

A STUDY OF TEACHER SATISFACTION  
WITH  
WORK AND WORKING CONDITIONS  
IN  
GOVERNMENT PRIMARY SCHOOLS  
IN  
THE AUSTRALIAN CAPITAL TERRITORY

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by

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A Field Study Report submitted in partial  
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M.B.B.

ABSTRACT

This study is concerned with the satisfactions and dissatisfactions that primary teachers in the Australian Capital Territory experience in their working lives. Its aim is to identify those aspects of satisfaction and/or dissatisfaction by considering relationships between the independent variables.

A modified form of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire was administered to three hundred and seventy-five teachers. The Likert-type scale and open responses produced data which was analysed in relation to personal variables.

Factor analysis was used to determine clustering of items and to investigate relationships between the variables. A number of hypotheses were tested to ascertain the areas of satisfaction and dissatisfaction.

The findings indicate that teacher satisfaction is linked with intrinsic aspects of their work such as relationships with students, advancement and personal growth. Teachers are most dissatisfied with those aspects of their lives over which they have little control and see the present attitudes of society towards their function and role as an area of serious concern.

Statistically significant differences in satisfaction were found between open-space and traditional schools, large and smaller schools, men and women teachers,

and between teachers working in upper and lower primary classes. The relative distribution of resources between primary and secondary schools is a source of dissatisfaction and the lack of parity in working conditions highlights this inequity.

Teacher stress is discussed as an area of growing concern in the ACT and some links with the system's degree of autonomy and community involvement are suggested.

TABLE OF CONTENTS

	Page
Declarations	ii
Acknowledgements	v
Abstract	vi
Contents	viii
List of Tables	xi
Definition of Terms	xvii
CHAPTER ONE: INTRODUCTION	1
Background	3
Purpose of the Study	5
Statement of the Problem	5
Assumptions, Postulates and Propositions	6
Hypotheses to be Tested	7
Limitations and Delimitations	13
CHAPTER TWO: REVIEW OF THE RELATED LITERATURE	15
Theoretical Framework	16
Background Research Findings	24
Summary of Theoretical and Research Implications	33
CHAPTER THREE: METHODOLOGY	35
The Instrument	35
Questionnaire Design	37
Pilot Study and Pretesting	37
Sample and Population	38
Data Collection	40
Data Analysis Procedures	41

CHAPTER THREE: METHODOLOGY (Cont'd)	Page
Characteristics of Respondents	46
Coding for Free-Response Categories	52
CHAPTER FOUR: ANALYSIS OF DATA AND RESULTS	55
Factor Analysis	55
Analysis of Variance	57
Hypothesis One	58
Hypothesis Two	63
Hypothesis Three	68
Hypothesis Four	73
Hypothesis Five	78
Hypothesis Six	83
Hypothesis Seven	88
Hypothesis Eight	93
Hypothesis Nine	98
CHAPTER FIVE: DISCUSSION OF RESULTS	103
Band 1,2,3 and 4 teachers (Hypothesis One)	105
Position Currently Held (Hypothesis Two)	107
Year Level of Student Taught (Hypothesis Three)	109
Years of Training (qualifications) (Hypothesis Four)	111
Sex of Respondent (Hypothesis Five)	113
Age Group of Teachers (Hypothesis Six)	115
Architectural Teaching Environment (Hypothesis Seven)	118
Size of School (Hypothesis Eight)	121
Total Architectural Type of School (Hypothesis Nine)	125

	Page
CHAPTER SIX: OPEN RESPONSE SUMMARY AND CONCLUSIONS	128
Areas of Satisfaction	128
Overall Dissatisfaction	129
Desired Changes in Working Conditions	130
Summary of Findings - Limitations	137
Further Research	139
BIBLIOGRAPHY	141
APPENDICES	148
Letter to Schools - A	148
Questionnaire - B	149
Open Response Codings - C	154
Open Response Codings - D	156
Open Response Codings - E	157
Factors and Factor Loadings - F	159



LIST OF TABLES

Table	Page	
3.1	Sample School Sizes, Number of Teachers and Percentage Response Rates	39
3.2	Means and Percentages of Respondents "Satisfied" (Highly, Moderately or Slightly) for Items Having Mean Satisfaction Scores Above 4.50	44
3.3	Means and Percentages of Respondents "Dissatisfied" (Highly, Moderately or Slightly) for Items Having Mean Satisfaction Scores Less Than 3.20	45
3.4	Numbers and Percentages of 375 Respondents Classified by Years of Teaching Experience	50
3.5	Characteristics of Respondents in Sample Compares with All Government Primary Teachers in ACT	51
4.0	Factors - Ranges of Loading	56
4.01	One-Way Analysis of Variance Band Levels by Status and Recognition	59
4.02	One-Way Analysis of Variance Band Levels by Promotion and Work Benefits	59
4.03	One-Way Analysis of Variance Band Levels by Students	60
4.04	One-Way Analysis of Variance Band Levels by Work and Workload	60
4.05	One-Way Analysis of Variance Band Levels by Specialist Assistance and Parent Contact	61
4.06	One-Way Analysis of Variance Band Levels by Teacher Autonomy and Administration	61
4.07	One-Way Analysis of Variance Band Levels by Primary School Resources and Salaries	62
4.08	One-Way Analysis of Variance Band Levels by Overall Satisfaction	62

Table	Page
4.09 One-Way Analysis of Variance Current Position Held by Status and Recognition	64
4.10 One-Way Analysis of Variance Current Position Held by Promotion and Work Benefits	64
4.11 One-Way Analysis of Variance Current Position Held by Students	65
4.12 One-Way Analysis of Variance Current Position Held by Work and Workload	65
4.13 One-Way Analysis of Variance Current Position Held by Specialist Assistance and Parent Contact	66
4.14 One-Way Analysis of Variance Current Position Held by Teacher Autonomy and Administration	66
4.15 One-Way Analysis of Variance Current Position Held by Primary School Resources and Salaries	67
4.16 One-Way Analysis of Variance Current Position Held by Overall Satisfaction	67
4.17 One-Way Analysis of Variance Year Level Taught by Status and Recognition	69
4.18 One-Way Analysis of Variance Year Level Taught by Promotion and Work Benefits	69
4.19 One-Way Analysis of Variance Year Level Taught by Students	70
4.20 One-Way Analysis of Variance Year Level Taught by Work and Workload	70
4.21 One-Way Analysis of Variance Year Level Taught by Specialist Assistance and Parent Contact	71
4.22 One-Way Analysis of Variance Year Level Taught by Teacher Autonomy and Administration	71
4.23 One-Way Analysis of Variance Year Level Taught by Primary School Resources and Salaries	72

Total		Page
4.24	One-Way Analysis of Variance Year Level Taught by Overall Satisfaction	72
4.25	One-Way Analysis of Variance Years of Training (qualifications) by Status and Recognition	74
4.26	One-Way Analysis of Variance Years of Training (qualifications) by Promotion and Work Benefits	74
4.27	One-Way Analysis of Variance Years of Training (qualifications) by Students	75
4.28	One-Way Analysis of Variance Years of Training (qualifications) by Work and Workload	75
4.29	One-Way Analysis of Variance Years of Training (qualifications) by Specialist Assistance and Parent Contact	76
4.30	One-Way Analysis of Variance Years of Training (qualifications) by Teacher Autonomy and Administration	76
4.31	One-Way Analysis of Variance Years of Training (qualifications) by Primary School Resources and Salaries	77
4.32	One-Way Analysis of Variance Years of Training (qualifications) by Overall Satisfaction	77
4.33	One-Way Analysis of Variance Sex by Status and Recognition	79
4.34	One-Way Analysis of Variance Sex by Promotion and Work Benefits	79
4.35	One-Way Analysis of Variance Sex by Students	80
4.36	One-Way Analysis of Variance Sex by Work and Workload	80
4.37	One-Way Analysis of Variance Sex by Specialist Assistance and Parent Contact	81
4.38	One-Way Analysis of Variance Sex by Teacher Autonomy and Administration	81

Table	Page	
4.39	One-Way Analysis of Variance Sex by Resources and Salaries	82
4.40	One-Way Analysis of Variance Sex by Overall Satisfaction	82
4.41	One-Way Analysis of Variance Age by Status and Recognition	84
4.42	One-Way Analysis of Variance Age by Promotion and Work Benefits	84
4.43	One-Way Analysis of Variance Age by Students	85
4.44	One-Way Analysis of Variance Age by Work and Workload	85
4.45	One-Way Analysis of Variance Age by Specialist Assistance and Parent Contact	86
4.46	One-Way Analysis of Variance Age by Teacher Autonomy and Administration	86
4.47	One-Way Analysis of Variance Age by Primary School Resources and Salaries	87
4.48	One-Way Analysis of Variance Age by Overall Satisfaction	87
4.49	One-Way Analysis of Variance Architectural Type of Teaching Environment by Status and Recognition	89
4.50	One-Way Analysis of Variance Architectural Type of Teaching Environment by Promotion and Work Benefits	89
4.51	One-Way Analysis of Variance Architectural Type of Teaching Environment by Students	90
4.52	One-Way Analysis of Variance Architectural Type of Teaching Environment by Work and Workload	90
4.53	One-Way Analysis of Variance Architectural Type of Teaching Environment by Specialist Assistance and Parent Contact	91

Table	Page
4.54 One-Way Analysis of Variance Architectural Type of Teaching Environment by Teacher Autonomy and Administration	91
4.55 One-Way Analysis of Variance Architectural Type of Teaching Environment by Primary School Resources and Salaries	92
4.56 One-Way Analysis of Variance Architectural Type of Teaching Environment by Overall Satisfaction	92
4.57 One-Way Analysis of Variance Size of School by Status and Recognition	94
4.58 One-Way Analysis of Variance Size of School by Promotion and Work Benefits	94
4.59 One-Way Analysis of Variance Size of School by Students	95
4.60 One-Way Analysis of Variance Size of School by Work and Workload	95
4.61 One-Way Analysis of Variance Size of School by Specialist Assistance and Parent Contact	96
4.62 One-Way Analysis of Variance Size of School by Teacher Autonomy and Administration	96
4.63 One-Way Analysis of Variance Size of School by Primary School Resources and Salaries	97
4.64 One-Way Analysis of Variance Size of School by Overall Satisfaction	97
4.65 One-Way Analysis of Variance Architectural Type of School by Status and Recognition	99
4.66 One-Way Analysis of Variance Architectural Type of School by Promotion and Work Benefits	99
4.67 One-Way Analysis of Variance Architectural Type of School by Students	100

Table	Page	
4.68	One-Way Analysis of Variance Architectural Type of School by Work and Workload	100
4.69	One-Way Analysis of Variance Architectural Type of School by Specialist Assistance and Parent Contact	101
4.70	One-Way Analysis of Variance Architectural Type of School by Teacher Autonomy and Administration	101
4.71	One-Way Analysis of Variance Architectural Type of School by Primary School Resources and Salaries	102
4.72	One-Way Analysis of Variance Architectural Type of School by Overall Satisfaction	102
5.1	One-Way Analysis of Variance where the Value of $p$ is at or less than 0.05	104
5.2	Teaching Loads in Primary Schools, High Schools and Secondary Colleges in the ACT	112
6.1	Percentage Frequency Mention of Aspects which Contribute Most to Overall Satisfaction with Teaching as an Occupation	132
6.2	Percentage Frequency Mention of Aspects which Contribute Most to Overall Dissatisfaction with Teaching as an Occupation	133
6.3	Percentage Frequency Mention of Particular Changes which Respondents Would Like to See Introduced	135

## DEFINITION OF TERMS

The following terms have been used in the statement of the problem and throughout the body of this study. To enable a more precise understanding of the hypotheses, theoretical framework and resultant discussion, these terms and definitions are stated as follows:

Teacher includes the following professional staff:

classroom practitioners, teacher-librarians, Senior Teachers, Assistant Principals, Principals, also teaching staff employed on a regular part-time basis.

Satisfaction is a measure of the quality of life in an organization.

Overall satisfaction is a person's affective reactions to his/her total work role. (Lawler: 1973)

Facet satisfaction is a person's affective reactions to particular aspects of his/her job. (Lawler: 1973)

Government primary schools includes all co-educational public mainstream primary schools in the ACT, which cater for pupils in the five to twelve years age range.

Lower primary covers the first three years of primary school education i.e., Kindergarten, Year One and Year Two (five to seven years age range).

Upper primary covers Years Three, Four, Five and Six (eight to twelve years age range).

Promotion positions are posts of administrative and teaching responsibility held by Senior Teachers (Band Two), Assistant Principals (Band Three), and Principals (Bands Three and Four) in ACT Government schools.

Type of School refers to the architectural type of primary school building. In the ACT, open-space (multi-teacher units), traditional (single teacher classrooms) and a combination of both types are to be found in Government primary school buildings.

Status and Recognition includes the perceived rank held in relation to others and the relative importance placed on this rank by others, and by the community in general.

Promotion and Work Benefits include salary, all types of leave, holidays, retirement benefits, and opportunity for transfer and promotion in the ACT Commonwealth Teaching Service.

Students refers to all aspects of relationships between the teacher and the student e.g., behaviour, student level of achievement, student ability, the grade level taught, and attitudes held by groups of students and the total school population.

Work and Workload includes the amount of time, and energy used, and expectations held regarding this expenditure of effort, in relation to the teacher's role.

Specialist Assistance and Parent Contact refers to all diagnostic and remedial services supplied, and also



specialist equipment. Parent Contact covers reporting, both verbal and written and the level of concern expressed by parents in their child's education.

Teacher Autonomy and Administration concerns the degree of professional freedom accorded a teacher in the work situation and all interactions with colleagues and administrators.

Primary School Resources and Salaries is the sum of attitudes held by primary school teachers regarding relative distribution of resources and salary differentials for the primary and secondary sectors of the ACT Government education system.

CHAPTER 1INTRODUCTION

The past decade has witnessed increasing interest in the quality of working life and the satisfaction workers derive from their employment. A suggested rationale therefore, for a study of work satisfaction, is that work is a major factor in the lifestyle of human beings. In the course of their daily working lives, individuals can experience stresses and strains, and a lack of challenge and opportunity for growth which often results in feelings of failure, worry, or unhappiness. What conditions then lead to job satisfaction? How can jobs be designed to be both satisfying and motivating for workers?

Findings which have been accumulating for nearly fifty years, demonstrate that more varied, complex and challenging tasks are higher in producing worker satisfaction than less skilled, routine jobs. Related studies of comparisons of occupational groups show that the more skilled the vocation, the more the members of that vocation enjoy their jobs. Early studies by Hoppock (1935) reported that more than 90 percent of teachers liked their work, while the greatest dissatisfaction occurred among unskilled or semi-skilled workers. In most of these studies, job satisfaction as a term is used loosely to cover overall liking for the job, as well as intrinsic job satisfaction deriving from the work process itself.

Some evidence also suggests that for the profession-

al person, work and the workplace constitute a preferred location for the individual's general and personal satisfactions. As a professional person, the teacher can be viewed as an individual possessing specialist knowledge and training which provides those particular skills required to meet the educational needs of children. In contrast with Hoppock's (1935) study more recent studies (Sparks: 1979, NEA Survey: 1980, Sweeney: 1981) indicate that teacher dissatisfaction is on the increase.

"Forty-six percent of these teachers were dissatisfied with their job as a whole, and an identical percentage said that, if they had to do it all over again, they would not choose teaching as a career".

Sparks, (1979)

Other studies cited above also confirm a similar rise in teachers' dissatisfaction with work.

In a relatively recent Australia-wide study conducted by Campbell (1975) teachers were asked to indicate their general or overall level of satisfaction with teaching. Of the 1578 respondents the great majority reported that they were either highly or moderately satisfied and at the highly dissatisfying point, fewer than one hundred used this ranking. Despite these findings however, when a "critical incident analysis" was undertaken these same teachers had no difficulty in identifying pupils (17%), principals (24%) and Education Departments (21%) as features in dissatisfying incidents, and pupils (65%) and

colleagues (24%) as satisfiers or morale boosters.

#### BACKGROUND OF THE PROBLEM

Many factors have caused the role of the teacher to come under increasing scrutiny in recent years. In particular, the last decade has been marked by State and Federal inquiries into teacher education, severe cuts in pre-service teacher education courses, and increasing concern for education to accommodate substantially changing technologies of many kinds. Added to this there are the direct effects of urbanisation and industrialisation alluded to by Pusey (1980),

"The massive consequence for education is that the cumulative effect of these changes has virtually destroyed three 'institutions' which were once central to the process of socialisation: the local community neighbourhood, the extended family and the church. These were of course educational 'institutions' which traditionally provided..... a relatively stable context for what was felt to be the natural and comparatively unproblematic process of child socialisation and identity development. The educational functions of all three of these key 'institutions' have, in the absence of all adequate alternatives, been shifted on to the schools."

Pusey, (1980)

This absorption by schools of a growing number of concerns that were once the responsibility of the family or other societal groups, places additional pressures on teachers in an environment which itself is increasingly characterised by:-

1. Lack of reward or recognition for teaching as an intellectual or professional activity.
2. Loss of esteem for teachers in the eyes of the public.
3. A deterioration in the attitudes of students towards learning and authority.
4. Financial cutbacks reflected in staffing and material constraints affecting educational programs.
5. Increasing dissatisfaction expressed by the media and groups in the community regarding the effectiveness of schooling in providing basic job skills in a shrinking labour market.

Teachers in the environment described can easily become disillusioned with their careers and exhibit the defence mechanisms so often reported in recent research studies, e.g., absenteeism, stress and burnout, low expectations for themselves and their work, poor self image and loss of interest in work. The impact of changing conditions in education which appears to have so adversely influenced school effectiveness and human fulfilment, indicates that the need to study how teachers feel about work and employment conditions is as important today as it was in the days of Chase's pioneering study of 1952.

A perusal of the M.Ed. Field Studies completed to date indicates some studies which have included the topic of "teacher satisfaction", (McLear: 1981, and Morey: 1977). Of these two studies, Morey was more concerned with

the relationship between conflict and general job satisfaction, while McClear touched on role satisfaction as part of a much broader investigation into Band 2,3 and 4 teachers' roles. This present study aims to provide more detailed data on teacher satisfaction by identifying those aspects of satisfaction and/or dissatisfaction for primary school teachers in ACT government schools, by considering relationships between the independent variables.

#### PURPOSE AND SIGNIFICANCE OF THIS STUDY

Although many studies have investigated the quality of teachers' working life, insufficient recent data is available about how Government teachers in the ACT feel about their work and working conditions. In a situation of declining enrolments, fewer promotion possibilities, stringent financial and staffing constraints, and the movement of students from the Government to the non-Government sector of education, this study should be of interest to groups of administrators, teachers, Teachers' Federation officials and the general public. The job satisfaction of teachers has important implications from the general viewpoint of the satisfaction of people with their working life, and the more specific aspect of the transferred possible effects upon students.

#### STATEMENT OF THE PROBLEM

A study of teacher satisfaction with work and working conditions in Government primary schools in the ACT.

Arising from the literature survey in Chapter 2 the following basic assumptions, postulates, propositions and hypotheses are addressed in this study.

## BASIC ASSUMPTIONS

Assumption 1: Teacher satisfaction is a function of situational factors, environmental influences, and the learned and unlearned characteristics of the individual teacher.

Assumption 2: The fundamental educational philosophy of a school affects the situational or environmental influences in that school.

## POSTULATES

1. Teacher satisfaction is characterized by a degree of consistency.
2. Teacher satisfaction must be considered in the light of probability rather than certainty.
3. Teacher satisfaction is classifiable qualitatively and quantitatively.

## PROPOSITIONS

1. General classes of teacher satisfaction fall into relatively homogeneous clusters. Satisfaction may be described in terms of these clusters.
2. Major clusters of these behaviours have the characteristics of facets or sub-scales as stated by Holdaway (1978) e.g., Recognition and Status, Students, Resources, Teaching Assignment, Involvement with Administrators, Work Load, Salary and Benefits.

3. The interaction of organizations and individuals determines the degree of overall or facet satisfaction experienced by an individual.

#### HYPOTHESES TO BE TESTED

##### Hypothesis 1

There is no statistically significant difference between the levels of teaching satisfaction of Band 1, 2, 3 and 4 teachers, measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence, i.e.,

- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact
- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction

##### Hypothesis 2

There is no statistically significant difference between the levels of teaching satisfaction and position currently held, measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence, i.e.,



- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact
- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction

### Hypothesis 3

There is no statistically significant difference between the levels of teaching satisfaction and Year level of student taught (Years K-2 and Years 3-6), measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence, i.e.,

- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact
- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction

### Hypothesis 4

There is no statistically significant difference between the levels of teaching satisfaction and years of training (qualifications), measured by the scales and

sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence, i.e.,

- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact
- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction

#### Hypothesis 5

There is no statistically significant difference between the levels of teaching satisfaction and sex, measured by the scales and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence, i.e.,

- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact
- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction

### Hypothesis 6

There is no statistically significant difference between the levels of teaching satisfaction and age group of teachers, measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence, i.e.,

- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact
- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction

### Hypothesis 7

There is no statistically significant difference between the levels of teaching satisfaction and type of architectural teaching environment, measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence, i.e.,

- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact

- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction

#### Hypothesis 8

There is no statistically significant difference between the levels of teaching satisfaction and size of school:

- large 500 - 625 pupils
- medium 325 - 499 pupils
- small 200 - 270 pupils,

measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence, i.e.,

- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact
- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction

#### Hypothesis 9

There is no statistically significant difference between the levels of teaching satisfaction and total

architectural type of school:-

- open-space (multi-teacher units)
- traditional (single teacher classrooms)
- hybrid (combination of both types)

measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence, i.e.,

- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact
- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction

### LIMITATIONS AND DELIMITATIONS

This study is not intended to be comprehensive or definitive. It aims to identify those aspects of satisfaction and/or dissatisfaction for primary school teachers in ACT government schools, by considering relationships between the independent variables. Its results should also add to the body of knowledge available on job satisfaction for teachers which is covered in the literature survey. The study is limited to an analysis which is modelled on that of Alberta teachers by Holdaway (1978), and the Victorian study by Fordham (1981).

The population of the study may cause some limitation in its wider applicability. It examines teachers from mainstream Government primary schools. Perhaps the perceptions of teachers from special schools, or non-Government primary schools may be quite different. Restriction of the population to the ACT, where there is a high degree of participation and decentralisation of authority may also make the results less applicable to other state education systems.

The questionnaire method, the exclusive means in this study for the gathering of data, has limitations which are noted by many social science researchers. C.V. Good states that:

"Questionnaires can be used to assess factual information, opinions, attitudes and to explore options. However, careful consideration must be given to the cooperative aspect inherent in the respondent's role in the questionnaire. Better results may be obtained if the respondents can see the investigator's side of the problem".

(Good 1963: 271)

Personal administration of the questionnaire to a selected sample, rather than a mail-response technique to the total primary teacher population was chosen to obtain a high rate of response, and to ensure that respondents were motivated to respond accurately. However questionnaires are still susceptible to mis-interpretation, carelessness and other forms of abuse, which can affect the validity and reliability of the results so obtained. Although every attempt was made to secure valid data, some doubts must still remain.

Finally due cognizance was also taken of the expectation by the Canberra College of Advanced Education, that the Field Study fulfills only part of the requirements for the Master of Education Degree and the opinion that dissertations:

".... should be regarded not so much as contribution to knowledge, as instruments for training in research methods".

(Enton 1970: 11)

CHAPTER 2LITERATURE REVIEW

The complexity of today's educational systems often limits the opportunities of teachers to achieve job satisfaction. Educators are beset by demands for accountability, decreasing job security and unemployment, especially for beginning teachers, less prospect of mobility, an increase in negative attitudes by students and the expectation that education will be responsible for the amelioration of an ever increasing variety of social problems.

Early interest in job satisfaction was defined by Hoppock (1935) as any combination of psychological, physiological and environmental circumstances that causes a person to say "I am satisfied with my job." In other early studies by Mayo (1933) and Roethlisberger and Dickson (1939), job satisfaction was investigated as a determinant of worker productivity. However, most of the later studies have focused on the determinants of job satisfaction itself.

Satisfaction has been measured in many different ways. These various methods share a common focus on the affective feeling-states which people experience in the course of their employment. Such a focus has been of interest not only because of its intrinsic value (e.g., many people share the humanistic belief that people should enjoy their work), but also because such affective



states are directly related to the willingness of an employee to remain within an organization despite inducements to leave - Belasco and Alluto (1972). This behavioural emphasis follows the approach of March and Simon (1958) and Katz and Kahn (1964) and the recent more definitive work of Lortie (1975) which viewed readiness to choose teaching again as a career, as a behavioural outcome of job satisfaction.

Irrespective of whether job satisfaction is regarded as an affective or behavioural outcome, Holdaway (1978) comes to the following conclusions:

- (a) job satisfaction can be viewed as a single global concept i.e., "overall job satisfaction", and
- (b) as a multi-dimensional concept i.e., "satisfaction with various facets of the job situation". He also states that job satisfaction has generally been viewed as an outcome, not a determinant.

#### THEORETICAL FRAMEWORK

Arising from the increasing attention being paid in many countries to improving the quality of work experience for employees, a number of conceptual frameworks have been developed. Locke (1969:309) defines these as:

- (a) those that take the "subjective" view, i.e., that the determinants of job satisfaction reside within the worker,
- (b) those that take the "intrinsic" view, i.e., that the determinants lie within the job itself,

- (c) those that take the "interactionist" view, i.e., that job satisfaction is a consequence of a complex interplay between the worker and his job situation .

#### THE SUBJECTIVE VIEWPOINT

Maslow's (1954) hierarchy of needs provides a conceptual framework for examining teachers' needs for job satisfaction from a subjective viewpoint. Maslow arranged human needs into five hierarchical categories (a) physiological (b) safety or security (c) love (d) esteem and (e) self-actualization. According to Maslow when the more basic needs are met, persistent efforts towards attainment of higher level needs can be expected and will constitute the basis on which the individual decides whether or not he or she is satisfied. Schultheis (1979) sees an overlap within many of the need levels and suggests an arrangement of two broad categories. (See Figure 1). The primary category deals with safety and survival whilst the secondary needs have to do with the way in which humans view themselves and each other.

MASLOW'S HIERARCHY OF NEEDS

SELF-ACTUALIZATION	}	S	
Need to do the work we like		E	Interesting, challenging work
		C	Utilization of capabilities
ESTEEM		O	Chance for meaningful work
Need to feel worthy and respected		N	Recognition for achievement
		D	Responsibility for one's self
SOCIAL/LOVE		A	Congenial colleagues
Need for love, to be a member of a group		R	
		Y	
	}	P	Good working conditions
SECURITY		R	Pensions
Need to feel safe		I	Insurance cover
PHYSIOLOGICAL		M	Job security
Need to stay alive, breathe, eat, drink, sleep		A	Vacations
		R	Good salary
		Y	

(Figure 1)

Porter (1962) both supported and questioned the "Hierarchy" concept claiming that unless the existence needs are satisfied then none of the higher-order needs will come into play in any major way. In his research on satisfaction in the industrial setting he also deleted the physiological need and substituted it with autonomy. This appears to be more appropriate for the educational setting where physiological needs have diminished in importance while the need for self-government, self-control and self-determination have escalated (Sergiovanni: 1979).

## THE INTRINSIC VIEWPOINT

The Herzberg framework (1959) is a two-factor model of job satisfaction that assumes that dissatisfaction and satisfaction are independent dimensions, and that the aspects of the job that produce dissatisfaction differ from those aspects that produce satisfaction. The satisfied employee is not a person in whom dissatisfaction is minimal, because satisfaction and dissatisfaction are produced by different stimulus conditions. Dissatisfaction arises from such "extrinsic" factors as salary, supervision, working conditions, relationships with peers, subordinates and superordinates, job security and status. However, the removal of these unsatisfactory extrinsic factors is not in itself satisfying or motivating. Satisfaction and motivation come from a different set of factors. These "intrinsic" satisfaction factors include achievement, responsibility, recognition, the work itself, advancement and personal growth. Herzberg thus accepts Maslow's notion of lower and higher order needs but goes on to draw qualitative distinctions between the two, first as "dissatisfiers" and "satisfiers", and later as "hygienes" and "motivators".

A great deal of controversy has developed over the applicability and accuracy of Herzberg's two-factor theory. A number of researchers have been unable to provide empirical support for Herzberg's major tenets. Schmidt (1976:68) listed some criticisms that were directed at defects of the theory.

- (a) It is too simple
- (b) It is too rigid
- (c) It is stated too often in contradictory terms
- (d) The supportive results are method-bound
- (e) Its interview technique omits defense mechanisms of interviewees.

These criticisms however, should not be seen as invalidating the findings or usefulness of Herzberg's dichotomy. Hunt and Hill (1969) state that critical incident studies generally confirm the two-factor theory while Burke (1966:317) who is quite critical of the Herzberg approach says:-

"However, this does not mean that the distinction between factors revolving around opportunities for self-actualization on the job and factors revolving around the social and technical environment of the job is not an important one. Other investigators have found this distinction useful in accounting for stereotyped perceptions of members of the same sex and the opposite sex ... and for differential attitudes toward job retirement."

Wolf (1970:90) also concedes that the,

"Two-factor theory appears to be correct when it states that content elements (intrinsic facets) are more powerful determinants of overall job satisfaction than are context items (extrinsic facets)."

THE INTERACTIONIST APPROACH

Job satisfaction and dissatisfaction are seen by Locke (1969:316) to be:-

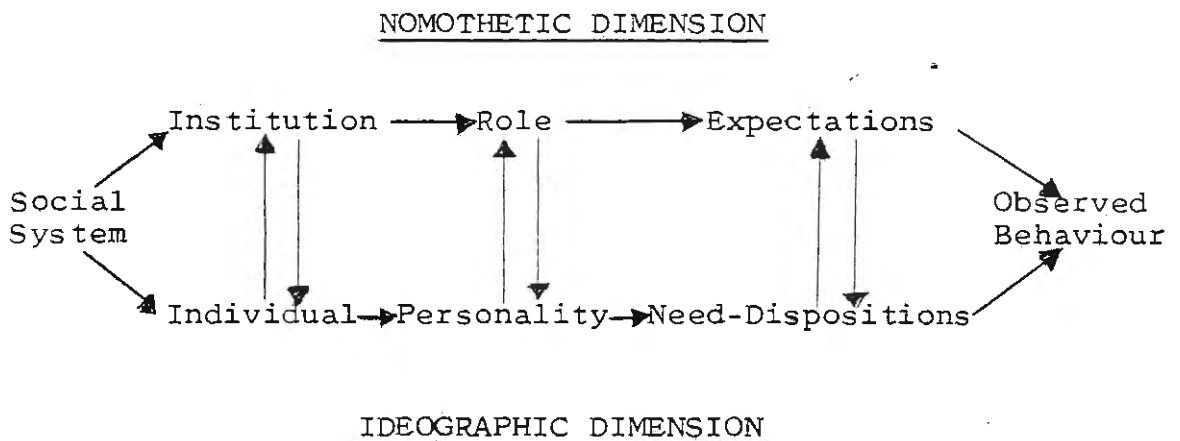
"a function of the perceived relationship between what one wants from one's job and what one perceives it as offering."

He defines job satisfaction as,

"... the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values" (1969:316)

This interactionist approach attempts to explain and predict job satisfaction in which values are neither solely intrinsic or subjective, but rather are relational.

For expression of the interaction between the gratification of the individual's basic needs within an institutional setting one can also turn to the model developed by Getzels (1958) as shown in Figure 2:



(Figure 2)

The nomothetic dimension defines what is expected of the role incumbent while the ideographic dimension presents the individual's personal needs and disposition. Greater satisfaction and productivity generally results when there is a congruence in the interaction of the two dimensions. There can be role conflicts within the nomothetic dimension, or personality conflicts within the ideographic dimension, or conflicts which occur between the two dimensions.

Locke (1969:321) states that "Vroom (1964) has offered one of the most consistent interactionist models to date." This model relates worker motivation and individual worker differences to the accomplishment of organizational goals. As the worker attempts to satisfy his/her own personal goals for promotion, mobility or higher income, so these are instrumental in motivating him/her to accomplish organizational goals such as work performance. The valence of his/her personal goals (level two outcomes) is defined as a person's anticipated satisfaction, while the valence of organizational goals (level one outcomes) is defined as a person's actual satisfaction. Locke (1969:322) states that Vroom's model does not really explain satisfaction except in terms of other satisfactions, and fails to distinguish between the degree to which a person wants a particular outcome and the amount of outcome desired. Two teachers for example, may wish to have the same amount of involvement in decision-making, but differ considerably in the degree of importance each attaches to such participation.

The importance of congruence between the individual's aspirations and the organization's requirement for work by that individual are discussed by Argyris (1972) in his "personality and organization view" of working situations. When congruence occurs between individual aspirations and work requirements, satisfaction and desirable activities will be probable outcomes. However, Argyris also notes that satisfaction can be influenced by the perceived degree to which the work situation is considered alterable by the worker. If, for example, teachers know that there is little chance of promotion or mobility, they may reduce dissonance and frustration by accepting those restrictions.

"Behavioural scientists have documented that a person's sense of satisfaction is partially determined by what is available (relative deprivation), and by the norms of peer reference groups." (Argyris 1972:114)

In examining the effect of satisfaction with individual facets on an employee's overall satisfaction with his/her job, and subsequently on his/her employment decisions, Argyris (1972) shows that facets such as leadership style of supervisors, administrative controls and the desire for autonomy over one's work world, can be sufficiently influential to result in an employee leaving an organization even though he is intrinsically satisfied.



### BACKGROUND RESEARCH FINDINGS

While the level of satisfaction experienced by teachers has been of persistent concern to educational researchers, many differing approaches regarding actual influences on satisfaction can be found in the literature. Early studies which focussed on the positive relationship between satisfaction and productivity have been superseded by later research which places emphasis on the determinants of job satisfaction rather than the outcomes. Despite inherent conceptual and measurement problems, many variables have been investigated in attempts to determine the significant factors which influence job satisfaction and dissatisfaction among teachers.

Satisfaction with supervisors and administrators appears to be a key variable in many studies. In a critical review of twenty-five years of research on job morale and attitudes by Blocker and Richardson (1963), it is stated that high teacher morale is associated with high quality teacher - administrator relationships and high quality leadership. In a replication study of career needs and satisfactions of teachers, Fitzgerald (1978) notes that while there were indications that teachers continued to find "service" the most satisfying aspect of teaching, co-operation of staff members was of highest importance. One scale showed consistently low satisfaction and high need over the five year time span of the study. It concerned the technical ability of the principal as a leader in curriculum and instruction.

This consistent concern with the quality of educational leadership does not refer to the principal alone, but also to other administrative levels in schools. Bartlett and Ogilvie (1980:186) in a study of teachers, subject coordinators and school administrators in twenty-three Queensland state high schools, found that subject coordinators were seen by respondents to make a more significant contribution to teacher satisfaction, teacher dissatisfaction and the classroom learning of students than occupants of any other hierarchical position in the schools. While earlier Australian studies by Grassie and Carss (1973) found that the leadership quality of the principal was significantly related to teacher satisfaction with work and with colleagues, the growth in school size, increasing teacher professionalism and the knowledge explosion appears to have spread the locus of power from the principal to the subject master/mistress level in high schools.

A recent study by Erlandson and Pastor (1981) also highlights the role of the principal in fulfilling higher order need strengths so that teachers achieve subsequent motivation, job satisfaction and enhancement of individual growth. The central implication of this study of the needs of 150 randomly selected teachers in ten different high schools in different geographic regions of the United States, suggests that most of the desired changes can be made by the principal. This study used the Higher Order Need Strength Measure B by Hackman and Oldham (1974), a measure normed on over 1,500 workers in industry, but not

applied previously to educational organizations. The results indicated that schools generally do a better job of satisfying the lower order needs (e.g., friendly co-workers and fringe benefits) than they do of satisfying higher order needs (e.g., participation in decision making, use of valued skills and abilities, freedom and independence). The role of the principal therefore, is of vital concern in shaping communication, influence and decision making patterns in order to structure satisfying work environments.

The values and satisfactions of teachers related to given teaching environments have been a more recent development in the current literature. Lennon (1978) cites the relatively new innovations of co-operative teaching teams and open-space classrooms as fundamental alterations to the environment for teaching. His study of three hundred and seven teachers in twenty-six primary schools in Brisbane investigated the match between a teaching context and the teacher's perceptions of satisfaction in the work situation. The Teacher Value and Satisfactions Survey Form devised from Sergiovanni's satisfaction and dissatisfaction factors was used to determine teachers' satisfactions in teaching. A major outcome of this research concerns the pressing need for greatly increased consultation with teachers before assignment to vastly different teaching environments. It is suggested that primary teachers who find themselves arbitrarily placed in co-operative teaching contexts are not only dissatisfied, but may be just biding their time

until they can get back to single teacher classrooms remote from the influence of other teachers.

Coughlan (1971:44) in a study of job satisfaction in relatively closed and open schools states that research indicates that job satisfaction tends to be highest in organizational systems which encourage:-

1. High job autonomy, where the individual retains a considerable degree of freedom in the performance of his job functions and responsibilities.
2. Opportunities for frequent interaction among members in the work setting.
3. Mutual influence between superordinates and subordinates in those areas where subordinates expect to share in the decision making process.

The measuring instruments used included a self-reporting inventory called the School Survey which was constructed to measure teachers' attitudes towards specific aspects of their work environment. Overall findings in this study show that the extent of job independence and autonomy afforded teachers in the relatively closed system may be a crucial issue in determining job satisfaction. The major concerns of these groups are focused upwardly to aspects of the work relationship under the influence and control of superordinates. In the relatively open system teachers were more satisfied with system administration, instructional programs and financial incentives, but were significantly divided in their attitudes to job relationships directly under the influence and control of peers in the work group. These findings suggest that different types of formal

organizations generate patterns of work attitude which in turn affect job satisfaction.

Following on from Lortie's (1975) classification of job rewards into three types: extrinsic rewards, ancillary rewards and psychic rewards, a recent exploratory study by Plihal (1981) concentrates on investigating psychic or intrinsic rewards in detail. This emphasis is taken because it is claimed that the surrounding structure of teaching allows its members little influence over the distribution of extrinsic rewards (e.g., money income, level of prestige, and amount of power over others) or ancillary rewards (e.g., income security and frequent holidays). What teachers can influence are the intrinsic rewards of teaching - the personally determined valuations of the work and the feelings of enjoying aspects of teaching for its own sake. Thirty elementary school teachers in the greater Chicago area were involved in this study which addressed three questions about the rewards of teaching:-

- (a) How do teachers describe intrinsically rewarding teaching experiences?
- (b) How do the rewards of teaching relate to teachers' perceptions of the teaching activity?
- (c) How does enjoyment of teaching relate to student achievement?

Using Csikszentmihalyi's theoretical model for enjoyment (1975) the structure of intrinsically rewarding

teaching activities was analysed. Teachers' satisfaction with work was greatest when their interactions with students gave them a feeling of competency in dealing with the demands of teaching activity. Other findings indicated that teacher enjoyment varied with the type of intrinsic reward considered most important, and with their attitudes towards the subject being taught. The primacy of psychic rewards is also documented by Lortie (1975:103-106) in a report on U.S. National Education Association studies and his own studies in Florida. Plihal (1981) carries this investigation a stage further by looking at the outcomes of student/teacher interaction when a high degree of enjoyment and job satisfaction is a mediating variable. It was found that there was a positive correlation between teacher satisfaction and student achievement.

In a study by Knoop (1980) the relationship between job involvement and eight job factors was investigated. Data obtained from 838 elementary and 975 secondary teachers in Ontario supported the hypothesized prediction that job involvement is a feedback variable.

"Involvement may be high because a person is satisfied with, or motivated by, his or her job; or a person may experience high job satisfaction, or job motivation, because of high job involvement. It is also possible, so far unexplored, that these three variables (job involvement, job satisfaction, job motivation) are synchronistically related: if one of these variables is high it may be likely that the other two are also high. Can not one expect people who are involved in their job to be also motivated and satisfied?"

Knoop (1980:13)

Multiple regression analysis in this study indicated that job involvement is mainly related to the three variables cited above while three additional variables, - participation in decision-making, educational level, and satisfaction with supervision were significantly related to job involvement for secondary teachers.

As indicated by Knoop (1980) participative decision making is related to teacher satisfaction, but as Hewitson (1978) postulates its worth may only be that of a panacea unless the variable of Rapport with the Principal is taken into account. In his study of 213 first and second year Canadian teachers, decision making per se did not appear to contribute to career satisfaction as substantively as the literature would suggest. In contrast Rapport with the Principal was shown to be pervasively associated with career satisfaction. This perhaps reflects the emphasis placed on harmonious relationships and a high degree of interpersonal skills by society today. An earlier study by Belasco and Alluto (1972) contrasts with Hewitson's findings for beginning teachers. In their sample of 427 teachers in two school districts in western New York State they found "decision deprived" teachers, "decision saturated" teachers and "equilibrium" groups. The decisionally saturated group tended to be older, female, elementary teachers while the decisionally deprived tended to be young, male, secondary teachers. Data in this study indicated that decisional climate is a major factor influencing teacher satisfaction levels. Teachers in the "equilibrium" group also felt less job

tension and held less militant attitudes. The deleterious effects of low levels of satisfaction have been further investigated in the dysfunctional behaviour patterns exhibited by those working in low satisfaction and high tension situations. These dysfunctional activities include reduced levels of organizational performance, withdrawal from the situation by lateness and absenteeism, or various types of role distance behaviour as defined by Goffman (1961).

Stapleton et al (1979) developed a Teacher Job Satisfaction Inventory (TJSI) to measure the relationship between teacher brinkmanship and job satisfaction. Following on Goffman's (1961) definition of role distance, brinkmanship "refers to teacher behaviour which attempts to challenge the authority system of the school while avoiding its negative sanctions." The TJSI and the Teacher Brinkmanship Inventory (TBI) were administered to 296 elementary and secondary school teachers in Texas. The results indicated that acts of teacher brinkmanship are related to the teachers' job satisfaction derived primarily from the principal. Given that a principal must give orders and teachers will at times become dissatisfied with even an excellent principal, it is still of value however to consider such acts as a reflection of teachers' perceptions of their own job satisfaction.

Bridges (1980) in a study of 488 elementary teachers working in 36 schools in the United States investigated the relationship between job satisfaction and employer absenteeism. Extant research in the private sector



indicated that job dissatisfaction did not appear to be a major cause of absence among blue collar and clerical workers. Although the results of Bridges' study are consistent with the previous research, some evidence did suggest that the design of the teacher's job is a conditioning factor. With the move away from the single teacher classroom to a more interdependent team teaching relationship in schools, this study suggests that job satisfaction and absenteeism are more apt to be negatively related under a condition of high work interdependence than under moderate or low interdependence.

A relatively new area of investigation in the literature concerns the relationship between teacher stress, teacher burnout and job satisfaction. Cardinell (1980), Partin (1980), Dedrick (1981), Goodall and Brown (1980), Sweeney (1981) and Feitler (1981) have all reported on the effects of teacher stress and burnout on job satisfaction. A comparative study by Feitler (1981) of 3,789 teachers in Ohio and Pennsylvania found that feelings of job stress and job satisfaction are inversely related. When compared with a similar British study the same high proportions of teachers in both countries are satisfied with their jobs. This result however (69.5% of the total sample were "fairly satisfied" or "very satisfied" with their jobs) must be contrasted with Cooke and Kornbluh's study of job satisfaction (1980) which found that teachers were more dissatisfied with their work than professionals from all other job categories.

Cardinell (1980) argues that teacher stress and

burnout are not abnormal occurrences and are in fact common and predictable. Administrators are encouraged to recognize this and to devise and implement strategies and experiences which attempt to reduce the intensity of this phenomena, so that teacher satisfaction with work can increase while the commitment to teaching during the 30 - 50 year age period is high. Lortie (1975) suggests group action as the best way to rehabilitate the burned out teacher but further intensive research must accompany awareness efforts and major rehabilitative thrusts in this problem. In contrast Sweeney (1981), in a sample of 1,295 secondary teachers found that older teachers were more satisfied in their positions, while teachers in the 25 to 34 age group showed the greatest need-deficiency in esteem and self-actualization categories. This finding is consistent with research by Herzberg (1957) and Trusty and Sergiovanni (1966).

#### LITERATURE SUMMARY

In this chapter a theoretical framework detailing subjective, intrinsic and interactionist approaches to the study of job satisfaction has been stated. This has been followed by a review of research findings in an attempt to ascertain the major determinants of job satisfaction for teachers.

Relationships with administrators provide one of the important sources of satisfaction or dissatisfaction for teachers. Many studies focus on the primacy of the

principal in their investigation (Grassie and Carss, 1973; Erlandson and Pastor, 1981) but others highlight the importance of other levels of administrators (Bartlett and Ogilvie, 1980).

Some researchers have investigated environmental aspects which may influence job satisfaction e.g., open space and traditional classrooms, while others have concentrated on decision making as a moderating or intervening variable.

Recent studies of teacher satisfaction have been linked with teacher stress and teacher burnout. Although most writers contend that stress, like death and taxes are facts of life and an integral part of life inside and outside schools, many highlight the rising concern over the effects of excessive teacher stress and burnout experienced today. Teachers in a rapidly changing society, with vacillating lifestyles and social expectations are constantly being bombarded from all sides by calls for change and/or accountability. Many studies emphasize that the increase in stress and decrease in satisfaction is due to teachers having allegiance to two or more conflicting goals.

The importance of psychic or intrinsic rewards in teaching appears to be a major source of satisfaction for most teachers, (Plihal: 1981). Interaction with students provides one of the most immediate sources of achievement and satisfaction for teachers and as such must inextricably affect the joy and success that teachers weave into students's learning.

### CHAPTER 3

#### METHODOLOGY

The conceptual framework underlying this study may be described as ex post facto or causal comparative. This scheme as described by Isaac (1972) investigates possible cause and effect relationships by observing some existing consequence and searching back through data for plausible causal factors. It is the type of approach which requires the researcher to take one or more effects (dependent variables), and to examine data by seeking out causes, relationships and their meanings, and was seen to be the most appropriate method of investigating the stated problem.

#### INSTRUMENT

A number of instruments designed to measure teacher satisfaction were considered before the final choice based on Holdaway's (1978) Canadian study was selected. Those considered included:

The Purdue Teacher Opinionnaire (Bentley and Rempel, 1967)

The School Survey (R.J. Coughlan, 1971)

Teacher Job Satisfaction Inventory (Stapleton et al, 1979)

Satisfaction With Teaching and Employment Conditions (E.A.Holdaway, 1978)

The Holdaway (1978) questionnaire designed to measure aspects of facet and overall satisfaction and dissatisfaction was chosen as the basis of this study for the following reasons:

1. Terminology used in the questionnaire was considered appropriate, apart from minor modifications, for use with Australian teachers.
2. The combination of a Likert scaled response, and free response techniques was seen by this researcher to provide the best framework for all categories of respondent.
3. Statements in the body of the questionnaire were precise in phrasing, met standards of objectivity, and were seen to be universal in their application to primary school teachers.
4. The questionnaire was seen to have sufficient interest and face appeal to teachers, yet did not make unreasonable demands on the respondent's time.
5. Holdaway's results indicated that the body of data obtained by administering this instrument answered the basic question for which the questionnaire was designed i.e., to determine (a) the levels of facet satisfaction for a sample of teachers and (b) the relationships between overall and facet satisfaction with personal variables such as age, sex, or position held of teachers.

### QUESTIONNAIRE DESIGN

Holdaway's "Satisfaction With Teaching and Employment Conditions" contained 58 satisfaction items arranged in the following groupings: Working Conditions, Teaching-Related Matters, Teaching Matters, Student-Related Matters, and Occupation-Related Matters. For purposes of this study it was decided not to follow this format but rather to adopt the modification used by Fordham (1981). This researcher used 42 satisfaction items modified from Holdaway in his questionnaire for approximately 1500 teachers and listed these items in random category order. A similar approach was used for the design of the questionnaire in this study. As it was proposed to use data processing techniques to interpret the results, continuous random listing rather than the defined categories was seen to be of value.

### PILOT STUDY AND PRETESTING

The initial questionnaire was pilot tested in two schools in August 1982. Following this, discussions were held with individual teachers at all promotion levels, with members of the ACT Schools Authority Evaluation and Research Section, lecturers at the Canberra College of Advanced Education, and the ACT Teachers Federation. The final questionnaire designed as a result of pretesting and these discussions, resulted in an instrument consisting of 62 satisfaction items, 12 school policy variables, 8 personal variable items and 3 free response questions.

(See Appendix B). Additional satisfaction items arising from pretesting and discussion included:

The relative distribution of resources between primary and secondary education.

The attitudes of other members of the teaching profession to primary teachers.

The size of the school you teach in.

The priority given to education by the government.

#### SAMPLE AND POPULATION

In 1982 there were 1,280 teachers employed full-time in 62 mainstream primary schools, (excludes 8 special schools), in the Government education sector of the ACT. Although it may have been considered desirable to obtain responses from the total number of teachers in all Government schools in the primary service, constraints of economy, time and practicality indicated that a high rate of response from a random sample of schools and teachers, should produce valid data applicable to the system as a whole.

In order to avoid distortion in selecting the sample units, the principle of proportional stratified random sampling was used to select twenty Government primary schools to participate in this study. Ten schools were located in the North Canberra region (includes Northside and Belconnen - a total of 31 schools), and ten were located in the South Canberra region (includes South-

side, Woden Valley, Weston Creek and Tuggeranong - a total of 31 schools). The schools chosen in the sample varied in size of pupil enrolment from large (500-625 pupils), and medium (325-499 pupils), to small (200-270 pupils). The number of schools selected in each of these arbitrary designations is indicated in Table 3.1. The anticipated high response of 87 percent usable returns in the total sample, and the percentage response rates for each of the school sizes is also shown.

Table 3.1

Sample School Sizes, Number of Teachers and Percentage Response Rates

School Sizes	Number of Schools	Number of Teachers in Schools	Number of Usable Returns	% Response Rate
Large (500-625 pupils)	7	199	171	85.9
Medium (325-499 pupils)	9	176	159	90.3
Small (200-270 pupils)	4	56	45	80.3
TOTAL	20	431	375	87.0



## DATA COLLECTION

Schools chosen in the sample were initially contacted at the beginning of Term III 1982 by means of a Minute from the ACT Schools Authority Evaluation and Research Section to the Principal of each school: (See Appendix A.) This Minute was followed by personal contact to arrange suitable times to administer the questionnaire during the three week period from October 5 to October 26, 1982. All schools chosen in the sample agreed to participate in the survey and most found it practical to include completion of the questionnaire in a regular staff meeting time-slot. Assistance with data collection in the North Canberra region was supplied by members of the Evaluation and Research Section while this researcher was responsible for data collection in the South Canberra region.

Prior to administering the questionnaire general introductory remarks including expression of thanks for cooperation in completing the questionnaire were made by the researcher. Little difficulty was experienced by respondents with items in the body of the questionnaire but two areas resulted in need for clarification by the person administering the questionnaire. These were:

1. In the school policy section "About Your School" some respondents wished to use double letter entries. This necessitated additional coding categories being established before subsequent data processing.

2. The layout of the last item, "Your Overall Level of Satisfaction with your Job" was seen by some respondents, to be not a satisfaction item but rather a heading for the three open response boxes.

Completed questionnaires from all teachers at the meetings were collected at the end of each session. Approximately 30 minutes was required to administer the questionnaire although some respondents took longer due to detailed replies in the three open response questions. This procedure facilitated the predicted high response rate (87%) as indicated in Table 3.1.

#### DATA ANALYSIS PROCEDURES

All analyses were carried out using the Coombes Computing Services Dec - 10 facility located at the Australian National University. The Statistical Package for the Social Sciences (SPSS) was used to provide data files but before processing commenced the following procedures were necessary:

1. Coding categories were established for the open response questions,  
"What changes would you like to see in the working conditions of teachers?"  
"What factors contribute most to your overall satisfaction with teaching as an occupation?"  
"What factors contribute most to your overall

dissatisfaction with teaching as an occupation?"

(See Appendices, C, D, E)

2. Additional codings were established for double entries in "Who determines school policy?" These included combinations of the school board and other (J), the individual teacher with any other coding (K), and any combination not covered by these extra categories (L). These three additional codings were seen to be necessary to produce more definitive interpretation to this question.

For purposes of initial analysis of this data, basic statistics were prepared for the sixty-two items in the body of the questionnaire, the twelve school policy items, eight personal variables and the three free response questions. Results showed absolute, relative, adjusted and cumulative frequencies as well as mean, median and standard deviations.

To enable easier interpretation of trends in the data at this stage the 7-point Likert scale was collapsed as follows:

6	Highly Satisfied	}	— Satisfied
5	Moderately Satisfied		
4	Slightly Satisfied		
3	Slightly Dissatisfied	}	— Dissatisfied
2	Moderately Dissatisfied		
1	Highly Dissatisfied		
0	Not Relevant		

Univariate analysis of the basic data was used to ascertain in an item by item analysis those items which provided:

The areas of greatest satisfaction (See Table 3.2)

The areas of greatest dissatisfaction (See Table 3.3)

When the mean scores were calculated all responses in the 'not relevant' category were assigned as missing, on the basis that teachers replying in this way (e.g. the provision of study leave) were stating that this item had no relationship to their satisfaction as a teacher.

#### Factor Analysis

Additional programs in the Statistical Package for the Social Sciences (SPSS) were also used to handle the data. In order to locate a smaller number of valid dimensions, clusters or factors contained in the larger set of independent items, the following programs were used:

1. Principal Components Analysis with Iteration: PA2
2. Orthogonal Rotation: VARIMAX

The pairwise deletion option was also used to utilize as much data as possible in the computation of correlation coefficients.

TABLE 3.2

The Areas of Greatest Satisfaction

Means and Percentages of Respondents "Satisfied" (Highly, Moderately or Slightly) for Items Having Mean Satisfaction Scores Above 4.50

Item	Mean	Percentage Satisfied (Adj.Freq.)
The convenience of school hours	5.33	94.1
Your term and annual holiday leave (i.e. school vacation leave)	5.28	91.8
Your relationships with students	5.20	95.2
Your relationships with other teachers	5.19	95.2
Your freedom to select teaching methods	5.05	87.7
The availability of relief teachers	5.01	91.6
Your relationship with senior staff in the school	4.84	87.7
The salary you receive	4.80	86.8
The size of the school you teach in	4.74	86.9
The particular grade level you currently teach	4.68	83.5
The availability of library and audio-visual resources	4.61	80.8
Your freedom to develop own curricula	4.56	86.1
The average level of student achievement in your class	4.53	84.8
Your freedom to determine methods of assessment of students	4.51	81.1

TABLE 3.3

The Areas of Greatest Dissatisfaction

Means and Percentages of Respondents "Dissatisfied" (Highly, Moderately or Slightly) for Items Having Mean Satisfaction Scores Less than 3.20

Item	Mean	Percentage Dissatisfied (Adj.Freq.)
The priority given to education by the government	2.24	81.9
The relative distribution of resources between primary and secondary education	2.49	75.5
Media reporting of educational issues	2.53	77.4
Available time for curriculum development during the school day	2.57	71.6
The provision of study leave	2.64	42.2
The value placed by others on the work of teachers	2.74	71.6
The acceptance by the community of teaching as a profession	2.75	72.4
The attitudes of society towards education	2.76	73.9
Community opinions regarding the outcomes of schooling	2.81	72.1
Methods used to evaluate teachers for promotion	2.84	61.2
Your opportunity for promotion	2.88	45.7
The opportunity for transfer within the system	2.92	54.7
The status of teachers in society	3.01	62.5
The attitudes of other members of the teaching profession to primary teachers	3.11	53.2
The recognition by other professions of teaching qualifications	3.14	51.5

An exploratory analysis of the fifteen-factor, eight-factor, seven-factor and six-factor solutions to the teacher's responses to the 62 satisfaction items, indicated that the seven-factor solution provided the most interpretable clustering of items. These factors were named:

Work and Workload	(11 items)
Teacher Autonomy and Administration	(10 items)
Status and Recognition	( 9 items)
Students	( 8 items)
Promotion and Work Benefits	( 6 items)
Specialist Assistance and Parent Contact	( 5 items)
Salary and Resources	( 4 items)

(See Appendix F)

#### CHARACTERISTICS OF RESPONDENTS IN THE SAMPLE

The following characteristics which emerged from the 375 usable returns are described as follows (percentages shown are adjusted frequencies).

1. Present position - band level. The percentage of respondents who described themselves as teachers Band 1 was 71.7 percent. Band 2 Senior teachers accounted for 16.4 percent, Band 3 Assistant Principals and Band 4 Principals accounted for

7.8 and 4.2 percent respectively. Twenty-one Band 1 teachers were acting in an HDA (Higher Duties Allowance) Band 2 position, and five Band 2 teachers were acting in the Assistant Principal position. Two Assistant Principals were acting in the Principal position.

2. Present position - year level taught. When asked to indicate if they taught in Lower Primary (Kindergarten - Year 2) or Upper Primary (Year 3 - Year 6), 47.0 percent indicated the K - 2 level, 52.7 percent the Year 3 - 6 level and in addition 18.4 percent considered that they worked as a specialist teacher e.g., librarian, music, art, craft, drama etc. Fifty-eight teachers in the sample worked in classes across a variety of levels from Kindergarten to Year 6. This reflects the practice in the ACT of Assistant Principals and some Senior teachers to work in subject areas in a variety of year levels to provide the mandatory "release from face to face teaching duties" provided for all teachers in the service.



3. Education and Training. The most frequently reported level of training was the three year trained Teachers Certificate, Diploma or equivalent status which accounted for 49.9 percent of respondents. However this was nearly matched by those who held the four year trained B. Ed. degree, or an additional post graduate diploma or higher degree qualification - 45.5 percent of the sample.

4. Sex. Of the total respondents 81.2 percent were women and 18.8 percent were men.

5. Age. The ages represented in the sample were ranked in groups as follows:

39.4 percent	36 - 45 years
37.2 percent	26 - 35 years
15.4 percent	46 - 55 years
7.0 percent	20 - 25 years
1.0 percent	56 - 65 years

Two features stand out in the age and sex distribution analyses, youth and femininity. The youth of the sample is such that 44.2 percent of all teachers are aged 35 years or less while 81.2 percent or 302 respondents were female.

6. Architectural Type of School. Over half the respondents - 58.4 percent stated that they worked

in a single teacher classroom situation, while 19.3 percent and 22.4 percent worked in two teacher or multi-teacher units respectively. These figures reflected the move to build "open space" primary schools which have been a feature of government education in the ACT since 1974.

7. Number of Years of Teaching Experience. The range of teaching experience in the sample varied from one year to a total of thirty-seven years. The distributions are shown in Table 3.4 for experience in the present school, the ACT, and teaching career. For ease of presentation the numbers have been grouped as follows: 1, 2, 3-5, 6-10, 11-15, 16-20, 21-25, and over 25 years. Of all respondents 50 percent had been teaching a total of 6-15 years, 80.7 percent had been in the ACT between three and 15 years of that career, and 65 percent had been in their present school between 3 and 10 years. A relatively large number (66 or 18.8 percent of the sample) were in their first year at the present school, as opposed to the small number (5 or 1.4 percent) who were in the first year of their teaching career.

Table 3.4

Numbers and Percentages of 375 Respondents  
Classified by Years of Teaching Experience

Years of Experience*	Total		In ACT		In Present School	
	f	%	f	%	f	%
Over 25	31	8.4	2	0.6	-	-
21 - 25	40	11.0	7	2.0	1	0.3
16 - 20	55	15.0	25	6.9	3	0.9
11 - 15	89	24.3	55	15.1	14	4.1
6 - 10	95	25.8	149	41.3	110	31.2
3 - 5	39	10.6	87	24.1	119	33.7
2	13	3.5	21	5.8	39	11.1
1	5	1.4	15	4.2	66	18.7

\* Present year (1982) was counted as a full year.

Characteristics of Respondents in Sample Compared  
with all Government Primary Teachers in ACT

Data provided by the Statistics Section of the ACT Schools Authority enabled some comparisons to be made between the characteristics of the sample and those of all Government primary teachers in the ACT. The following table provides details which indicate that the sample used in this study appears to be representative of primary teachers throughout the ACT with regard to these demographic variables.

Table 3.5

Characteristic	Sample (%)	Population (%)
Sex (% Female)	81.2	77.1
Position - Band 1	71.7	70.1
Band 2	16.4	17.1
Band 3	7.8	8.3
Band 4	4.1	4.5
Age		
20 - 25	7.0	4.2
26 - 35	37.2	32.9
36 - 45	39.4	32.7
46 - 55	15.3	18.8
56 - 65	1.1	4.4

### CODING FOR FREE-RESPONSE CATEGORIES

As indicated earlier respondents were asked to state those aspects which contributed most to their overall dissatisfaction and satisfaction. They were also asked to indicate particular changes in working conditions that they would like to see introduced.

#### Methodology

The problems associated with the classification of research data and open-ended analysis in particular are well documented. Several rules have been established in the literature:

1. The system of classificatory categories should be exhaustive, mutually exclusive, and based on a single classificatory principle.
2. The classification system should enable adaptation to both the structure of the situation and the respondent's frame of reference.

(Lazarfeld et al., 1972)

(Sellitz et al., 1967)

In an empirical study of coding error, Crittenden and Hill (1971) warn that the levels of intercoder reliability and coding validity for some items can be unacceptably low when attempts are made to code interview or free-response data. Scott (1955) states that 'ambiguity' and 'skill' factors of coders are legitimate components of

the total measure of coding error.

The following coding strategy for the open-response categories was adopted in an effort to reduce coder error.

1. All responses were read and major classification categories were established. These were:

Student-Related Matters  
Occupation-Related Matters  
Teaching-Related Matters  
Working Conditions

2. This coding frame was then used to interpret all responses written in the open-ended section. If there was any doubt that the response was not identical to a previously entered category a new response was listed.
3. A frequency count of categories established at this stage indicated the following:

Student-Related Matters (18 responses)  
Occupation-Related Matters (36 responses)  
Teaching-Related Matters (90 responses)  
Working Conditions (58 responses)

4. Finally, a smaller number of more systematic grouped categories was formed linking together those responses which were of like interest e.g.,

Better physical resources, furniture, carpet, heating, cooling, improved control over noise levels. (Originally six discrete categories)

5. The resultant collapsed coding categories for the open-response questions, reduced the original number of 202 entries to the following:

Overall Satisfaction (11 codings)  
Overall Dissatisfaction (24 codings)  
Changes in Working Conditions (24 codings)

6. Manual coding of each respondent's replies to the three questions was then undertaken for the 375 questionnaires. The full details of the coding categories are shown in Appendices C,D, and E.

The methodology outlined in this chapter sets the framework therefore for the factor analysis approach which follows in detail in Chapter 4. Discussion of the free or open-response categories is contained in Chapter 6.

## CHAPTER 4

### ANALYSIS OF DATA

This chapter presents data analysis for the information obtained from three hundred and seventy five questionnaires. The central problem of this study is the relationship between facet and overall job satisfaction of primary school teachers. Hypotheses stated herein have been presented as outcomes of the problem and the relevant literature. Data will be presented in this chapter as it relates to the stated hypotheses. The relationships are investigated using analysis of variance of the questionnaire data.

#### Factor Analysis

The questionnaire was subjected to factor analysis with the SPSS FACTOR programme at the Australian National University. Initially eight factors were derived with eigenvalues greater than one. However some factors were not clear, so it was therefore decided to attempt to identify stronger factors by using the option which limits the number of factors derived during a factor analysis. This option was used for factor analyses deriving six and seven factors. Thorough examination of the results indicated that the seven factor varimax rotated factor matrix solution provided the most stable clustering of items. After removing those items with a lower factor loading ( $<0.38$ ) and considering items with factor load-



ings of 0.40 or more, forty-seven discrete items remained. Two items with factor loadings of  $\leq 0.39$  were included as they were seen to be logically consistent with other items in the factor. Four items loaded above 0.40 on more than one factor:-

"The average level of student achievement in your class" on Factors 4 and 3.

"The priority given to education by the government" on Factors 7 and 1.

"Your sense of achievement in teaching" on Factors 6 and 3.

"The particular grade level you currently teach" on Factors 4 and 3.

#### Factors - Ranges of Loading

The numbers of variables loading at or above 0.39 on each factor, and the ranges of loadings were as follows:-

Table 4.00

<u>Factor</u>	<u>N</u>	<u>Range</u>
Status and Recognition	9	0.82 to 0.46
Promotion and Work Benefits	6	0.70 to 0.44
Students	8	0.69 to 0.39
Work and Workload	11	0.63 to 0.39
Specialist Assistance and Parent Contact	5	0.52 to 0.41
Teacher Autonomy and Administration	10	0.66 to 0.42
Primary School Resources and Salaries	4	0.50 to 0.42

More comprehensive details of the items in each factor and their individual loadings is to be found in Appendix F.

#### Analysis of Variance

In order to test whether the means of subsamples in the sample data were significantly different from each other (e.g., if there were significant differences between Bands 1, 2, 3 and 4 teachers on Autonomy and Administration etc.) the SPSS subprogram ANOVA was used to perform a one-way analysis of variance on Factors 1 - 7 and overall Satisfaction by independent variables such as age, qualifications, sex and position held.

#### A Posteriori Contrasts

The SPSS subprogram ONEWAY allowed use of the Scheffe Procedure to examine all possible linear combinations of group means using a single range value for all comparisons.

Results of these analyses arising from the stated Hypotheses 1 - 9 are to be found in the following tables.

Hypothesis 1

There is no statistically significant difference between the levels of teaching satisfaction of Bánd 1, 2, 3 and 4 teachers, measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence, i.e.,

- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact
- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction

Table 4.01

Hypothesis 1(a)

Statistical Analysis - One-Way Analysis of Variance

Independent Variable - Band Levels, Band 1, 2, 3 and 4.Dependent Variable - Status and Recognition - Factor 1

Band Level	Mean Score Status and Recognition	F Ratio	F Prob.
Band 1	25.97	1.803	0.1465
2	23.00		
3	24.52		
4	26.18		

Decision Accept the null hypothesis.

The F ratio value of 1.803 indicates the probability of occurrence under Hypothesis 1(a) of  $p = 0.1465$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.02

Hypothesis 1(b)

Statistical Analysis - One-Way Analysis of Variance

Independent Variable - Band Levels, Band 1, 2, 3 and 4.Dependent Variable - Promotion and Work Benefits - Factor 2

Band Level	Mean Score Promotion and Work Benefits	F Ratio	F Prob.
Band 1	22.57	2.301	0.0781
2	20.76		
3	23.95		
4	26.40		

Decision Accept the null hypothesis.

The F ratio value of 2.301 indicates the probability of occurrence under Hypothesis 1(b) of  $p = 0.0781$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.03Hypothesis 1(c)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Band Levels, Band 1, 2, 3 and 4.  
Dependent Variable - Students - Factor 3

Band Level	Mean Score Students	F Ratio	F Prob.
Band 1	36.13	1.478	0.2207
2	37.41		
3	38.31		
4	45.00		

Decision Accept the null hypothesis.

The F ratio value of 1.478 indicates the probability of occurrence under Hypothesis 1(c) of  $p = 0.2207$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.04Hypothesis 1(d)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Band Levels, Band 1, 2, 3 and 4.  
Dependent Variable - Work and Workload - Factor 4

Band Level	Mean Score Work and Workload	F Ratio	F Prob.
Band 1	47.47	2.451	0.0638
2	48.63		
3	52.40		
4	60.00		

Decision Accept the null hypothesis.

The F ratio value of 2.451 indicates the probability of occurrence under Hypothesis 1(d) of  $p = 0.0638$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.05

Hypothesis 1(e)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Band Levels, Band 1, 2, 3 and 4.  
Dependent Variable - Specialist Assistance and Parent Contact - Factor 5

Band Level	Mean Score Specialist Assistance/ Parent Contact	F Ratio	F Prob.
Band 1	20.46	0.812	0.4880
2	20.69		
3	21.17		
4	22.40		

Decision Accept the null hypothesis.

The F ratio value of 0.812 indicates the probability of occurrence under Hypothesis 1(e) of  $p = 0.4880$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.06

Hypothesis 1(f)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Band Levels, Band 1, 2, 3 and 4.  
Dependent Variable - Teacher Autonomy and Administration - Factor 6

Band Level	Mean Score Teacher Autonomy and Administration	F Ratio	F Prob.
Band 1	44.73	5.454	0.0012
2	46.98		
3	49.55		
4	55.14		

Decision Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that Band 1 teachers' mean score on Teacher Autonomy and Administration is statistically different from Band 4 teachers' mean score on Teacher Autonomy and Administration.

Table 4.07Hypothesis 1(g)

Statistical Analysis - One-Way Analysis of Variance

Independent Variable - Band Levels, Band 1, 2, 3 and 4.Dependent Variable - Primary School Resources and Salaries  
Factor 7

Band Level	Mean Score Resources and Salaries	F Ratio	F Prob.
Band 1	13.34	3.952	0.0086
2	11.43		
3	12.23		
4	11.64		

Decision Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that Band 1 teachers' mean score on Resources and Salaries is statistically different from Band 2 teachers' mean score on Resources and Salaries.

Table 4.08Hypothesis 1(h)

Statistical Analysis - One-Way Analysis of Variance

Independent Variable - Band Levels, Band 1, 2, 3 and 4.Dependent Variable - Overall Satisfaction

Band Level	Mean Score Overall Satisfaction	F Ratio	F Prob.
Band 1	5.57	0.335	0.8000
2	5.57		
3	5.23		
4	5.92		

Decision Accept the null hypothesis.

The F ratio value of 0.335 indicates the probability of occurrence under Hypothesis 1(h) of  $p = 0.8000$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

## Hypothesis 2

There is no statistically significant difference between the levels of teaching satisfaction and position currently held, measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence, i.e.,

- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact
- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction



Table 4.09

Hypothesis 2(a)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Current Position Held (Includes HDA positions)  
Dependent Variable - Status and Recognition - Factor 1

Position Held Currently	Mean Score Status and Recognition	F Ratio	F Prob.
Band 1	25.94	2.587	0.0532
2	22.42		
3	25.21		
4	24.50		

Decision Reject the null hypothesis

Results of a Scheffe procedure set at the 0.100 level of significance denote that Band 1 teachers mean score on Status and Recognition is statistically different from Band 2 teachers mean score on Status and Recognition.

Table 4.10

Hypothesis 2(b)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Current Position Held (includes HDA positions)  
Dependent Variable - Promotion and Work Benefits - Factor 2

Position Held Currently	Mean Score Promotion and Work Benefits	F Ratio	F Prob.
Band 1	22.53	2.458	0.0638
2	20.77		
3	23.21		
4	26.83		

Decision Accept the null hypothesis

The F ratio value of 2.458 indicates the probability of occurrence under Hypothesis 2(b) of  $p = 0.0638$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.11Hypothesis 2(c)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Current Position Held (includes HDA positions)Dependent Variable - Students - Factor 3

Position Held Currently	Mean Score Students	F Ratio	F Prob
Band 1	35.91	2.506	0.0593
2	37.33		
3	40.00		
4	36.33		

Decision Accept the null hypothesis.

The F ratio value of 2.506 indicates the probability of occurrence under Hypothesis 2(c) of  $p = 0.0593$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.12Hypothesis 2(d)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Current Position Held (includes HDA positions)Dependent Variable - Work and Workload - Factor 4

Position Held Currently	Mean Score Work and Workload	F Ratio	F Prob.
Band 1	47.25	3.146	0.0256
2	47.70		
3	52.78		
4	56.50		

Decision Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that Band 3 teachers' mean score on Work and Workload is statistically different from Band 1 teachers' mean score on Work and Workload.

Table 4.13Hypothesis 2(e)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Current Position Held (includes HDA positions)Dependent Variable - Specialist Assistance and Parent Contact - Factor 5

Position Held Currently	Mean Score Specialist Assistance/ Parent Contact	F Ratio	F Prob.
Band 1	20.30	1.280	0.2813
2	20.86		
3	21.04		
4	22.39		

Decision Accept the null hypothesis.

The F ratio value of 1.280 indicates the probability of occurrence under Hypothesis 2(e) of  $p = 0.2813$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.14Hypothesis 2(f)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Current Position Held (includes HDA positions)Dependent Variable - Teacher Autonomy and Administration - Factor 6

Position Held Currently	Mean Score Teacher Autonomy/ Administration	F Ratio	F Prob.
Band 1	44.53	5.046	0.0020
2	46.71		
3	50.30		
4	51.00		

Decision Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that Band 3 teachers' mean score on Teacher Autonomy and Administration is statistically different from Band 1 teachers' mean score on Teacher Autonomy and Administration.

Table 4.15Hypothesis 2(g)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Current Position Held (includes HDA positions)Dependent Variable - Primary School Resources and Salaries - Factor 7

Position Held Currently	Mean Score Resources & Salaries	F Ratio	F Prob.
Band 1	13.50	6.753	0.0002
2	11.07		
3	12.07		
4	11.36		

Decision Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that Band 1 teachers mean score on Resources and Salaries is statistically different from Band 2 teachers mean score on Resources and Salaries.

Table 4.16Hypothesis 2(h)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Current Position Held (includes HDA positions)Dependent Variable - Overall Satisfaction

Position Held Currently	Mean Score Overall Satisfaction	F Ratio	F Prob.
Band 1	5.46	0.105	0.9573
2	5.63		
3	5.50		
4	5.47		

Decision Accept the null hypothesis

The F ratio value of 0.105 indicates the probability of occurrence under Hypothesis 2(h) of  $p = 0.9573$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

### Hypothesis 3

There is no statistically significant difference between the levels of teaching satisfaction and Year level of student taught (Years K - 2, and Years 3 - 6), measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence, i.e.,

- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact
- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction

Table 4.17Hypothesis 3(a)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Year Level TaughtDependent Variable - Status and Recognition - Factor 1

Year Level Taught	Mean Score Status and Recognition	F Ratio	F Prob.
Years K - 2	25.26	0.009	0.9225
3 - 6	25.36		

Decision Accept the null hypothesis.

The F ratio value of 0.009 indicates the probability of occurrence under Hypothesis 3(a) of  $p = 0.9225$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.18Hypothesis 3(b)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Year Level TaughtDependent Variable - Promotion and Work Benefits - Factor 2

Year Level Taught	Mean Score Promotion/Work Benefits	F Ratio	F Prob.
Years K - 2	22.90	1.886	0.1714
3 - 6	21.65		

Decision Accept the null hypothesis.

The F ratio value of 1.886 indicates the probability of occurrence under Hypothesis 3(b) of  $p = 0.1714$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.19Hypothesis 3(c)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Year Level TaughtDependent Variable - Students - Factor 3

Year Level Taught	Mean Score Students	F Ratio	F Prob.
Years K - 2	37.70	5.012	0.0261
3 - 6	35.85		

Decision Reject the null hypothesis.

The F ratio value of 5.012 indicates the probability of occurrence under Hypothesis 3(c) of  $p = 0.0261$ . Since this value of  $p$  is less than 0.05 we reject the null hypothesis.

Table 4.20Hypothesis 3(d)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Year Level TaughtDependent Variable - Work and Workload - Factor 4

Year Level Taught	Mean Score Work & Workload	F Ratio	F Prob.
Years K - 2	48.52	2.889	0.0905
3 - 6	46.65		

Decision Accept the null hypothesis.

The F ratio value of 2.889 indicates the probability of occurrence under Hypothesis 3(d) of  $p = 0.0905$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.21Hypothesis 3(e)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Year Level Taught  
Dependent Variable - Specialist Assistance and Parent Contact - Factor 5

Year Level Taught	Mean Score Specialist Assistance/ Parent Contact	F Ratio	F Prob.
Years K - 2	20.98	4.072	0.0446
3 - 6	19.94		

Decision Reject the null hypothesis.

The F ratio value of 4.072 indicates the probability of occurrence under Hypothesis 3(e) of  $p = 0.0446$ . Since this value of  $p$  is less than 0.05 we reject the null hypothesis.

Table 4.22Hypothesis 3(f)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Year Level Taught  
Dependent Variable - Teacher Autonomy and Administration - Factor 6

Year Level Taught	Mean Score Teacher Autonomy/ Administration	F Ratio	F Prob.
Years K - 2	46.92	7.859	0.0055
3 - 6	43.83		

Decision Reject the null hypothesis.

The F ratio value of 7.859 indicates the probability of occurrence under Hypothesis 3(f) of  $p = 0.0055$ . Since this value of  $p$  is less than 0.05 we reject the null hypothesis.



Table 4.23Hypothesis 3(g)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Year Level TaughtDependent Variable - Primary School Resources and Salaries  
- Factor 7

Year Level Taught	Mean Score Resources/Salary	F Ratio	F Prob.
Years K - 2	13.09	0.932	0.3353
3 - 6	12.60		

Decision Accept the null hypothesis.

The F ratio value of 0.932 indicates the probability of occurrence under Hypothesis 3(g) of  $p = 0.3353$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.24Hypothesis 3(h)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Year Level TaughtDependent Variable - Overall Satisfaction

Year Level Taught	Mean Score Overall Satisfaction	F Ratio	F Prob.
Years K - 2	5.60	0.183	0.6690
3 - 6	5.50		

Decision Accept the null hypothesis.

The F ratio value of 0.183 indicates the probability of occurrence under Hypothesis 3(h) of  $p = 0.6690$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Hypothesis 4

There is no statistically significant difference between the levels of teaching satisfaction and years of training (qualifications), measured by the scales and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence, i.e.,

- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact
- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction

Table 4.25

Hypothesis 4(a)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Years of Training (qualifications)  
Dependent Variable - Status and Recognition - Factor 1

Years of Training	Mean Score Status and Recognition	F Ratio	F Prob.
3 Yr.Trained/Equiv. e.g.Dip.Teaching	25.77	0.764	0.3828
4 or more Years Trained e.g. B.Ed.,or Post Graduate Dip.	24.95		

Decision Accept the null hypothesis.

The F ratio value of 0.764 indicates the probability of occurrence under Hypothesis 4(a) of  $p = 0.3828$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.26

Hypothesis 4(b)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Years of Training (qualifications)  
Dependent Variable - Promotion and Work Benefits -  
Factor 2

Years of Training	Mean Score Promotion and Work Benefits	F Ratio	F Prob.
3 Yrs.Trained/Equiv. e.g. Dip.Teaching	23.11	2.501	0.1151
4 or more Yrs.Trained e.g. B.Ed. etc.	21.90		

Decision Accept the null hypothesis.

The F ratio value of 2.501 indicates the probability of occurrence under Hypothesis 4(b) of  $p = 0.1151$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.27

Hypothesis 4(c)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Years of Training (qualifications)  
Dependent Variable - Students - Factor 3

Years of Training	Mean Score Students	F Ratio	F Prob.
3 Yrs.Trained/Equiv. e.g. Dip.Teaching	36.89	1.443	0.2305
4 or more Yrs.Trained e.g., B.Ed., etc.	35.96		

Decision Accept the null hypothesis.

The F ratio value of 1.443 indicates the probability of occurrence under Hypothesis 4(c) of  $p = 0.2305$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.28

Hypothesis 4(d)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Years of Training (qualifications)  
Dependent Variable - Work and Workload - Factor 4

Years of Training	Mean Score Work & Workload	F Ratio	F Prob.
3 Yrs.Trained/Equiv. e.g. Dip.Teaching	49.10	6.049	0.0145
4 or more Yrs.Trained e.g. B.Ed., etc.	46.65		

Decision Reject the null hypothesis.

The F ratio value of 6.049 indicates the probability of occurrence under Hypothesis 4(d) of  $p = 0.0145$ . Since this value of  $p$  is less than 0.05 we reject the null hypothesis.

Table 4.29Hypothesis 4(e)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Years of Training (qualifications)  
Dependent Variable - Specialist Assistance and Parent Contact - Factor 5

Years of Training	Mean Score Specialist Assistance/ Parent Contact	F Ratio	F Prob.
3 Yrs.Trained/Equiv. e.g., Dip.Teaching	20.74	0.437	0.5090
4 or more Yrs.Trained e.g. B.Ed. etc.	20.43		

Decision Accept the null hypothesis.

The F ratio value of 0.437 indicates the probability of occurrence under Hypothesis 4(e) of  $p = 0.5090$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.30Hypothesis 4(f)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Years of Training (qualifications)  
Dependent Variable - Teacher Autonomy and Administration - Factor 6

Years of Training	Mean Score Teacher Autonomy/ Administration	F Ratio	F Prob.
3 Yrs.Trained/Equiv. e.g. Dip.Teaching	46.10	0.741	0.3900
4 or more Yrs.Trained e.g. B.Ed. etc.	45.24		

Decision Accept the null hypothesis.

The F ratio value of 0.741 indicates the probability of occurrence under Hypothesis 4(f) of  $p = 0.3900$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.31Hypothesis 4(g)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Years of Training (qualifications)Dependent Variable - Primary School Resources and Salaries  
- Factor 7

Years of Training	Mean Score Resources/Salary	F Ratio	F Prob.
3 Yrs.Trained/Equiv. e.g. Dip.Teaching	13.42	5.778	0.0168
4 or more Yrs.Trained e.g. B.Ed. etc.	12.36		

Decision Reject the null hypothesis.

The F ratio value of 5.778 indicates the probability of occurrence under Hypothesis 4(g) of  $p = 0.0168$ . Since this value of  $p$  is less than 0.05 we reject the null hypothesis.

Table 4.32Hypothesis 4(h)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Years of Training (qualifications)Dependent Variable - Overall Satisfaction

Years of Training	Mean Score Overall Satisfaction	F Ratio	F Prob.
3 Yrs.Trained/Equiv. e.g. Dip.Teaching	5.75	2.574	0.1095
4 or more Yrs.Trained e.g. B.Ed. etc.	5.38		

Decision Accept the null hypothesis.

The F ratio value of 2.574 indicates the probability of occurrence under Hypothesis 4(h) of  $p = 0.1095$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

### Hypothesis 5

There is no statistically significant difference between the levels of teaching satisfaction and sex, measured by the scales and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence, i.e.,

- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact
- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction

Table 4.33Hypothesis 5(a)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - SexDependent Variable - Status and Recognition - Factor 1

Sex	Mean Score Status and Recognition	F Ratio	F Prob.
Female	25.33	0.003	0.9538
Male	25.40		

Decision Accept the null hypothesis.

The F ratio value of 0.003 indicates the probability of occurrence under Hypothesis 5(a) of  $p = 0.9538$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.34Hypothesis 5(b)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - SexDependent Variable - Promotion and Work Benefits - Factor 2

Sex	Mean Score Promotion and Work Benefits	F Ratio	F Prob.
Female	22.94	6.426	0.0119
Male	20.47		

Decision Reject the null hypothesis.

The F ratio value of 6.426 indicates the probability of occurrence under Hypothesis 5(b) of  $p = 0.0119$ . Since this value of  $p$  is less than 0.05 we reject the null hypothesis.



Table 4.35Hypothesis 5(c)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Sex  
Dependent Variable - Students - Factor 3

Sex	Mean Score Students	F Ratio	F Prob.
Female	36.80	3.798	0.0523
Male	34.83		

Decision Accept the null hypothesis.

The F ratio value of 3.798 indicates the probability of occurrence under Hypothesis 5(c) of  $p = 0.0523$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.36Hypothesis 5(d)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Sex  
Dependent Variable - Work and Workload - Factor 4

Sex	Mean Score Work and Workload	F Ratio	F Prob.
Female	48.30	2.322	0.1287
Male	46.31		

Decision Accept the null hypothesis.

The F ratio value of 2.322 indicates the probability of occurrence under Hypothesis 5(d) of  $p = 0.1287$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.37Hypothesis 5(e)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Sex  
Dependent Variable - Specialist Assistance and Parent  
Contact - Factor 5

Sex	Mean Score Specialist Assistance/ Parent Contact	F Ratio	F Prob.
Female	20.60	0.089	0.7662
Male	20.42		

Decision Accept the null hypothesis.

The F ratio value of 0.089 indicates the probability of occurrence under Hypothesis 5(e) of  $p = 0.7662$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.38Hypothesis 5(f)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Sex  
Dependent Variable - Teacher Autonomy and Administration  
- Factor 6

Sex	Mean Score Teacher Autonomy/ Administration	F Ratio	F Prob.
Female	46.08	2.493	0.1153
Male	44.05		

Decision Accept the null hypothesis.

The F ratio value of 2.493 indicates the probability of occurrence under Hypothesis 5(f) of  $p = 0.1153$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.39Hypothesis 5(g)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Sex  
Dependent Variable - Resources and Salaries - Factor 7

Sex	Mean Score Resources and Salary	F Ratio	F Prob.
Female	13.23	10.705	0.0012
Male	11.40		

Decision     Reject the null hypothesis.

The F ratio value of 10.705 indicates the probability of occurrence under Hypothesis 5(g) of  $p = 0.0012$ . Since this value of  $p$  is less than 0.05 we reject the null hypothesis.

Table 4.40Hypothesis 5(h)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Sex  
Dependent Variable - Overall Satisfaction

Sex	Mean Score Overall Satisfaction	F Ratio	F Prob.
Female	5.66	6.218	0.0131
Male	4.97		

Decision     Reject the null hypothesis.

The F ratio value of 6.218 indicates the probability of occurrence under Hypothesis 5(h) of  $p = 0.0131$ . Since this value of  $p$  is less than 0.05 we reject the null hypothesis.

Hypothesis 6

There is no statistically significant difference between the levels of teaching satisfaction and age group of teachers, measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence i.e.,

- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact
- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction

Table 4.41

Hypothesis 6(a)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Age  
Dependent Variable - Status and Recognition - Factor 1

Age	Mean Score Status and Recognition	F Ratio	F Prob.
20 - 25 years	23.23	0.870	0.4832
26 - 35 years	25.72		
36 - 45 years	25.49		
46 - 55 years	24.82		
56 - 65 years	30.75		

Decision Accept the null hypothesis.

The F ratio value of 0.870 indicates the probability of occurrence under Hypothesis 6(a) of  $p = 0.4832$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.42

Hypothesis 6(b)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Age  
Dependent Variable - Promotion and Work Benefits - Factor 2

Age	Mean Score Promotion and Work Benefits	F Ratio	F Prob.
20 - 25 years	19.00	1.978	0.0988
26 - 35 years	23.11		
36 - 45 years	21.97		
46 - 55 years	23.21		
56 - 65 years	27.67		

Decision Accept the null hypothesis.

The F ratio value of 1.978 indicates the probability of occurrence under Hypothesis 6(b) of  $p = 0.0988$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.43Hypothesis 6(c)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - AgeDependent Variable - Students - Factor 3

Age	Mean Score Students	F Ratio	F Prob.
20 - 25 years	35.38	0.771	0.5447
26 - 35 years	36.11		
36 - 45 years	36.68		
46 - 55 years	37.86		
56 - 65 years	40.50		

Decision Accept the null hypothesis.

The F ratio value of 0.771 indicates the probability of occurrence under Hypothesis 6(c) of  $p = 0.5447$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.44Hypothesis 6(d)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - AgeDependent Variable - Work and Workload - Factor 4

Age	Mean Score Work and Workload	F Ratio	F Prob.
20 - 25 years	45.55	2.364	0.0533
26 - 35 years	47.06		
36 - 45 years	48.51		
46 - 55 years	51.70		
56 - 65 years	50.50		

Decision Accept the null hypothesis.

The F ratio value of 2.364 indicates the probability of occurrence under Hypothesis 6(d) of  $p = 0.0533$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.45

Hypothesis 6(e)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - AgeDependent Variable - Specialist Assistance and Parent Contact - Factor 5

Age	Specialist Assistance and Parent Contact	F Ratio	F Prob.
20 - 25 years	18.85	4.076	0.0031
26 - 35 years	19.87		
36 - 45 years	20.95		
46 - 55 years	22.00		
56 - 65 years	24.00		

Decision Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that teachers aged 56-65 years mean score on Specialist Assistance and Parent Contact is statistically different from teachers aged 20-25 years and 26-35 years mean score on Specialist Assistance and Parent Contact.

Table 4.46

Hypothesis 6(f)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - AgeDependent Variable - Teacher Autonomy and Administration - Factor 6

Age	Mean Score Teacher Autonomy Administration	F Ratio	F Prob.
20 - 25 years	43.65	3.862	0.0045
26 - 35 years	44.04		
36 - 45 years	46.63		
46 - 55 years	48.51		
56 - 65 years	55.33		

Decision Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that teachers aged 46-55 years mean score on Teacher Autonomy and Administration is statistically different from teachers aged 26-35 years mean score on Teacher Autonomy and Administration.

Table 4.47Hypothesis 6(g)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - AgeDependent Variable - Primary School Resources and Salaries - Factor 7

Age	Mean Score Resources and Salary	F Ratio	F Prob.
20 - 25 years	12.67	1.101	0.3558
26 - 35 years	13.13		
36 - 45 years	12.59		
46 - 55 years	12.90		
56 - 65 years	16.50		

Decision Accept the null hypothesis.

The F ratio value of 1.101 indicates the probability of occurrence under Hypothesis 6(g) of  $p = 0.3558$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.48Hypothesis 6(h)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - AgeDependent Variable - Overall Satisfaction

Age	Mean Score Overall Satisfaction	F Ratio	F Prob.
20 - 25 years	5.00	1.607	0.1720
26 - 35 years	5.44		
36 - 45 years	5.55		
46 - 55 years	5.89		
56 - 65 years	7.25		

Decision Accept the null hypothesis.

The F ratio value of 1.607 indicates the probability of occurrence under Hypothesis 6(h) of  $p = 0.1720$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.



### Hypothesis 7

There is no statistically significant difference between the levels of teaching satisfaction and type of architectural teaching environment, measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence i.e.,

- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact
- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction

Table 4.49Hypothesis 7(a)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Architectural Type of Teaching  
Environment  
Dependent Variable - Status and Recognition - Factor 1

Architectural Type	Mean Score Status and Recognition	F Ratio	F Prob.
One teacher classroom	26.38	3.634	0.0276
Two teacher unit	25.42		
Multi-teacher unit	23.18		

Decision     Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that one teacher classrooms mean score on Status and Recognition is statistically different from multi-teacher units mean score on Status and Recognition.

Table 4.50Hypothesis 7(b)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Architectural Type of Teaching  
Environment  
Dependent Variable - Promotion and Work Benefits - Factor 2

Architectural Type	Mean Score Promotion and Work Benefits	F Ratio	F Prob.
One teacher classroom	23.18	2.394	0.0937
Two teacher unit	21.09		
Multi teacher unit	21.80		

Decision     Accept the null hypothesis.

The F ratio value of 2.394 indicates the probability of occurrence under Hypothesis 7(b) of  $p = 0.0937$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.51

Hypothesis 7(c)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Architectural Type of Teaching Environment  
Dependent Variable - Students - Factor 3

Architectural Type	Mean Score Students	F Ratio	F Prob.
One teacher classroom	36.78	1.535	0.2173
Two teacher unit	37.03		
Multi-teacher unit	35.20		

Decision Accept the null hypothesis.

The F ratio value of 1.535 indicates the probability of occurrence under Hypothesis 7(c) of  $p = 0.2173$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.52

Hypothesis 7(d)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Architectural Type of Teaching Environment  
Dependent Variable - Work and Workload - Factor 4

Architectural Type	Mean Score Work and Workload	F Ratio	F Prob.
One teacher classroom	49.09	4.644	0.0104
Two teacher unit	47.78		
Multi-teacher unit	45.28		

Decision Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that one teacher classrooms mean score on Work and Workload is statistically different from multi-teacher units mean score on Work and Workload.

Table 4.53

Hypothesis 7(e)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Architectural Type of Teaching Environment  
Dependent Variable - Specialist Assistance and Parent Contact - Factor 5

Architectural Type	Mean Score Specialist Assistance/ Parent Contact	F Ratio	F Prob.
One teacher classroom	20.98	1.199	0.3028
Two teacher unit	20.18		
Multi-teacher unit	20.27		

Decision Accept the null hypothesis.

The F ratio value of 1.199 indicates the probability of occurrence under Hypothesis 7(e) of  $p = 0.3028$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.54

Hypothesis 7(f)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Architectural Type of Teaching Environment  
Dependent Variable - Teacher Autonomy and Administration - Factor 6

Architectural Type	Mean Score Teacher Autonomy and Administration	F Ratio	F Prob.
One teacher classroom	45.50	0.733	0.4811
Two teacher unit	46.69		
Multi-teacher unit	44.77		

Decision Accept the null hypothesis.

The F ratio value of 0.733 indicates the probability of occurrence under Hypothesis 7(f) of  $p = 0.4811$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.55Hypothesis 7(g)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Architectural Type of Teaching  
Environment  
Dependent Variable - Primary School Resources and Salaries  
- Factor 7

Architectural Type	Mean Score Resources and Salaries	F Ratio	F Prob.
One teacher classroom	13.64	5.015	0.0072
Two teacher unit	12.19		
Multi-teacher unit	12.20		

Decision Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that one teacher classrooms mean score on Primary School Resources and Salaries is statistically different from two teacher units and multi-teacher units mean score on Primary School Resources and Salaries.

Table 4.56Hypothesis 7(h)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Architectural Type of Teaching  
Environment  
Dependent Variable - Overall Satisfaction

Architectural Type	Mean Score Overall Satisfaction	F Ratio	F Prob.
One teacher classroom	5.77	2.842	0.0501
Two teacher unit	5.59		
Multi-teacher unit	5.10		

Decision Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that one teacher classrooms mean score on Overall Satisfaction is statistically different from multi-teacher units on Overall Satisfaction.

Hypothesis 8

There is no statistically significant difference between the levels of teaching satisfaction and size of school:

large 500 - 625 pupils  
medium 325 - 499 pupils  
small 200 - 270 pupils,

measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence, i.e.,

- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact
- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction

Table 4.57Hypothesis 8(a)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Size of School  
Dependent Variable - Status and Recognition - Factor 1

Size of School	Mean Score Status and Recognition	F Ratio	F Prob.
Large (500-625 pupils)	24.26	2.358	0.0962
Medium (325-499 pupils)	26.23		
Small (200-270 pupils)	26.48		

Decision Accept the null hypothesis.

The F ratio value of 2.358 indicates the probability of occurrence under Hypothesis 8(a) of  $p = 0.0962$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.58Hypothesis 8(b)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Size of School  
Dependent Variable - Promotion and Work Benefits - Factor 2

Size of School	Mean Score Promotion and Work Benefits	F Ratio	F Prob.
Large (500-625 pupils)	21.99	0.735	0.4807
Medium (325-499 pupils)	22.85		
Small (200-270 pupils)	23.13		

Decision Accept the null hypothesis.

The F ratio value of 0.735 indicates the probability of occurrence under Hypothesis 8(b) of  $p = 0.4807$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.59Hypothesis 8(c)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Size of SchoolDependent Variable - Students - Factor 3

Size of School	Mean Score Students	F Ratio	F Prob.
Large (500-625 pupils)	35.28	4.027	0.0188
Medium (325-499 pupils)	37.59		
Small (200-270 pupils)	36.90		

Decision     Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that large size schools mean score on Students is statistically different from medium size schools mean score on Students.

Table 4.60Hypothesis 8(d)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Size of SchoolDependent Variable - Work and Workload - Factor 4

Size of School	Mean Score Work and Workload	F Ratio	F Prob.
Large (500-625 pupils)	45.88	8.335	0.0003
Medium (325-499 pupils)	49.11		
Small (200-270 pupils)	51.44		

Decision     Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that medium and small size schools mean score on Work and Workload is statistically different from large size schools mean score on Work and Workload.



Table 4.61Hypothesis 8(e)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Size of School  
Dependent Variable - Specialist Assistance and Parent  
Contact - Factor 5

Size of School	Mean Score Specialist Assistance/ Parent Contact	F Ratio	F Prob.
Large (500-625 pupils)	19.65	9.061	0.0001
Medium (325-499 pupils)	21.00		
Small (200-270 pupils)	22.59		

Decision      Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that medium and small size schools mean score on Specialist Assistance and Parent Contact is statistically different from large size schools mean score on Specialist Assistance and Parent Contact.

Table 4.62Hypothesis 8(f)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Size of School  
Dependent Variable - Teacher Autonomy and Administration  
- Factor 6

Size of School	Mean Score Teacher Autonomy and Administration	F Ratio	F Prob.
Large (500-625 pupils)	42.70	15.309	0.0000
Medium (325-499 pupils)	48.03		
Small (200-270 pupils)	48.12		

Decision      Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that medium and small size schools mean score on Teacher Autonomy and Administration is statistically different from large size schools mean score on Teacher Autonomy and Administration.

Table 4.63

Hypothesis 8(g)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Size of School  
Dependent Variable - Primary School Resources and Salaries - Factor 7

Size of School	Mean Score Resources and Salaries	F Ratio	F Prob.
Large (500-625 pupils)	12.35	2.337	0.0981
Medium (325-499 pupils)	13.28		
Small (200-270 pupils)	13.38		

Decision Accept the null hypothesis.

The F ratio value of 2.337 indicates the probability of occurrence under Hypothesis 8(g) of  $p = 0.0981$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.64

Hypothesis 8(h)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Size of School  
Dependent Variable - Overall Satisfaction

Size of School	Mean Score Overall Satisfaction	F Ratio	F Prob.
Large (500-625 pupils)	5.42	2.746	0.0655
Medium (325-499 pupils)	5.84		
Small (200-270 pupils)	5.13		

Decision Accept the null hypothesis.

The F ratio value of 2.746 indicates the probability of occurrence of Hypothesis 8(h) of  $p = 0.0655$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

### Hypothesis 9

There is no statistically significant difference between the levels of teaching satisfaction and total architectural type of school:-

open-space (multi-teacher units)

traditional (single teacher classrooms)

hybrid (combination of both types),

measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence, i.e.,

- (a) Status and Recognition
- (b) Promotion and Work Benefits
- (c) Students
- (d) Work and Workload
- (e) Specialist Assistance and Parent Contact
- (f) Teacher Autonomy and Administration
- (g) Primary School Resources and Salaries
- (h) Overall Satisfaction

Table 4.65Hypothesis 9(a)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Architectural Type of SchoolDependent Variable - Status and Recognition - Factor 1

Architectural Type of School	Mean Score Status and Recognition	F Ratio	F Prob.
Traditional	26.55	3.521	0.0307
Hybrid	26.01		
Open-Space	23.84		

Decision Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that traditional architectural type schools mean score on Status and Recognition is statistically different from open-space architectural type schools mean score on Status and Recognition.

Table 4.66Hypothesis 9(b)Statistical Analysis - One-Way Analysis of VarianceIndependent Variable - Architectural Type of SchoolDependent Variable - Promotion and Work Benefits - Factor 2

Architectural Type of School	Mean Score Promotion and Work Benefits	F Ratio	F Prob.
Traditional	23.27	1.880	0.1550
Hybrid	22.84		
Open-Space	21.59		

Decision Accept the null hypothesis.

The F ratio value of 1.880 indicates the probability of occurrence of Hypothesis 9(b) of  $p = 0.1550$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.67Hypothesis 9(c)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Architectural Type of School  
Dependent Variable - Students - Factor 3

Architectural Type of School	Mean Score Students	F Ratio	F Prob.
Traditional	37.64	2.826	0.0609
Hybrid	36.19		
Open-Space	35.55		

Decision Accept the null hypothesis.

The F ratio value of 2.826 indicates the probability of occurrence under Hypothesis 9(c) of  $p = 0.0609$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.68Hypothesis 9(d)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Architectural Type of School  
Dependent Variable - Work and Workload - Factor 4

Architectural Type of School	Mean Score Work and Workload	F Ratio	F Prob.
Traditional	50.14	6.393	0.0019
Hybrid	47.58		
Open-Space	46.11		

Decision Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that traditional architectural type schools mean score on Work and Workload is statistically different from open-space architectural type schools mean score on Work and Workload.

Table 4.69Hypothesis 9(e)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Architectural Type of School  
Dependent Variable - Specialist Assistance and Parent  
Contact - Factor 5

Architectural Type of School	Mean Score Specialist Assistance/ Parent Contact	F Ratio	F Prob.
Traditional	21.61	5.559	0.0042
Hybrid	19.96		
Open-Space	20.02		

Decision Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that traditional architectural type schools mean score on Specialist Assistance and Parent Contact is statistically different from hybrid and open-space architectural type schools mean score on Specialist Assistance and Parent Contact.

Table 4.70Hypothesis 9(f)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Architectural Type of School  
Dependent Variable - Teacher Autonomy and Administration -  
Factor 6

Architectural Type of School	Mean Score Teacher Autonomy and Administration	F Ratio	F Prob.
Traditional	47.07	4.801	0.0088
Hybrid	43.10		
Open-Space	45.97		

Decision Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that traditional and open-space architectural type schools mean score on Teacher Autonomy and Administration is statistically different from hybrid architectural type schools mean score on Teacher Autonomy and Administration.

Table 4.71

Hypothesis 9(g)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Architectural Type of School  
Dependent Variable - Primary School Resources and Salaries  
 - Factor 7

Architectural Type of School	Mean Score Resources and Salaries	F Ratio	F Prob.
Traditional	13.44	2.845	0.0595
Hybrid	13.04		
Open-Space	12.26		

Decision Accept the null hypothesis.

The F ratio value of 2.845 indicates the probability of occurrence under Hypothesis 9(g) of  $p = 0.0595$ . Since this value of  $p$  is larger than 0.05 we accept the null hypothesis.

Table 4.72

Hypothesis 9(h)

Statistical Analysis - One-Way Analysis of Variance  
Independent Variable - Architectural Type of School  
Dependent Variable - Overall Satisfaction

Architectural Type of School	Mean Score Overall Satisfaction	F Ratio	F Prob.
Traditional	5.92	3.556	0.0295
Hybrid	5.47		
Open-Space	5.27		

Decision Reject the null hypothesis.

Results of a Scheffe Procedure set at the 0.100 level of significance denote that traditional architectural type schools mean score on Overall Satisfaction is statistically different from open-space architectural type schools mean score on Overall Satisfaction.

CHAPTER 5DISCUSSION OF RESULTS

In considering the results of this study it must be stated that no attempt has been made to address all the issues arising from, or all the information gained by, administering the questionnaire. The purpose of this study was rather to identify those aspects of satisfaction and/or dissatisfaction for primary teachers in ACT Government schools, by considering relationships between the independent variables.

For purposes of clarity, and to enable the reader to obtain a concise overview of the data analysed in the previous chapter, Table 5.1 sets out the relationships between variables using a one-way analysis of variance where the value of  $p$  is at or less than 0.05.

This will be followed by discussion of the results indicated in Table 5.1, with some suggested interpretations for the statistically significant relationships which have occurred in the findings.

It is axiomatic that statistically significant differences between variables cannot be taken automatically to imply real difference.



Table 5.1

One-Way Analysis of Variance where the Value of p  
is at or less than 0.05

<u>INDEPENDENT</u> <u>VARIABLES</u>	<u>DEPENDENT VARIABLE</u>							
	1	2	3	4	5	6	7	8
Band Level						.00	.01	
Position Held	.05			.03		.00	.00	
Year Level Taught			.03		.04	.01		
Qualifications				.01			.02	
Sex		.01	.05				.00	.01
Age				.05	.00	.00		
Type of Classroom	.03			.01			.01	.05
Size of School			.02	.00	.00	.00		
Architectural Type of School	.03			.00	.00	.00	.05	.02

Status and  
Recognition

Promotion and  
Work Benefits

Students

Work and Workload

Specialist Assistance  
and Parent Contact

Teacher Autonomy  
and Administration

Primary School Resources  
and Salaries

Overall Satisfaction

### Hypothesis 1

There is no statistically significant difference between the levels of teaching satisfaction and Band 1, 2, 3 and 4 teachers measured by Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence.

The null hypothesis was rejected as the analysis showed there was a statistically significant difference on the following sub-scales:

6. Teacher Autonomy and Administration
7. Primary School Resource and Salaries

### Discussion

As could be predicted in a study related to the Australian Capital Territory where a high degree of autonomy exists at the school level, Principals Band 4 are more satisfied with this aspect of their work than teachers Band 1. The results also indicate that satisfaction measured on sub-scale 6 is related to the hierarchical band level attained, as Band 2 and Band 3 teachers are more satisfied than Band 1 teachers.

The attitudes held by teachers regarding relative distribution of resources and salary differentials is reflected in sub-scale 7 where Band 1 teachers are more satisfied than Band 2 teachers. This finding may be interpreted as an expression of dissatisfaction by the Band 2 teachers with the lack of parity between primary

and secondary promotions position salaries, and the relatively small increase between the top of the Band 1 salary scale and the Band 2 primary salary (\$892 per annum as at June, 1983). This differential may be seen to be little financial recompense for taking on the additional administrative and supervisory duties which a Band 2 Senior teacher position entails.

## Hypothesis 2

There is no statistically significant difference between the levels of teaching satisfaction and position currently held, measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence.

The null hypothesis was rejected as the analysis showed there was a statistically significant difference on the following sub-scales:

1. Status and Recognition
4. Work and Workload
6. Teacher Autonomy and Administration
7. Primary School Resources and Salaries

## Discussion

Band 1 classroom teachers degree of satisfaction measured on the Status and Recognition sub-scale is significantly greater than that of Band 2 teachers. In a system where Band 2 senior teachers are responsible in primary schools for a group of teachers with whom they have close contact in the classroom situation, this finding may represent the "middle executive" or "meat in the sandwich" syndrome, where the Band 2 responsibilities conflict with the need to work closely with the lower level, whilst maintaining support for and allegiance to Band 3 and Band 4 officers.

The Work and Workload sub-scale includes hours of face-to-face contact, size of classes, hours of non-teaching duty (e.g., playground duty) and expectations held by senior staff of the teacher's work. Measured by this sub-scale, Band 3 Assistant Principals are more satisfied than the Band 1 classroom practitioners. When the actual hours of face-to-face contact for Band 1 teachers (90%) combined with additional non-teaching duties are compared with the Band 3 Assistant Principals teaching load (50%), this finding can be said to be a reflection of the status quo in ACT Government schools.

The sub-scales Teacher Autonomy and Administration, and Primary School Resources and Salaries support the earlier findings of Hypothesis 1. However, Band 3 Assistant Principals were also more satisfied with sub-scale 6 in relation to the actual position held. This finding may represent the additional satisfaction expressed by Band 2 Senior teachers acting on HDA in a Band 3 Assistant Principal position.

### Hypothesis 3

There is no statistically significant difference between the levels of teaching satisfaction and Year level of student taught (Years K - 2 and Years 3 - 6), measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence.

The null hypothesis was rejected as the analysis showed there was a statistically significant difference on the following sub-scales:

3. Students
5. Specialist Assistance and Parent Contact
6. Teacher Autonomy and Administration

### Discussion

Lower primary teachers (Years K - 2) satisfaction on all three sub-scales indicated above, is significantly greater than that of teachers working in the upper primary area (Years 3 - 6). These findings may be attributed to the following:

1. Younger children generally involve teachers in less problems of a disciplinary nature.
2. Relationships with young children are often seen to be more open, warm and intrinsically rewarding than those with older children.

3. Parent involvement and contact with teachers tends to be much higher and more supportive in the early years of primary education. The mother's natural interest in the younger child's settling into full-time school, and the fact that many mothers have not returned to the workforce at this stage of the child's education would appear to be an influence in this regard.
4. Teaching strategies used by lower primary teachers require, by their very nature, a varied and substantial supply of concrete materials and specialist equipment. The comparative degree of satisfaction expressed by these teachers should be seen in relation to their specific needs compared with those of upper primary teachers, and not so much as representing a high degree of satisfaction with this aspect.
5. Upper primary teachers (Years 3 - 6) lower level of satisfaction may be a reflection of the limited specialist assistance e.g., school counsellor services, which are only part-time appointments in primary schools.

#### Hypothesis 4

There is no statistically significant difference between the levels of teaching satisfaction and years of training (qualifications), measured by the scales and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence.

The null hypothesis was rejected as the analysis showed there was a statistically significant difference on the following sub-scales:

4. Work and Workload

7. Primary School Resources and Salaries

#### Discussion

Findings related to the sub-scales Work and Workload, and Primary School Resources and Salaries indicate that teachers with a Diploma of Teaching or a three year trained Teacher's Certificate or equivalent, are significantly more satisfied than those with the four year trained B.Ed. degree, or additional post graduate diploma or higher degree qualifications. The amount of implicit dissatisfaction expressed by the four year trained or equivalent group (45.5 percent of the sample) may be linked to the following:

1. Differences in working conditions which exist between the primary and secondary sectors in ACT Government schools. It is reasonable to assume that teachers



who have up-graded their qualifications to degree status on a part-time basis in their own non-working time, or those who remained to complete the B.Ed. in their pre-service period would have a less satisfied viewpoint regarding the following workload differences, when compared with their secondary colleagues with equivalent qualifications.

Table 5.2

Teaching Loads in Primary Schools, High Schools  
and Secondary Colleges in the ACT

Classification of Teacher	Maximum Hours of Teaching/Supervision Per Week	
	Primary School	High School/College
Band 1	21.5	18.7 *
Band 2	18.0	12.7 *
Band 3	12.0	8.7 *
Band 4	No prescribed teaching load in all sectors	

\* If sport supervision is not involved in this time, the maximum hours of teaching/supervision decrease by 0.7 in each case.

2. Sub-scale 7 - Primary School Resources and Salaries is also an area of dissatisfaction when the aspect of differing salary scales for promotion positions is taken into account. Added to this, the relatively lower level of resource provision (financial and staffing) for primary schools, is a cause of dissatisfaction for four year trained teachers when compared with their secondary colleagues.

### Hypothesis 5

There is no statistically significant difference between the levels of teaching satisfaction and sex, measured by the scales and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence.

The null hypothesis was rejected as the analysis showed that there was a statistically significant difference on the following sub-scales:

2. Promotion and Work Benefits
5. Students
7. Primary School Resources and Salaries
0. Overall Satisfaction

### Discussion

The findings in regard to this hypothesis are consistent with Holdaway's Alberta study (1978) when he found greater overall satisfaction of female teachers with teaching (87 percent as compared with 80 percent for male teachers). This was reflected in substantially higher female percentages "satisfied" with salary, opportunity for promotion, working with students, and relationships with other teachers.

A national Australian study by Campbell (1975) also reveals similar findings.

"In general, the women find teaching more satisfying than do the men (4.29 versus 4.10)..... The female primary school teachers in Victoria with a mean

rating of 4.52 emerge as the most satisfied of all groups".

Campbell (1975:14)

Women teachers degree of satisfaction measured on the Promotion and Work Benefits sub-scale is consistent with data available in the ACT Schools Authority "Sexism in Education" Report (1979). As this sub-scale includes aspects of leave, (including maternity leave), promotion and transfer, it is not surprising that women are more satisfied with these facets of teaching conditions. With regard to promotion positions, the primary sector alone has a greater number of women (53% versus 47%) overall holding senior posts of responsibility. However, these occur at the Senior Teacher and Assistant Principal level only, while the proportion at the Principal level is in favour of men (86% versus 14%).

### Hypothesis 6

There is no statistically significant difference between the levels of teaching satisfaction and age group of teachers, measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence.

The null hypothesis was rejected as the analysis showed that there was a statistically significant difference on the following sub-scales:

4. Work and Workload
5. Specialist Assistance and Parent Contact
6. Teacher Autonomy and Administration

### Discussion

Using sub-scale 4 it was found that there was a linear relationship between aspects of Work and Workload and increasing age for all groups, except those aged 56 - 65 years who were marginally less satisfied than those aged 46 - 55 years (50.50 versus 51.70). The mean scores for satisfaction on this sub-scale indicate that younger, less experienced teachers are less satisfied than older teachers. As 44.2 percent of all teachers in the sample are aged 35 years or less, the variable of age is an important characteristic affecting satisfaction of teachers in ACT Government primary schools.

The results on sub-scale 5 also appear to indicate needs expressed by the younger and less experienced teacher.

With regard to aspects of Specialist Assistance and Parent Contact the degree of satisfaction experienced by beginning teachers (20 - 25 years) is less than that of those aged 26 - 35 years, and both groups are significantly less than older teachers (46 - 55 years). These results indicate that younger and beginning teachers have higher needs concerning diagnostic services and remediation for their pupils, and see contact with parents as a less satisfying aspect than their older colleagues.

Sub-scale 6 is concerned with Teacher Autonomy and Administration. A statistically significant difference at the 0.05 level of confidence was found between the less satisfied age group of 26 - 35 years, and the more satisfied age group of 46 - 55 years. As this sub-scale includes "relationship with senior staff in the school" and other areas of autonomy e.g., pupil assessment, curriculum development and discipline, it is not surprising that the younger "upward-mobile" group who have overcome the difficulties of the beginning teacher stage and are looking for career advancement opportunities express less satisfaction on this sub-scale. The rapid development of the ACT Government school system provided ample opportunity for advancement by promotion in its early years (1973 - 1977). Many of these promotees were younger than their counterparts in other State education systems. These teachers, now occupying promotion positions in a contracting school/pupil situation, appear to significantly affect the degree of satisfaction on sub-scale 6 experienced by those aged 26 - 35 years.

A recent study by Sweeney (1981) concerned with Professional Discretion and Teacher Satisfaction is in accord with the findings in this study. It concerned professional matters such as curriculum, student discipline, teaching techniques and policy formulation, and organizational relationships such as trust in teachers, relationships with the principal and participation in overall decision making. The findings with regard to age as a variable are of interest:

"Older, more experienced teachers were more satisfied in their positions than colleagues in the other age groups. Teachers between the ages of 25 to 34 were the least satisfied. (Older teachers' expectations were higher than younger colleagues', but their actual satisfaction was higher.)

Sweeney (1981:4)

### Hypothesis 7

There is no statistically significant difference between the levels of teaching satisfaction and type of architectural teaching environment, measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence.

The null hypothesis was rejected as the analysis showed there was a statistically significant difference on the following sub-scales:

1. Status and Recognition
4. Work and Workload
7. Primary School Resources and Salaries
0. Overall Satisfaction

### Discussion

In order to test this hypothesis, teachers were asked to indicate the architectural type of classroom in which they operated. Those in a one teacher classroom with a mean rating of 26.38 were significantly more satisfied with the sub-scale Status and Recognition than those in multi-teacher open-space units whose mean score of satisfaction on this sub-scale was 23.18. The teachers in two-teacher units were more satisfied than those in multi-teacher units, but not as satisfied as those in one-teacher classrooms. Several factors may account for this degree of dissatisfaction. Since 1974, all new schools built in Canberra have been of the open-space design with

flexible teaching units for two or more teachers. From the outset the community, exacerbated by the media's negative attitude to schooling, and its highlighting of the literacy-numeracy standards debate, has placed staff in these new schools under stress. Parents, in particular blamed the organizational design of open-space schools for all their child's educational problems. Given such a situation, it is not remarkable that the Status and Recognition sub-scale reflects the lowered esteem of those working in multi-teacher units.

The very nature of open-space education requires an increased degree of teacher and pupil contact. When measured on the sub-scale Work and Workload, teachers in multi-teacher units, who are required to cope with up to 90 different pupils, two other staff members and a level of noise and personal observation not found in the one-teacher enclosed classroom, are more dissatisfied with their teaching environment than their single classroom peers.

Similarly, all teachers in two or multi-teacher units are less satisfied on the Primary School Resources and Salaries sub-scale. A significant Australian study of the outcomes associated with open design, relative to those from conventional design was carried out by Angus, Bech, Hill and McAttee (1979). The study was national in scope and surveyed 45 conventional-design primary schools and 70 open-area primary schools. Adequate resource provision to provide a variety of self-directed learning experiences was seen to be essential for open-area schools. The finding in this study relative to resource provision indicates that



teachers in multi-teacher units are not satisfied with the level of resource provision for such units in the ACT.

### Hypothesis 8

There is no statistically significant difference between the levels of teaching satisfaction and size of school:

large 500 - 625 pupils

medium 325 - 499 pupils

small 200 - 270 pupils

measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence.

The null hypothesis was rejected as the analysis showed there was a statistically significant difference on the following sub-scales:

3. Students
4. Work and Workload
5. Specialist Assistance and Parent Contact
6. Teacher Autonomy and Administration

### Discussion

Size of school has been a matter for investigation by researchers for the past decade. Substantial disagreement exists in the literature. However, Barker and Gump (1972) provide a comprehensive review which favours the smaller organization. This attitude was supported by the South Australian Karmel Committee Report (Smithson, 1977) but not confirmed in a South Australian study (Thomas, 1973)

which detected no significant correlation between school size and innovativeness. While research has been unable to demonstrate a positive relationship between smaller schools and advantages such as participative decision-making or openness of climate, the following tentative assumptions may be made as a result of this study.

Findings related to the sub-scale Students indicate that teachers in medium size schools (325 - 499 pupils) are significantly more satisfied with achievement, behaviour and relationships with students, than teachers in large schools (500 - 625 pupils). Teachers in small schools (200 - 270 pupils) are also more satisfied than those in large schools, but less than those in medium schools. As this sub-scale also includes satisfaction with the particular year level taught, this finding may represent dissatisfaction with the large number of composite classes to be found in the older and smaller traditional type schools in the ACT.

The Work and Workload sub-scale, Specialist Assistance and Parent Contact sub-scale and Teacher Autonomy and Administration sub-scale, all indicate statistically significant difference between small and medium size schools where teachers are more satisfied than those in large schools. Beck (1974) sees conflict rather than cohesion as a product of increased size:

"increasing size promotes a change in organizational complexity which in turn has certain implications for the organization's ability to coordinate activities and hence control internal conflict."

(Beck 1974: 517)

It is possible that teachers in large schools in the ACT experience a degree of conflict that is expressed in this study by significant dissatisfaction with size of classes, hours of teaching duty, non-teaching duties, availability of specialist assistance, professional autonomy and provision of resources. Campbell (1975) comments on the value of increasing resources in large schools:

"All of the research findings reveal a negative relation between school size and individual participation. This means that when increased facilities are purchased at the expense of larger size they are discounted by decreased participation on the part of the members of the school."

(Campbell 1975: 31)

In considering the Teacher Autonomy and Administration sub-scale in terms of the Getzels-Guba paradigm (see Figure 2.0, Page 21) it may be postulated that the ideographic dimension is less likely to be disregarded in smaller schools. Findings in this study agree with those of the South Australian Karmel Committee Report:

"There was a weight of comment giving emphasis to the personal factors in schools. When they were smaller, staffs knew each other better, and there was better communication between headmaster and senior staff and other teachers in every direction."

(Smithson 1977: 272)

While size of school appears to be a mediating variable in teacher satisfaction in ACT Government primary schools, further investigation is needed to ascertain the optimum size above which teachers dissatisfaction occurs. Results of this study tentatively indicate that a figure of

over 500 pupils causes teachers concern with many aspects of their work and working conditions.

### Hypothesis 9

There is no statistically significant difference between the levels of teaching satisfaction and total architectural type of school:

open-space (multi-teacher units)

traditional (single teacher classrooms)

hybrid (combination of both types)

measured by the scale and sub-scales of Holdaway's Satisfaction with Teaching and Employment Conditions Questionnaire (modified) at the 0.05 level of confidence.

The null hypothesis was rejected as the analysis showed there was a statistically significant difference on the following sub-scales:

1. Status and Recognition
4. Work and Workload
5. Specialist Assistance and Parent Contact
6. Teacher Autonomy and Administration
7. Primary School Resources and Salaries

### Discussion

Of all the hypotheses stated so far, the architectural type of the school results in a greater number of negative correlations when compared with all other independent variables. In addition this negative correlation extends across facet satisfaction to overall satisfaction. Teachers in open-space schools have significantly lower levels of self-esteem compared with

teachers in traditional schools. They consider that their work and workload is less satisfying, and see provision of resources for these schools as a source of dissatisfaction.

On two sub-scales, Specialist Assistance, and Teacher Autonomy and Administration, the negative correlations include both open-space and hybrid school types. It is of particular interest that these hybrid schools are least satisfied of all types in the sample. While size of school may be an influencing variable (50% were of the "large" size in the hybrid group), further research would be necessary to produce more definitive results regarding teacher satisfaction in this type of school.

The relative merits of open-space and traditional schools have been the subject of debate since the former first appeared in the U.S.A. in the early 1960's. An Australian study which investigated the relationship between openness of school design, and selected teacher and pupil outcomes in government primary schools, reports on attitudes of teachers to the school design in which they worked. While two-thirds of the teachers in multi-space schools had chosen to be appointed to that type of school, there was qualified familiarity expressed with their knowledge regarding effective use of this type of building. It would appear that in this respect the ACT differs from the results of the study cited (Angus, 1979). As all primary schools built in the ACT since 1974 are of the open-space design there has been ample opportunity, in what is a small geographic area, for a high degree of experimentation

and dissemination of ideas regarding creative use of these buildings.

Further elucidation on an informal basis regarding teachers' dissatisfactions with open-space areas can be found in the Open Response Categories which show only 1.9 percent of the respondents seeing "more one-teacher units" as a desirable change, compared with 13.7 percent wanting improved conditions (cooling, reduction in noise levels etc.) in this type of teaching area.



## CHAPTER 6

### OPEN RESPONSE SUMMARY AND CONCLUSIONS

As mentioned in Chapter 5, the Open Response Categories provide additional background to many of the tentative conclusions stated therein. The methodology used to classify the results shown in Tables 6.1, 6.2 and 6.3 is outlined in Chapter 3.

#### Areas of Satisfaction - Open Response Categories

Relationships with students, their response and development was mentioned by 69.5 percent as being the aspect of their job which contributed most to overall satisfaction. This is comparable to 70.2 percent in Holdaway's Canadian study (1979), but considerably more than the 41.0 percent mention in Fordham's Victorian study (1981). Sense of achievement in one's work (44.6 percent) also ranks higher than the Canadian study (14.5 percent) and the Victorian study (23.3 percent). ACT primary teachers also experience both satisfaction (28.6 percent) and dissatisfaction (8.0 percent) in their relationships with other teachers. These results are in contrast to the Victorian study in which 13.5 percent of teachers mentioned relationships with other teachers as an overall source of satisfaction, and 4.5 percent as a source of overall dissatisfaction. Curriculum program freedom and autonomy, and the stimulating nature of the work (mentioned by 10.4

percent) ranked as the next highest sources of overall satisfaction. The comparative details of all other sources of overall satisfaction are to be found in Table 6.1.

#### Overall Dissatisfaction - Open Response Categories

In contrast to the Victorian study where there was no single factor which contributed to teacher dissatisfaction among the majority of teachers, 34.3 percent of the ACT sample mentioned community attitudes and negative media reporting as a source of dissatisfaction. To this should be added the 21.4 percent who stated that parents' negative attitudes were a source of dissatisfaction. The ACT is possibly unique in the degree of community involvement it encourages in its schools - these results indicate that many teachers find this degree of participation a source of dissatisfaction. Consistent with other studies (Campbell, 1975) (Holdaway, 1979), school principals, administration and decision making procedures (mentioned by 24.3 percent) emerge as key sources of dissatisfaction. The range of responses mentioned in relation to overall dissatisfaction is considerably greater than for satisfaction, and the percentage rates are more uniformly spread. Details of this analysis are to be found in Table 6.2. The high percentage of teachers in the ACT mentioning stress and pressure of work (22.1 percent), should be of concern when compared with the Canadian study (8.6 percent) and the Victorian study (12.2 percent).

Desired Changes in Working Conditions - Open  
Response Categories

By far the most dominant request was for smaller classes (51.9 percent) followed by more relief from face-to-face teaching (31.8 percent), and less non-teaching duties (24.2 percent). These in turn are linked to the number mentioning primary parity (22.0 percent) as a desired change. Introduction of similar conditions to the secondary sector would assist in obtaining the aforementioned changes. The remaining changes mentioned are concerned with working-conditions and related matters. Permanent part-time work and opportunity for tandem teaching (i.e., two teachers sharing one full-time position) are changes in working conditions mentioned by 16.1 percent of the respondents. This aspect reflects a new concept of employment for teachers, which should be of interest in today's declining school enrolments.

Teachers in this study also express interest in continuing professional development (17.1 percent see more study leave as desirable, 11.8 percent mention inter-school, interstate and overseas transfers, 2.6 percent would like an increase in pupil-free days and additional in-service provision). These figures are of particular interest when compared with Bassett's study of Australian teachers (1979). In making comparisons between States, the teachers in ACT and Northern Territory had

"overall high qualifications"

(Bassett, 1979: 33)

Compared with the teachers in this study in which 45.5 percent held the four year trained B.Ed. degree, or an additional post graduate degree, only 12 percent of the primary school teachers in Bassett's study held higher degrees, bachelors degrees or postgraduate diplomas. It would appear that despite the high level of qualifications held by primary teachers in the ACT there is strong interest in on-going professional study.

In summary, the responses to the open-ended questions in this study provide additional insight into teachers' perceptions of their satisfactions, dissatisfactions and needs. Despite the large number of statistically significant relationships between open-space type schools and dissatisfaction, few teachers (1.9 percent) saw the provision of more one teacher units as desirable. Teachers rather placed emphasis on the need for more resources, both staffing and materials, and improved physical conditions, as being necessary for such teaching environments.

Table 6.1PERSONAL SELECTION IN OPEN RESPONSE CATEGORIES

Percentage Frequency of Mention of Aspects  
which Contribute Most to Overall Satisfaction  
with Teaching as an Occupation

Aspects	Percentage of Respondents Mentioning each Aspect as a <u>Satisfier</u> (Adj.freq.)
Relationships with students, their response and development	69.5
Sense of achievement in one's work	44.6
Relationships with other teachers	28.6
Stimulating nature of the work	10.4
Curriculum program freedom/ autonomy	10.4
Relationships with parents/ school/community	8.9
Length of working day and hours	8.2
Relationships with senior staff	8.0
Holidays, salary and benefits	7.7
School resources/buildings/equipment	2.1
System related matters, in-service availability, helpfulness	1.9

Table 6.2PERSONAL SELECTION IN OPEN RESPONSE CATEGORIES

Percentage Frequency Mention of Aspects which  
Contribute Most to Overall Dissatisfaction with  
Teaching as an Occupation

Aspects	Percentage of Respondents Mentioning each Aspect as a <u>Dissatisfier</u> (Adj.freq.)
Community attitudes and involvement/negative media reporting	34.3
Dissatisfaction with senior staff/ school decision making procedures	24.3
Stress and pressure of work/ workload	22.1
Student negative attitudes and behaviour problems	21.5
Relationships with parents/ negative attitudes	21.4
Career/promotion/transfer procedures and possibilities	20.7
Large class sizes	18.8
Status of teachers in society - low self image	15.3
Role of politics in education/ Government and non-Government school comparisons	14.6
Excessive administrative workload of teachers	14.2
Relationships with Schools Office/ Authority	11.2

Table 6.2 (Contd)

Aspects	Percentage of Respondents Mentioning each Aspect as a <u>Dissatisfier</u> (Adj. freq.)
General working conditions, hours, leave	9.5
Lack of resources: aides/specialist staff	9.0
Preparation time/relief from face- to-face	8.2
Relationships with other teachers, including professional attitudes of other teachers	8.0
Lack of resources: curriculum materials/equipment	8.0
Lack of parity between primary and secondary sectors	6.0
Nature of ACT curriculum	5.9
Poor physical conditions in schools/ heat/cold/noise	4.7
Non-teaching duties e.g. playground duty	4.1
Union related concerns	3.8
Staffing formula	1.5
School Board role and involvement in education	1.2

Table 6.3PERSONAL SELECTION IN OPEN RESPONSE CATEGORIES

Percentage Frequency Mention of Particular Changes  
Which Respondents Would Like to See Introduced

Desired Changes	Percentage of Respondents Mentioning <u>Each Change</u> (Adj.freq.)
Smaller classes	51.9
More relief from face to face and time provided for curriculum development	31.8
Less non-teaching duties, clerical and playground duty	24.2
Primary parity with the secondary sector	22.0
More study leave and sabbatical leave introduced	17.1
Tandem teaching/permanent part- time work	16.1
Better physical resources, cooling, heating, furniture, carpet, noise levels	13.7
More specialist teachers	13.5
More ancillary staff	13.2
Counselling services for children and teachers	12.1
Inter-school/inter-state/overseas transfers	11.8
Flexible hours/4 day week/4 term year	8.5
More resources including library, curriculum materials	7.5



Table 6.3 (Contd)

Desired Changes	Percentage of Respondents Mentioning <u>Each Change</u> (Adj.freq.)
Changes in promotion procedures/ possibilities	7.4
Increased accountability for senior staff, more involvement in school, transfer at regular intervals	5.6
More general staff decision making/ democracy in schools	5.3
Appreciation by media of goals/ skills in education	4.4
Overtime payments/paternity leave	3.7
Recognition by society of teachers' role	3.1
Assistance with behaviour, discipline problems	2.6
Increase in in-service, pupil free days	2.6
Core curriculum introduced/definition of curriculum expectations	2.5
More one-teacher units	1.9
Support for innovation, gifted children's program, language programs	1.0

## SUMMARY OF FINDINGS

### Limitations of the Study

It is patently obvious that, as with other research examined by this writer, the results of a study often raise far more questions than was thought possible at the outset. Most of these answers can only be found with data obtained in greater detail than was undertaken in the scope of this study. Within the already described limits of this field study, however, certain generalizations may be made. They must always be viewed as identification of trends and not as absolutes in relation to teachers in ACT Government primary schools. While the findings probably offer a reliable picture of certain characteristics of the group in 1982, there is no certainty that these findings will remain valid over time. As Cronbach (1975: 122) has noted:

"Generalisations decay. At one time a conclusion describes the existing situation well, at a later time it accounts for rather little variance, and ultimately it is valid only as history".

### Satisfaction

The finding that teachers derive considerable satisfaction from their classroom work and inter-personal relationships is supported by the Herzberg framework (1959) which assumes that intrinsic factors - achievement, the work itself, advancement and personal growth are determinants of satisfaction. Certain extrinsic aspects however,

such as salary, convenience of school hours and holidays are also sources of satisfaction. The relatively high overall satisfaction of women in the study is noteworthy, considering the continued emphasis upon equal opportunity. Further investigation is necessary to determine if women's career aspirations in teaching are achieved best in the non-administrative roles.

A recent ACT study (Richards: 1982) highlights the fact that many women do not see the administrative role as part of their conventional career ambition. Instead of the hierarchical, formal, male-dominated structures, this study suggests an alternative "professional" education system in which the classroom teachers have power, status and rewards for men and women alike.

### Dissatisfaction

Analysis of variance indicates that many of the areas of dissatisfaction involve aspects over which teachers have little control as individuals. This in turn has created additional stress in the professional life of many who enjoy the intrinsic or psychic rewards of their work. Teachers see their social prestige and professional standing at a very low level and are most dissatisfied by the attitudes of society and parents towards their function and role. Peter Samuel writing in The Bulletin (January, 1980) Why Teachers Aren't What They Used to Be, highlights the plethora of negative media coverage which teachers have to withstand on a regular basis. In particular he pin-

points open-space schools in the ACT for unsubstantiated criticism, highlighting the so called parents revolt against what he describes as:

".... bedlam and not even competent child-minding, let alone education, in many State schools in the ACT."

Given the fact that all teachers in the ACT have release from face-to-face teaching duties during the working day, it was surprising that work and workload was a source of dissatisfaction in all schools, especially in large, open-space classrooms. The current emphasis on teacher accountability, and the degree of autonomy and community involvement in education, places additional burdens on teachers, burdens which are not so prevalent elsewhere in Australia.

The recent report, Primary Children in the ACT (1980) inquired into resource allocation and provided a critical assessment of the assumed objectives, needs and likely trends for primary schooling in the 1980's. Although certain recommendations have been met, this present study indicates that many areas noted have not received any attention and continue to be a source of concern to the large number of dedicated, well-qualified and innovative teachers in these schools.

#### FURTHER RESEARCH

The results of this study and the related literature suggest certain recommendations for future enquiry.

1. Variables related to the quality of working life in open-space and hybrid type schools, is an area for more definitive examination.
2. The matter of optimum school size in relation to educational effectiveness and satisfaction is a contextual variable worthy of further consideration.
3. The increased prevalence of teacher stress, its causes and management, should be of major concern in future research.
4. Finally, there is a need for action to be taken by administrators, the system as a whole, and the Teachers' Federation, to study ways and means of redressing the amount of ill-founded criticism of Government education in the ACT.

This study has attempted to describe and interpret the sources of satisfaction and dissatisfaction for primary teachers in ACT Government schools. While the results pertain to a reasonably comprehensive sample (one third) of all the population from which the sample was selected, automatic application of the results to the total group should be treated with a degree of caution. It is hoped that the exploratory nature of this study will encourage other researchers to investigate similar aspects of satisfaction with work and working conditions, across a range of educational institutions e.g., pre-schools, high schools and secondary colleges.

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## Minute

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To: Principal

File Reference: 80/727

Date:

From: Adrian Fordham  
Evaluation & Research

Telephone: 49 0369

Subject: SURVEY OF TEACHERS: TEACHER SATISFACTION STUDY

The Evaluation and Research Section is undertaking a limited number of system-wide studies during this year. One of these studies concerns teacher satisfaction among teachers in ACT primary and secondary schools. Information about teacher satisfaction collected from primary school teachers will supplement the work done by the Primary Review, providing valuable insight into those aspects of their job which primary school teachers find most satisfying and most dissatisfying.

This research study fits into the overall research program which we are undertaking. It relates to follow up research, from the Primary Review to an analysis of staff development needs and to research associated with the review of high schools.

As part of the Teacher Satisfaction Study we wish to survey a representative sample of teachers, and teachers from your school have been selected in the sample. We are therefore seeking your assistance by asking you to make available 30 minutes during a staff meeting so that staff can complete a short Teacher Satisfaction questionnaire. Collecting teacher responses during a staff meeting should ensure a high response rate and hence yield a reliable picture of teacher satisfaction among ACT teachers. We would like to collect this information during weeks four to six of Term III, if it is convenient to schools. A research associate, Maureen Boyle, will assist us in this task.

I would like to take this opportunity to explain our method of sample selection for our research program during this year. We are selecting school samples from a sampling frame that we developed during last year. This sampling frame enables representative school samples to be selected but, at the same time, takes into account participation by schools in other research studies. Hence in your case, participation in the Teacher Satisfaction survey will minimize your involvement in other studies we will be undertaking during this year.

I look forward to your assistance in this study by you making available part of a staff meeting during weeks four to six of Term III. You will be contacted shortly by Maureen or myself so that we might arrange a suitable time. If you are unable to participate in the study could you please contact me over the next couple of days.

A handwritten signature in black ink, appearing to read "Adrian Fordham".

ADRIAN FORDHAM

SATISFACTION WITH TEACHING QUESTIONNAIRE

This questionnaire is intended to provide an indication of the degree to which teachers are satisfied with various aspects of teaching. All responses to this questionnaire will be treated as confidential and no individual schools or staff will be identified in any report of the study which is produced.

**SOME BACKGROUND INFORMATION**

- |  |   |       |       |
|--|---|-------|-------|
| 1. How many years experience do you have as a teacher?<br>(Count the present year as a full year).   | Total   | _____ | years |
|  | In the ACT  | _____ | years |
|  | In this school  | _____ | years |
| 2. What is your current substantive band level?  | Band 1  | ..... | 1     |
|  | Band 2  | ..... | 2     |
|  | Band 3  | ..... | 3     |
|  | Band 4  | ..... | 4     |
| 3. What is your current position? (If acting in a<br>HDA, indicate the present acting position)  | Teacher   | ..... | 1     |
|  | Senior teacher  | ..... | 2     |
|  | Assistant principal   | ..... | 3     |
|  | Principal   | ..... | 4     |
| 4. What year levels do you mainly teach?   | K - 2   | ..... | 1     |
|  | 3 - 6   | ..... | 2     |
| 5. If you are a specialist teacher (e.g. Librarian,<br>music), please indicate area of specialization -  | <hr/>   |       |       |
| 6. <u>Education and Training</u><br>Please indicate below details of your training and<br>those qualifications which you have completed.<br>(Circle more than one if necessary). | Three-year trained (e.g. 3-year Teachers<br>Certificate or equivalent)    | ..... | 1     |
|  | Four-year trained (e.g. B.Ed. or BA/BSc<br>plus Dip. Ed. or equivalent)   | ..... | 2     |
|  | Post Graduate Diploma (e.g. Dip.Ed. Admin.<br>Dip. Language and Reading). | ..... | 3     |
|  | Higher degree (e.g. M.Ed., M.A., Ph.D.)                                   | ..... | 4     |
|  | Other qualification(s)<br>(Please give specific details)                  | ..... | 5     |
|  | <hr/>   |       |       |
| 7. Your sex  | FEMALE  | ..... | 1     |
|  | MALE  | ..... | 2     |

8.	Your age	20 - 25 years	.....	1
		26 - 35 years	.....	2
		36 - 45 years	.....	3
		46 - 55 years	.....	4
		56 - 65 years	.....	5

**ABOUT YOUR SCHOOL**

1.	Indicate architectural type of teaching area in which you <u>mainly</u> teach	One teacher classroom	.....	1
		Two teacher unit	.....	2
		Multi-teacher unit	.....	3

2. Who determines school policy in each of the following areas? (In each box enter the letter which best describes school practice).

- A. the principal alone
- B. the principal and senior staff
- C. the principal and whole staff in a meeting
- D. the principal and individual teachers
- E. A senior staff member (A.P., senior teacher)
- F. A senior staff member and all his/her staff together
- G. A senior staff member and individual teachers
- H. the individual teacher
- I. other (please specify beside the item concerned).

General school curriculum objectives .. .. .	<input type="checkbox"/>
The range and balance of the curriculum structure at each Year level .. .. .	<input type="checkbox"/>
The content of each subject area... .. .	<input type="checkbox"/>
The methods of instruction .. .. .	<input type="checkbox"/>
Policy on the expenditure of government funds .. .. .	<input type="checkbox"/>
Selection of books and materials .. .. .	<input type="checkbox"/>
The form of internal assessment of particular Year levels	<input type="checkbox"/>
Homework policy .. .. .	<input type="checkbox"/>
The allocation of teachers to particular classes .. .. .	<input type="checkbox"/>
The allocation of non-teaching duties to teachers .. .. .	<input type="checkbox"/>
Range and type of extra-curricular activities .. .. .	<input type="checkbox"/>
The allocation of duties to teacher aides .. .. .	<input type="checkbox"/>





How satisfied are you with the following aspects of teaching?

	Satisfied			Dissatisfied			Not relevant
	Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Mod. dissatisfied	Highly dissatisfied	
The availability of library and audio-visual resources	6	5	4	3	2	1	0
The status of teachers in society	6	5	4	3	2	1	0
The value placed by others on the work of teachers	6	5	4	3	2	1	0
Lesson preparation time available during the school day	6	5	4	3	2	1	0
The general behaviour of students in the school	6	5	4	3	2	1	0
Your freedom to select teaching methods	6	5	4	3	2	1	0
Your entitlement to long service leave	6	5	4	3	2	1	0
The priority given to education by the government	6	5	4	3	2	1	0
The provision of useful advice to assist you with problems you encounter in teaching	6	5	4	3	2	1	0
Community opinions regarding the outcomes of schooling	6	5	4	3	2	1	0
The provision of special leave, such as leave without pay, maternity leave, etc.	6	5	4	3	2	1	0
Media reporting of educational issues	6	5	4	3	2	1	0
The acceptance by the community of teaching as a profession	6	5	4	3	2	1	0
The attitudes of parents in the school community towards education	6	5	4	3	2	1	0
Provisions and opportunities for further study	6	5	4	3	2	1	0
Your career prospects as a teacher	6	5	4	3	2	1	0
Attitudes of students towards learning	6	5	4	3	2	1	0
Your relationship with senior staff in the school	6	5	4	3	2	1	0
Available time for curriculum development during the school day	6	5	4	3	2	1	0
Opportunities for contact with parents	6	5	4	3	2	1	0
Availability of specialist equipment and supplies, not including library, A.V.	6	5	4	3	2	1	0
Methods used to evaluate teachers for promotion	6	5	4	3	2	1	0
Opportunities for useful inservice education	6	5	4	3	2	1	0
Discipline procedures in your school	6	5	4	3	2	1	0
The average size of classes you teach	6	5	4	3	2	1	0
Your freedom to develop own curricula	6	5	4	3	2	1	0
The size of the school you teach in	6	5	4	3	2	1	0
Your sense of achievement in teaching	6	5	4	3	2	1	0

Please circle one number in each row

How satisfied are you with the following aspects of teaching?

- The intellectual stimulation in your work
- The opportunity for transfer within the system
- The level of interest of parents of your students in their child's learning
- Physical conditions of the classroom in which you teach
- The particular grade level you currently teach
- The availability of relief teachers
- Methods used for reporting pupil achievement and attitudes to parents
- Availability of student diagnostic services and remediation
- The attitudes of other members of the teaching profession to primary teachers
- The relative distribution of resources between primary and secondary education

YOUR OVERALL LEVEL OF SATISFACTION WITH YOUR JOB

Satisfied			Dissatisfied			
Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Mod. dissatisfied	Highly dissatisfied	Not relevant
6	5	4	3	2	1	0
6	5	4	3	2	1	0
6	5	4	3	2	1	0
6	5	4	3	2	1	0
6	5	4	3	2	1	0
6	5	4	3	2	1	0
6	5	4	3	2	1	0
6	5	4	3	2	1	0
6	5	4	3	2	1	0
6	5	4	3	2	1	0
6	5	4	3	2	1	0

Please circle one number in each row

What changes would you like to see introduced in the working conditions of teachers?

Which factors contribute most to your overall satisfaction with teaching as an occupation?

Which factors contribute most to your overall dissatisfaction with teaching as an occupation?

THANK YOU FOR YOUR COOPERATION.

MAUREEN BOYLE  
ADRIAN FORDHAM

## APPENDIX C

TEACHER SATISFACTION - PRIMARY SURVEYOpen Response Codings

Q.1 WHAT CHANGES WOULD YOU LIKE TO SEE INTRODUCED  
IN THE WORKING CONDITIONS OF TEACHERS?

Code

- 01 Appreciation by media of goals/skills in education
- 02 Recognition by society of teachers' role
- 03 Change in promotion procedures/possibilities
- 04 More ancillary staff, particularly in Kindergarten classes
- 05 More relief from face to face, and time provided for curriculum development
- 06 Smaller classes/smaller schools
- 07 Core curriculum introduced/definition of curriculum expectations
- 08 More resources including library, curriculum materials
- 09 More specialist teachers provided
- 10 Less non-teaching duties, clerical, playground duty
- 11 More one teacher units, especially in open space schools
- 12 Counselling services for teachers and children
- 13 More general staff decision making/democracy in schools
- 14 Better physical resources, furniture, carpet, heating, cooling, noise levels

Q.1 WHAT CHANGES WOULD YOU LIKE TO SEE INTRODUCED  
IN THE WORKING CONDITIONS OF TEACHERS? (CONT'D)

- 15 Increased accountability for senior staff, more involvement in school, transfer at regular intervals
- 16 Assistance with behaviour, discipline problems
- 17 Support for innovation, gifted children's program, foreign language programs
- 18 Increase in in-service, pupil free days
- 19 Primary parity with secondary sector of education
- 20 Tandem teaching/permanent part-time work
- 21 Inter-school/inter-state/overseas transfers
- 22 More study leave and sabbatical leave introduced
- 23 Flexible hours/4 day week/4 term year/changes in holiday arrangements
- 24 Overtime payments/paternity leave/sick leave not accredited
- 25 Other
- 30 Missing

## APPENDIX D

TEACHER SATISFACTION - PRIMARY SCHOOL SURVEYOpen Response Codings

Q.2 WHICH FACTORS CONTRIBUTE MOST TO YOUR OVERALL SATISFACTION WITH TEACHING AS AN OCCUPATION?

Code

- 01 Relationships with students/their response and development
- 02 Relationships with other teachers
- 03 Relationships with senior staff/good hierarchy
- 04 Sense of achievement in one's work/doing something worthwhile
- 05 Holidays and salary and benefits
- 06 Curriculum program freedom/autonomy/responsibility
- 07 Length of working day and hours
- 08 Relationships with parents/school/community
- 09 School resources/buildings/equipment
- 10 The stimulating nature of the work
- 11 System related matters e.g., helpfulness and in-service availability
- 12 Other
- 20 Missing

## APPENDIX E

TEACHER SATISFACTION - PRIMARY SCHOOL SURVEYOpen Response Codings

Q.3 WHICH FACTORS CONTRIBUTE MOST TO YOUR OVERALL  
DISSATISFACTION WITH TEACHING AS AN OCCUPATION?

Code

- 01 Student negative attitudes and behaviour problems
- 02 Large class sizes
- 03 Lack of resources: aides/specialist staff
- 04 Lack of resources: curriculum materials and equipment
- 05 Lack of parity between primary and secondary sectors
- 06 Poor physical conditions in schools/heat/cold/noise/crowding
- 07 Dissatisfaction with senior staff/lack of communication/no positive feedback
- 08 Relationships with the Schools Office/Authority not productive or supportive
- 09 Excessive administrative work load of teachers
- 10 Role of politics and Government in education/  
Government - Non-Government comparisons
- 11 Status of teachers in society - low self image
- 12 Relationships with parents/negative attitudes
- 13 Relationships with other teachers/including non-professional attitudes of other teachers
- 14 School Board role and involvement in education

Q.3 WHICH FACTORS CONTRIBUTE MOST TO YOUR OVERALL  
DISSATISFACTION WITH TEACHING AS AN OCCUPATION?  
(CONT'D)

- 15 Community attitudes, involvement/media reporting very negative
- 16 Stress and pressure of work/level of workload/emotional demands
- 17 Union related concerns especially strikes and picketing/union radicals
- 18 Nature of ACT curriculum/no 'core' for basic skills subjects
- 19 Career/promotion/transfer procedures and possibilities very limited
- 20 General working conditions e.g., hours holidays, leave, job sharing
- 21 Non-teaching duties e.g., playground duty etc
- 22 Preparation time/relief from face to face not sufficient for demands
- 23 Staffing formula not adequate to provide primary school needs
- 24 Other
- 25 Missing

FACTORS AND FACTOR LOADINGS

## 1. Status and Recognition

Item No.	Factor Loading	Satisfaction Items
S37	0.82068	The acceptance by the community of teaching as a profession
S26	0.79623	The status of teachers in society
S27	0.75659	The value placed by others on the work of teachers
S34	0.62123	Community opinions regarding the outcomes of schooling
S38	0.61932	The attitudes of parents in the school community towards education
S12	0.57198	The attitudes of society towards education
S36	0.54384	Media reporting of educational issues
S24	0.49444	The recognition by other professions of teaching qualifications
S32	0.45883	The priority given to education by the government



## 2. Promotion and Work Benefits

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Item No.	Factor Loading	Satisfaction Items
S31	0.69690	Your entitlement to long service leave
S15	0.59137	Your eventual retirement benefit
S35	0.57945	The provision of special leave such as leave without pay, maternity leave etc.
S20	0.50848	The provision of study leave
S21	0.45399	Your opportunity for promotion
S54	0.43712	Your opportunity for transfer within the system

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### 3. Students

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Item No.	Factor Loading	Satisfaction Items
S3	0.68794	The general behaviour of students in your classes
S10	0.62782	The average level of student achievement in your class
S41	0.56981	Attitudes of students towards learning
S22	0.52159	The ability level of students in your class
S57	0.47929	The particular grade level you currently teach
S52	0.43327	Your sense of achievement in teaching
S6	0.40098	Your relationships with students
S29	0.38921	The general behaviour of students in your school

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#### 4. Work and Workload

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Item No.	Factor Loading	Satisfaction Items
S19	0.62976	The number of hours you teach each week
S28	0.61341	Lesson preparation time available during the school day
S30	0.58739	Your freedom to select teaching methods
S18	0.56562	The amount of preparation and correction time required of you
S8	0.51549	The expectations senior staff hold for you as a teacher
S4	0.48037	The number of hours of non-teaching duty each week (e.g., playground duty)
S57	0.42071	The particular grade level you currently teach
S10	0.41898	The average level of student achievement in your class
S49	0.41390	The average size of classes you teach
S33	0.40339	The provision of useful advice to assist you with problems you encounter in teaching
S25	0.38866	The availability of library and audio-visual resources

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## 5. Specialist Assistance and Parent Contact

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Item No.	Factor Loading	Satisfaction Items
S60	0.52400	Availability of student diagnostic services and remediation
S59	0.48884	Methods used for reporting pupil achievement and attitudes to parents
S44	0.44809	Opportunities for contact with parents
S45	0.43083	Availability of specialist equipment and supplies
S55	0.40658	The level of interest of parents of your students in their child's learning

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## 6. Teacher Autonomy and Administration

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Item No.	Factor Loading	Satisfaction Items
S42	0.66251	Your relationship with senior staff in the school
S1	0.64752	Your involvement in decisions about school policy
S13	0.60672	The distribution of resources within your school
S23	0.55602	Your relationships with other teachers
S17	0.54817	Recognition by colleagues of your work
S52	0.52820	Your sense of achievement in teaching
S53	0.51594	The intellectual stimulation in your work
S50	0.45179	Your freedom to develop own curricula
S48	0.44486	Discipline procedures in your school
S16	0.42293	Your freedom to determine methods of assessment of students

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## 7. Primary School Resources and Salaries

Item No.	Factor Loading	Satisfaction Items
S62	0.50196	Relative distribution of resources between primary and secondary education
S7	0.45570	Salary scales for differing levels of responsibility
S11	0.45067	The factors (qualifications and experience) used to determine salaries
S32	0.41867	The priority given to education by the government