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AN ANALYSIS OF SELECTED FACTORS RELATED TO JOB SATISFACTION
AS DETERMINED BY A SURVEY OF BUSINESS TEACHERS
EMPLOYED IN UTAH PUBLIC HIGH SCHOOLS

by

Patricia Dianne O'Reagan

A report submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

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Plan B

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Patricia Dianne O'Reagan

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CHAPTER I
INTRODUCTION

Origin and nature of the problem

Work is an important aspect of the total life experience. It has been estimated that man spends a total of one-third of his waking hours each week engaged in some type of work.

As an important aspect of life in our culture, satisfying work contributes to man's sense of general well-being and feeling of personal worth. Work that is not personally satisfying tends to have the opposite effects. (25, p. 329)

The above quote, taken from Siegel's Industrial Psychology, discusses an important problem in this age of technology--job satisfaction.

Several personal characteristics have been identified as affecting job satisfaction. Chief among these are sex, age, intelligence, experience and personal adjustment (25, p. 344).

Morse makes the statement, "There is some evidence indicative of increased job satisfaction with increased employee age" (20). This is due to the fact that the older an employee becomes, the more resigned he becomes to his job. He realizes that there is no place else to go. Also, at an older age, lack of opportunity for advancement and low salary are of less importance because the employee is not raising a family. Younger employees who are raising families do feel the need for advancement and higher salary, thus they experience a feeling of discontent. Do these theories hold true for teachers, however? Considering the age range within which most high school teachers fall when first hired, it seems especially important that this question be answered.

One of the mandates subscribed to by writers in men's magazines such as Playboy is that women are using jobs as hunting preserves for future husbands and are therefore not subject to the same intrinsic job dissatisfactions as men. Leading feminists such as T. Grace Atkinson, Gloria Steinem and Betty Freidan disagree with this position, however, and say that women are equally as aware and conscious of feelings of job dissatisfaction as are men. What do the working women themselves say about their feelings of job satisfaction? In looking at the large number of female high school business teachers currently employed, their responses would be quite timely.

What part does experience play in feelings of job satisfaction? One professor at a leading Western university made a statement that the job loses its spice after a few years of experience. This same professor felt that staying at the same place of employment over a great period of time was not appealing and that a change every few years would be challenging and keep job satisfaction alive. If this position is one commonly held by high school teachers, it would seem to have many ramifications for teacher placement personnel. Perhaps teachers of the future would be shifted around every two years automatically to avoid job stagnation. Just how much a part is played by experience in keeping a teacher alive and on his toes would seem a vital statistic for hiring boards to have at their fingertips.

Just as some students abhor English and excel at math, there seem to be teachers quite adept at teaching shorthand who shiver with apprehension each time it is their turn to teach business English. Does the subject matter a teacher is called upon to instruct have any effect upon

his satisfaction with his job? If so, it would be to the benefit of the personnel department to assign teachers to classes that they enjoy teaching, thus ensuring permanency within the ranks.

Importance of the study

Employee replacement costs are rising all the time. One way for the school administrator to cut down on employee replacement is to see that the employees are satisfied with their jobs. One such way is to counsel teachers at regular intervals. This study will seek to gather information about sex, age, teaching experience and subject matter taught which administrators can use in preparing job orientation and counseling programs.

Statement of the problem

The purpose of this study is to determine factors of job satisfaction as perceived by business teachers, and to determine what, if any, relationship exists between age, sex, experience in teaching, educational attainment, subject matter taught and job satisfaction among a population consisting of business teachers currently employed in Utah public high schools.

The study will attempt to determine the following:

1. Those factors of job satisfaction as perceived by teachers.
2. Are male teachers more satisfied than female teachers?
3. Does job satisfaction among business teachers increase with employee age?
4. Is one's feelings of job satisfaction influenced by years of teaching experience?

5. Is there any relationship between educational level attained and a teacher's feelings of job satisfaction?
6. Is there any relationship between subject matter taught and a teacher's feelings of satisfaction with the job?

Delimitations

1. The population will be limited to high school business teachers currently employed in Utah public high schools who have taught at least a full year previous to completing the questionnaire.
2. A 75 percent return will be considered sufficient for purposes of this study.
3. The study will not be concerned with the relationship between horizontal or vertical advancement and job satisfaction.
4. The study will not be concerned with the relationship between position in the school and job satisfaction. (No delineations will be drawn between department heads and regular staff members in their responses to the questionnaire.)

Limitations

The chief limitation was that some respondents did not supply all demographic information requested. This made it difficult to determine with exactness the relationship of sex, educational level and age to job satisfaction. Also needed was a more definite measure of the relationship of subject matter taught to job satisfaction. The instrument used in this study did not allow for measurement of this aspect of job satisfaction in a precise method.

Definition of terms

Job satisfaction--feeling an employee has about his pay, his work, his promotion opportunities and his co-workers.

Intrinsic--pertaining to the essential nature of a thing.

Extrinsic--originating from without, external.

VDS--very dissatisfied.

DS--dissatisfied.

N--neutral.

S--satisfied.

VS--very satisfied.

MSQ--Minnesota Job Satisfaction Questionnaire.

CHAPTER II
REVIEW OF THE LITERATURE

This chapter will review studies dealing with job satisfaction, in particular teacher job satisfaction. Studies dealing with methods of ascertaining job satisfaction will also be reviewed.

Job satisfaction is the feeling an employee has about his pay, his work, his promotion opportunities and his co-workers. Several studies have been done on factors affecting job satisfaction among blue collar workers.

Locke (18, p. 316) in his landmark study describing job satisfaction says that

Job satisfaction and dissatisfaction are a function of the perceived relationship between what one wants from one's job and what one perceives it as offering or entailing.

He stated that overall job satisfaction is the sum of the discriminable elements of which the job is composed. Locke also lists the following three steps as necessary to an appraisal of job satisfaction:

1. perception of aspect of the job
2. an implicit or explicit value judgment
3. conscious or subconscious judgment of the relationship between one's perception and one's value (18)

Kaplan (13) criticizes the theory that workers are necessarily dissatisfied if they seek satisfaction of economic needs and wants. He says that worker satisfaction should be measured through analysis of commitment to work.

Miles (19) discusses Porter and Lawrence's model in which job satisfaction is caused by performance. Lack of opportunity to perform meaningful work is the root of widespread frustration and dissatisfaction.

Scott (23) says that not all workers will respond to job satisfaction questionnaires in the same way. Worker's norms and background, psychological needs and level of satisfaction with former job will affect the response.

In a study done by Dunnette (6), achievement, responsibility and recognition were more important for both satisfaction and dissatisfaction than working conditions, company policies and practices and security.

Age and job satisfaction

Viateur Larouche (16) in his investigation of biographical factors in job satisfaction concluded that there was a linear relationship between age and job satisfaction. Age and job satisfaction was positive and linear for whites and blue collar workers. For professors the relationship was curvilinear. The relationship was positive and linear for the young worker (21-35) and also for the older worker (51-65). The relationship between age and job satisfaction was curvilinear for the middle-aged worker (36-50).

Wield and Dawson (26) in an article in the Journal of Management state:

Age ... have significant effects on the relationship of job attitudes to job satisfaction. Age appears to affect the extent to which the attitude to self-actualization is related to job satisfaction.

Their results suggest inadequacies in global or general theories of job satisfaction and job design by indicating not only the need to consider the characteristics of workers in the design of jobs, but also the possible need for regular redeployment of labour or redesign of jobs in order to maintain the job satisfaction of current employees.

Sir William Watson made the statement:

Say what thou wilt, the young are happy never,
Give me bless'd age, beyond the fire and fever.

Using this statement as a starting point, Sheppard and Herrick (24) in their mammoth work set out to answer the following questions:

1. Are young workers unique in their work attitudes, including their feelings about doing something worthwhile in their job roles?
2. Are young workers really as irresponsible about work as many adults say they are?

In the course of their study Sheppard and Herrick (24) found that over 22 million workers were under the age of 30. These young workers were more dissatisfied, more oriented toward change and had higher expectations of work than their older counterparts.

Altimus (1) investigated the job satisfaction level of 65 male blue collar workers using questionnaires which included Overall Modernity Scale, Job Description Index and the Porter Need Satisfaction Questionnaire. The younger subjects were significantly lower in satisfaction with work itself, esteem, self-actualization and total work. Perceptions and the satisfaction level of young workers were quite different from older workers.

Jammat (12) sent questionnaires to 231 subjects between the ages of 46 and 65 to test the hypothesis that older employees in administrative positions would show lower job satisfaction than younger people. The results did not confirm the hypothesis, however.

Robinson and Shaver (22) found that

Only 10% of employed persons age 55 and over reported dissatisfaction with their lives. This contrasts with findings in 1965 and 1968 that between 27 and 80% of retired persons were unhappy with their lives in general.

In answer to the question, "How often do you leave work with a good feeling that you have done something particularly well?", the following results were obtained (22, p. 114).

<u>Age</u>	<u>Percent answering "very often"</u>
Under 20	23
21-29	25
30-44	38
45-64	43
65 and older	53

Regarding the overall attitude towards work as bad they found (22, p. 193).

<u>Age</u>	<u>N</u>	<u>Percent</u>
Under 20	(n=97)	25
20-29	(331)	24
30-44	(491)	13
45-54	(340)	11
55 and older	(265)	6

Teachers and job satisfaction

Several studies have been done which suggest that teachers are a breed unto themselves when it comes to job satisfaction. Keezer (14) has done a particularly interesting study involving "Job Satisfaction Among Television Teachers." In his study, Keezer (14) makes the following assertions:

1. Teacher satisfaction is higher if teachers felt they had adequate training.
2. Job satisfaction is higher if television teachers get feedback from someone.
3. Teachers were satisfied if they felt unhampered.
4. Full-time teachers were more satisfied than part-time teachers.
5. Job satisfaction was higher if teachers felt salary and/or release time was adequate.

Lacy (16) carried out a research project resulting in a dissertation that had a two-fold purpose: (1) to determine whether teachers in block time programs are more satisfied than traditional teachers and (2) to determine whether selected factors affect job satisfaction among public high school business teachers in Ohio. Lacy concludes that the community affects job satisfaction, fringe benefits are important, administration affects job satisfaction and satisfaction is affected by salary.

Nicholson and Miljus (21) writing for the Personnel Journal sent questionnaires to all professors in Ohio liberal arts colleges and found that these people were satisfied with class size, courses taught, teaching load and academic freedom. The main factors contributing to job turnover in this group were promotion and salary policies as well as administrative practices.

In his doctoral dissertation, Wurtz (28) took a look at situational aspects of work (job level, degree earned, marital status, job classification, years of experience) and personal aspects (age, sex, self-concept) and their prediction of teacher satisfaction. His sample included 318 teachers. The Bullock Job Satisfaction Scale and Bills' Index of Adjustment and Values were used for measuring self-concept. His findings showed that age, job level, degree earned, job class and experience were statistically significant in a univariate study (S-ISDCDS). The most powerful were self-ideal, self-concept discrepancy score. Teachers were most satisfied if the discrepancy score was small, they were experienced, female and had advanced college degrees.

Becker (2) showed that Chicago public school teachers exhibit horizontal movement among positions. One pattern consists in moving from

lower class schools to higher class schools. Another consists in adjusting over a period of years to the slum schools.

In one of several studies coming out of the University of Minnesota, Little (17) tested all Distributive Education teachers in Minnesota, Wisconsin and Iowa using Cattells' Sixteen Personality Factor Questionnaire (A) and the Minnesota Satisfaction Questionnaire (Short Form). The results at the .01 level of significance showed post-secondary Distributive Education teachers had more intrinsic and general job satisfaction than the general population. The extrinsic satisfaction did not differ.

Carpenter (5) tested tall, medium and flat public school organizational structures for possible effects on job satisfaction of teachers. Teachers in flat organizations perceived higher job satisfaction than did others in categories of community, prestige, professional authority and participation in determining school goals.

Testing on the variables of job satisfaction, teacher-student relations, status of white over black schools, attributes essential for success of the teacher and characteristics of students in the school, Eubanks (8) found that at the .05 level there was no significant difference in job satisfaction between black teachers in black schools as opposed to white teachers in black schools. Teachers in white schools rate higher on job satisfaction than teachers in black schools. His sample included 97 teachers randomly drawn from defacto schools in Cleveland--50 from black schools and 47 from white schools. The racial make-up was 25 blacks and 25 whites from black schools and 8 blacks and 39 whites from white schools.

Collection instruments

Several devices have been constructed to measure job satisfaction. Evans (9) says such devices should measure overall satisfaction, satisfaction with various aspects of job satisfaction, attainment of either needs or goals, level of aspiration of needs and goals and importance of either job facets or needs and goals. He suggests five ways to measure job satisfaction.

1. simple summation of either job facet satisfaction or goal attainment.
2. summation of the product of either job facet satisfaction and job facet importance or goal attainment and goal importance
3. summation of difference between level of goal aspiration and level of goal attainment
4. summation of product of goal importance and difference between level of aspiration and level of attainment or aspiration
5. summation of difference between goal importance and goal attainment or aspiration (9)

The most well-known and commonly employed satisfaction questionnaires are the Minnesota Job Satisfaction Questionnaire, the Kerr Job Satisfaction Tear Ballot and the Porter Need Satisfaction Questionnaire.

The Minnesota Job Satisfaction Questionnaire (hereafter referred to as MSQ) as reviewed in Buros' Mental Measurement Yearbook, seventh edition (4) measures job satisfaction

as a function of the correspondence between the individual's vocational needs and the reinforcement in the work environment.

The following information regarding validity and reliability of this test is from Buros (4), p. 1064.

Internal consistency--Hoyt reliability coefficients were computed for some 27 occupational groups for all 20 scales and General Satisfaction.

Of the 567 coefficients, 83 percent were .80 or higher and only 2.5 percent were lower than .70.

Stability--determined by retesting students and employed persons at one-week and one-year intervals respectively. For the one-week group, stability ranged from .66 for Co-workers to .91 for Working Conditions with a median of .83. For the one-year group, stability ranged from .35 for Independence to .71 for Ability Utilization with a median of .61. Canonical correlation analysis was performed and indicated for both the one-week and the one-year coefficients (.97 and .89 respectively) significance beyond the .001 level.

Validity--mainly of the construct form resulting from attempts to use the MSQ to test various predictions from the Theory of Work Adjustment established by the authors of the test in an earlier study. Factor analysis shows an obvious resemblance to Herzberg's Hygiene in his Motivation-Hygiene Theory.

The Kerr Job Satisfaction Tear Ballot was developed in 1944 for the purpose of attempting to measure job morale or job satisfaction. Items were selected from the examination of the psychological and personnel literature and each item was subjected to the critical appraisal and review of a panel of five industrial psychologists. Each word in each response item was checked for acceptability at low vocabulary level against the Thorndike word list.

Validity--The rationale for the test is that to the extent job adjustment or maladjustment tendencies are persistently present within an employee's personality pattern over a period of years, measurement of job satisfaction on the present job will possess validity for predicting past and future and well as present job satisfaction. In this

particular study, the assumed valid measure of past job satisfaction is past tenure rate which is computed by dividing the number of years a worker has been in the labor market by the number of employers worked for during the same period of years.

In order to determine the ability of the Tear Ballot for Industry to predict a past turnover rate of reasonably random sample of wage earners, a supplementary tear ballot was prepared and stapled to the front of the regular tear ballot. The supplementary ballot explained that the investigators were attempting to poll a random sample of employees in all leading industries and types of work and requested the respondent to indicate one of the fifteen industries in which he is employed, "total years of experience which you have had in all your civilian jobs together" and "during these same total years, how many companies or institutions did you work for?"

A job tenure rate was then computed for each wage-earner by dividing his total time in the labor market by the number of jobs held during the same period of time. This job tenure rate was utilized as an independent criterion against which to correlate the individual job satisfaction items of the Tear Ballot for Industry.

Reliability--Split half reliability coefficients corrected by the Spearman-Brown prophecy formula were computed on eight different employee groups. These coefficients ranged from .65 to .82. The median coefficient in this accumulated experience was .75 which suggests a satisfactory level of internal consistency for group diagnosis and prediction.

CHAPTER III

PROCEDURE

Overview

Lewis Allbright in Burros' Mental Measurement Yearbook, seventh edition (4, p. 1964) states:

Job satisfaction is a function of the correspondence between the individual's vocational needs and the reinforcement in the work environment.

Job satisfaction is the result of many specific attitudes in three areas.

1. Specific Job Factors

Wages	Steadiness of employment
Supervision	Conditions of work
Advancement opportunities	Recognition of ability
Fair evaluation	Social relationships on the job
Prompt settlement of grievances	Fair treatment by employer

2. Individual Characteristics

Age	Temperament
Aspiration level	Health
Desires	

3. Group Relationships Outside Job

Family relationships	Activity in organizations
Recreational outlets	labor
Social status	political
	social

Because this study is concerned with the relationship of the factors of age, sex, teaching experience, subject matter taught and job satisfaction, a measuring device is needed that will allow for responses to be segregated by these factors.

Data collection

After reviewing such data collection instruments as the Minnesota Job Satisfaction Questionnaire and the Kerr Job Satisfaction Tear Ballot, the decision was made to use a modified form of the MSQ to gather data for this study. The reasons for this choice are based on three factors:

1. The Kerr Job Satisfaction Tear Ballot is slanted at blue-collar workers and does not make allowances for persons in managerial type positions, such as a school department head.
2. The MSQ contains a built-in correction device which balances the respondent's tendency to self-deception.
3. The MSQ is patterned after the Minnesota Multiphasic Personality Inventory in which each question is repeated in a number of different ways. This cancels out the attempt of the respondent to "out-guess" the test.

The modified questionnaire was pre-tested on a group of high school business teachers at Logan High School and a group of students enrolled in graduate studies in business education at Utah State University who had had previous teaching experience. The purpose of this test was to eliminate any vagueness of language and to establish validity data.

This study was based on a sample of business teachers employed in Utah public high schools during the 1973-74 school year. The names of the teachers were taken from the published list of the Utah State Board of Education in Salt Lake City. There were 240 teachers on the roster. All teachers were assigned numbers and a table of random numbers was used to select the final sample of 120 teacher.

Once the list had been compiled, the questionnaire and a cover letter were mailed, along with a stamped, pre-addressed envelope, to all teachers on the mailing list. To preserve anonymity in the finished study, all teachers were assigned a code number. Only the researcher kept a listing of subjects by name and school. This was made clear in the cover letter sent to the prospective respondents (See Appendixes A and B).

After a period of a month, a follow-up letter was sent to all teachers with questionnaires still extant (See Appendix C).

Analysis

The Likert scale. A questionnaire employing the Likert scale for assessment of attitudes was used. As Blalock states (3, p. 95)

The respondent's task at this point is to select for each statement one of five or so response categories, such as: strongly agree, agree, undecided, disagree, strongly disagree. These categories are weighted to reflect intensity of agreement with statements that are favorable to the attitude object and intensity of disagreement with statements that are unfavorable. Thus, an arbitrary weight of 5 may be assigned to the category expressing most intense agreement with a pro item, while the weight of 0 is assigned to the category that expresses strongest disagreement with that item. If this is done, then any item in the same set which expresses an unfavorable attitude toward the object will have weights assigned to the response categories which are the reverse of those assigned for a favorable statement. Hence, a weight of 5 is given to strongest endorsement for a favorable item and strongest endorsement for a favorable item and strongest rejection of an unfavorable item. Finally, each respondent is assigned a score corresponding

to the sum of the numerical values associated with his responses to the statements in the set.

CHAPTER IV

FINDINGS

Of 120 questionnaires sent out, 66.667 percent (80 questionnaires) were returned with the first mailing. By sending a follow-up, 77 percent (92 questionnaires) of the original 120 were returned. Responses were assigned numerical values from one to five and a total job satisfaction score was derived. The lowest possible score was 39; the highest possible was 195. An overall survey of scores showed a range of 102-195. Judging by the scores, this study seems to deal with the degree of satisfaction as opposed to the polarities of satisfaction and dissatisfaction. This is possibly due to only satisfied teachers responding to the questionnaire. Of the 28 percent not responding, one can assume that either their responses would be similar to those responding or that their dissatisfaction was so great that they refused to fill out a questionnaire.

For ease in reading the results of the survey, the 39 items used in the questionnaire have been arbitrarily divided into the following categories: relations with department heads, self-sufficiency, work conditions, self-actualization, job security, relations with administration, interpersonal relations and a general overview.

As some respondents failed to answer all items, possibly due to displeasure with duplication of some items, percentages do not equal 100 percent. For purposes of this study, all percentages used in reporting totality of responses made have been rounded off to the nearest percentage.

Factors of job satisfaction as
perceived by teachers

Table 1 is concerned with teacher attitudes towards the department chairman.

Table 1. Relations with department heads

Questions	VDS %	DS %	N %	S %	VS %
2. The way my department head and I understand each other	2	4	7	34	48
4. The technical "know how" of my department head	2	6	21	21	47
10. The way my department head handles his teachers	4	6	16	33	47
12. The competence of my department head in making decisions	2	5	17	34	34

From these percentages it is obvious that the subjects of this study find little on which to fault the department head. Although the teachers as a whole appear satisfied with the role of the department head and the way in which that role is carried out, comments made by teachers who are or had been department heads show that being a department head is not a particularly satisfying aspect of teaching. This position is, more often than not, just more work and responsibility without proportionate remuneration.

Table 2 concerns questions about the respondents' feelings of self-sufficiency provided by their work environment.

Table 2. Self-sufficiency

Questions	VDS %	DS %	N %	S %	VS %
5. The chance to be responsible for planning my work	1		1	18	78
6. The chance to do new and original things on my own		5	2	27	65
7. The chance to do work alone on the job			4	38	60
8. The chance to do different things from time to time		1	1	36	61
9. The chance to do work that is well suited to my abilities		5	5	33	51
19. The chance to work independently of others		2	7	41	47
21. The chance to do something that makes use of my abilities		2	8	59	32
24. The freedom to use my own judgment		1	2	44	50
25. The chance to try my own methods of doing the job			3	41	31

Of all items on the questionnaire, those above brought the most favorable responses. Seventy-eight percent of the respondents were pleased with being able to plan their own work. Apparently, teaching as a profession attracts those persons who are self-starters. This facet of job satisfaction involves being independent of authority in designing and implementing one's instructional program and seems to be of the greatest importance to the subjects of this study.

Creativity is another factor of importance in job satisfaction as shown by 65 percent of the subjects being very well satisfied with their job providing the chance to do new and original things. Sixty-one percent of the respondents reported being very satisfied with the chance to do different things from time to time.

Table 3 illustrates the teacher's feelings regarding their physical surroundings and daily aspects of the job.

Table 3. Work conditions

Questions	VDS %	DS %	N %	S %	VS %
11. The physical surroundings where I work	4		12	32	35
15. The routine in my work	2	6	15	58	18
17. Being able to stay busy	2	1	6	37	53
22. The pay and the amount of work I do	6	26	13	40	16
26. The working conditions	2	13	15	42	32
30. Being able to keep busy all day		1	5	47	48

Question 22 drew the largest negative response of any item on the questionnaire. A total of 32 percent of the subjects polled were either dissatisfied or very dissatisfied with their pay. While pay does not appear to be the prime factor as to whether a teacher is satisfied with his job, in this study it is the single most dissatisfying aspect of teaching.

Well over half of the teachers are satisfied with being able to keep busy. Those who were dissatisfied often felt this way because there was too much to do rather than not enough work.

Table 4. Self-actualization

Questions	VDS %	DS %	N %	S %	VS %
14. The way I get full credit for the work I do		5	26	35	28
16. Being able to do something worthwhile		2	6	53	39
18. The chance to do something for other people		1	7	49	40
21. The chance to do something that makes use of my abilities		2	8	49	32
28. The praise I get for doing a good job		7	23	50	19
29. The feeling of accomplishment I get from my work		3		60	24
31. The chance to be of service to others			7	56	38

Table 4 shows the opportunities for self-actualization the respondents felt were available within the parameters of their jobs.

The sample used in this study are overwhelmingly satisfied with this aspect of their jobs. One must be able to do a meaningful job and feel good about doing it in order to be satisfied. These teachers find intrinsic values of the job more satisfying than extrinsic factors such as those discussed under work conditions.

Table 5 deals with job security and the teachers' ability to perform their function with a clear conscience.

Table 5. Job security

Questions	VDS %	DS %	N %	S %	VS %
3. The opportunities for advancement on this job	5	10	42	32	12
23. The chances for advancement	5	13	41	25	13
32. My job security	2	8	3	51	32
33. Being able to keep a clear conscience in the work I do		4	7	47	41
34. The way my job provides for steady employment	3	4	12	43	38
37. The chance to do the job without feeling I am cheating anyone		6	6	49	35

Regarding advancement, the respondents were largely neutral. This item appeared as question 3 and received 42 percent neutral responses. As a double check, the question was repeated in item 23; again 41 percent responded neutral. Apparently the teachers in this sample are more concerned with the present than with the future. In the larger schools, this feeling of job security might also be tied in with good relations with the department head.

Table 6 describes the respondents' feelings about the administration in their schools.

Next to pay, this is the area in which the subjects of this study showed the greatest dissatisfaction. Administration differs from the position of department head in that it includes all non-teaching personnel of executive rank. Therefore, it is possible, this study shows, for a teacher to be very satisfied with the department head and quite

Table 6. Relations with administration

Questions	VDS %	DS %	N %	S %	VS %
35. The way administrative policies are put into practice	6	21	19	35	16
36. The way the administration treats the people in it	2	18	14	36	25

dissatisfied with the administration. The department head very often, in fact, serves as a buffer zone between the teacher and the administration; helping to make administrative decisions more palatable.

Relations with colleagues is the focal point of Table 7.

Table 7. Interpersonal relations

Questions	VDS %	DS %	N %	S %	VS %
1. The chance to have other workers look to me for direction	1	1	19	48	28
13. The chance to develop close friendships with my co-workers	1	4	16	40	40
20. The chance to tell people what to do			34	21	20
27. The way my co-workers get along with each other		7	17	47	23

An interesting comparison here is that while 34 percent were neutral regarding telling others what to do, only 19 percent were neutral towards being asked what to do. A larger proportion of job satisfaction would appear to involve being asked what to do as opposed to telling another what to do.

The social life involving co-workers is satisfactory for this group of teachers. Cliques among teachers does not appear to be a problem for these respondents.

The teachers' overall view concerning their school and teaching is presented in Table 8.

Table 8. General overview

Questions	VDS %	DS %	N %	S %	VS %
38. My school generally		6	6	45	38
39. My teaching generally		6	5	46	33

The responses on these two questions are almost identical. No one was very dissatisfied with his school or teaching and a total of 83 percent and 89 percent were satisfied with their school and teaching respectively. This correlates with the high overall job satisfaction score range of 102-195.

When scores were segregated by categories of sex, age, years of experience teaching business subjects and educational level attained, the following was found. Again in reporting percentages, all percentages have been rounded off.

Sex and job satisfaction

There were 31 males having a mean score of 157 and 58 females having a mean score of 158. This shows that there is no discernable influence of sex upon job satisfaction for this sample.

Age and job satisfaction

Table 9 presents data concerning age of respondents and job satisfaction.

Table 9. Age and job satisfaction

Age	N	Mean score	% of total
20-25	17	155	18
26-30	15	151	16
31-35	11	159	12
36-40	13	161	14
41-45	11	167	12
46-50	8	150	9
51-55	9	162	10
56-60	3	167	3
60+	5	156	5

This illustrates that after an initial rapture with teaching, job satisfaction falls around the age of 26. From age 30 to age 40, job satisfaction steadily increases until the age of 46. At this point job satisfaction drops sharply. This is perhaps due to the general dissatisfaction man goes through as he attempts to evaluate his life and accomplishments to this time. From age 51 job satisfaction increases again until it drops at age 60. This is perhaps due to the fact that people begin to think in terms of retirement at this time of life and are more concerned with the future than the present. After age 60, job satisfaction increases until such time as one would leave the profession (see Figure 1).

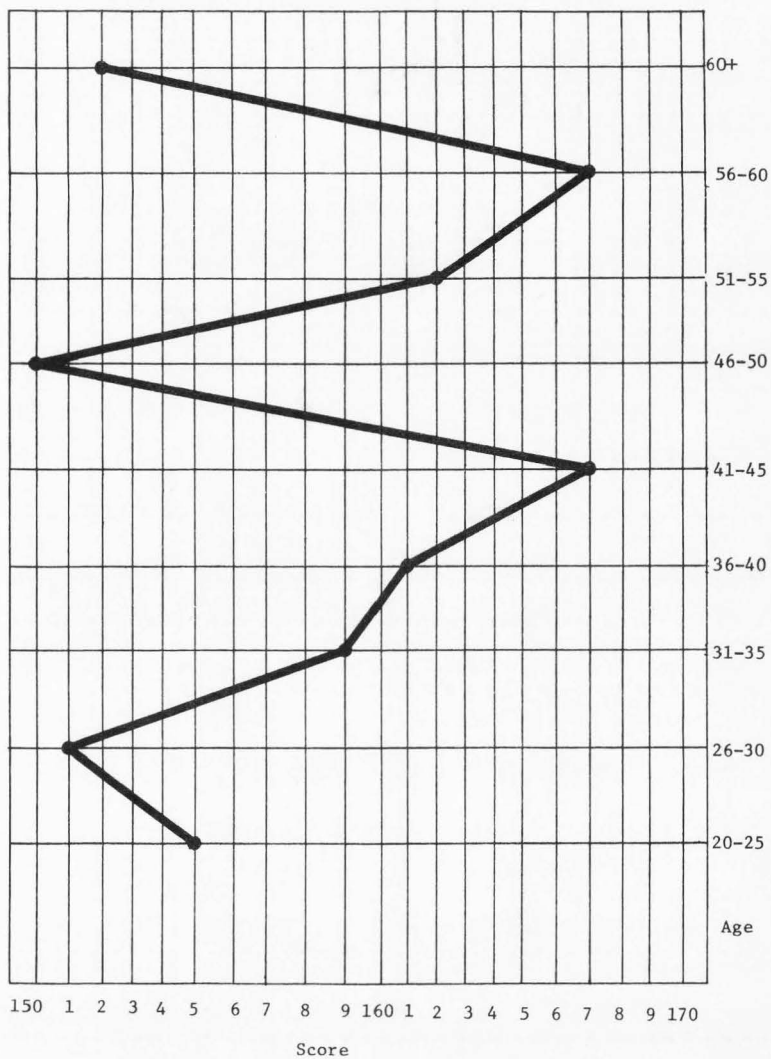


Figure 1. Age and job satisfaction.

An interesting point to be noted here is that with an overall mean job satisfaction score of 155, the age group coming closest were those teachers between 20 and 25 with a mean score of exactly 155. Those over 60 received a mean score of 156, again very close to the overall mean score.

The information presented in Table 10 deals with the relationship between years of teaching experience and job satisfaction.

Table 10 shows that job satisfaction climbs fairly steadily from one to 15 years of experience. From 16 to 20 years of experience job satisfaction drops, climbing again until 26 years of experience at which time job satisfaction is the highest ever. From 31 to 35 years of experience job satisfaction drops sharply to its lowest point. After 35 years of experience, job satisfaction increases steadily until 45 years of experience (see Figure 2).

Years of teaching experience
and job satisfaction

Table 10. Years of teaching experience and job satisfaction

Years	N	Mean score	% of total
1-5	40	154	43
6-10	20	159	21
11-15	12	163	13
16-20	7	156	7
21-25	5	158	5
26-30	3	168	3
31-35	2	147	2
36-40	---	---	---
41-45	2	163	2

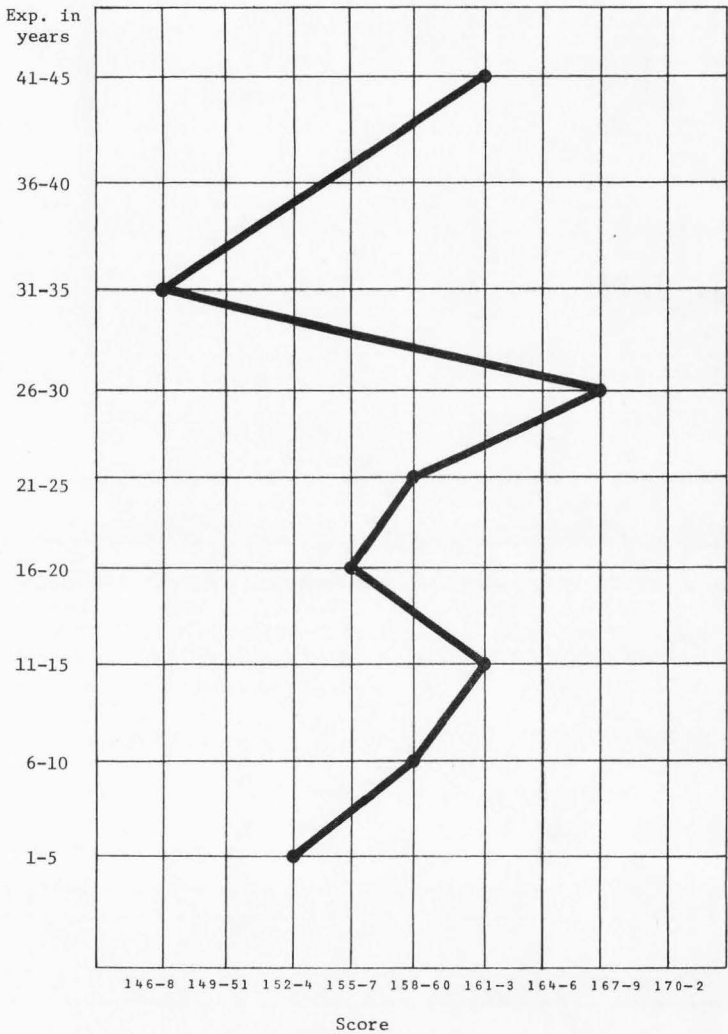


Figure 2. Years experience and job satisfaction.

It is to be noted that in this sample, of thirteen teachers between the ages of 36 and 40, four teachers or nearly one-third of the total age group had only taught between two and five years. A survey of scores shows the less experienced teachers having a mean score of 161 while the more experienced teachers also had a mean score of 161 but ranged between 10 and 16 years of experience.

Educational level and job satisfaction

There were 67 subjects with bachelor's degrees having a mean score of 159. Twenty-one subjects had acquired master's degrees and had a mean score of 156. One subject had a PhD. with a score of 161. Two subjects neglected to mark their educational attainment. When compared by educational level, the respondents showed no appreciable difference in job satisfaction scores.

Subject matter taught and job satisfaction

This study was unable to determine any relationship between subject matter taught and job satisfaction.

Although there was a section on the questionnaire for respondents to make free comments, not many did so. Those comments that were received are grouped by age and listed below.

Teachers' remarks concerning job satisfaction

20-24 years of age.

Female, 2 years experience, bachelor's degree:

I suppose I just love teaching. Every school has its unique problems. We are handling ours very well.

Female, one year experience, bachelor's degree:

Because of the size of the school--there is no department head, only one business teacher and classes have been combined to make them more available to the students.

26-30 years of age.

Female, 4 years experience, master's in Business and master's in Special Education plus 45 hours beyond:

I would have more job satisfaction if I had a better quality of students (emphasis in original). In my school, there is a "fad" to stuff classes. Most of the students are from a low economic level. The parents are divorced in many cases and on welfare. Students really see no need to gain a skill for employment when they can have fun staying home on welfare like their parents.

Male, 5 years experience, bachelor's plus 45:

My only problem is days of depression when I feel I am not communicating properly with students.

Female, 2 years experience, bachelor's degree:

Working in a small town, students and parents worry too much about my personal life--especially Principal of school. I find the Principal unbearable some days!

31-35 years of age.

Female, one year experience, bachelor's degree:

I feel I will be more satisfied after I have had more teaching experience, but I enjoy it very much.

Male, 7 years experience, master's degree:

Watching students achieve to expectations and beyond. Not having enough time to do adequate job on grades between quarters. Too much "busy work" such as record keeping and money collection. Not enough administrative support in club activities and other realistic student involvement.

41-45 years of age.

Male, 15 years experience, master's degree:

I am extremely well satisfied in my position.

Female, 7 years experience, bachelor's degree:

It is difficult to implement new ideas in the department without the support of the administration.

46-50 years of age.

Female, 13 years experience, master's plus:

Our Department Head is handed around and is not particularly a welcome appointment. I should know, I was one. There is poor electronic equipment and it is like living in a closet.

CHAPTER V
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study has been to determine factors of job satisfaction as perceived by business teachers, and to determine what, if any, relationship exists between age, sex, experience in teaching, educational attainment, subject matter taught and job satisfaction among a population consisting of business teachers employed in Utah public high schools during the 1973-74 school year.

The objective of the study was to determine the following:

1. Those factors of job satisfaction as perceived by teachers.
2. Are male teachers more satisfied than female teachers?
3. Does job satisfaction among business teachers increase with employee age?
4. Is one's feelings of job satisfaction influenced by years of teaching experience?
5. Is there any relationship between educational level attained and a teacher's feelings of job satisfaction?
6. Is there any relationship between subject matter taught and a teacher's feelings of satisfaction with the job?

Questionnaires were sent to a random sample of Utah business teachers drawn from the published list of the Utah State Board of Education in Salt Lake City. Responses were assigned numerical values and total job satisfaction scores were derived. These scores were then categorized by

age, sex, educational level attained and years of teaching experience to determine what comparisons could be drawn.

The findings showed low job satisfaction between the ages of 26-30 and 46-50. There was also dissatisfaction occurring between 16-20 and 31-35 years of teaching experience. No comparisons between sex, educational level attained, subject matter taught and job satisfaction were found.

Conclusions

Age and job satisfaction. In answer to the question, "Does job satisfaction among business teachers increase with employee age?", the findings show that after the novelty of teaching wanes, job satisfaction declines. After a period of readjustment between the ages of 26 and 30, job satisfaction increases steadily until the ages of 46 to 50. At this point, job satisfaction declines, possibly due to the fact that this is the period in one's life when reevaluation of life and accomplishment takes place. After working through this low period, job satisfaction increases again until the age of 60. After the age of 60 job satisfaction decreases again. This is most likely due to the fact that this is the age when a person begins to think of retirement. One tends to be concerned with the future rather than the present.

The low points according to this study would fall at two points in one's career, namely, ages 26 to 30 and 46 to 50. The high points of satisfaction fall between ages 41 to 45 and 56 to 60.

Experience teaching business and job satisfaction. Responding to the question, "Is one's feelings of job satisfaction influenced by years of teaching experience?", the answer would seem to be yes.

The findings of this study indicate that job satisfaction increases at a steady pace from one to fifteen years of experience. Job satisfaction decreases between 16 and 20 years of experience, increasing until one reaches 30 years of experience. At 31 to 35 years of experience, job satisfaction drops sharply reaching the lowest point ever. Again, after 35 years of experience, job satisfaction increases steadily until one retires.

Sex and job satisfaction. The findings show that there is no appreciable difference in job satisfaction of men and women at any age or educational level.

Educational level and job satisfaction. The findings of this study showed no appreciable difference between educational level attained and job satisfaction.

Subject matter and job satisfaction. The results of this study make it impossible to determine any relationship between subject matter taught and job satisfaction. It is not suggested that such a relationship does not exist, but rather that the instrument used could not determine any relationship with precision.

All of the teachers participating in the study taught such a variety of subject matter, that it was impossible to pinpoint with accuracy which subjects were the source of greatest satisfaction.

Recommendations

According to findings of this study, the following recommendations are made:

1. Inasmuch as teachers would appear to have periods of adjustment to their jobs between the ages of 26 to 30 and 46 to 50, counselling

services should be provided by school personnel departments to help teachers over these difficult stages in their careers.

2. Personnel departments of school districts should examine their pay scales. Although findings of this study indicate that Utah business teachers are more concerned with being responsible for their own work than they are with physical components of the job such as carpets and furniture, teachers were disappointed with the pay and the amount of work required to earn that pay. Perhaps a more equitable system of salaries could be devised.

3. One interesting revelation of this study was that there are several teachers currently employed in Utah public high schools who are between the ages of 36 and 46 and yet have been teaching only one or two years. It is recommended that a study be done to determine what makes one enter the teaching profession at such a late stage in life. It would also be of interest to know why administrations hire these older people with no previous teaching experience. Does practical experience in the business world weigh more heavily in hiring policy than academic preparation? Such information would be useful to university placement bureaus.

4. A further study could also be done to determine what subject matter teachers receive the most satisfaction in teaching. All teachers in this sample taught such a variety of subjects that it was impossible to draw a correlation between the subject taught and job satisfaction with the instrument used. From the comments made on the questionnaires, teachers seem called upon to teach many courses that are outside their major area of competence. What effect this might have on job satisfaction would be interesting to know.

5. A study to ascertain what reasons prompt a teacher to choose a particular locale over another could be useful. One teacher commented that in her particular community the townspeople were so concerned with her personal life that she felt like she was living in a goldfish bowl. Presumably a person would be aware of the characteristics of a rural area over an urban area, but perhaps this is something that should be mentioned in a teacher's college preparation. With more information, it might be feasible to offer some kind of seminar on how to go about choosing a teaching position as opposed to taking the first one that is offered.

6. Finally, a study could be done along the same scale as this one using a population of post-secondary instructors. It would be of interest to see how such instructors differ from high school teachers in their perceptions of job satisfaction. It might also be interesting to contrast such teachers in private schools with teachers in public schools.

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APPENDIXES

Appendix A

Transmittal Letter



UTAH STATE UNIVERSITY · LOGAN, UTAH 84322

COLLEGE OF BUSINESS
UMC 35DEPARTMENT OF
BUSINESS EDUCATION
801-752-4100

February 5, 1974

Dear Colleague

Why not take a break from grading papers to answer a short questionnaire. I am a graduate student at Utah State University working on a Master of Science in Business Education. To fulfill the research requirement of the degree I am writing a Plan B paper entitled An Analysis of Selected Factors Related to Job Satisfaction as Determined by a Survey of Business Teachers Employed in Utah Public High Schools. I need your help to make the study a success.

Answering the attached questionnaire will give you an opportunity to express how satisfied you are with your particular position and teaching in general. The questionnaire will only take about 5 minutes to complete and should be an interesting break in your routine. All responses will, of course, remain confidential and will be used only in compiling statistical data.

I am enclosing a stamped, pre-addressed envelope for your convenience in replying. As I am trying to avoid increasing postal costs as well as meet a deadline, I need the completed questionnaire by noon, Thursday, February 28, 1974.

If you will check the appropriate blank on the questionnaire, I will be happy to send you a copy of my findings.

Sincerely

Patricia D. O'Reagan
Patricia D. O'Reagan
EPDA Fellow

Enclosures

Appendix B
Questionnaire

The purpose of this questionnaire is to give you a chance to tell how you feel about your teaching position. In completing this questionnaire, first read each statement carefully. Then indicate how satisfied you feel about the statement.

Keeping the statement in mind:

VS--If you feel very satisfied, check the space under "VS"

S--If you feel somewhat satisfied, check the space under "S"

N--If you feel neutral (neither satisfied or dissatisfied), check the space under "N"

DS--If you feel somewhat dissatisfied, check the space under "DS"

VDS--If you feel very dissatisfied, check the space under "VDS"

CONCERNING MY TEACHING, THIS IS HOW I FEEL ABOUT:

VDS DS N S VS

- | | | | | | |
|---|-----|-----|-----|-----|-----|
| 1. The chance to have other workers look to me for direction | ___ | ___ | ___ | ___ | ___ |
| 2. The way my Department head and I understand each other | ___ | ___ | ___ | ___ | ___ |
| 3. The opportunities for advancement on this job | ___ | ___ | ___ | ___ | ___ |
| 4. The technical "know-how" of my Department head | ___ | ___ | ___ | ___ | ___ |
| 5. The chance to be responsible for planning my work | ___ | ___ | ___ | ___ | ___ |
| 6. The chance to do new and original things on my own | ___ | ___ | ___ | ___ | ___ |
| 7. The chance to do work alone on the job | ___ | ___ | ___ | ___ | ___ |
| 8. The chance to do different things from time to time | ___ | ___ | ___ | ___ | ___ |
| 9. The chance to do work that is well suited to my abilities | ___ | ___ | ___ | ___ | ___ |
| 10. The way my Department head handles his teachers | ___ | ___ | ___ | ___ | ___ |
| 11. The physical surroundings where I work | ___ | ___ | ___ | ___ | ___ |
| 12. The competence of my Department head in making decisions | ___ | ___ | ___ | ___ | ___ |
| 13. The chance to develop close friendships with my co-workers | ___ | ___ | ___ | ___ | ___ |
| 14. The way I get full credit for the work I do | ___ | ___ | ___ | ___ | ___ |
| 15. The routine in my work | ___ | ___ | ___ | ___ | ___ |
| 16. Being able to do something worthwhile | ___ | ___ | ___ | ___ | ___ |
| 17. Being able to stay busy | ___ | ___ | ___ | ___ | ___ |
| 18. The chance to do things for other people | ___ | ___ | ___ | ___ | ___ |
| 19. The chance to work independently of others | ___ | ___ | ___ | ___ | ___ |
| 20. The chance to tell people what to do | ___ | ___ | ___ | ___ | ___ |
| 21. The chance to do something that makes use of my abilities | ___ | ___ | ___ | ___ | ___ |
| 22. The pay and the amount of work I do | ___ | ___ | ___ | ___ | ___ |
| 23. The chances for advancement | ___ | ___ | ___ | ___ | ___ |
| 24. The freedom to use my own judgment | ___ | ___ | ___ | ___ | ___ |
| 25. The chance to try my own methods of doing the job | ___ | ___ | ___ | ___ | ___ |
| 26. The working conditions | ___ | ___ | ___ | ___ | ___ |
| 27. The way my co-workers get along with each other | ___ | ___ | ___ | ___ | ___ |
| 28. The praise I get for doing a good job | ___ | ___ | ___ | ___ | ___ |
| 29. The feeling of accomplishment I get from my work | ___ | ___ | ___ | ___ | ___ |
| 30. Being able to keep busy all day | ___ | ___ | ___ | ___ | ___ |
| 31. The chance to be of service to others | ___ | ___ | ___ | ___ | ___ |
| 32. My job security | ___ | ___ | ___ | ___ | ___ |
| 33. Being able to keep a clear conscience in the work I do | ___ | ___ | ___ | ___ | ___ |
| 34. The way my job provides for steady employment | ___ | ___ | ___ | ___ | ___ |
| 35. The way administration policies are put into practice | ___ | ___ | ___ | ___ | ___ |
| 36. The way the administration treats people in it | ___ | ___ | ___ | ___ | ___ |
| 37. The chance to do the job without feeling I am cheating anyone | ___ | ___ | ___ | ___ | ___ |
| 38. My school generally | ___ | ___ | ___ | ___ | ___ |
| 39. My teaching generally | ___ | ___ | ___ | ___ | ___ |

DEMOGRAPHIC INFORMATION

My age is:

20-25 _____

41-45 _____

26-30 _____

46-50 _____

31-35 _____

51-55 _____

36-40 _____

56-60 _____

60 + _____

Teaching experience in years _____

Number of years experience teaching business _____

Subjects taught _____

Educational level: Bachelor's _____ Master's _____ PhD _____

Sex: Male _____ Female _____

Yes, I would like an abstract of the findings of this study _____

My name and address is:

Please feel free to comment here on any areas concerning job satisfaction that are of interest to you and not covered in the questionnaire.

Appendix C

Follow-Up Letter



UTAH STATE UNIVERSITY · LOGAN, UTAH 84322

COLLEGE OF BUSINESS
UMC 35

DEPARTMENT OF
BUSINESS EDUCATION
801-752-4100

April 1, 1974

Dear Colleague

About three weeks ago you were sent a letter asking you to complete a survey in connection with a Master's thesis being done in this department.

As I am trying to obtain as representative a sample of Utah business teachers as possible, I am taking this last opportunity to elicit your aid.

Would you please take a few minutes to complete the attached questionnaire and return it to me by April 7, 1974.

Thank you for your assistance.

Sincerely

Ms. Patricia D. O'Reagan
EPDA Fellow

enclosure

Appendix DPercentage of Respondents Answering Items

VS--If you feel very satisfied, check the space under "VS"
 S--If you feel somewhat satisfied, check the space under "S"
 N--If you feel neutral (neither satisfied or dissatisfied), check the space under "N"
 DS--If you feel somewhat dissatisfied, check the space under "DS"
 VDS--If you feel very dissatisfied, check the space under "VDS"

CONCERNING MY TEACHING, THIS IS HOW I FEEL ABOUT:

	VDS %	DS %	N %	S %	VS %
1. The chance to have other workers look to me for direction	1	1	19	48	28
2. The way my Department head and I understand each other	2	4	7	34	48
3. The opportunities for advancement on this job	5	10	42	32	12
4. The technical "know-how" of my Department head	2	6	21	21	47
5. The chance to be responsible for planning my work	1	—	1	18	78
6. The chance to do new and original things on my own	—	5	2	27	65
7. The chance to do work alone on the job	—	—	4	38	60
8. The chance to do different things from time to time	—	1	1	36	61
9. The chance to do work that is well suited to my abilities	—	5	5	33	51
10. The way my Department head handles his teachers	4	6	16	33	37
11. The physical surroundings where I work	4	—	12	32	35
12. The competence of my Department head in making decisions	2	5	17	34	34
13. The chance to develop close friendships with my co-workers	1	4	15	40	40
14. The way I get full credit for the work I do	—	5	26	35	28
15. The routine in my work	2	6	15	58	18
16. Being able to do something worthwhile	—	2	6	53	39
17. Being able to stay busy	2	1	6	37	53
18. The chance to do things for other people	—	1	7	49	40
19. The chance to work independently of others	—	2	7	43	47
20. The chance to tell people what to do	—	—	34	21	20
21. The chance to do something that makes use of my abilities	—	2	8	59	32
22. The pay and the amount of work I do	6	26	13	40	16
23. The chances for advancement	5	13	41	25	13
24. The freedom to use my own judgment	—	1	2	44	50
25. The chance to try my own methods of doing the job	—	—	3	41	31
26. The working conditions	2	13	15	42	32
27. The way my co-workers get along with each other	—	7	17	47	23
28. The praise I get for doing a good job	—	7	23	50	19
29. The feeling of accomplishment I get from my work	—	3	—	60	24
30. Being able to keep busy all day	—	1	5	47	48
31. The chance to be of service to others	—	—	7	56	38
32. My job security	2	8	3	51	32
33. Being able to keep a clear conscience in the work I do	—	4	7	47	41
34. The way my job provides for steady employment	3	4	12	43	38
35. The way administration policies are put into practice	6	21	19	35	16
36. The way the administration treats people in it	2	18	14	36	25
37. The chance to do the job without feeling I am cheating anyone	—	6	6	49	35
38. My school generally	—	6	6	45	38
39. My teaching generally	—	6	5	46	33

VITA

Patricia Dianne O'Reagan

Candidate for the Degree of

Master of Science

Report: An Analysis of Selected Factors Related to Job Satisfaction as Determined by a Survey of Business Teachers Employed in Utah Public High Schools

Major Field: Business Education

Biographical Information:

Personal Data: Born in Washington, D. C., April 14, 1947, daughter of Michael R. O'Reagan and Florence I. Diskin.

Education: Attended elementary schools in Hyattsville, Maryland; Omaha, Nebraska; and McLean, Virginia; graduated from George C. Marshall High School, Falls Church, Virginia in 1965; received the Bachelor of Science in Business Education with a major in Medical Secretarial Science, cum laude, from Strayer College in 1972; completed requirements for the Master of Science degree in 1974.

Professional Experience: Legal secretary with the Immigration and Naturalization Service in Washington, D. C. for three years. Secretary to Dean of College, Strayer College, while a student there. Supervised Testing Room for English Department, Strayer College, part time. Vocational Intern at Weber State College, Ogden, Utah, September to December 1973. Taught Legal Typing at Utah State University, Logan, Utah, January to March 1974.