibits greater evidence of enthusiasm, students are more likely to be interested, energetic, curious, and excited about learning" (p. 233).

Job dissatisfaction poses a serious threat to efforts to raise student achievement (Ferguson, 2000, p. 18). The NCES (1997) noted a teacher's workplace satisfaction level

may impact the quality of instruction given to students. According to Blase (1986), teachers' job satisfaction and their overall effectiveness with students can be affected by stress. The work of NCES (1997) and Blase (1986) is further supported by that of Kyriacou (1987) and Shann (1998). Teacher job satisfaction influences job performance which subsequently impacts student achievement. With teachers, satisfaction with their career may have strong implications for student learning (NCES, 1997).

The body of literature has yielded a variety of factors that have been proven scientifically to impact teacher workplace satisfaction. Those factors included administrative support, student behaviors, workplace atmosphere, autonomy, efficacy and parental and community support. Each of the factors incorporated a variety of actions, either by the teacher or others, that impacted teachers' reported perceptions of satisfaction or dissatisfaction with the workplace. Largely, in order to perceive a sense of satisfaction, teachers preferred the following: an administrator that was supportive; students who were attentive, participated in classroom activities, and were well behaved; amicable, collegial relationships with peers in the workplace; a sense of control or autonomy in determining what is to be taught and how; to feel they were capable of positively impacting student achievement; and to be supported by parents and the community at large. These factors were identified for this study based upon saturation, or repeated exposition, within the body of professional literature.

In researching the non-skill based components of teacher characteristics associated with student achievement, the literature review guiding this study yielded voluminous information regarding teacher workplace satisfaction. The purpose of this study was to examine the relationship between teacher workplace satisfaction and student

achievement with the intent of making recommendations regarding maximization of satisfaction in order to positively impact student achievement. Due to the lack of statistical evidence supporting the impact of a single workplace factor or combination of factors, the practical purpose of this study remains unfulfilled. However, the extant literature now is enriched with yet another body of evidence to be considered when researchers, practitioners and administrators seek routes to improve student achievement.

Several studies supported by Barnabe and Burns (1994), Bredeson, Kasten, and Fruth (1983), Gold (1987) Ma (1999), Maslach (2001), Nir (2002), Shaw and Reyes (1992), Tsui, Leung, Cheung, Mok, and Ho (1994) found the five primary factors that impact workplace satisfaction were administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy. Further, Gould and Lee (2000) found that when teachers feel positively about their work, student achievement improves. The researcher's focus in conducting this study was to gather data on teacher workplace satisfaction factors to determine the relationship between teacher workplace satisfaction and increased student achievement as defined by the No Child Left Behind Act of 2001.

Within the body of professional research, a distinct connection between administrative support and job satisfaction has been repeatedly supported (Anderman, 1991; Foels, Driskell, Mullen & Salas, 2000; NCES, 1997). Administrative support has been cited as the reason for being either satisfied or not satisfied (Davis & Wilson, 2000; Weasmer, 2002); feeling positively (Anderman, 1991), committed (Coladarci, 1992) and motivated related to work (Ashton & Webb, 1986; Ostroff, 1992); and choosing to leave (Hirsch, 2004; Ferguson, 2000; Morris, 2003) or remain (Hirsch, 2004) in the profession. Further, in relation to working conditions, a positive perception of leadership by teachers,

was a significant predictor of Adequate Yearly Progress (AYP) at the middle grades level (Hirsch, 2004).

The body of literature provides data to suggest the underlying causes for the connection between administrative support and teacher workplace satisfaction relate to teachers' perceptions of their principals. In essence, if they perceive the principal is attuned to what is happening in their classrooms, as indicated through visits and dialogue about curriculum and instruction, there is a greater likelihood the teacher will be satisfied. Largely, principals who foster a positive working environment, by way of involvement with teachers in the work that matters most to them, nurture a positive perception of teacher workplace satisfaction and ultimately positively impact teachers' decision to remain employed within a school.

Within the extant literature, a distinct connection has been established between student behaviors and teacher workplace satisfaction (Dinham, 1985; Morris, 2003; NCES, 1997; Shann, 1998). Teachers have reported that the relationship formed with student was the most satisfying factor associated with the workplace (Kim & Loadman, 1994; Shann, 1998). Conversely, though, data supports the fact that teacher stress and dissatisfaction (Borg, Riding, & Falzon, 1991) is predominantly due to student misbehavior and lack of success (Blase, 1986; NCES, 1997). Interestingly, students report their behavior is often in response to the actions or behavior of the teacher (Cothran & Ennis, 2000). The findings of Thomson and Tulving (1970) and Richmond and McCroskey (1995) support the assertions of students and indicate that student achievement is higher when teacher morale is high (Ellenberg, 1972; Miller, 1981).

Hirsch (2004) reported teacher perceptions of working conditions are predictors of student achievement. Further, research has shown the more favorable working conditions are, the higher teacher workplace satisfaction is (NCES, 1997). Anderman (1991) and Weasmer (2002) noted school cultures that foster a sense of collegiality, affiliation, involvement in decision making, respect, encouragement, sharing of information with colleagues and collaboration between administrators and teachers strongly developed the perception of workplace satisfaction. Largely, Anderman (1991) reported, teachers are more likely to experience workplace satisfaction when they perceive an atmosphere in which close personal relationships are established, they feel a sense of respect and support from peers and being productive and doing a good job is stressed.

On the whole, when teachers perceive they are respected by school leaders and faculty, have time to prepare for instruction, have opportunities to collaborate with peers, and work within a collegial environment, they report higher levels of satisfaction with workplace atmosphere. While Hirsch (2004) reported that despite varying backgrounds and types of experiences teachers largely described the same phenomena related to workplace atmosphere, that implication was not intended to refute the impact of those diverse backgrounds and experiences upon workplace atmosphere. And finally, Hirsch (2004) reported, teacher responses regarding workplace atmosphere were significant predictors of whether or not a school would meet Adequate Yearly Progress (AYP).

Akin the perception of workplace atmosphere, Klecker and Loadman (1996) stated autonomy equated to a teacher's sense of freedom to make certain decisions around scheduling, curriculum, textbooks, and instructional planning. Kreis and

Brockopp (1986) postulated what American workers want most is to become masters of their work and to feel their work is important. Control, influence, and authority provide a sense of autonomy, and they lead an individual to perceive himself as a participant and shareholder in the workplace (Sergiovanni & Carver, 1975). Pearson and Hall (1993) noted autonomy incorporates both general teaching autonomy and curriculum autonomy.

Teacher reports of autonomy correlated with job satisfaction, specifically, the higher the perceived level of autonomy the higher the reported degree of workplace satisfaction. Kreis and Brockopp (1986) found a significant correlation between perceived autonomy inside the classroom and job satisfaction. Satisfied teachers have reported more professional autonomy and challenge. The extant literature revealed the most critical issue that led to a choice to leave teaching as a profession was autonomy, or more specifically, the lack thereof.

Similar to teachers' perception that they are in control of what they teach and how, teacher self-efficacy has a direct impact on workplace satisfaction. Teacher self-efficacy has been defined in a variety of ways: teachers' belief they can impact student learning (Ashton & Webb, 1986); perception they can build effective programs for students and help students learn (Klecker & Loadman, 1996); belief they can elicit specific performances and achieve specific results (Pajares, 1996); and conviction they can impact how well students learn, even students who are challenging or unmotivated (Guskey & Passoro, 1994). Guskey (1987, 1988) noted a teacher's sense of self efficacy is connected to the teacher's sense of responsibility for student achievement. In general, teachers tend believe they have a greater ability to elicit positive effects more so than to deter negative ones (Guskey, 1988). The body of research indicates a significant

relationship between teacher self-efficacy and student achievement (Ashton & Webb, 1982; Ashton, Webb, & Doda, 1983).

Teachers' perceptions of self efficacy were noted as one of the best predictors of increases on student achievement scores. Collective teacher efficacy was correlated with student achievement in both reading and mathematics. Bandura (1997) and Pajares (1996) found teachers who report a greater sense of efficacy are also more open to engage in instructional experimentation, seek more effective teaching methods, and willingly work with struggling students. Finally, research indicates teachers with a greater sense of efficacy more effectively assist students with mastery of both cognitive and affective goals.

To the end of studying the impact of efficacy, along with the other four factors of teacher workplace satisfaction, on student achievement, this study was undertaken. In answering the research questions guiding this study, the following findings became evident upon analysis of the data:

1. A positive correlation exists between teacher workplace satisfaction and student achievement.
2. The more satisfied a teacher was, the more likely his or her students were to have high achievement scores.
3. In examining the factors of teacher workplace satisfaction (administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy) that most impacted student achievement, it was found that none of the individual factors explained a significant variance between teacher workplace satisfaction and student achievement.

4. In examining combinations of factors of teachers workplace satisfaction that most impacted student achievement (efficacy and workplace atmosphere; autonomy and administrative support; administrative support and workplace atmosphere; workplace atmosphere and autonomy), it was found that none of the combinations of factors of teacher workplace satisfaction explained a significant variance between teacher workplace satisfaction and student achievement.

Succinctly stated, while there is a relationship between teacher workplace satisfaction and student achievement, the five factors (administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy) that constitute teacher satisfaction alone, or in combination cannot explain the variance between teacher workplace satisfaction and student achievement. It is less clear which components of teacher workplace satisfaction contribute to higher student achievement.

The findings of this study align with NCES (1997), in which a t-test and regression were applied to study factors associated with teacher workplace satisfaction. Student behavior, principal interaction, staff recognition, teacher participation in school decision making, influence over school policy, and control in the classroom were factors identified as being strongly associated with teacher satisfaction. While the current study focused on five factors of workplace satisfaction that can be controlled by schools and that were abundantly supported in the extant literature, the formats and conclusions of both this study and that of NCES were parallel. Workplace satisfaction had a positive correlation with student achievement. As well, the findings of this study support those of Gould and Lee (2000), Bogler (1999) and Ellenberg (1972), in which it was found that

when teachers felt positively about their work or morale was high, student achievement improved.

In regard to the remainder of research focused on the five factors of workplace satisfaction, the findings of this study diverged. In the current study, only 3.7% of variance in student achievement could be explained by overall teacher workplace satisfaction. Conversely, Hirsch (2004) found teacher responses regarding workplace atmosphere were significant predictors of whether or not a school would meet AYP, and specifically, leadership was the single greatest predictor of AYP status at the middle school level. Green, Anderson and Loewen (1988) noted significant correlations between mean class achievement and teacher self efficacy. And in the same context, a number of other researchers found that efficacy correlated with effectiveness in the classroom (Brookover et al., 1979; Brophy & Evertson, 1976), was one of the best predictors of increases on student achievement scores (Berman, McLaughlin, Bass, Pauly, & Zellman, 1977), and correlated with student achievement, both generally (Ashton & Webb, 1982; Ashton, Webb, & Doda, 1983) and in mathematics and reading (Goddard, Hoy, & Hoy, 2000).

To summarize, the current study aligned with the extant literature in that it was found that overall teacher workplace satisfaction had a positive correlation with student achievement. The findings of the current study do not align with the extant literature with relation to the predictive value of the individual factors (administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy) of teacher workplace satisfaction identified in this study. To be clear, while a relationship exists between teacher workplace satisfaction and student achievement, the five factors identified in this

study were found not to be significant in providing a predictive model for student achievement. Teacher satisfaction is complex and made up of many factors, including administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy. It is possible that factors outside the scope of this study could explain the variance between teacher workplace satisfaction and student achievement at a statistically significant level.

### Conclusion

Based on the findings of this study and the extant literature, the researcher concluded the following:

1. While this study reaffirmed the positive correlation between teacher workplace satisfaction and student achievement, teacher satisfaction is a complex phenomenon made up of several factors that singularly cannot account for improved student achievement.
2. The data, while not statistically significant, did indicate that the factors of workplace satisfaction identified in this study do contribute to a small percentage of the variance in student achievement. However, the degree to which each factor, or combination of factors, can be capitalized upon for the purpose of improvement is unknown.

Simply stated, the findings of this study reaffirmed the correlation between satisfaction and student achievement, but they did not however, provide any additional insight for development of a predictive model because teacher satisfaction is a complex phenomenon made up of several factors that individually cannot account for improved

student achievement. Thus, how best to maximize workplace satisfaction as a vehicle to improving student achievement remains unknown.

### Implications

The researcher's primary intent was to contribute to the literature regarding the extent to which the five factors of teacher workplace satisfaction explained each other and the impact on student achievement. Specifically, the researcher presented statistical data regarding the demographic variables, factors of satisfaction, and student achievement. The degree to which these factors were related were analyzed and described in detail.

Ultimately, the proposed outcome of this research was to reveal the extent to which teacher workplace satisfaction relates to student achievement. Understanding the extent to which teacher workplace satisfaction and student achievement are related was of importance to the researcher because of twenty-first century legislation. As a result of the No Child Left Behind Act of 2001, schools were required to ensure all students performed at a base level. While the body of literature currently underscores the importance of teacher skill as the predominant factor in increasing student achievement, all factors that contribute to student success warrant attention in this age of focused accountability.

This study focused on factors of workplace satisfaction that could be attributed to what happens within the school building (administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy) and could be impacted by school leadership. Certainly, there are additional factors that contribute to overall teacher job satisfaction, factors that relate to what occurs both within and outside the school building.

While this study contributes to the knowledge base, the findings primarily diverge from the body of literature.

Policymakers could potentially utilize the results of this study to make recommendations regarding school practices, especially with regard to the affective needs of teachers in an effort to provide for a quality educational experience for students. School personnel managers may be impacted by the findings of this study as they attempt to maintain the teaching force and address teacher workplace satisfaction in an effort to encourage longevity in the field. If a predictive model could be developed around satisfaction and achievement, and an understanding of how each factor of satisfaction relates to overall perception, educators and policymakers could proceed in a systematic fashion in addressing those issues that lead to teachers' perceptions of dissatisfaction and possibly poor student achievement. University professors in leadership training programs may also benefit from understanding the variables that contribute to teachers' job satisfaction in their work with potential administrators for schools. Finally, teachers themselves may benefit from an improvement in workplace conditions that contribute to their overall satisfaction.

#### Recommendations for Additional Research

In order to maximize all of the dynamic components of effective educational leadership's influence on teacher workplace satisfaction that impacts student achievement, additional research is necessary. That research should focus on effective leadership strategies and characteristics of teacher workplace satisfaction not incorporated into this study, including non-school based factors such as community support and parental involvement. As well, research comparing the skill level of teachers,

as measured by demonstrable results in student achievement, with satisfaction warrants attention. To be exact, the field would be aided by knowing if a teacher's verified skill, not perceived efficacy, correlates with teacher satisfaction so that the correlation between teacher workplace satisfaction and student achievement can be more accurately understood.

Due to the fact that a positive correlation has been found between teacher workplace satisfaction and student achievement in the extant literature, further research in this area is recommended. The body of literature could be enhanced with research on additional factors of teacher workplace satisfaction not addressed in this study, including both factors that can be managed at the school and those that are primarily dependent upon parents and the community. Further, knowing the role of teacher skill as it relates to workplace satisfaction would be helpful in further understanding the link between teacher workplace satisfaction and achievement.

## REFERENCES

- Abel, M.H. & Sewell, J. (1999). Stress and burnout in rural and urban secondary school teachers. *The Journal of Educational Research*, 92(5) 287-293.
- Anderman, E. M. (1991). Teacher commitment and job satisfaction: The role of school culture and principal leadership. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Ashton, P. (1984). Teacher efficacy: A motivational paradigm for effective teacher education. *Journal of Teacher Education*, 35(5), 28-32.
- Ashton, P. & Webb, R. (1982). *Teacher's sense of efficacy: Toward an ecological model*. Paper presented at the annual meeting of the American Educational Research Association, New York.
- Ashton, P. & Webb, R. (1986). *Making a difference: teachers' sense of efficacy and student achievement*. New York: Longmann.
- Ashton, P., Webb, R., & Doda, N. (1983). *A study of teachers' sense of efficacy*. (Final Report, National Institute of Education Contract No. 400-79-0075). Gainesville, FL: University of Florida. Retrieved November 2006, from ERIC Document Reproduction Service No. ED 231 834.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.
- Bandura, A. (2000). Exercise of human agency through collective efficacy. *Current Directions in Psychological Science*, 9(3), 75-78.
- Bandura, A. (2001). Social – cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1-26.

- Barnabe, C., & Burns, M. (1994). Teachers' job characteristics and motivation. *Educational Research, 36*(2), 171-185.
- Basom, M. & Frase, L. (2004). Creating optimal work environments: Exploring teacher flow experiences. *Mentoring and Tutoring, 12*(2), 241-258.
- Bass, B. & Avolio, B. (Eds.). (1994). *Improving organizational effectiveness through transformational leadership*. Thousand Oaks, CA: SAGE Publications.
- Bembry, K., Jordon, H., Gomez, E., Anderson, M., & Mendro, R. (1998) Policy implications of long-term teacher effects on student achievement. Paper presented at the 1998 annual meeting of the American Educational Research Association, San Diego, CA, April 1998.
- Berman, P., McLaughlin, M., Bass G., Pauly, E., & Zellman, G. (1977). *Federal programs supporting educational changed: Vol. 7: Factors affecting implementation and continuation*. Santa Monica, CA: Rand Corporation.
- Bess, J.L. (1981). Intrinsic satisfactions from academic versus other professional work: A comparative analysis. Paper presented at the annual meeting of the Association for the Study of Higher Education. ED203805.
- Billingsley, B., Carlson, E., & Klein, S. (2004). The working conditions and induction support of early career special educators. *Council for Exceptional Children, 70*(3), 333-347.
- Blase, J. (1982). A social-psychological grounded theory of teacher burnout. *Educational Administration Quarterly, 18*(4), 93-113.
- Blase, J. (1986). A qualitative analysis of sources of teacher stress: Consequences for performance. *American Educational Research Journal 23*(1), 13-40.

- Blase, J. & Kirby, P. (1992). *Bringing out the best in teachers: What effective principals do*. Newburk Park, CA: Corwin Press.
- Bogler, R. (1999, April). Reassessing the behaviors of principals as a multiple-factor in teachers' job satisfaction. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada. Retrieved November 2006, from ERIC Document Reproduction Service No ED 432 800.
- Bogler, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administration Quarterly*, 37(5), 662- 683.
- Borg, M., Riding, R., & Falzon, J. (1991). Stress in teaching: A study of occupational stress and its determinants, job satisfaction and career commitment among primary schoolteachers. *Educational Psychology: An International Journal of Experimental educational Psychology*, 11, 59-75.
- Breaux, A.L. & Wong, H.K. (2003). *New teacher induction: How to train, support, and retain new teachers*. Harry K. Wong Publications, Mountain View, CA.
- Bredeson, P., Kasten, K., & Fruth, M. (1983). Organizational incentives and secondary school teaching. *Journal of Research and Development in Education*, 6(4), 53-58.
- Brophy, J. & Evertson, C. (1976). *Learning from teaching: A developmental perspective*. Boston: Allyn & Bacon.
- Brookover, W. Beady, C., Flood, P., Schweitzer, J., & Wisenbaker, J. (1979). *School social systems and student achievement: Schools can make a difference*. New York: Bergin.

Burden, P. (1981). *Teachers' perceptions of their personal and professional development.*

Paper presented at the annual meeting of the Midwestern Educational Association, Des Moines, IA.

Burgoon, J., Stern L., & Dillman, L. (1995). *Interpersonal adaptation: Dyadic interaction patterns.* New York: Cambridge University Press.

Byrne, B.M. (1991). Burnout: Testing for the validity, replication, and invariance of causal structure across elementary, intermediate, and secondary teachers. *American Educational Research Journal, 31*(3), 645-673.

Caprara, G.V., Barbaranelli, C., Borgogni, L., & Steca, P. (2003). Efficacy beliefs as determinants of teachers' job satisfaction. *Journal of Educational Psychology, 95* (4), 821-832.

Carpenter, J. L. (2004). A correlational study of perceived principals' leadership style and teacher job satisfaction. Doctoral dissertation, University of Georgia, 2004). *Dissertation Abstracts International,*

Chaplain, R.P. (1998). Stress and job satisfaction: A study of English primary school teachers. *Educational Psychology, 15*(4), 473-489.

Chapman, D.W. & Lowther, M.R. (1982). Teachers' satisfaction with teaching. *Journal of Educational Research, 75*(4), 241-247.

Cockburn, A.D. (2000). Elementary teachers' needs: Issues of retention and recruitment. *Teaching and Teacher Education, 16*(2), 223-238.

Coladarci, T. (1992). Teachers' sense of efficacy and commitment to teaching. *Journal of Experimental Education 60*(4), 323-337.

- Comstock, J. (1999). Mutual influence in teacher-student relationships: Applying IAT to access teacher adaptation to student classroom involvement. Paper presented at the annual meeting of the National Communication Association, Chicago, IL.
- Cothran, D. & Ennis, C. (2000). Building bridges to student engagement: Communication respect and care for students in urban high schools. *Journal of Research and Development in Education*, 33, 106-117.
- Csikszentmihalyi, M. (1997). *Finding flow: The psychology of optimal experience*. New York: Harper and Row.
- Darling-Hammond, L. (1995). Policy for restructuring. In A. Lieberman (Ed.). *The work of restructuring schools: Building from the ground up* (pp.157-175). New York: Teachers College Press.
- Davis, J. & Wilson, S. (2000). Principals' efforts to empower teachers: Effects on teacher motivation and job satisfaction and stress. *The Clearing House*, 73(6), 349-353.
- De Vaus, D. (2004). *Surveys in social research*. (5th ed.). New York: Routledge.
- Dillman, D. (1978). *Mail and telephone surveys: The total design method*. NY: Wiley Press.
- Dinham, S. (1995). Time to focus on teacher satisfaction. *Unicorn*, 21(3), 64-75.
- Dinham, S. & Scott, C. (2000). Moving into the third, outer domain of teacher satisfaction. *Journal of Education Administration*, 38, 379-392.
- Educational Research Service. (2000). *Effective classrooms: Teacher behaviors that produce high student achievement*. (The Informed Educator Series). Arlington, VA: Author.
- Ellenberg, F. C. (1972). Factors affecting teacher morale. *NASSP Bulletin*, 56(12), 76.

- Erpelding, C.J. (1999). School version, teacher autonomy, school climate, and student achievement in elementary schools. Unpublished doctoral dissertation, University of Northern Iowa, *Dissertation Abstracts International*, 60(05a), 1405.
- Evans, L. (1997). Understanding teacher morale and job satisfaction. *Teaching and Teacher Education*, 13, 831-845.
- Farrugia, C. (1986). Career choice and sources of occupational satisfaction and frustration among teachers in Malta. *Comparative Education*, 22(3), 221-231.
- Foels, R., Driskell, J., Mullen, B., & Salas, E. (2000). The effects of democratic leadership on group member satisfaction. *Small Group Research*, 31(6), 676-701.
- Ferguson, D. (2000). NSTA teacher survey lists teachers' dissatisfactions. *Curriculum Administrator*, 36(7), 18-21.
- Frataccia, E. & Hennington, I. (1982). Satisfaction of hygiene and motivation needs of teachers who resigned from teaching. Paper presented at the annual conference of the Southwest Educational Research Association, Austin, TX. ED212612.
- Friedman, I. A. (1995). Student behavior patterns contributing to teacher burnout. *The Journal of Educational Research*, 88(5), 281-289.
- Gay, G. (1995). Modeling and mentoring in urban teacher preparation. *Education and Urban Society* 37(4), 309-328.
- Gaziel, H.H. (1986). Correlates of job satisfaction: A study of the two factor theory in an educational setting. *The Journal of Psychology*, 120(6), 613-626.
- Glickman, C. & Tamashiro, R. (1982). A comparison of first-year, fifth-year, and former teachers on efficacy, ego development, and problem solving. *Psychology in Schools*, 19, 558-562.

- Goddard, R., Hoy, A., & Hoy, W. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal, 37*, 479-508.
- Gold, Y. (1987). Stress reduction programs to prevent teacher burnout. *Education, 107*(3), 338-340.
- Goodlad, J.I. (1984). *A place called school*. New York, NY: McGraw-Hill Book.
- Goodlad, J.I. (2004). *A place called school*. New York, NY: McGraw-Hill Book.
- Goodwin, A.L. (1987). Vocational choice and the realities of teacher. In F. Bolin & J. McConnell Falk (Eds.), *Teacher renewal: Professional issues, personal choices*. New York, Teachers College, Columbia University.
- Greene, M.L., Anderson, R.N., & Loewen, P.S. (1988). *Relationships among teachers' and students' thinking skills, sense of efficacy, and student achievement*. Paper presented at the annual meeting of the American Educational Research Association, New Orleans.
- Guskey, T.R. (1987). Context variables that affect measures of teacher efficacy. *Journal of Educational Research, 81*, 41-47.
- Guskey, T.R. (1988). Teacher efficacy, self-concept, and attitudes toward the implementation of instructional innovation. *Teaching and Teacher Education: An International Journal of Research and Studies, 4*(1), 63-69.
- Guskey, T.R. & Passaro, P.D. (1994). Teacher efficacy: A study of construct dimensions. *American Educational Research Journal 31*(3), 627-643.
- Hart, A.W., & Bredeson, P.V. (1996). *The principalship*. NY: McGraw-Hill.

- Haughey, M., & Murphy, P. (1983). Are rural teachers satisfied with the quality of their work life? *Education, 104*(1), 56-66.
- Herzberg, F. (1966). *Work and the nature of man*. Cleveland: World Publishing Company.
- Herzberg, F. (1972). The motivation-hygiene theory. In Uroum, V.H. & Decci, E.I. (eds.), *Management and motivation*. Baltimore: Penguin Books.
- Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work*. (2nd ed.). New York: John Wiley.
- Hirsch, E. (2004). *Teacher working conditions are student learning conditions: A report to Governor Mike Easley on the 2004 North Carolina teacher working conditions survey*. (The Southeast Center for Teaching Quality Publication). Chapel Hill: NC.
- Holloway, J. (2003). Sustaining experienced teachers. *Educational Leadership, 33*, 333-336.
- Husby, V.R. (2003). Teachers' perspective on a self-directed staff development program based upon principles of action research. (Doctoral Dissertation, University of Georgia, 2003). *Dissertation Abstracts International, 63* (08), A. (AAT No. 0804232).
- Imper, M., Neidt, W.A., & Reyes, P. (1990). Factors contributing to teacher satisfaction with participative decision making. *Journal of Research and Development in Education, 23*(4), 216-225.

- Jones, L. (2000). Supervisory beliefs and behaviors associated with veteran teacher motivation. (Doctoral dissertation, University of Oklahoma, 2000). *Dissertation Abstracts International* 61, 441. (UMI Microform AAT 9962960).
- Kim, I. & Loadman, W. (1994). *Predicting teacher job satisfaction*. Retrieved November, 2006, from ERIC Document Reproduction Service No. ED 383 707.
- Klecker, B.J. & Loadman, W. (1996). Exploring the relationship between teacher empowerment and teacher job satisfaction. Paper presented at the annual meeting of the Mid-Western Educational Association, Chicago, IL. Retrieved November 2006, from ERIC Document Reproduction Service No. ED400 254.
- Kreis, K. & Brockopp, D. (1986). Autonomy: A component of teacher job satisfaction. *Education*, 107(1), 110-115.
- Kyriacou, C. (1987). Teacher stress and burnout: An international review. *Educational Research*, 29, 146-152.
- Lambeth, K.K. (1991). Job satisfaction among secondary level teachers. (Doctoral Dissertation, Texas Woman's University, 1991).
- Leithwood, K., Begley, P.T. & Cousins, J.B. (1992) *Developing expert leadership for future schools*. Briston, PA: The Falmer Press, Taylor and Francis.
- Leitman, R., Binns, K., & Duffett, A. (1995). *The American teacher, 1984-1995, Metropolitan Life Survey, old problems, new challenges* (Report No. SP 036 532). New York: Metropolitan Life Insurance. Retrieved November, 2006, from ERIC Document Reproduction Service No. ED 392 783.
- Lindahl, L.G. (1949). What makes a good job? *Personnel*, 25 (4), 263-266.

- Luekens, M.T., Lyter, D.M., & Fox, E.E. (2004). Teacher attrition and mobility: Results from the teacher follow-up survey, 2000-01. *Education Statistics Quarterly*, 6(3), 1-72.
- Ma, X. (1999). Influences of workplace conditions on teachers' job satisfaction. *Journal of Educational Research*, 93(1), 39-47.
- Maslach, C. (2001). What have we learned about burnout and health? *Psychology and Health*, 16(5), 607-611.
- Maslow, A.J. (1954). *Motivation and personality*. New York: Harper and Brothers.
- McLaughlin, M., Pfeifer, R., Swanson-Owens, D. & Yee, S. (1986). Why teachers won't teach. *Phi Delta Kappan*, 67, 420-426.
- Miller, W.C. (1981). Staff morale, school climate, and education productivity. *Educational Leadership*, 38(6), 483-486.
- Moore, B.M. (1987). Individual difference and satisfaction with teaching. Paper presented at the annual meeting of the American Educational Research Association. Washington, D.C. ED 282851.
- Morgan, M. & O'Leary, M. (2004). A study of factors associated with the job satisfaction of beginning teachers. *The Irish Journal of Education*, 73-86.
- Morris, R.F. (2003). The relationships among school facility characteristics, student achievement, and job satisfaction level among teachers. (Doctoral dissertation, University of Georgia, 2003). *Dissertation Abstracts International*,
- Morse, N.C. (1953). *Satisfaction in the white-collar job*. Ann Arbor, MI: Institute for Social Research, Survey Research Center, University of Michigan.

- Mottet., T.P. (2000). Interactive television instructors' perceptions of students' nonverbal responsiveness and their influence on distance teaching. *Communication Education, 49*, 146-164.
- Mottet, T.P., Beebe, S.A., Raffeld, P.C., & Medlock, A.L. (2004). The effects of student verbal and nonverbal responsiveness on teacher self-efficacy and job satisfaction. *Communication Education, 53*(2), 150-163.
- Mottet, T.P. & Richmond, V.P. (2002). Student nonverbal communication and its influence on teachers and teaching. In J.L. Chesebro & J.C. McCroskey (Eds.), *Communication for teachers* (pp. 47-61), Boston: Allyn & Bacon.
- Natale, J.A. (1993). Why teachers leave. *The Executive Educators*, 14-18.
- National Center for Education Statistics. (1997). *Job satisfaction among America's teachers: Effects of workplace conditions, background characteristics, and teacher compensation*. (NCES 97-471). Washington, DC: U.S.: U.S. Department of Education.
- National Center for Education Statistics. (1999). *Teachers on teaching: Results from the schools and staffing survey*. (NCES 1999-344). Washington, DC: U.S.: U.S. Department of Education.
- Nir, A.E. (2002). School-based management and its effect on teacher commitment. *International Journal of Leadership in Education, 5*(4), 323-334.
- No Child Left Behind Act of 2001, Pub. L. No. 107-110. Stat. 115. (2002).
- Ostroff, C. (1992). The relationship between satisfaction, attitudes, and performance: An organizational level analysis. *Journal of Applied Psychology 77*, 31-39.

- Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research* 66(4), 543-578.
- Patrick, A. (2007). *An examination of teacher workplace satisfaction and student achievement*. Unpublished doctoral dissertation, Georgia Southern University.
- Patrick, B., Hisley, J., & Kempler, T. (2000). What's everybody so excited about: The effects of teacher enthusiasm on student intrinsic motivation and vitality. *The Journal of Experimental Education*, 68(3), 217-236.
- Pearson, L.C. & Hall, B.C. (1993). Initial construct validation of the teaching autonomy scale. *Journal of Educational Research*, 86(3), 172-177.
- Pearson, L.C., & Moomaw, W. (2005). The relationship between teacher autonomy and stress, work satisfaction, empowerment, and professionalism. *Educational Research Quarterly*, 29(1), 37-53.
- Pearson, L. C. & Moomaw, W. (2006). Continuing Validation of the teaching autonomy scale. *The Journal of Educational Research*, 100(1), 44-51.
- Pfeffer, J. (1981). *Power and organizations*. Boston: Pitman.
- Prawat, R.S. & Jarvis, R. (1980). Gender differences as a factor in teachers' perceptions of students. *Journal of Educational Psychology*, 72, 14-17.
- Quaglia, R., Marion, S., & McIntire, W. (1991). The relationship of teacher satisfaction to perceptions of school organization, teacher empowerment, working conditions, and community status. *Education*, 112(2), 206-217.
- Rhodes, C., Nevill, A., & Allan, J. (2004). Valuing and supporting teachers: A survey of teacher satisfaction, dissatisfaction, morale and retention in an English local education authority. *Research in Education*, 71, 67-80.

- Rice, E.M. & Schneider, G.T. (1994). A decade of teacher empowerment: An empirical analysis of teacher involvement in decision making, 1980-1991. *Journal of Educational Administration*, 32(1), 43-58.
- Richmond, V.P. & McCroskey, J.C. (1995). *Communication: Apprehension, avoidance, and effectiveness*. Scottsdale, AZ: Gorsuch Scarisbrick.
- Rosenholtz, S. (1989). *Teachers' workplace: The social organization of schools*. White Plains, NY: Longman.
- Ross, J. (1992). Teacher efficacy and the effects of coaching on student achievement. *Canadian Journal of Education*, 17(1), 51-65.
- Ross, J. (1994). Beliefs that make a difference: The origins and impacts of teacher efficacy. Paper presented at the Meeting of the Canadian Association of Curriculum Studies, Calgary.
- Ross, J. (1998). Antecedents and consequences of teacher efficacy. In J. Brophy (Ed.), *Advances in research on teaching*, (pp. 49-74). Greenwich, CT: JAI Press.
- Schackmuth, T.G. (1979). Creating job satisfaction in a static teacher market. *The Clearing Hours*, 52(5), 229-232.
- Sergiovanni, T.J. (1966). Investigation of factors which affect job satisfaction and job dissatisfaction of teachers. *Dissertation Abstracts International*, 28, 2966A.
- Sergiovanni, T.J. (1969). Factors that affect satisfaction and dissatisfaction of teachers. In F.D. Carver and T.J. Sergiovanni (Eds.). *Organization and human behavior* (pp. 249-260). New York: McGraw Hill.
- Sergiovanni, T.J. & Carver, F.D. (1975). *The new school executive*. New York: Dodd, Mead and Company.

- Shann, M.H. (1998). Professional commitment and satisfaction among teachers in urban middle schools. *Journal of Educational Research, 92*(2), 67-73.
- Shaw, J., & Reyes, P. (1992). School cultures: Organizational value orientation and commitment. *Journal of Educational Research, 85*(5), 295-302.
- Sheppard, B. (1996). Exploring the transformational nature of instructional leadership. *Alberta Journal of Educational Research, 42*(4), 325-344.
- Shin, H. & Reyes, P. (1995). Teacher commitment and job satisfaction: A causal analysis. *Journal of School Leadership, 5*, 22-39.
- Soodak, L. & Podell, D. (1997). Efficacy and experience: Perceptions of efficacy among preservice and practicing teachers. *Journal of Research and Development in Education, 30*, 214-221.
- Spear, M., Gould, K., & Lee, B. (2000). *Who would be a teacher? A review of factors motivating and demotivating prospective and practicing teachers*. Slough: NFER.
- Stajkovic, A. & Lee, D. (2002). *A meta-analysis of the relationship between collective efficacy and group performance*. Unpublished manuscript.
- Stempien, L.R. & Loeb, R.C. (2002). Differences in job satisfaction between general education and special education teachers: Implications for retention. *Remedial and Special Education, 23*(5), 258-267.
- Tschannen-Moran, M. Woolfolk, Hoy, A. & Hoy, W.K. (1998). Teacher efficacy: Its meaning and measure. *Review of Educational Research 68*, 202-248.
- Thompson, D.E. (1971). Favorable self-perception, perceived supervisory style and job satisfaction. *Journal of Applied Psychology, 55*(4), 349-352.

- Thompson, D.M. & Tulving, E. (1970). Associative encoding and retrieval: Weak and strong cues. *Journal of Experimental Psychology*, 86, 255-262.
- Tsui, K., Leung, T., Cheung, Y., Mok, H., & Ho, W. (1994). The relationship of teacher's organizational commitment to their perceived organizational health and personal characteristics in primary schools. *Journal of Primary Education*, 4(2), 27-41.
- Turgoose, L. (1996). The relationship of teacher efficacy, mathematics anxiety, achievement, preparation, and years of experience to student IOWA tests of basic skills mathematics test scores. (Doctoral dissertation, University of Idaho, 1996), *Dissertation Abstracts International*, 57(5), 1986A (UMI No. 9629162).
- Tye, B. & O'Brien, L. (2002). Why are experienced teachers leaving the profession? *Phi Delta Kappan*, 84(1), 24-32.
- Watson, D. (1991). A study of the effects on the achievement of third grade students in selected elementary schools in South Carolina (Doctoral dissertation, South Carolina State University, 1991), *Dissertation Abstracts International*, 53(6), 1794A (UMI No. 9230552).
- Weasmer, J. (2002) Maintaining job satisfaction: Engaging professionals as active participants. *The Clearing Hours*, 75(4), 186-189.
- Wilson, S.M. (1993). The self-empowerment index: A measure of internally and externally expressed teacher autonomy. *Educational and Psychological Measurement*, 53, 727-737.
- Wong, H. & Wong, R. (1998). *The first days of school*. Mountain View, CA: Harry K. Wong Publications.

Zaccaro, S., Blair, V. Peterson, C. & Zazanis, M. (1995). Collective efficacy. In J.E. Maddux (Ed.), *Self-efficacy, adaptation, and adjustment*. (pp. 305-330). New York: Plenum Press.

Zembylas, M. & Papanastasiou, E. (2005). Modeling teacher empowerment: The role of job satisfaction. *Educational Research and Evaluation*, 11(5), 433-459.

APPENDIX A

LETTER TO PARTICIPANTS WITH PASSIVE CONSENT

COLLEGE OF EDUCATION

---

DEPARTMENT OF LEADERSHIP, TECHNOLOGY, & HUMAN DEVELOPMENT

---

## **PASSIVE INFORMED CONSENT**

Dear FIRST NAME, LAST NAME,

My name is Angela Scott Patrick, and I am the principal investigator conducting research at the College of Education at Georgia Southern University in Statesboro, Georgia. I am conducting research to examine teacher workplace satisfaction and student achievement for middle school teachers. The title of the project is An Examination of Teacher Workplace Satisfaction and Student Achievement. As such, you have been selected to participate in this study.

The primary intent of this research is to contribute to the professional literature regarding the extent to which administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy explain each other and the impact on student achievement. Specifically, I will present statistical data regarding the factors of teacher workplace satisfaction, demographic variables, and student achievement. The degree to which these factors are related will be analyzed and described in detail. Ultimately, the proposed outcome of this research is to reveal the extent to which teacher workplace satisfaction relates to student achievement.

While your participation is not required, it is greatly valued, and I hope you will take time from your busy schedule to share your perspective. **It will take approximately 5 minutes to complete the survey.** Only minor risk of personal discomfort may be present while answering survey questions. You may withdraw from the study at anytime without consequence by contacting Angela Patrick or by not returning the survey. All responses will remain confidential, and individual respondents will not be personally identified, therefore, no data could be used for punitive or other purposes as a result of participation.

Participants and society will benefit from this research in a broad sense, in that identification of factors that increase teacher workplace satisfaction may be identified and ultimately addressed in schools, as they related to improving teacher workplace satisfaction and student achievement. I will be happy to provide you with a brief report summarizing the findings upon your request.

By reading this consent form and returning the survey, you are agreeing for me to use your responses for the purpose of this study. Thank you in advance for your participation in this research, and I look forward to hearing from you soon.

Participants have the right to ask questions and have those questions answered. If you have questions about this study, please contact Angela Patrick at 678-301-7102 (Angela\_Patrick@[REDACTED].k12.ga.us) or Dr. Barbara Mallory at 912-871-1428 (bmallory@georgiasouthern.edu). For questions concerning your rights as a research

participant, contact Georgia Southern University Office of Research Services and Sponsored Programs at 912-681-0843.

**Directions for Completing the Survey:**

The purpose of this survey is to gather information from you and your colleagues regarding the extent of your workplace satisfaction. Enclosed is a brief survey asking for your perception about your level of workplace satisfaction in the five areas: administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy.

**ALL RESPONSES SHOULD BE APPROPRIATE TO THE 2005-2006 SCHOOL YEAR AND THE SCHOOL IN WHICH YOU WORKED DURING THAT TIME.**

Please complete the top section of the survey by indicating how many years you worked in the school in which you were assigned last school year and provide your employee identification number. Then, using the provided 5 point Likert scale, rate your satisfaction level for questions 1 – 34.

Please return your completed survey in the enclosed envelope in the district courier as soon as possible. If you have questions about where to leave the envelope for courier pick-up, please ask someone in your school's front office. If you should misplace the provided return envelope, you can return the survey in a sealed envelope through the courier by addressing it as follows:

Angela Patrick  
[REDACTED]

Again, thank you in advance for your participation!

APPENDIX B

SURVEY



APPENDIX C  
MAPPING OF SURVEY ITEMS

Workplace Factor	Question	Research base for question
Demographic Data	2. How many years have you worked at this school	2. Burden (1981)
Administrative Support	9. The support you received from the administrators in your building?	9. Bogler (2001); Davis & Wilson (2000); Hirsch (2004); NCES (1997); Shann (1998)
	10. The day to day involvement in instructional activities of administrators in your building?	10. Bogler (2001); Davis & Wilson (2000); NCES (1997); Shann (1998)
	17. The amount of time administrators spent in your classroom observing and/or participating in instructional activities?	17. NCES (1997)
	28. The level of respect and professionalism given to you from your administrators?	28. Bogler (2001); Ma (1999); NCES (1997); Rhodes, Nevill, & Allan (2004)
	29. The degree of value placed on your input by administrators?	29. Lambeth (1991); NCES (1997); Shann (1998)
	30. The degree to which your principal allowed your participation in school-wide decision making?	30. NCES (1997); Shann (1998)
Student Behaviors	16. Students' responses to you as a teacher?	16. Quaglia, Marion, & McIntire (1991); Rhodes, Nevill, & Allan (2004); Shann (1998)

	<p>18. Your students' concern for performing well on assignments?</p> <p>21. The degree to which students willingly engaged in instructional activities in your classroom?</p> <p>22. The level of respect exhibited by students in your classroom?</p> <p>32. The relationships you had with students in your class?</p> <p>33. The degree of respect and good work habits practiced by students in your school?</p>	<p>18. Quaglia, Marion, &amp; McIntire (1991); Rhodes, Nevill, &amp; Allan (2004); Shann (1998)</p> <p>21. Shann (1998)</p> <p>22. NCES (1997); Quaglia, Marion, &amp; McIntire (1991); Rhodes, Nevill, &amp; Allan (2004); Shann (1998)</p> <p>32. NCES (1997); Quaglia, Marion, &amp; McIntire (1991); Rhodes, Nevill, &amp; Allan (2004); Shann (1998)</p> <p>33. NCES (1997); Quaglia, Marion, &amp; McIntire (1991); Rhodes, Nevill, &amp; Allan (2004); Shann (1998)</p>
Workplace Atmosphere	<p>4. The amount of recognition you received for your efforts from people in your school?</p> <p>19. The support you received from administrators and teachers in your building?</p> <p>20. The relationships you had with colleagues?</p>	<p>4. Bogler (2001); Ma (1999); NCES (1997); Rhodes, Nevill, &amp; Allan (2004)</p> <p>19. Bogler (2001); Ma (1999); NCES (1997); Rhodes, Nevill, &amp; Allan (2004)</p> <p>20. Bogler (2001); Ma (1999); NCES (1997); Rhodes, Nevill, &amp; Allan (2004)</p>

	<p>23. The level of professionalism exhibited among colleagues in your building?</p> <p>24. Communication from your administrators?</p> <p>25. The cleanliness and level of general maintenance of your building?</p> <p>26. The use of space in your building?</p> <p>27. The level of stress you experienced in relation to expectations on you in your building?</p> <p>31. The relationship you had with your principal and assistant principal(s)?</p>	<p>23. Pearson &amp; Moomaw (2005)</p> <p>24. Bogler (2001); Davis &amp; Wilson (2000)</p> <p>25. Morris (2003)</p> <p>26. Morris (2003)</p> <p>27. Davis &amp; Wilson (2000)</p> <p>31. Shann (1998)</p>
Autonomy	<p>5. The flexibility you had to be creative in your teaching approach?</p> <p>6. The control you had over selecting student learning activities in your classroom?</p> <p>7. The degree of decision-making authority you were allowed in your job as a teacher?</p> <p>8. The flexibility you were given in determining how to resolve major problems in your classroom and the school?</p>	<p>5. Bogler (2001); Davis &amp; Wilson (2000); Ma (1999); NCES (1997); Pearson &amp; Moomaw (2005); Shann (1998)</p> <p>6. Bogler (2001); Davis &amp; Wilson (2000); Ma (1999); NCES (1997); Pearson &amp; Moomaw (2005); Shann (1998)</p> <p>7. Bogler (2001); Davis &amp; Wilson (2000); Ma (1999); NCES (1997); Pearson &amp; Moomaw (2005); Shann (1998)</p> <p>8. Ma (1999); Pearson &amp; Moomaw (2005); Shann (1998)</p>

	<p>11. The degree of flexibility you had to determine what you could teach in your classroom?</p> <p>12. The degree of flexibility you had in setting the standards of behavior for students within your classroom?</p> <p>13. The degree of flexibility you had in establishing your own guidelines and procedures for instruction?</p> <p>14. The degree of flexibility you had to select materials to use in your classroom?</p>	<p>11. Bogler (2001); Davis &amp; Wilson (2000); Ma (1999); NCES (1997); Pearson &amp; Moomaw (2005); Shann (1998)</p> <p>12. Bogler (2001); Davis &amp; Wilson (2000); Ma (1999); NCES (1997); Pearson &amp; Moomaw (2005); Shann (1998)</p> <p>13. Bogler (2001); Davis &amp; Wilson (2000); Ma (1999); NCES (1997); Pearson &amp; Moomaw (2005); Shann (1998)</p> <p>14. Bogler (2001); Davis &amp; Wilson (2000); Ma (1999); NCES (1997); Pearson &amp; Moomaw (2005); Shann (1998)</p>
Efficacy	<p>1. The training you received to teach the content in the subject area(s) you were required to teach?</p> <p>2. Your ability to answer students' questions in regard to the content you were required to teach?</p> <p>3. Your capacity to influence student achievement?</p>	<p>1. Davis &amp; Wilson (2000); Ma (1999); Rhodes, Nevill, &amp; Allan (2004); Shann (1998)</p> <p>2. Davis &amp; Wilson (2000); Ma (1999); Rhodes, Nevill, &amp; Allan (2004); Shann (1998)</p> <p>3. Davis &amp; Wilson (2000); Ma (1999); Rhodes, Nevill, &amp; Allan (2004); Shann (1998)</p>

	15. Your ability to complete the instructional duties you were assigned?	15. Davis & Wilson (2000); Ma (1999); Rhodes, Nevill, & Allan (2004); Shann (1998)
	34. Your level of understanding of the curriculum for which you were accountable?	34. Davis & Wilson (2000); Ma (1999); Rhodes, Nevill, & Allan (2004)

APPENDIX D  
ADVANCE LETTER

March 25, 2007

Dear

My name is Angela S. Patrick, and I am the principal investigator conducting research at the College of Education at Georgia Southern University in Statesboro, Georgia. I am conducting research to examine teacher workplace satisfaction and student achievement for middle school teachers. As such, you have been selected to participate in this study.

The primary intent of this research is to contribute to the professional literature regarding the extent to which administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy explain each other and the impact on student achievement. Specifically, I will present statistical data regarding the factors of teacher workplace satisfaction, demographic variables, and student achievement. The degree to which these factors are related will be analyzed and described in detail. Ultimately, the proposed outcome of this research is to reveal the extent to which teacher workplace satisfaction relates to student achievement.

The purpose of this survey is to gather information from you and your colleagues regarding the extent of your workplace satisfaction. Within the next week you will receive a brief survey asking for your perception about your level of workplace satisfaction in the five areas: administrative support, student behaviors, workplace atmosphere, autonomy, and efficacy.

While your participation is not required, it is greatly valued, and I hope you will take time from your busy schedule to share your perspective. It will take approximately 15 minutes to complete the survey. All responses will remain confidential, and individual respondents will not be personally identified. I will be happy to provide you with a brief report summarizing the findings upon your request.

If you have any questions or concerns about these survey items, please feel free to contact Angela S. Patrick at 678-301-7102. Thank you in advance for your participation in this research..

Sincerely,

Angela S. Patrick

APPENDIX E  
FOLLOW UP LETTER

April 15, 2007

Dear Sir/Madam:

**A SECOND CHANCE...**to share your perception of your workplace satisfaction!

A few weeks ago I sent you a survey asking your perception regarding your workplace satisfaction. To date, I have not received your survey. Your response is extremely valuable in order to obtain a complete picture of the relationship between teacher workplace satisfaction and student achievement for middle school teachers.

I invite you to take approximately 15 minutes of your time to provide input regarding your experiences. If you choose to participate in this study, please return the survey to me via fax at 678-301-7222 or in the envelope provided.

If you have questions or concerns about these survey items, please feel free to contact Angela S. Patrick at 678-301-7102.

If you have already sent this survey back, thank you for doing so.

Sincerely,

Angela S. Patrick

APPENDIX F  
FINAL FOLLOW UP LETTER

April 15, 2007

Dear Sir/Madam:

**FINAL CHANCE...**to share your perception of your workplace satisfaction!

Several weeks ago I sent you a survey asking your perception regarding your workplace satisfaction. To date, I have not received your survey. Your response is extremely valuable in order to obtain a complete picture of the relationship between teacher workplace satisfaction and student achievement for middle school teachers.

I invite you to take approximately 15 minutes of your time to provide input regarding your experiences. If you choose to participate in this study, please return the survey to me via fax at 678-301-7222 or in the envelope provided.

If you have questions or concerns about these survey items, please feel free to contact Angela S. Patrick at 678-301-7102.

If you have already sent this survey back, thank you for doing so.

Sincerely,

Angela S. Patrick