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Title: PROFESSIONAL ORIENTATION, PERCEPTION OF ADMINISTRATIVE
BEHAVIOR, AND JOB SATISFACTION AMONG TEACHERS

by

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PROFESSIONAL ORIENTATION, PERCEPTION OF ADMINISTRATIVE
BEHAVIOR, AND JOB SATISFACTION AMONG TEACHERS

BY

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A thesis submitted to the Faculty of Graduate Studies of
the University of Manitoba in partial fulfillment of the requirements
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ABSTRACT

This thesis examines the general hypothesis that administrative behavior in an educational setting influences the relationship between professional orientation and job satisfaction among teachers. In order to consider this problem, a conceptual framework, based on reference group theory, is developed. Ordinarily, reference group theory, in studies considering job satisfaction, has been used to investigate the relationship between reference groups and job satisfaction. However, this study does not consider direct effects of reference groups on job satisfaction but rather, it is proposed that in the case of teaching, administrative behavior in the school is an intervening variable influencing the relationship between teacher reference groups and job satisfaction.

In order to test the general hypothesis, two specific hypotheses are adduced. The first specific hypothesis predicts that teachers' professional orientations are related to satisfaction with aspects of the work situation. The second specific hypothesis predicts that the relationship between professional orientation of teachers and satisfaction with aspects of the work situation is significantly influenced by the teachers' perceptions of administrative behavior. To test these hypotheses a secondary analysis

of data was undertaken. The data were generated through the use of a questionnaire administered to teachers in the St. Boniface School Division, Winnipeg, Manitoba. The results of testing the operational hypotheses suggested partial acceptance of the first specific hypothesis and rejection of the second. The general hypothesis was rejected. It was concluded that for the sample studied, perceived administrative behavior does not affect the relationship between professional orientation and job satisfaction among teachers.

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

The tendency toward professionalization is commonly seen as one of the characteristics of the occupational structure in advanced industrial societies (Larson 1977:178). Professionalization represents, among other things, an occupation's drive for status through identification with the values and goals associated with professionalism toward the goal of public recognition (and legal support) for such things as control over occupational entry and modes of practice. Teaching as an occupation has also shown this tendency (Corwin 1965). However, the consequences of such a development for job satisfaction among teachers are not clearly understood. Further, the extent to which the influence of professionalism on job satisfaction is mediated by administrative behavior in an educational setting is also unclear. It is the intent of this study to explore the effects of professionalism upon teacher perception of administrative behavior and the consequences of this for job satisfaction among teachers.

Professionalism in the Literature

Professionalism is not the focus of the present study, but rather "professional orientation"* with the concept of "professionalism" used to establish different kinds of reference groups among teachers. However, an understanding of the idea of professionalism will be important to a grasp of the nature of professional orientation in the contemporary context of complex society.

Many studies have been concerned with the problem of defining a profession. In reviewing the literature, considerable variation in the definition of a profession is apparent. To some, professionalism is merely "a label used by occupations to win power and prestige" (Ritzer 1971:59), while to others professions are conceptualized as occupations with core characteristics. These characteristics subsequently become important in distinguishing professions from other occupations. However, there is also considerable variation among those authors who contend that professions are defined by certain core characteristics. From a review of the many conceptualizations of professionalism there appears to be sufficient consensus to justify the assertion that there is an agreed upon ideal type

* The concept "orientation" used in this discussion refers to "...the theme underlying the complex of social roles performed by an individual. It is the (tacit or explicit) theme which finds expression in each of the complex of social roles in which the individual is implicated." (Merton 1968:446 fn.) The underlying theme of a professional orientation would be one involving the adoption of attitudes assumed to be held by the well-established professions.

of professionalism which includes three major criteria: 1) an esoteric knowledge base 2) a service ideal, and 3) autonomy.¹ Since these criteria represent the ideal type of professionalism several authors have suggested that to be made more useful for purposes of empirical research, the attributes of professionalism should be viewed as a set of continua or dimensions on which a given profession may have different values (Hall 1968; Pavalko 1971). According to this conception, professionalism is regarded as a matter of degree. The criteria are then seen as comprising a professional model with each attribute being a component of a continuum with professionalism at one end and non-professionalism at the other. Hall (1968:92) and other authors have referred to the movement of an occupation toward correspondence with the professional model as the process of professionalization. A variety of occupations (including teaching) have progressed only so far on one or more of these continua, but are steadily attempting to improve their position -- that is, to become professionalized.

As with other social processes, professionalization may be better understood by taking into account certain aspects of the larger society in which it takes place. Professionalization began

1. The distinguishing attributes of a profession have been studied by numerous authors. Though varying, the many definitions of a profession available in the literature do not contradict one another. In their studies of professionalism Corwin (1970:44), Elliott (1972:94), and Goode (1966:36) have in common the three criteria given here.

to advance rapidly as a concomitant of increasing industrialization in the western world (Larson 1977; Vollmer 1966). The occupational structure of modern industrial societies is generally characterized by the expansion of professional occupations. The professions are regarded as the most rapidly growing occupational category and according to Friedson "post-industrial society can be regarded also as the professionalized society" (Friedson 1971:467). And Parsons (1966) has emphasized the degree to which characteristics which are considered to be "professional" in nature permeate much of the occupational sphere in modern society. To a degree then, the history of occupations is a recounting of change and attempted change in the direction of greater professionalization (Pavalko 1971:28). Increasingly, occupational groups are claiming and demanding to be recognized as having professional status. The common theme running through many of these claims seems to be that a high degree of technical competence provides the bases for the occupation. According to Pavalko (1971), a high degree of technical competence, sophistication, and complexity are becoming characteristic of the majority of occupations in modern industrial societies. Work that is already technical and specialized is becoming even more so. If technical competence is a criterion of

professionalism, it is likely that the term "profession" will apply to an increasing number of occupations. However, Wilensky (1964) argues that in terms of the distinctive features which characterize the established professions (medicine, law and the clergy) very few of the occupations aspiring to professional status will become fully professionalized, and many others will never achieve this position. Indeed, several authors argue, given that professions are increasingly experiencing bureaucratization, that rather than professionalization, "deprofessionalization" (the loss of professional status) is a more relevant focus of study (Haugh and Sussman 1969; Toren 1975). While the sociology of professions has devoted considerable attention and effort to identification of what it takes to be or to become a "full" profession, fewer studies have been concerned with the idea of deprofessionalization. The idea of deprofessionalization is based on the assumption that the qualities of professionalism are threatened by the expansion of bureaucratic organizations in almost every sphere of life (Toren 1975:326). Accordingly, Hall (1968:103) concludes that of the professional attributes, autonomy is most strongly inversely related to bureaucratization. (The other attributes are not as strongly inversely related.)

Thus, since professions are increasingly experiencing bureaucratization, autonomy may soon no longer be a major criterion of professionalism. Indeed, according to some authors, as professional performance becomes susceptible to standardization and routinization, many times not much is left to warrant a distinct professional status wherein situations are handled by extraordinary expertise and judgment (Elliott 1972:94; Toren 1975:330). However, a variety of reasons apart from bureaucratization may account for this state of affairs. For example, as an increasing number of occupations attempt to claim professional status, the standing of traditional professions is threatened (Elliott 1972:151). Hence, some authors have been led to question the future of professionalism as an occupational ideal. Nevertheless, while some may argue that the professional ideal will soon be a myth, the ideal itself is, today, a real phenomenon. And for purposes of comparative analysis occupational groups can best be seen as ascending and descending a professional scale.

Professionalism and Job Satisfaction

Job satisfaction refers to "an individual's affective reactions or feelings toward his job" (Hackman and Suttle 1977:9); in

other words, to positive or negative feelings toward one's work. Research concerning job satisfaction can be classified into two broad categories -- a one-factor approach and a two-factor approach. The one-factor approach conceives of job satisfaction as unidimensional. That is, feelings toward the job are classified as either positive (satisfaction) or negative (dissatisfaction), and a particular job variable could be identified as a source of either (Russell 1975:300). This idea of job satisfaction assumes that if the presence of a variable in the work situation leads to job satisfaction, then its absence will lead to job dissatisfaction and vice versa. However, Herzberg, et al (1959) hypothesized that factors associated with positive and those associated with negative feelings toward the job would differ. Thus, instead of unidimensionality, Herzberg's approach conceives of job satisfaction in terms of two sets of mutually exclusive factors. This two-factor theory (also known as the "motivator-hygiene" theory) proposes that separate and distinct factors are involved when considering job satisfaction and job dissatisfaction; the absence of job satisfaction does not imply dissatisfaction with one's job and vice versa. However, research aimed at determining the validity of Herzberg's theory has resulted in inconclusive findings and the theory remains

controversial (Russell 1975:302; Locke 1969:313). Research findings of Russell (1975:319) suggest that factors leading to job satisfaction are not different from those leading to job dissatisfaction. Rather, his findings indicate that the worker's orientation may cause the same factor to be associated with positive or negative job attitudes. Such findings suggest that the orientation which individuals bring to the work situation becomes a crucial independent variable in the study of job satisfaction.

Several studies have found that of all broad occupational strata today, professionals report most often high satisfaction with their work (Larson 1977:59). However, in organizational settings professionally oriented individuals have been found to have a lower level of job satisfaction than those with an employee or organizational orientation (Abrahamson 1956:61). Sorensen and Sorensen (1974) found that, in a bureaucratic setting, CPA's (Certified Public Accountants) with a low professional orientation tended to be associated with high satisfaction. Individuals with a high degree of professional orientation are apparently valued less in the organization and therefore the result tends to be dissatisfaction on the part of these individuals. The CPA in a large organization appears to

resemble other professionals in organizations. Culbertson et al (1960) report findings similar to Sorensen and Sorensen in their study of social workers.

Abrahamson (1967:82) reports that professionally oriented individuals are a major source of frustration to most administrators. The administrative orientation commonly stresses control and professionally oriented individuals appear to strongly resist administrative control. And Robinson (1967:37) reports that organizational members who are professionally oriented tend to resist the impersonal treatment which is common from superiors in the administrative hierarchy. Such factors will affect administrators' attitudes toward professionally oriented workers. Culbertson et al (1960:425) have identified the attitudes that administrators have toward employees, and attitudes of employees to their immediate superiors, as factors which affect job satisfaction.

In summary, with the current tendency toward professionalization of the work force, classification of occupational groups as either professional or non-professional has become both important and problematic. In modern society, professionalism has become a significant factor in determining the nature of many occupational roles at the same time as work is becoming increasingly

organizationally based. While professionalism and bureaucratization are not necessarily antithetical, the preceeding studies indicate that professionally oriented individuals in organizational settings appear to be associated with lower levels of job satisfaction.

The following section will consider professional orientations and job satisfaction among teachers in particular.

Professionalism and Job Satisfaction Among Teachers

Teachers today are receiving longer periods of training, professional associations have been formed, and they are demanding a greater degree of control over their work environment (Robinson 1967:30). Among the aims of the Canadian Teachers' Federation, founded in 1919, are those to assert the role of the teacher in developing education and to provide means for teachers to exercise their professional responsibilities (Manitoba Teachers' Society, 1979-80:42). In the same year the Manitoba Teachers' Federation was formed (renamed the Manitoba Teachers' Society in 1940) and the first code of ethics set forth. A major objective of this association is to establish teaching as a major profession and, among other aims, to improve the quality and scope of teacher education and to seek greater responsibility for the certification

of teachers. These professional associations have played a part in bringing about recent increases in teacher involvement in such areas as curriculum development and decision-making. And in some areas in Canada, teacher-training institutions now have advisory boards composed of teachers (Brookover and Erickson 1975:49). Thus, in teaching as in other occupations, the trend toward increased professionalization of the work force is apparent. However, in comparison to "full" professions (of which medicine and law are prime examples), teaching as described by Etzioni (1969) remains a "semi-profession" since it has a shorter period of training, less legitimization, a less specialized body of knowledge, less well established rights to privileged communication, and less autonomy. According to Hall (1968), teaching is an example of a "marginal" profession because teachers lack professional authority and independence -- they do not control recruitment, training or certification, nor do they determine their own practice or conditions of service (they cannot turn away clients or fix fees).

According to Gray (1975:I-7), a major factor that has hindered the "full" development of teachers' professionalism is that their work is entirely within the bureaucratic setting of school systems. According to Corwin (1970:8), "The principle of delegating authority seems inconsistent, especially with the idea

that professional authority is independent of the sanctions applied by a particular organization". The idea that the characteristics of bureaucracies do not uniformly support professional behavior led Corwin (1970) to suggest that some teachers are likely to place more emphasis on the subordinate-employee roles, while at least some teachers will probably emphasize their professional rights and responsibilities.

Research suggests that teachers who are professionally oriented, and therefore likely to be committed to professional skills, might be expected to be more dissatisfied with their jobs in the bureaucratic school setting than are teachers who are organizationally oriented. According to Owens (1970:205), the professionally and non-professionally oriented can be a source of conflict with regard to such issues as views held by teachers concerning the need for rules, the importance of loyalty to the organization, and the question of professional outer-reference orientation versus the value of local organization service. Gray (1975:VI-10), in her study of teacher professionalism and satisfaction with involvement in decision making, found a negative relationship between teachers' professional orientations and their satisfaction with the organizational structure. Eddy (1970:14) found that professionally oriented teachers tend to be

oriented to a professional reference group and therefore tend to pursue goals and use means which are not entirely accepted by the organization. Teachers with an organizational orientation tend to be more in favor of a formal organizational structure which provides an explicit framework for their conduct. As a result, professionally oriented teachers in Eddy's study were less satisfied than organizationally oriented teachers within the formal organizational structure of the school. And Corwin (1965:297) reports that professionally oriented teachers tend to be frustrated by the obligations demanded of them as employees. In a later study, Corwin (1970) found that teachers who scored high on a scale of professionalism and low on a scale of bureaucratic-employee ideology tended to have exceptionally high rates of conflict with administrators. Isherwood and Hoy (1973) and Corwin (1965) report that professionally oriented teachers are less likely to defer to individuals because of their status in the organization. And Brown (Corwin 1970:59) found that professionally oriented teachers circumscribed usual procedure and identified instead with professional colleagues, which apparently served as an incentive to resist bureaucracy.

The preceeding studies suggest that professionally oriented teachers will have a lower level of job satisfaction than those

teachers with an organizational orientation. However, Corwin (1970) found no direct relationship between a professional orientation and job satisfaction among teachers, although his findings suggest that professionalism may be a major factor in organizational conflict. Although a professional orientation is related to the incidence of conflict, Corwin's research offers no evidence to suggest that a professional orientation among teachers is associated with lowered levels of job satisfaction.

In summary, while the occupation of teaching has not yet attained full professional status, professionalism is becoming a salient factor in determining the nature of teachers' occupational roles. It would appear that the relationship between a professional orientation in an educational setting and job satisfaction among teachers is not clearly understood. The contradictory findings in the literature suggest that further exploration of this relationship is necessary.

Administrative Behavior and Professionalism

Research findings of Gross and Herriott (1965:162) imply that the common assumption that administrators of a

bureaucracy typically are sources of stress to employees through interference with their professional performance, deserves to be questioned. Their study was based in part on the idea that the professionalism-bureaucratic authority issue also creates problems for the administrators of a bureaucracy. A major variable in their research is that of "Executive Professional Leadership", (EPL), which is defined by Gross and Herriott (1965:22) as the efforts of an executive of a professionally staffed organization to conform to a role definition that stresses an obligation to improve the quality of staff performance. They found positive relationships between the EPL of elementary school principals and staff morale and the professional performance of teachers. That EPL was positively related to morale of teachers does not coincide with the usual research on administrative intervention in the work of professional subordinates (Gross and Herriott 1965:162). Findings that the principal's EPL was positively associated with teachers' professional orientations suggest that teachers may perform more, not less, effectively when their principals attempt to influence them.

According to Brookover and Erickson (1975:227), teachers tend to value the traditional authority structure which is imposed from without rather than from within their profession. Although

a comparison of teachers, police officers, and welfare workers on the degree that each stressed the professional or bureaucratic basis of authority revealed teachers as attaching more importance to the professional basis of authority, their typical reaction to conflict was acquiescence to the authority of position (Corwin 1974:249). Accordingly, Corwin (1974:234), in his survey of 1500 teachers in 28 high schools, found that two thirds of the teachers thought that they should be prepared to adjust their teaching to the administration's views of educational practice, and half believed that those who are critical of the administration should be encouraged to leave. It seems that teachers, in spite of the trend toward professionalization, tend to perceive and value their principals having authority and prestige over themselves (Brookover and Erickson 1975:227). On the principal's side, the major need may be for teachers to act as good employees rather than as expert professionals (Bredemeier and Bredemeier 1978:265). And as bureaucratic employees they are expected to adhere to the expectations of the administration. Hence a teacher can be successful as an employee while failing to fulfill professional obligations, or vice versa (Corwin 1974:245). Corwin (1974:245) suggests that increases in teacher militancy have been a response to a basic conflict between professionalism and the bureaucratic

principles of school systems. He suggests that the tension is not between the teacher and the system but rather between parts of the system -- between the professional and the bureaucratic principles of organization.

Corwin (1974:244) found that conflict increased with the average level of professionalism of the staff. Also, on the average, professionally oriented teachers had higher rates of conflict than the typical teacher. Specifically, teachers with a strong professional orientation were involved in twice as many disputes with principals as their colleagues with a weaker professional orientation. Corwin (1974:256) notes that the effectiveness of principals' administrative practices is not inherent in the practices themselves but depend largely on the setting in which they are applied. Hence, the same administrative style can have different consequences for professionally oriented faculties than for faculties not professionally oriented.

In summary, it appears that professionalization may produce conflict between teachers and administrators. Beliefs of professionally oriented teachers may at times be in direct opposition to bureaucratic procedures; such bureaucratic principles may block them from fulfilling their professional roles. However,

the idea that administrative intervention causes job dissatisfaction on the part of professionally oriented teachers has been questioned. It appears that teachers tend to value the traditional authority structure which is imposed from without rather than from within their profession. Nevertheless, according to Gross and Herriott (1965) and Corwin (1974), the trend toward professionalism may create problems between administrators and professionally oriented teachers. Corwin's study suggests that increases in teacher militancy may be a response to conflict between professionalism and bureaucratic principles. He found that teachers with a strong professional orientation were involved in twice as many disputes with principals as their less professionally oriented colleagues.

The effects of the professional or non-professional orientations of teachers upon their reaction to administrative intervention are not clearly understood. According to Gross and Herriott (1965:162), "We possess little knowledge of circumstances influencing their response" to leadership as opposed to strictly administrative duties from their principals.

Overall, the review of research presented in this chapter indicates that: the effects of professionalism on job satisfaction

among teachers are not clearly understood, and the teachers' professional orientations influence their relations with administrators. This suggests the importance of investigating the effects of a professional orientation upon teacher perception of administrative behavior and the consequences of this for job satisfaction among teachers.

In order to consider this problem, Chapter II will review the relevant research in the areas of professional orientation, perception of administrative behavior and job satisfaction. This chapter will deal with theoretical considerations and will include discussions of reference-group theory as it relates to professional orientation and job satisfaction. This section will lead to the formulation of hypotheses. In Chapter III the methodology of the study will be described. This chapter will begin with a discussion of the sample used in the study. Indices of professional orientation, satisfaction, and administrative behavior will be developed and subsequently the specific hypotheses will be presented in their operational form. The methods of data analysis used to test the specific hypotheses will then be described. Chapter IV will report the results of the data analysis. These

results will be evaluated on the basis of the hypotheses presented in the preceeding chapter. Conclusions will then be formulated. Finally, in Chapter V, a summary of the study will be presented. Limitations will be discussed as well as implications of the conclusions for further research in the area of professional orientation and job satisfaction.

CHAPTER II

REVIEW OF THE LITERATURE AND THEORETICAL FRAMEWORK

This section will present a survey of the research available in the area of professional orientation as it relates to perception of administrative behavior and job satisfaction among teachers.

This review will not be exhaustive, but will seek instead to present a review of several studies closely related to the issues of

1) professionalism and job satisfaction, 2) professional orientation and job satisfaction among teachers, and 3) professional orientation, perception of administrative behavior, and job satisfaction among teachers. Subsequently, a theoretical framework will be developed which will lead to the formulation of hypotheses.

Review of the Literature

Several studies have found that of all broad occupational strata today, professionals report most often high satisfaction with their work. In a 1960 study of eight different categories of occupational status 42% of those in the professional category (the highest percentage among all eight categories) reported very high

job satisfaction (Larson 1977:59). And despite the importance of particular work settings, and variations among various professional groups, professionals report more often than other workers that they would take a similar occupational route if they were to start over (Larson 1977:60). However, in organizational settings, Abrahamson (1956:61) reports that professionally oriented individuals were found to have a lower level of job satisfaction than those individuals with an employee or organizational orientation.

The literature reveals contradictory findings regarding the nature of the relationship between professional orientation and job satisfaction in organizational settings. In a study of CPAs (Certified Public Accountants), Sorensen and Sorensen (1974) found that in bureaucratic settings CPAs with a low professional orientation tended to be associated with high satisfaction. They report that individuals with a highly professional orientation are apparently valued less in the organization and the result tends to be dissatisfaction on the part of these individuals. The CPA in a large organization appears to resemble other professionals in organizations. Culbertson et al (1960), in their study of social workers, report findings similar to Sorensen and Sorensen. However, Goldberg (1976), in his study

of professional engineers in organizational settings, found very little difference in levels of satisfaction for those with a commitment to either the organization or the discipline. Both professionally and organizationally oriented individuals in Golberg's study were associated with expressions of job satisfaction.

Professional ideology stresses an individualized principle based on responsibility to one's conscience without control from an administrative hierarchy which is diametrically opposed to the essence of the organizational principle of administrative authority (Etzioni 1964:76). Since professional ideology stresses an individualized principle, it seems reasonable to assume that individuals adhering to a professional ideology will experience conflict in a bureaucratic setting. March and Simon (1958) in their discussion of decision-making involving the recognition of a new situation (in their terms, "unprogrammed" decisions), report that in organizational settings such decisions are generally referred up the hierarchy. In such instances, individuals adhering to a professional ideology may feel thwarted since the professional ideal suggests that they may themselves be expected to make such decisions. In a bureaucratic setting the professional must act in accordance with the organization's

rules and regulations and such acts are subject to approval of a superior rank.

Results of several studies concerning the occupation of teaching indicate that teachers' professional orientations are related to their job satisfaction. Generally, such findings suggest that teachers who are professionally oriented, and therefore likely to be committed to professional skills, might be expected to be more dissatisfied with their jobs in the bureaucratic school setting than are teachers who are organizationally oriented. Gray (1975:VI-10), in her study of teacher professionalism and satisfaction with involvement in decision making, found a negative relationship between teachers' professional orientations and their satisfaction with the organizational structure. The hypothesis was that because they desire more control over their occupational activities more professionally oriented teachers would be less satisfied with their influence on the decision making structure of the school system than would less professionally oriented teachers. Gray's rationale for this hypothesis was that increasing professionalization of teachers involves an increase in the desire for control over occupational activities not recognized as legitimate by school

officials. So also, Eddy (1970:14) found that professionally oriented teachers tend to be oriented to a professional reference group and therefore tend to pursue goals and use means which are not entirely accepted by the organization. Teachers with an organizational orientation tended to be more in favor of a formal organizational structure which provides an explicit framework for their conduct. As a result, organizationally oriented teachers in Eddy's study were more satisfied than professionally oriented teachers within the formal organizational structure of the school.

After studying the attitudes of professionally oriented individuals in a public welfare agency, Scott (1965) reported that professionally oriented workers were more critical of the organizational system than non-professionally oriented workers. And according to Owens (1970:205), the professionally and non-professionally oriented can be a source of conflict with regard to such issues as views held by teachers concerning the need for rules, the importance of loyalty to the organization, and the question of professional outer-reference orientation versus local organizational service. Corwin (1970:230), investigating the characteristics of professionally oriented teachers, used interview and questionnaire techniques

in 24 high schools in the U.S. (N=2,000), and reports that schools with high rates of conflict between teachers and the administration were characterized by highly professionally oriented teachers. In contrast, schools with low rates of conflict were characterized by teachers with lower professional orientations. These findings suggest that professionalism may be a major factor in organizational conflict. In examining the effects of conflict on job satisfaction, however, Corwin found no direct relationship between a professional orientation and teacher job satisfaction. Thus, although a professional orientation is related to the incidence of conflict, Corwin's research offers no evidence to suggest that professional orientations are associated with lowered levels of job satisfaction among teachers.

To summarize to this point, the studies considered above reveal mixed findings. The exact nature of the association between professional orientations and job satisfaction remains unresolved. Research suggests that professionally oriented teachers might be expected to be more dissatisfied with their jobs than organizationally oriented teachers. However, Corwin (1970) and Goldberg (1976) found very little difference in levels of satisfaction among professionally and organizationally oriented

workers. It appears that the relationship between professionalism and job satisfaction in organizational settings remains unclear.

An aspect which may partially clarify this relationship is the nature of administrative behavior in differing school contexts. While many studies have examined such issues as professionalism and organizational settings and the associated issues of role-strain and role-incongruity, few studies have considered the effects of professionalization upon perception of administrative behavior. Job satisfaction may be the result of an interaction between one's orientation toward teaching, and subsequent expectations and perceptions of administrative behavior. Job satisfaction is viewed by Rosen and Rosen (Locke 1969:319) as a consequence of the discrepancy between expectations and perceptions. Relating this to administrative behavior Likert (Locke 1969:319) notes that: "The subordinate's reaction to the supervisor's behavior always depends upon the relationship between the supervisory act as perceived by the subordinate and the expectations...of the subordinate." Accordingly, Hackman and Suttle (1977:303) state that whether administrative behavior contributes to job satisfaction depends

on the subordinate's expectations, the administrator's actual behavior, and the subordinate's perception of this behavior.

The nature of the relationship between expectations and perceptions is a crucial factor in an analysis of job satisfaction. Bidwell (1957), after administering a questionnaire to teachers, reports that congruence of expectations and perceptions of actual circumstances in the work setting is accompanied by teacher job satisfaction, while divergence of expectations and perceptions leads to job dissatisfaction among teachers. Bidwell's findings suggest that it is the relationship between expectations and perceptions that is crucial rather than any specific style of administrative behavior. Accordingly, Foa (1976), in his study of a shipping company, concludes that when the worker's expectation with regard to administrative behavior is considered, the same style of administrative behavior leads to different levels of worker satisfaction, depending on whether or not such behavior conforms with the expectation of the worker.

There is evidence in the literature to suggest that professionally oriented individuals resent the interference of

administrators in the performance of their roles. Ben-David (1958) found that physicians employed by Israeli medical care organizations complained about administrative interference in the exercise of their profession. And Etzioni (1964:89) reports that teachers resent the interference of principals in the performance of their roles. The professionally oriented individual might be expected to prefer an administrator holding flexible and indefinite expectations for the worker's role, since greater latitude would exist under those circumstances for "professional judgments" and activities. Willower (1960) in studying the relationship between professionalization and job satisfaction among teachers, hypothesized that job satisfaction of the professional in an organizational setting is related to flexible, hands-off leadership of the administrator. He reports that professionally oriented teachers tend to have positive attitudes toward a principal who leaves the teaching situation to the teacher. According to Willower, professionally oriented individuals are more highly motivated to achieve the profession's goals and thus, under a flexible principal, such persons are better able to manipulate methods and materials in ways which, in their judgment, are best suited to that end.

According to Bredemier and Bredemier (1978:265), the

major need from the administrator's viewpoint may be for teachers to act as good employees rather than as expert professionals. And as bureaucratic employees they are expected to adhere to the expectations of the administration. Abrahamson (1967:82) reports that professionally oriented individuals are a major source of frustration to most administrators. The administrative orientation commonly stresses control and professionally oriented individuals appear to strongly resist control. Negley (Southart 1966:26), in a study of the effects of principals' authoritarianism as perceived by the teacher, and confidence in the principal, concluded that authoritarian principals were not as effective as administrators as were more permissive principals. Negley found that teachers' confidence in the principal was positively related to the extent to which teachers understood and accepted the role defined by and for the principal. Confidence in the principal was significantly and negatively related to the principal's conformity with bureaucratic practices. The above studies identify factors which will affect administrator's attitudes toward professionally oriented workers, and attitudes of teachers toward their administrators. Culbertson et al (1960:425) have identified attitudes that administrators have toward employees, and attitudes of employees toward their immediate superiors, as factors which

affect job satisfaction.

This section has presented a brief survey of research in the areas of professional orientation, perception of administrative behavior, and job satisfaction among teachers. The review of the literature suggests that the consequences of professionalization for job satisfaction among teachers are not clearly understood. Further, the extent to which the influence of professionalism on job satisfaction is mediated by perception of administrative behavior in an educational setting is also unclear. To aid in the understanding of these relationships the following theoretical framework was developed.

Theoretical Framework

The individual's attitude can perhaps be better understood if one employs reference-group theory. One's orientation is dependent, to some extent, upon the groups with which one identifies. Therefore, consideration will first be given to the concept of reference group as it relates to the idea of an orientation towards professionalism. Since individuals'

frames of reference influence their expectations and subsequently influence their levels of job satisfaction, reference group theory will provide a meaningful framework for an analysis of the relationship between one's orientation and job satisfaction. Finally, consideration will be given to the influence of reference groups on job satisfaction when mediated by perceptions of administrative behavior in the work setting.

The concept of reference-group represents one of the central analytic tools in social psychology. The theory of reference groups rests on the premise, initiated by Mead, and developed by Hyman (who first coined the term "reference group" in The Psychology of Status), that people take the standards of others as a basis for self-appraisal or evaluation. Reference-group theory has since gone beyond Mead in considering not only those groups to which a person belongs but also groups to which one aspires or takes as a point of reference while not aspiring to become a member.¹ However, this idea owes a good deal to Mead's insistence that persons always be considered in light of their relations to groups of others (Coser 1971:340).

1. Newcomb's definition of a membership group is "...one in which a person is recognized by others as belonging." (Kelley 1968:77).

One's attitudes are related to the attitudes commonly expressed by one's membership groups. On the other hand, studies of the influence of outgroups upon levels of aspiration, among others, have indicated that attitudes are often related to nonmembership groups (Kelley 1968:77). Hence, the term "reference group" has come to denote any group to which a person relates his attitudes. Others who have studied the influence of groups upon individuals have, with Mead, stressed the importance of how the person interprets the group (Schellenberg 1978:57). This leads to the recognition that groups not physically present, or categories of persons with whom one's situation is compared, may have an impact upon one's behavior. Thus, reference groups are not necessarily organized entities. They may be vague collectivities, social categories, or anything from a single person to an abstract idea (Runciman 1968:70). To identify the groups with reference to which a person behaves, and to study how such groups affect one's attitudes and behavior, is a main concern of reference group theory.

An examination of current usage reveals three referents for the concept of reference group: a) groups whose perspectives constitute the frame of reference of the individual, b) groups which serve as comparison points, and c) groups to which people

aspire. Since people with different outlooks define identical situations differently (responding selectively to the environment), the manner in which one consistently defines a succession of situations depends upon one's organized perspective. Thus, Kelley (1968), Sherif (1968), and Shibutani (1955) hold that the restriction of the concept of reference group to a single referent, namely, groups whose perspectives constitute one's frame of reference, will increase its usefulness as an analytic tool. According to Shibutani then, a reference group is "that group whose outlook is used by the actor as the frame of reference in the organization of his perceptual field" (Shibutani 1955:565).

The above discussion of reference-group theory suggests its usefulness as a tool in exploring professional orientations. One's attitudes are related to the attitudes commonly expressed by one's reference groups. In other words, individuals derive their frames of reference from the perspectives of their reference groups.

Most studies of the professions subscribe to the notion that there are degrees of professionalization rather than a simple dichotomy between professions and nonprofessions. Many of these studies focus on the problem of ascertaining the factors

which determine the position of an occupation on the professional continuum (Ritzer 1972:53; Ritzer 1971:60). The question of what differentiates professional individuals from non-professional individuals has received less attention. This lack of attention given to the individual level in the study of the professions was first pointed out by Cogan (Ritzer 1971:60), when he asked whether professionalism was inevitably a group phenomenon or something which could be achieved individually. The idea of professionalism at the individual level appears to be of importance since every occupation consists of some individuals who are more professional than others (Ritzer 1972:53). The differentiation between the occupational and individual level of professionalism has been noted by Hall (Ritzer 1972:61), who points out that the professional model consists of two distinct dimensions -- structural and attitudinal. He notes that some "established" professions have weakly developed professional attitudes, while some of the less well established professions have strong attitudes in this regard. And just as occupations vary in their degree of professionalization, individuals in any occupation vary in their degree of professionalism.

As stated earlier, orientations most often adopted by professionals within organizations are toward the profession or

the employing organization (Elliott 1972:111). These orientations have been examined by several authors using a variety of terms. Gouldner (1958), in his examination of professional commitment and organizational loyalty, distinguished two types of orientations. These are the cosmopolitan (or professional orientation), characterized by low loyalty to the organization, high commitment to specialized, professional skills, and an orientation toward outside reference groups representing a professional specialty; and the local (or organizational) orientation, characterized by high loyalty to the organization, low commitment to specialized skills, and an orientation toward a reference group located within the organization.

There appears to be agreement in the literature that an individual with a professional orientation has a high degree of commitment to the profession and a low degree of commitment to the employing organization (Elliott 1972:111; Mailick and Ness 1962:175; Pavalko 1971:190; Ritzer 1971:66; Scott 1966:274). Both Gouldner's study of college faculty members and Blau and Scott's study of social workers found the individuals who were oriented to the professional reference groups were more likely

than those with opposite characteristics to express low loyalty to their employing organization (Scott 1966:275). Individuals with a non-professional orientation identify more with organizational interests than with occupational aims (Becker and Carper 1966:105; Mailick and Ross 1962:199; Scott 1966:274). This suggests that individuals with professional orientations take their discipline or their organized profession as a primary frame of reference.

Reference Groups and Job Satisfaction

As stated earlier, job satisfaction refers to "an individual's affective reactions or feelings toward his job" (Hackman and Suttle 1977:9); in other words, to positive or negative feelings toward one's work. Most theorists of job satisfaction stress that people's feelings of satisfaction are determined by a comparison between what they receive and what they would like to receive (Hackman and Suttle 1977:164; Patchen 1966:326). Hence job satisfaction is determined largely by how well actual experiences on the job compare

with desired experiences, and is therefore influenced not only by events at work but also by one's expectations.

It appears that a crucial factor in an analysis of job satisfaction is the nature of the relationship between expectations and perceptions. Since individuals presumably respond in terms of pre-existing expectations, they have different risks of dissatisfaction in the same work situation (Larson 1977: 192). Bidwell (1957:165) found that congruence of expectations and perceptions of actual circumstances within the work setting is accompanied by teacher job satisfaction, while divergence of expectations and perceptions leads to job dissatisfaction among teachers. Hyman (1968), and Form and Geschwender (1968), note that evaluations of job satisfaction are relative to the specific groups to which individuals commit their identities. Since the use of different reference groups results in perceptual selectivity, there will be perceptual variations among workers and hence different evaluations of similar events within the work setting.

The influence of reference groups on job satisfaction when mediated by administrative behavior in an educational setting is unclear. Investigations carried out at the

University of Michigan's Survey Research Centre have found a consistent relationship between workers' perceptions of administrative behavior and their job satisfaction (Foa 1976:109). Generally, these investigations indicate that authoritarian administrative behavior is associated with lower satisfaction of the worker. Foa (1976), who administered a questionnaire to personnel of a shipping company (N=351), reports findings which support the conclusions reached at the University of Michigan. However, when the worker's expectation with regard to administrative behavior was also considered, Foa reports that a particular style of administrative behavior leads to different levels of workers' satisfaction, according to whether or not such behavior conforms with the expectation of the worker.

Bidwell (1957), as noted above, investigated the relationship between teachers' expectations and perceptions of administrative behavior of the principal and superintendent and their levels of job satisfaction. A questionnaire was administered to all full-time teachers in the division (N=102) ranging from K to Grade 12. Bidwell reports that teachers' expectations of administrative behavior influence their perceptions of such behavior, and it is on the basis of these perceptions that teachers evaluate their

administrators.* His findings suggest that it is the relationship between expectations and perceptions that is crucial rather than any specific style of administrative behavior. When the administrator was perceived as behaving in accordance with teachers' expectations, the operation of the administrative structure was positively evaluated; when expectations and perceptions were divergent, the operation of the administrative structure was negatively evaluated. These findings have implications for teacher job satisfaction. Bidwell (1957:173) reports that congruence of expectations and perceptions of administrative behavior is accompanied by teacher job satisfaction, while divergence of expectations and perceptions is accompanied by teacher job dissatisfaction.

Since reference groups determine expectations to some extent, the groups to which teachers commit their identities will influence their expectations, and in light of the above, subsequently influence their perceptions of administrative behavior.

To summarize, individuals with a professional orientation take their discipline or their organized profession as a primary frame of reference. And the individual's frame of reference has been recognized as an important factor in the study of job

* Bidwell notes the existence of perceptual variation within a school system resulting from "participation in the value patterns of groups" (1957:164).

satisfaction. Teachers' expectations, determined to some extent by reference groups, influence their perception of administrative behavior and expectations and perceptions of administrative behavior contribute to job satisfaction.

If the above reasoning is correct then the problem stated in Chapter I requires re-statement in the following terms:

Administrative behavior in an educational setting influences the relationship between professional orientation and job satisfaction among teachers.

Specific hypotheses, adduced from this general hypothesis, are set forth below. These hypotheses will provide an indirect test of the general hypothesis.

- 1) Teachers' professional orientations are related to satisfaction with aspects of the work situation.
- 2) The relationship between professional orientation of teachers and satisfaction with aspects of the work situation is significantly influenced by the teachers' perceptions of administrative behavior.

Rationale: If the theoretical framework presented in this chapter is correct, we would expect teachers' frames of reference to have an affect on their satisfaction with aspects of the work situation.

Individuals' orientations are dependent, to some extent, upon the groups with which they identify. An orientation towards professionalism therefore involves an identification with a professional reference group. The individual's orientation has been recognized as an important factor in the study of job satisfaction. Individuals' frames of reference influence their expectations and previous research indicates that expectations influence levels of job satisfaction. Individuals' expectations also influence their perceptions of administrative behavior and the nature of the relationship between expectations and perceptions has been identified as a crucial factor in analyses of job satisfaction. We would therefore expect the relationship between professional orientation and job satisfaction to be influenced by perceptions of administrative behavior.

Summary

This chapter presented a brief survey of previous research related to professional orientation and job satisfaction. Subsequently, a theoretical framework was developed and the general hypothesis re-stated. Finally, specific hypotheses were presented which will provide an indirect test of the general hypothesis. The methodology used to test these hypotheses will be discussed in the next chapter.

CHAPTER III

METHODOLOGY

Beginning with a discussion of the data used in this study, this chapter will present the hypotheses in their operational form. The methods of data analysis used to test these hypotheses will then be described.

Data

To test the hypotheses, a secondary analysis of data generated through the use of a questionnaire devised and administered by Dr. B.J. Hodgkins in a 1974 survey of the St. Boniface School Division, was undertaken. The purpose of the survey was to provide data relating to teachers' attitudes and values. The questionnaire contained items designed to provide a measure of teachers' professional orientations, job satisfaction, and administrative behavior.* The questionnaire was administered to teachers in all 16 schools (ranging from Kindergarten to Grade 12) in the St. Boniface School Division (N=416).** Since the purpose of the

* The questions used in this study are presented in Appendix B.

** 351 usable questionnaires were returned. The principals' responses were removed from the analysis leaving 338 questionnaires for use in the present study.

present study is exploratory in nature and not intended for purposes of generalization, the non-random nature of the sample is not seen as problematic. In the 16 schools' response rates varied from 60% to 100% with the exception of a 17% response rate from one high school. The low response rate from this school reduced the sample from the higher grades and constitutes a limitation of the data. That the data were generated in 1974 is not seen as a major limitation since the present study is not concerned with prevailing attitudes and values but rather with the relationship between professional orientations and attitudes and values.

Operationalization of Hypotheses

Factor analytic techniques were used to develop indices of professional orientation, job satisfaction, and administrative behavior.* Factor analysis is based on the idea that observed correlations are mainly the results of some underlying regularity in the data (Nie, et al 1975:471), i.e., the correlated variables share some common determinants. Thus, factor analysis is a procedure for locating and defining a smaller number of dimensions contained in a larger set of variables which are

* Results of the factor analysis using varimax rotations are presented in Appendix A.

part of a common underlying phenomenon. The resulting index (which is a measure combining the values of several variables into a composite measure) is used to gauge underlying operating characteristics which can be only partially measured by any single variable contained in the index (Nie, et al 1975:529).

In the present study, factor analysis is used for the exploration and detection of patterning of variables with the intent of discovering underlying phenomena and for the construction of indices to be used as new variables in subsequent analysis. Factor analysis is not used here for confirmatory purposes, i.e., the testing of hypotheses in terms of the expected number of significant factors and factor loadings.

Since a variety of factors may be included in measures of professional orientation, job satisfaction, and administrative behavior, the indices presented below are not intended to be exhaustive; no attempt is made to consider all possible dimensions.

As suggested by Gray (1975:III-24), mixed findings regarding the relationship between a professional orientation and job satisfaction might result from a failure to specify the nature of a professional orientation. Therefore, in all cases, the two dimensions of a professional orientation (a service orientation and professional standards) as well as the combined dimensions will be examined separately in an attempt to clarify the relationship

between professional orientation and job satisfaction among teachers. Similarly, as well as an overall measure of satisfaction, the two dimensions of satisfaction (satisfaction with administration and satisfaction with faculty) will be examined separately in an attempt to further clarify relationships.

Factor analysis was performed on all subsections of the two questions relating to professional orientation (questions 10 and 11, totaling 23 items). When considering the questions within each factor with loadings over .500 the following indices were revealed.

TABLE I

Professional Orientation Items and Factor Loadings

Index	Index Items	Factor Loadings
I. Service Orientation	A. It should be permissible for a teacher to violate a rule if the best interest of the student will be served in doing so.	.526
	B. A teacher should not do what told unless satisfied that it is best for the student.	.687
	C. A good teacher should not do anything to jeopardize the interests of students regardless of who tells him to or what the rules state.	.741

(Professional Orientation Indices Cont's)

II. Professional Standards	A. Teachers should try to live up to what they think are the standards of their profession even if the administration or the community does not seem to respect them.	.538
	B. A teacher should try to put his standards and ideals of good teaching into practice even if the rules or procedures of the school prohibit it.	.896
	C. Teachers should consistently practice their ideas of the best educational practices even though the administration prefers other views.	.619

These items clustered together as distinct factors. As listed above, the common underlying theme identified among each set of items was that of a service orientation and a commitment to professional standards. The indices will be so named for purposes of discussion.

Index scores of teachers' professional orientations on each of these factors were compiled with each score representing the sum of the responses on the items composing that index. Rather than factor weighting, raw numbers were used in computing these index scores.* For example, responses of "strongly agree" were scored 1, while responses of "strongly disagree" were scored 5. The combined

* Normally, factor weighting is not required when variables are precoded (Nie, et al 1975:129).

measure of professional orientation has a possible index score ranging from 6 to 30. The possible range on each of the separate measures of professional orientation is 3 to 15.* A low index score represents a high professional orientation while a high score represents what will herein be considered a low or "organizational" orientation. Since a professional orientation involves the adoption of attitudes assumed to be held by a profession, these scores appear to represent valid measures of a professional orientation.

To measure job satisfaction, factor analysis was performed on all parts of a question relating to satisfaction with various aspects of the teaching role (question #18 - a total of 13 items), and a question relating to problems within the school (question #12 - a total of 13 items). Factor analysis revealed the following indices.

TABLE II

Satisfaction Items and Factor Loadings

Index	Index Items	Factor Loading
I. Satisfaction with the Administration	A. Satisfaction with cooperation and help received from superiors.	.805
	B. Satisfaction with the level of competence of superiors.	.805
II. Satisfaction with the Faculty	A. We have too many teachers lacking the necessary skill to teach.	.779
	B. We have too many teachers lacking the necessary motivation to teach.	.769

* The frequency distributions are presented in Appendix A.

An index score of teachers' satisfaction with the administration was compiled with the score representing the sum of the responses on the items composing the index. Again, rather than factor weighting, raw numbers were used in computing this score. For example, responses of "very satisfied" were scored 5 and "very dissatisfied" were scored 1. Thus a high score indicates a high level of satisfaction with the administration. There is a possible range of 2 to 10 on the satisfaction with administration index.

An index score of teachers' satisfaction with the faculty was also compiled using raw numbers. Responses of "not a problem" were scored 4 and "serious problem" were scored 2. A high score would thus indicate a high level of satisfaction with colleagues. There is a possible range of 4 to 8 on the satisfaction with faculty index. The combined measure of satisfaction has a possible index score ranging from 6 to 18.

These two dimensions appear to be valid measures of job satisfaction in light of Bidwell's (1957) findings that teachers' perceptions of faculty members affect their levels of job satisfaction. Research findings of Bidwell (1957) and Chase (Shew 1966) also indicate that teachers' perceptions of administrative behavior are closely related to teacher job satisfaction. Keeping in mind that data constraints inherent in a secondary analysis, the limited nature

of the above measures of satisfaction must be acknowledged. While various measures of job satisfaction are possible, given the data the dimensions chosen here appear to most accurately tap teachers' satisfaction with the administration and the faculty.

Administrative behavior was operationally defined partly in terms of questionnaire item #17 which measures teachers' perceptions of the principal as permissive. Factor analysis was performed on all parts of this question (10 items) which relate to actual circumstances within the school. Perceptions of administrative behavior were further tapped through use of the teachers' perceptions of the principal's and the superintendent's degrees of influence (question #21). Factor analysis was performed on all 26 items contained in question #21 which relate to the principal and the superintendent. The factor analysis of questions 17 and 21 revealed the following indices.

TABLE III

Teachers' Perception of Administrative Behavior
Items and Factor Loadings

Index	Index Items	Factor Loadings
I. Perceived Permissiveness of Principal	A. Teachers may try out new ideas in the classroom.	.629
	B. Teachers may decide on the format for lessons.	.639
	C. Teachers may determine how best to achieve course objectives.	.687

(Perceived Administrative Behavior Indices Cont's)

II. Perceived Influence of Principal	A. Setting of schedules and goals for system-wide change.	.813
	B. Identifying types of system- wide changes to be implemented.	.847
	C. Working out details for implementing system-wide change.	.868
III. Perceived Influence of Superintendent	A. Setting of schedules and goals for system-wide change.	.817
	B. Identifying types of system- wide changes to be implemented.	.851
	C. Working out details for implementing system-wide change.	.843

Again, index scores were compiled using raw numbers. For question #17 responses of "yes" were scored 4 and "no" were scored 1. A high score thus represents a permissive principal as perceived by the teacher. This index has a possible score ranging from 3 to 12. For question #21 responses of "decisive influence" were scored 4 and "no influence" were scored 1. A high score thus represents a high degree of influence on the part of the principal and the superintendent as perceived by the teacher. Both of these indices have a possible index score ranging from 3 to 12. The factor analysis of items contained in question #21 which relate to the principal and the superintendent revealed the same index for both.

The rationale for the choice of the principal's permissiveness

index as a measure of administrative behavior is found in the idea (discussed in Chapter II) that professionally oriented teachers should be expected to prefer a flexible principal and their perceptions of the principal as such are associated with their levels of job satisfaction. The degrees of influence of the principal and the superintendent appear to be valid measures of perceived administrative behavior. While decisions relating to the educational system as a whole are made by the Department of Education and the school boards (Gray 1975:III-28), these decisions are put into practice by principals and superintendents. The influence of such administrators upon the process, as perceived by the teachers, is an important aspect of administrative behavior.

The specific hypotheses can now be re-stated in a form amenable to testing. In operational form the first specific hypothesis becomes:

1. a) There is a significant relationship between scores on professional orientation indices and scores on the satisfaction with administration index.
2. b) There is a significant relationship between scores on professional orientation indices and scores on the satisfaction with faculty index.

Re-stated, the second specific hypothesis becomes:

2. a) Scores on the index of perceived principal's permissiveness will have a significant effect on the relationship between scores on the professional orientation indices and scores on the teacher satisfaction indices.
- b) Scores on the index of perceived principal's influence will have a significant effect on the relationship between scores on the professional orientation indices and scores on the teacher satisfaction indices.
- c) Scores on the index of perceived superintendent's influence will have a significant effect on the relationship between scores on the professional orientation indices and scores on the teacher satisfaction indices.

Statistical Analysis

To consider possible effects of a professional orientation on satisfaction (hypotheses 1a and 1b), Pearson's product-moment correlation coefficients were computed in every instance. The correlation coefficient is a measure of the degree of linear covariation between two variables and has the advantage of being easily interpreted (Blalock 1972:377). To ensure that the relationships revealed were not the result of extraneous factors, the effects of the teachers' education, sex, experience, and grade level taught were removed. This procedure is known as partial

correlation and is an effective technique when measures are of an interval nature (Kohout 1974:179).

To consider more closely relationships between professional orientation and satisfaction a two-way analysis of mean variance was undertaken with perceived administrative behavior controlled (hypotheses 2a,b,c). Analysis of variance can be used to test for differences among means, which are used in interpreting the "pattern" of the independent variable (professional orientation) effect (Nie et al, 1975:401). Analysis of variance, in effect, allows us to examine the pattern of influence of both professional orientation and perceived administrative behavior upon the dependent variable (satisfaction) and permits us to examine both the nature of those direct effects and possible interaction effects upon satisfaction. Such an analysis will permit us to determine the amount of variance in satisfaction scores that can be explained in terms of either professional orientation or perceived administrative behavior. (Blalock 1972:336).

Having determine whether or not a relationship exists, a measure of the strength of relationship is required. Although some indication of the degree of the relationship can be obtained by comparing the means of the various categories (for example, if the means are very different, the relationship is likely to

be strong), more precise tests of strength of association can be employed (Blalock 1972:354). For this reason, product-moment correlation coefficients were computed in every instance to determine the strength of relationships while adjusting for the effects of the administrative component.

Summary

In this chapter, the data were described. Indices of professional orientation, satisfaction, and the administrative component were presented and subsequently, the specific hypotheses were re-stated in operational form. The methods of data analysis were then described. In the following chapter, the results of that analysis will be reported.

CHAPTER IV

RESULTS

This chapter will report the results of the data analysis described in Chapter III and will evaluate these results on the basis of the hypotheses presented in that chapter. This section will begin with a consideration of relationships between professional orientation and satisfaction. As stated in Chapter III, both dimensions of a professional orientation (service orientation and professional standards), as well as both dimensions of satisfaction (satisfaction with the administration and the faculty) will be examined separately in an attempt to clarify relationships. Following the investigation of the effects of a professional orientation upon satisfaction, the administrative component will be introduced in an attempt to consider its possible influence on the relationship between professional orientation and satisfaction with aspects of the work situation.

Using the median, the professional orientation scale was divided into the categories of high professional orientation and low professional orientation. (These were coded 1 and 2 respectively.) The median uses the relative positions of scores while the mean uses all the data. Because of the fact that it uses all the data, whereas

the median does not depend upon extreme values, the mean may be misleading under some circumstances (Blalock 1960:69). The median is less misleading when attempting to obtain a description of what is typical of the scores.

For purposes of analysis a .05 level of significance is used. In the discussion to follow any reference to significance will refer to this level. On the basis of the results presented in this chapter the general hypothesis will be either accepted or rejected.

- Hypothesis 1. a) There is a significant relationship between scores on the professional orientation indices and scores on the satisfaction with administration index.
- b) There is a significant relationship between scores on the professional orientation indices and scores on the satisfaction with faculty index.

As seen in Table IV, the zero-order correlations indicate that the combined professional orientation scale is not significantly related to either the combined satisfaction scale or the satisfaction with administration index. Examination of the sub-indices indicates that scores on the professional standards and service orientation indices do not operate consistently on teachers' satisfaction, as measured by the combined satisfaction scale. Scores on the professional

TABLE IV

Zero-order correlations between professional orientation and satisfaction

	<u>Combined Satisfaction</u>	<u>Satisfaction with the Administration</u>	<u>Satisfaction with the Faculty</u>
Professional Orientation	.013	.078	-.034
Professional Standards	.124*	.175*	.034
Service Orientation	-.084	-.046	-.069

N=338

* Significant at the .05 level or better

TABLE V

Fourth order partials between professional orientation and satisfaction with the effects of education, sex, experience, and grade level taught removed *

	<u>Combined Satisfaction</u>	<u>Satisfaction with the Administration</u>	<u>Satisfaction with the Faculty</u>
Professional Orientation	.001	.079	-.035
Professional Standards	.133*	.187*	.038
Service Orientation	-.093	-.055	-.074

N=338

* Significant at the .05 level or better

* First order partials are presented in Appendix A.

standards index are negatively associated with scores on the combined satisfaction scale. Table IV suggests that the relationship between these variables is positive. However, as noted in the previous chapter, a high score on the professional standards index indicates a low commitment to professional standards and a high score on the satisfaction indices indicates a high level of satisfaction. Therefore, scores on the professional standards index are negatively associated with scores on the combined satisfaction scale. The zero-order correlations in Table IV suggest a negative relationship between scores on the service orientation index and scores on the combined satisfaction scale. However, as previously noted, a high score on the service orientation index indicates a low service orientation and a high score on the satisfaction indices indicates a high level of satisfaction. Therefore, there is a positive relationship between scores on the service orientation index and the combined satisfaction scale. Since the data suggest that scores on the professional standards and service orientation indices do not operate consistently on teachers' satisfaction a separate examination of these sub-indices appears to be justified.

As indicated by the zero-order correlations presented in Table IV, the relationships between scores on the professional

standards and service orientation indices and the satisfaction with administration index are consistent with the pattern described above. The relationship between scores on the professional standards index and scores on the satisfaction with administration index is statistically significant. This relationship remains significant with the effects of the teachers' education, sex, experience, and grade level taught removed (Table V). The higher the score on the professional standards index the higher the score on the satisfaction with administration index. Thus, a low commitment to professional standards is associated with a high level of satisfaction with the administration. However, this relationship is not strong since only 2.25% of the variance is explained.

The zero-order correlations presented in Table IV indicate that the relationship between scores on the service orientation index and scores on the satisfaction with administration index is not statistically significant. This relationship remains non-significant with the introduction of the previously noted controls (Table V). Thus, based on the results, Hypothesis 1.a can be only partially accepted.

As seen in Table IV, the combined professional orientation scale is not significantly related to the satisfaction with faculty index. Examination of the sub-indices indicates that scores on the professional standards and service orientation indices do not operate

consistently on teachers' satisfaction with the faculty. Inspection of the zero-order correlations and the partial correlations presented in Tables IV and V indicates that the relationships between scores on the professional orientation indices and scores on the satisfaction with faculty index are not statistically significant. Since the results offer no evidence in favor of accepting Hypothesis 1.b it will be rejected.

Hypothesis 2. a) Scores on the index of perceived permissiveness of the principal will have a significant effect on the relationship between scores on the professional orientation indices and scores on the teacher satisfaction indices.

The index of perceived permissiveness of the principal was introduced in the analysis in order to determine its effects, if any, on the relationship between scores on the professional orientation indices and scores on the satisfaction indices. To test this hypothesis two methods of statistical analysis were employed. These were analysis of variance and partial correlation. Analysis of variance allows for an examination of the effects of the perceived permissiveness of the principal on the relationship between professional orientation and satisfaction. Partial correlation indicates the strength of associations, in so far as they are linear.

Using the median, the professional orientation and perceived

administrative behavior indices were divided into categories of high and low (coded as 1 and 2 respectively).

Mean scores on the combined satisfaction scale, by professional orientation and perceived permissiveness of the principal are presented in Table VI. As seen in Table VI A., analysis of variance indicates significant differences between means on the combined satisfaction scale, by the combined professional orientation scale with perceived permissiveness of the principal controlled ($F = 5.452$). Inspection of the data in Table VI A. indicates that both high and low scores on the professional orientation scale are associated with higher satisfaction scores when the principal is perceived as highly permissive. Inspection of the direct effects reveals the perceived permissiveness of the principal to be the factor accounting for the significant differences between means since it is statistically significant while the direct effect of professional orientation is not significant. Finally, no interaction effect is found between professional orientation and the perceived permissiveness of the principal.

Inspection of the data in Table VI B. indicates significant differences between means on the combined satisfaction scale, by high and low professional standards, with the perceived permissiveness of the principal controlled ($F = 8.208$). It appears that the greatest overall satisfaction is found among teachers with a high commitment

TABLE VI

Analysis of Mean Variance: Mean Scores on the combined satisfaction scale, by Professional Orientation and Perceived Principal's Permissiveness.

A. Combined Professional Orientation Scale

	Perceived Permissiveness of Principal	
	High	Low
Low Professional Orientation (N=180)	15.2540	14.3425
High Professional Orientation (N=158)	15.6615	14.4375

Mean of Total = 14.90 Total F = 5.452*

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Professional Orientation	21.55	1	21.55	1.810 (N.S)
Perceived Permissiveness of Principal	100.74	1	100.74	8.464*

• Professional Standards

	Perceived Permissiveness of Principal	
	High	Low
Low Professional Standards (N=169)	14.9265	13.7778
High Professional Standards (N=169)	16.0667	14.9054

Mean of Total = 14.90 Total F = 8.208*

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Professional Standards	84.14	1	84.14	7.180*
Perceived Permissiveness of Principal	119.45	1	119.45	10.193*

(Analysis of Mean Variance Cont'd)

C. Service Orientation

Perceived Permissiveness of Principal
High Low

Low Service Orientation (N=175)	15.9672	14.8571
High Service Orientation (N=163)	15.0000	13.8955

Mean of Total = 14.90

Total F = 4.990*

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Service Orientation	10.82	1	10.82	.907 (N.S)
Perceived Permissiveness of Principal	111.82	1	111.82	9.372*

* Significant at the .05 level or better

Throughout this analysis the interaction effect was found to be non-significant. Therefore, it is not presented in the above table.

to professional standards when the principal is perceived as highly permissive. The data suggest that the least satisfaction is found among teachers with a low commitment to professional standards and a perception of the principal as less permissive. From inspection of the direct effects of professional standards and perceived permissiveness of the principal on the combined satisfaction scale, it is apparent that since both are statistically significant, these variables independently affect teachers' satisfaction. Finally, no interaction effect is found between professional

standards and the perceived permissiveness of the principal.

Inspection of the data in Table VI C. indicates significant differences between means on the combined satisfaction scale, by high and low service orientation with the perceived permissiveness of the principal controlled ($F = 4.990$). It appears that the most satisfied teachers are those with a low service orientation and a perception of the principal as highly permissive. The data suggest that the least satisfied teachers are those with a high service orientation and a perception of the principal as less permissive. Inspection of the direct effects of service orientation and perceived permissiveness of the principal indicates that the perceived permissiveness of the principal is the factor which accounts for the significant differences among means on the combined satisfaction scale. Finally, no interaction effect is found between a service orientation and the perceived permissiveness of the principal.

In all three sections of Table VI the data suggest that the index of perceived permissiveness of the principal independently affects scores on the combined satisfaction scale. Therefore, the perceived permissiveness of the principal appears to be more important to teachers' satisfaction than does a professional orientation.

The partial correlations presented in Table VII indicate that the relationship between scores on the combined professional orientation scale and the combined satisfaction scale is not statistically

TABLE VII

Fifth order partials between professional orientation and the combined satisfaction scale with the effects of education, sex, experience, grade level taught, and perceived permissiveness of the principal removed.

	<u>Combined Satisfaction</u>
Professional Orientation	-.012
Professional Standards	.120*
Service Orientation	-.112*

N=338

* Significant at the .05 level or better

significant with the effects of the perceived permissiveness of the principal removed. The data also indicate that the previously significant relationship between scores on the professional standards index and scores on the combined satisfaction scale remains significant with the introduction of the perceived permissiveness of the principal. The partial correlations presented in Table VII also suggest that the relationship between scores on the service orientation index and the combined satisfaction scale becomes statistically significant with the effects of the perceived permissiveness of the principal removed. (This relationship is not strong since only 2.9% of the variance is explained.) The analysis of mean variance discussed above suggested that the perceived permissiveness of the principal did not affect the relationship between scores on the service orientation index and scores on the combined satisfaction scale, but rather that perceived permissiveness

of the principal directly affected teachers' satisfaction.

Therefore, the partial correlations presented in Table VII may be misleading. It appears that the effect of the perceived permissiveness of the principal on the relationship between service orientation and satisfaction is considerably more complex than the results indicate.

Consideration will next be given to the effects of the perceived permissiveness of the principal on the relationship between scores on the professional orientation indices and the satisfaction with administration index. The analysis of mean variance results are presented in Table VIII. As seen in Table VIII A., analysis of variance indicates significant differences between means on the satisfaction with administration index by the combined professional orientation scale with perceived permissiveness of the principal controlled ($F=7.738$). Inspection of the data in Table VIII A. indicates that both high and low scores on the combined professional orientation scale are associated with higher satisfaction with the administration when the principal is perceived as highly permissive. Inspection of the direct effects reveals the perceived permissiveness of the principal to be the factor accounting for the significant differences between means since it is statistically significant while the direct effect of a professional orientation is not significant. Finally, no interaction effect is found between professional orientation and the perceived permissiveness of the principal.

Inspection of the data in Table VIII B. indicates significant

TABLE VIII

Analysis of Mean Variance: Mean scores on the satisfaction with administration index, by professional orientation and perceived permissiveness of the principal.

A. Combined Professional Orientation Scale	Perceived Permissiveness of Principal	
	High	Low
Low Professional Orientation (N=180)	8.2308	7.4412
High Professional Orientation (N=158)	8.5000	7.3846

Mean of Total = 7.86

F = 7.738*

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Professional Orientation	0.79	1	0.79	0.159 (N.S)
Perceived Permissiveness of Principal	74.48	1	74.48	15.008*

B. Professional Standards	Perceived Permissiveness of Principal	
	High	Low
Low Professional Standards (N=169)	8.1786	6.8706
High Professional Standards (N=169)	8.5811	7.9053

Mean of Total = 7.86

F = 12.689*

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Professional Standards	46.02	1	46.02	9.571*
Perceived Permissiveness of Principal	82.90	1	82.90	17.241*

(Analysis of Mean Variance Cont'd)

C. Service Orientation	Perceived Permissiveness of Principal	
	High	Low
Low Service Orientation (N=175)	8.5195	7.6735
High Service Orientation (N=163)	8.2222	7.1098

Mean of Total = 7.86

F = 9.372*

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Service Orientation	16.19	1	16.19	3.291 (N.S)
Perceived Permissiveness of Principal	79.81	1	79.81	16.226*

* Significant at the .05 level or better

Throughout this analysis the interaction effect was found to be non-significant. Therefore, it is not presented in the above table.

differences between means on the satisfaction with administration index, by high and low professional standards, with the perceived permissiveness of the principal controlled ($F=12.689$). The data suggest that the greatest satisfaction with the administration is found among teachers with a high commitment to professional standards when the principal is perceived as highly permissive. The least satisfaction with administration is found among teachers with a low commitment to professional standards and a perception of the principal as less permissive. From inspection of the direct effects of professional standards and perceived permissiveness

of the principal on the satisfaction with administration index, it is apparent that since both are statistically significant, with a non-significant interaction effect, these variables independently affect teachers' satisfaction with the administration.

Inspection of the data in Table VIII C. indicates significant differences between means on the satisfaction with administration index, by high and low service orientation with the perceived permissiveness of the principal controlled ($F=9.372$). It appears that the greatest satisfaction with administration is found among teachers with a low service orientation and a perception of the principal as highly permissive. The data suggest that teachers least satisfied with the administration are those with a high service orientation and a perception of the principal as less permissive. Inspection of the direct effects of service orientation and perceived permissiveness of the principal indicates that the perceived permissiveness of the principal is the factor which accounts for the significant differences among means on the satisfaction with administration index. Finally, no interaction effect is found between service orientation and the perceived permissiveness of the principal.

In all three sections of Table VIII the data suggest that the index of perceived permissiveness of the principal independently affects scores on the satisfaction with administration index. Therefore, the perceived permissiveness of the principal appears to be more important

to teachers' satisfaction with administration than does a professional orientation.

The partial correlations presented in Table IX indicate that the relationship between scores on the combined professional orientation scale and the satisfaction with administration index is not statistically significant with the effects of perceived permissiveness of the principal removed. The data also indicate that the previously significant relationship between scores on the professional standards index and scores on the satisfaction with administration index remains significant with the introduction of the perceived permissiveness of the principal. The partial correlations presented in Table IX also suggest that with the perceived permissiveness of the principal controlled the relationship between scores on the service orientation index and the satisfaction with administration index is not

TABLE IX

Fifth order partials between professional orientation and satisfaction with the administration, with the effects of education, sex, experience, grade level taught, and perceived permissiveness of the principal removed.

	<u>Satisfaction with the Administration</u>
Professional Orientation	-.012
Professional Standards	.165*
Service Orientation	-.092

N=338

* Significant at the .05 level or better

statistically significant. These results appear to be consistent with the results of the analysis of mean variance. That is, the index of perceived permissiveness of the principal does not affect the relationship between scores on the professional orientation indices and scores on the satisfaction with administration index.

Turning to an examination of the effects of perceived permissiveness of the principal on the relationship between scores on the professional orientation indices and the satisfaction with faculty index, the analysis of mean variance is presented in Table X. Table X A. indicates no significant differences between means on the satisfaction with faculty index, by the combined professional orientation scale and perceived permissiveness of the principal ($F=.012$). It appears that scores on the combined professional orientation scale and the perceived permissiveness of the principal index do not affect scores on the satisfaction with faculty index. Accordingly, the direct effects and the interaction effect of these scores on the satisfaction with faculty index are not significant.

Inspection of the data in Table XB suggests no significant differences between means on the satisfaction with faculty index by professional standards and perceived permissiveness of the principal ($F=1.051$). The data suggest that scores on these indices do not affect scores on the satisfaction with faculty index. The direct effects and interaction effect of these variables are found to be non-significant.

TABLE X

Analysis of Mean Variance: Mean scores on the satisfaction with faculty index, by professional orientation and perceived permissiveness of the principal.

A.	Combined Professional Orientation Scale	Perceived Permissiveness of Principal		
		High	Low	
	Low Professional Orientation (N=180)	6.8438	6.6301	
	High Professional Orientation (N=158)	6.9091	6.8281	
<hr/>				
Mean of Total = 6.80		F = 0.012 (N.S)		
<u>Source of Variation</u>		<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>
				<u>F</u>
Professional Orientation		0.05	1	0.05
				.018 (N.S)
Perceived Permissiveness of Principal		0.01	1	0.01
				.004 (N.S)
<hr/>				
B.	Professional Standards	Perceived Permissiveness of Principal		
		High	Low	
	Low Professional Standards (N=169)	6.6324	6.5397	
	High Professional Standards (N=169)	7.1452	6.8784	
<hr/>				
Mean of Total = 6.80		F = 1.051 (N.S)		
<u>Source of Variation</u>		<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>
				<u>F</u>
Professional Standards		5.71	1	5.71
				2.096 (N.S)
Perceived Permissiveness of Principal		0.00	1	0.00
				0.000 (N.S)

(Analysis of Mean Variance Cont'd)

C. Service Orientation	Perceived Permissiveness of Principal			
	High	Low		
Low Service Orientation (N=175)	7.1935	6.8000		
High Service Orientation (N=163)	6.5882	6.6418		
<hr/>				
Mean of Total = 6.80	F = 3.256*			
<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Service Orientation	17.51	1	17.51	6.507*
Perceived Permissiveness of Principal	0.01	1	0.01	0.005 (N.S)

* Significant at the .05 level or better

Throughout this analysis the interaction effect was found to be non-significant. Therefore, it is not presented in the above table.

As seen in Table X C., analysis of variance indicates significant differences between means on the satisfaction with faculty index, by service orientation and perceived permissiveness of the principal ($F=3.256$). It appears that the greatest satisfaction with the faculty is found among teachers with a low service orientation and a perception of the principal as highly permissive. Inspection of the direct effects reveals the service orientation index to be the factor accounting for the difference

between means on the satisfaction with faculty index. Finally, no interaction effect is found between scores on the service orientation index and the perceived permissiveness of the principal index.

The partial correlations presented in Table XI indicate that relationships between professional orientation indices and the satisfaction with faculty index are not statistically significant. Thus, it appears that scores on the perceived permissiveness of the principal index do not affect the relationships between scores on the professional orientation indices and the satisfaction with faculty index.

TABLE XI

Fifth order partials between professional orientation and satisfaction with the faculty, with the effects of education, sex, experience, grade level taught, and perceived permissiveness of the principal removed.

	<u>Satisfaction with the Faculty</u>
Professional Orientation	-.034
Professional Standards	.039
Service Orientation	-.074

N=338

In summary, the data presented in the above tables suggest that scores on the index of perceived permissiveness of the principal do not affect the relationship between scores on the professional orientation indices and the satisfaction indices. In all cases where significant differences among means were found between scores on the combined professional orientation scale and scores on the combined satisfaction scale and the satisfaction with administration index, the perceived permissiveness of the principal index appeared to be the factor directly accounting for the differences. In all cases where significant differences among means were found between scores on the professional standards index and scores on the combined satisfaction scale and the satisfaction with administration index, professional standards and perceived permissiveness of the principal appeared to independently affect teachers' satisfaction. The significant differences between means on the satisfaction with faculty index, by scores on the service orientation index and perceived permissiveness of the principal index revealed a service orientation to be the factor directly accounting for the difference. Examination of the partial correlations indicated that relationships between scores on the professional orientation indices and satisfaction indices are not affected by scores on the perceived permissiveness of the principal index. However, a more complex relationship appears to exist between a service orientation and teachers' combined satisfaction. The partial correlations indicated that the relationship

between these variables became statistically significant with the effects of the perceived permissiveness of the principal removed. However, the analysis of variance suggested that the effects of the perceived permissiveness of the principal on the relationship between service orientation and combined satisfaction was non-significant.

Since the results offer no evidence in favor of accepting the hypothesis that scores on the perceived permissiveness of the principal index have a significant effect on the relationship between scores on the professional orientation indices and scores on the teacher satisfaction indices, hypothesis 2.a will be rejected.

Hypothesis 2. b) Scores on the index of perceived influence of the principal will have a significant effect on the relationship between scores on the professional orientation indices and scores on the teacher satisfaction indices.

Mean scores on the combined satisfaction scale, by professional orientation indices and perceived influence of the principal are presented in Table XII. As seen in Table XII A., analysis of variance indicates significant differences between means on the combined satisfaction scale, by the combined professional orientation scale with the perceived influence of the principal controlled ($F=4.255$). Inspection of the data in Table XII A., suggests that the greatest overall satisfaction is found among teachers with a low professional orientation and a perception of the principal as highly influential. The least satisfied teachers are

TABLE XII

Analysis of Mean Variance: Mean scores on the combined satisfaction scale by professional orientation and perceived influence of the principal.

A. Combined Professional Orientation Scale	Perceived Influence of Principal	
	High	Low
Low Professional Orientation (N=180)	16.0000	14.3366
High Professional Orientation (N=158)	14.8462	15.1444

Mean of Total = 14.90

F = 4.255*

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Professional Orientation	24.10	1	24.10	2.102 (N.S)
Perceived Influence of Principal	72.18	1	72.18	6.069*

B. Professional Standards	Perceived Influence of Principal	
	High	Low
Low Professional Standards (N=169)	14.9143	14.1771
High Professional Standards (N=169)	15.8205	15.2632

Mean of Total = 14.90

F = 6.459*

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Professional Standards	76.02	1	76.02	6.450*
Perceived Influence of Principal	79.31	1	79.31	6.729*

(Analysis of Mean Variance Cont'd)

C. Service Orientation	Perceived Influence of Principal	
	High	Low
Low Service Orientation (N=175)	16.4839	15.0300
High Service Orientation (N=163)	14.6047	14.3736

Mean of Total = 14.90

F = 3.756 *

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Service Orientation	13.423	1	13.423	1.125 (N.S)
Perceived Influence of Principal	82.405	1	82.405	6.906 *

* Significant at the .05 level or better

Throughout this analysis the interaction effect was found to be non-significant. Therefore, it is not presented in the above table.

apparently those with a low professional orientation and a perception of the principal as less influential. Inspection of the direct effects reveals the perceived influence of the principal to be the factor accounting for the significant difference between means since it is statistically significant while the direct effect of professional orientation is not significant. Finally, no interaction effect is found between professional orientation and the perceived influence of the principal.

Inspection of the data in Table XII B. suggests significant differences between means on the combined satisfaction scale, by high and

low professional standards, with the perceived influence of the principal controlled ($F=6.459$). It appears that the greatest overall satisfaction is found among teachers with a high commitment to professional standards who perceive a high degree of influence on the part of the principal. The least satisfied teachers appear to be those with a low commitment to professional standards and a perception of the principal as less influential. From inspection of the direct effects of professional standards and perceived influence of the principal on the combined satisfaction scale, it is apparent that since both are statistically significant these variables independently affect teachers' satisfaction. No interaction effect is found between professional standards and the perceived influence of the principal.

Inspection of the data in Table XII C. indicates significant differences between means on the combined satisfaction scale, by high and low service orientation with the perceived influence of the principal controlled ($F=3.756$). It appears that the greatest overall satisfaction is found among teachers with a low service orientation and a perception of the principal as highly influential. The least satisfied teachers appear to be those with a high service orientation and a perception of the principal as less influential. Inspection of the direct effects of service orientation and perceived influence of the principal reveals the perceived influence of the principal to be the factor accounting for the significant differences among means on the combined satisfaction

scale. Finally, no interaction effect is found between service orientation and perceived influence of the principal.

In all three sections of Table XII the data suggest that the index of perceived influence of the principal independently affects scores on the combined satisfaction scale. Thus, it appears that the index of perceived influence of the principal does not affect the relationship between professional orientation indices and the combined satisfaction scale.

The partial correlations presented in Table XIII indicate that the relationship between scores on the combined professional orientation scale and the combined satisfaction scale is not statistically significant with the effects of the perceived influence of the principal removed. The data also indicate that the previously significant relationship between scores on the professional standards index and scores on the combined satisfaction scale remains significant with the introduction of the perceived influence of the principal. The partial correlations in Table XIII also suggest that the relationship between scores on the service orientation index and the combined satisfaction scale becomes statistically significant with the effects of the perceived influence of the principal removed. (This relationship is not strong since only 2.2% of the variance is explained.) However, the analysis of variance discussed above suggested that the perceived influence of the principal directly affected teachers' satisfaction. Therefore, the partial

TABLE XIII

Fifth order partials between professional orientation and satisfaction, with the effects of education, sex, experience, grade level taught, and perceived influence of the principal removed.

	<u>Combined Satisfaction</u>
Professional Orientation	-.011
Professional Standards	.118*
Service Orientation	-.104*

N=338

* Significant at the .05 level or better

correlations presented in Table XIII may be misleading. It appears that the effect of the perceived influence of the principal on the relationship between service orientation and satisfaction is more complex than the results indicate.

Consideration will next be given to the effects of the perceived influence of the principal on the relationship between scores on the professional orientation indices and the satisfaction with administration index. The results of the analysis of mean variance are presented in Table XIV. As seen in Table XIV A., analysis of variance indicates significant differences between means on the satisfaction with administration index, by the combined professional orientation scale with the perceived influence of the principal controlled ($F=4.493$). Inspection

TABLE XIV

Analysis of Mean Variance: Mean scores on the satisfaction with administration index, by professional orientation and perceived influence of the principal.

A. Combined Professional Orientation Scale	Perceived Influence of the Principal	
	High	Low
Low Professional Orientation (N=180)	8.7442	7.4818
High Professional Orientation (N=158)	8.2045	7.8509

Mean of Total = 7.86

F = 4.493*

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Professional Orientation	1.50	1	1.50	0.299 (N.S)
Perceived Influence of Principal	42.82	1	42.82	8.524*

B. Professional Standards	Perceived Influence of the Principal	
	High	Low
Low Professional Standards (N=169)	8.0889	7.3145
High Professional Standards (N=169)	8.8810	7.9764

Mean of Total = 7.86

F = 8.542*

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Professional Standards	40.84	1	40.84	8.259*
Perceived Influence of Principal	45.35	1	45.35	9.171*

(Analysis of Variance Cont'd)

C.	Service Orientation	Perceived Influence of Principal			
		High	Low		
	Low Service Orientation (N=175)	8.9730	7.7971		
	High Service Orientation (N=163)	8.1000	7.4690		
<hr/>					
	Mean of Total = 7.86	F = 6.183*			
	<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
	Service Orientation	18.188	1	18.188	3.638*
	Perceived Influence of Principal	49.439	1	49.439	9.888*

* Significant at the .05 level or better

Throughout this analysis the interaction effect was found to be non-significant. Therefore, it was not included in the above table.

of the data in Table XIV A. suggests that teachers with a low professional orientation and a perception of the principal as highly influential express greater satisfaction with the administration. The least satisfaction with the administration appears to be found among teachers with a low professional orientation and a perception of the principal as less influential. Inspection of the direct effects reveals the perceived influence of the principal to be the factor accounting for the significant differences between means. Finally, no interaction effect is found between professional orientation and perceived influence of the principal.

Inspection of the data in Table XIV B. indicates significant differences between means on the satisfaction with administration index, by high and low professional standards with the perceived influence of the principal controlled ($F=8.542$). It appears that the greatest satisfaction with the administration is found among highly professionally oriented teachers who perceive a high degree of influence on the part of the principal. The least satisfaction with administration appears to be found among teachers with lower professional orientations and perceptions of the principal as less influential. From inspection of the direct effects of professional standards and perceived influence of the principal on the satisfaction with administration index, it is apparent that since both are statistically significant, with a non-significant interaction effect, these variables independently affect teachers' satisfaction with the administration.

Inspection of the data in Table XIV C. indicates significant differences between means on the satisfaction with administration index, by service orientation and perceived influence of the principal ($F=6.183$). It appears that teachers with a low service orientation and a perception of a high degree of influence on the part of the principal express the greatest satisfaction with the administration. The least satisfaction with the administration is apparently found among teachers with a high service orientation and a perception of the principal as less influential. From inspection of the direct effects of service orientation and perceived

influence of the principal on the satisfaction with administration index, it is apparent that since both are statistically significant (with a non-significant interaction effect) these variables independently affect teachers' satisfaction with the administration.

In all three sections of Table XIV the data suggest that the index of perceived influence of the principal independently affects scores on the satisfaction with administration index. Thus, it appears that the index of perceived influence of the principal does not affect the relationship between professional orientation and satisfaction with the administration.

The partial correlations presented in Table XV suggest that the relationship between scores on the combined professional orientation scale and the satisfaction with administration index is not statistically significant with the effects of the perceived influence of the principal removed. The data also indicate that the previously significant relationship between scores on the professional standards index and scores on the satisfaction with administration index remains significant with the introduction of the perceived influence of the principal. The partial correlations in Table XV also suggest that with the perceived influence of the principal controlled the relationship between scores on the service orientation index and the satisfaction with administration index is not statistically significant. These results appear to be consistent with the results of the analysis of mean variance. That is, the index of

TABLE XV

Fifth order partials between professional orientation and satisfaction with the administration with the effects of education, sex, experience, grade level taught, and perceived influence of the principal removed.

	<u>Satisfaction with the Administration</u>
Professional Orientation	.077
Professional Standards	.187*
Service Orientation	-.057

N=338

* Significant at the .05 level or better

perceived influence of the principal does not affect the relationship between scores on the professional orientation indices and scores on the satisfaction with administration index.

Turning to an examination of the effects of perceived influence of the principal on the relationship between scores on the professional orientation indices and the satisfaction with faculty index, the analysis of mean variance is presented in Table XVI. As seen in Table XVI A., analysis of variance indicates no significant differences between means on the satisfaction with faculty index, by the combined professional orientation scale and perceived influence of the principal ($F=.133$). It appears that scores on the combined professional orientation scale and the perceived influence of the principal index do not affect scores

TABLE XVI

Analysis of Mean Variance: Mean scores on the satisfaction with faculty index, by professional orientation and perceived influence of the principal.

A. Combined Professional Orientation Scale	Perceived Influence of Principal	
	High	Low
Low Professional Orientation (N=180)	7.1143	6.5980
High Professional Orientation (N=158)	6.6410	6.9670

Mean of Total = 6.80

F = 0.133 (N.S)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F
Professional Orientation	0.04	1	0.04	0.014 (N.S)
Perceived Influence of Principal	0.10	1	0.10	0.246 (N.S)

B. Professional Standards	Perceived Influence of Principal	
	High	Low
Low Professional Standards (N=169)	6.6857	6.5521
High Professional Standards (N=169)	7.0256	6.9897

Mean of Total = 6.80

F = 1.165 (N.S)

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F
Professional Standards	5.65	1	5.65	2.078 (N.S)
Perceived Influence of Principal	0.61	1	0.61	0.223 (N.S)

(Analysis of Variance Cont'd)

C. Service Orientation	Perceived Influence of Principal			
	High	Low		
Low Service Orientation (N=175)	7.4839	6.8317		
High Service Orientation (N=163)	6.4186	6.7065		
<hr/>				
Mean of Total = 6.80	F = 3.303*			
<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Service Orientation	16.962	1	16.962	6.349*
Perceived Influence of Principal	0.140	1	0.140	0.052 (N.S)

* Significant at the .05 level or better

Throughout this analysis the interaction effect was found to be non-significant. Therefore, it was not presented in the above table.

on the satisfaction with faculty index. Accordingly, the direct effects and the interaction effect of these scores on the satisfaction with faculty index are not statistically significant.

Inspection of the data in Table XVI B indicates no significant differences between means on the satisfaction with faculty index, by professional standards and perceived influence of the principal ($F=1.165$). The direct effects and interaction effect of these variables are found to be non-significant. Thus, the data suggest that scores on these indices do

not affect scores on the satisfaction with faculty index.

As seen in Table XVI C., analysis of variance indicates significant differences between means on the satisfaction with faculty index, by service orientation and perceived influence of the principal ($F=3.303$). It appears that the greatest satisfaction with the faculty is found among teachers with a low service orientation and a perception of the principal as highly influential. Inspection of the direct effects reveals the service orientation index to be the factor accounting for the difference between means on the satisfaction with faculty index. Finally, no interaction effect is found between scores on the service orientation index and the perceived influence of the principal index.

The partial correlations presented in Table XVII indicate that relationships between professional orientation indices and the satisfaction with faculty index are not statistically significant. Thus, it appears that scores on the perceived influence of the principal index do not affect the relationships between scores on the professional orientation indices and the satisfaction with faculty index.

TABLE XVII

Fifth order partials between professional orientation and satisfaction with the faculty, with the effects of education, sex, experience, grade level taught, and perceived influence of the principal removed.

Satisfaction with
the Faculty

Professional Orientation	.061
Professional Standards	.020
Service Orientation	-.089

In summary, the data presented in the above tables suggest that scores on the index of perceived influence of the principal do not affect the relationship between scores on the professional orientation indices and the satisfaction indices. In all cases, the interaction effects between the index of perceived influence of the principal and the professional orientation indices were found to be non-significant. However, a more complex relationship appears to exist between a service orientation and teachers' combined satisfaction. With the effects of the perceived influence of the principal removed the partial correlation indicated that this relationship became statistically significant. However, the analysis of variance suggested that the effect of the perceived influence of the principal on the relationship between service orientation and combined satisfaction was non-significant.

Since the results offer no evidence in favor of accepting the hypothesis that scores on the index of perceived influence of the principal have a significant effect on the relationship between scores on the professional orientation indices and scores on the teacher satisfaction indices, hypothesis 2.b will be rejected.

Hypothesis 2. c) Scores on the index of perceived influence of the superintendent will have a significant effect on the relationship between scores on the professional orientation indices and scores on the teacher satisfaction indices.

Mean scores on the combined satisfaction scale, by professional orientation indices and perceived influence of the superintendent are presented in Table XVIII. As seen in Table XVIII A., analysis of variance indicates no significant differences between means on the combined satisfaction scale, by the combined professional orientation scale and perceived influence of the superintendent ($F=2.849$). It appears that scores on the combined professional orientation scale and perceived influence of the superintendent index do not affect scores on the combined satisfaction scale. Accordingly, the direct effects and the interaction effect of these scores on the combined satisfaction scale are not statistically significant.

Inspection of the data in Table XVIII B suggests significant differences between means on the combined satisfaction scale, by professional standards and perceived influence of the superintendent ($F=4.935$). It appears that the greatest overall satisfaction is found among teachers with a high commitment to professional standards who perceive a high degree of influence on the part of the superintendent. The least satisfied teachers appear to be those with a low commitment to professional standards and a perception of the superintendent as less influential. From inspection of the direct effects of professional standards and perceived influence of the superintendent on the combined satisfaction scale, it is apparent that since both are statistically significant, with a non-significant interaction effect, these variables

TABLE XVIII

Analysis of Mean Variance: Mean scores on the combined satisfaction scale, by professional orientation and perceived influence of the superintendent.

A. Combined Professional Orientation Scale	Perceived Influence of Superintendent	
	High	Low
Low Professional Orientation (N=180)	15.0536	14.5625
High Professional Orientation (N=158)	15.1429	14.9863

Mean of Total = 14.90

F = 2.849 (N.S)

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Professional Orientation	27.49	1	27.49	2.274 (N.S)
Perceived Influence of Superintendent	39.83	1	39.83	3.295 (N.S)

B. Professional Standards	Perceived Influence of Superintendent	
	High	Low
Low Professional Standards (N=169)	14.7241	14.0959
High Professional Standards (N=169)	15.5000	15.3750

Mean of Total = 14.90

F = 4.935*

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Professional Standards	76.35	1	76.35	6.401*
Perceived Influence of Superintendent	44.81	1	44.81	3.757*

(Analysis of Mean Variance Cont'd)

C. Service Orientation	Perceived Influence of Superintendent			
	High	Low		
Low Service Orientation (N=175)	15.6400	15.2099		
High Service Orientation (N=163)	14.6613	14.2639		
<hr/>				
Mean of Total = 14.90	F = 2.136 (N.S)			
<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Service Orientation	10.49	1	10.49	0.864 (N.S)
Perceived Influence of Superintendent	44.63	1	44.63	3.676*

* Significant at the .05 level or better.

Throughout this analysis the interaction effect was found to be non-significant. Therefore, it was not presented in the above table.

independently affect teachers' satisfaction.

Inspection of the data in Table XVIII C. indicates no significant differences between means on the combined satisfaction scale, by service orientation and perceived influence of the superintendent ($F=2.136$). From inspection of the direct effects, it appears that scores on the perceived influence of the superintendent index have a significant effect on scores on the combined satisfaction scale, while scores on the service orientation index do not. No interaction effect between service orientation and perceived influence of the superintendent is

found. Thus, it appears that perceived influence of the superintendent does not affect the relationship between service orientation and combined satisfaction.

In all three sections of Table XVIII the data suggest that the index of perceived influence of the superintendent independently affects scores on the combined satisfaction scale. Thus, it appears that the index of perceived influence of the superintendent does not affect the relationship between professional orientation indices and the combined satisfaction scale.

The partial correlations presented in Table XIX indicate that the relationship between scores on the combined professional orientation scale and the combined satisfaction scale is not statistically significant with the effects of the perceived influence of the superintendent removed. The data also indicate that the previously significant relationship between scores on the professional standards index and scores on the combined satisfaction scale remains significant with the introduction of the perceived influence of the superintendent. The partial correlations in Table XIX also suggest that the relationship between scores on the service orientation index and the combined satisfaction scale becomes statistically significant with the effects of perceived influence of the superintendent removed. (This relationship is not strong since only 1.3% of the variance is explained.) The analysis of variance discussed above suggested that the perceived influence of the superintendent directly

TABLE XIX

Fifth order partials between professional orientation and satisfaction, with the effects of education, sex, experience, grade level taught, and perceived influence of the superintendent removed.

	<u>Combined Satisfaction</u>
Professional Orientation	-.004
Professional Standards	.123*
Service Orientation	-.104*

N=338

* Significant at the .05 level or better

affected teachers' satisfaction. Therefore, the partial correlations presented in Table XIX may be misleading. It appears that the effect of the perceived influence of the superintendent on the relationship between service orientation and satisfaction is more complex than these results suggest.

Consideration will next be given to the effects of the perceived influence of the superintendent on the relationship between scores on the professional orientation indices and the satisfaction with administration index. The results of the analysis of mean variance are presented in Table XX. As seen in Table XX A, analysis of variance suggests significant differences between means on the satisfaction with administration index, by the combined professional orientation scale and perceived influence of the superintendent ($F=3.087$). Examination

TABLE XX

Analysis of Mean Variance: Mean scores on the satisfaction with administration index, by professional orientation and perceived influence of the superintendent.

A. Combined Professional Orientation Scale	Perceived Influence of Superintendent	
	High	Low
Low Professional Orientation (N=180)	8.3714	7.4091
High Professional Orientation (N=158)	8.0615	7.8710

Mean of Total = 7.86

$F = 3.087^*$

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Professional Orientation	1.96	1	1.96	0.386 (N.S.)
Perceived Influence of Superintendent	28.98	1	28.98	5.716*

B. Professional Standards	Perceived Influence of Superintendent	
	High	Low
Low Professional Standards (N=169)	8.0571	7.1414
High Professional Standards (N=169)	8.4000	8.0769

Mean of Total = 7.86

$F = 7.106^*$

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Professional Standards	41.24	1	41.24	8.304*
Perceived Influence of Superintendent	31.45	1	31.45	6.332*

(Analysis of Mean Variance, Cont'd)

C. Service Orientation	Perceived Influence of Superintendent	
	High	Low
Low Service Orientation (N=175)	8.5873	7.7411
High Service Orientation (N=163)	7.9028	7.4725

Mean of Total = 7.86

F = 4.474*

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Service Orientation	15.88	1	15.88	3.143
Perceived Influence of Superintendent	32.83	1	32.83	6.497*

* Significant at the .05 level or better

Throughout this analysis the interaction effect was found to be non-significant. Therefore, it was not presented in the above table.

of the data in Table XX A. suggests that teachers with a low professional orientation and a perception of the superintendent as highly influential express the greatest satisfaction with the administration. The least satisfaction with the administration appears to be found among teachers with a lower professional orientation and a perception of the superintendent as less influential. Inspection of the direct effects reveals the perceived influence of the superintendent to be the factor accounting

for the significant differences among means. Finally, no interaction effect is found between professional orientation and perceived influence of the superintendent.

The data in Table XX B. indicates significant differences between means on the satisfaction with administration index, by professional standards and perceived influence of the superintendent ($F=7.106$). It appears that the greatest satisfaction with administration is found among highly professionally oriented teachers who perceive the superintendent to be highly influential. The least satisfaction with the administration appears to be found among less professionally oriented teachers who perceived the superintendent to be less influential. From inspection of the direct effects of professional standards and perceived influence of the superintendent, it is apparent that since both are statistically significant, with a non-significant interaction effect, these variables independently affect teachers' satisfaction with the administration.

Inspection of the data in Table XX C. indicates significant differences between means on the satisfaction with administration index, by service orientation and perceived influence of the superintendent ($F=4.474$). The data suggest that teachers with a low service orientation and a perception of the superintendent as highly influential express the greatest satisfaction with the administration. It appears that the least satisfaction with the administration is found among teachers with a high service orientation and a perception of the superintendent as

less influential. Inspection of the direct effects of service orientation and perceived influence of the superintendent reveals the latter to be the factor accounting for the differences among means on the satisfaction with administration index. Finally, no interaction effect is found between service orientation and perceived influence of the superintendent.

In all three sections of Table XX the data suggest that the index of perceived influence of the superintendent independently affects scores on the satisfaction with administration index. Thus, it appears that the index of perceived influence of the superintendent does not affect the relationship between professional orientation and satisfaction with the administration.

The partial correlations presented in Table XXI suggest that the relationship between scores on the combined professional orientation scale and the satisfaction with administration index is not statistically significant with the effects of the perceived influence of the superintendent removed. The data also indicate that the previously significant relationship between scores on the professional standards index and scores on the satisfaction with administration index remains significant with the introduction of the perceived influence of the superintendent. The partial correlations in Table XXI also suggest that with the perceived influence of the superintendent controlled, the relationship between scores on the service orientation index and the satisfaction with administration index is not statistically significant. These results appear

TABLE XXI

Fifth order partials between professional orientation and satisfaction with the administration with the effects of education, sex, experience, grade level taught, and perceived influence of the superintendent removed.

	<u>Satisfaction with the Administration</u>
Professional Orientation	.077
Professional Standards	.187*
Service Orientation	-.058

N=338

* Significant at the .05 level or better

to be consistent with the results of the analysis of mean variance. That is, the index of perceived influence of the superintendent does not appear to affect the relationship between scores on professional orientation indices and scores on the satisfaction with administration index.

Turning to an examination of the effects of perceived influence of the superintendent on the relationship between scores on professional orientation indices and the satisfaction with faculty index, the analysis of mean variance is presented in Table XXII. As seen in Table XXII A, analysis of variance indicates no significant differences between means on the satisfaction with faculty index, by the combined professional orientation scale and the perceived influence of the superintendent ($F=.396$).

TABLE XXII

Analysis of Mean Variance: Mean scores on the satisfaction with faculty index, by professional orientation and perceived influence of the superintendent.

A. Combined Professional Orientation Scale	Perceived Influence of Superintendent	
	High	Low
Low Professional Orientation (N=180)	6.6964	6.7531
High Professional Orientation (N=158)	6.9123	6.8356

Mean of Total = 6.80

F = 0.396 (N.S)

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Professional Orientation	0.04	1	0.04	0.015 (N.S)
Perceived Influence of Superintendent	2.12	1	2.12	0.773 (N.S)

B. Professional Standards	Perceived Influence of Superintendent	
	High	Low
Low Professional Standards (N=169)	6.6034	6.5753
High Professional Standards (N=169)	7.0182	6.9877

Mean of Total = 6.80

F = 1.406 (N.S)

<u>Source of Variation</u>	<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Professional Standards	5.52	1	5.52	2.029 (N.S)
Perceived Influence of Superintendent	1.93	1	1.93	0.708 (N.S)

(Analysis of Mean Variance, Cont'd)

C.	Service Orientation	Perceived Influence of Superintendent			
		High	Low		
	Low Service Orientation (N=175)	7.1000	6.9146		
	High Service Orientation (N=163)	6.5714	6.6528		
Mean of Total = 6.80		F = 3.492*			
<u>Source of Variation</u>		<u>Sum of Squares</u>	<u>Degrees of Freedom</u>	<u>Mean Square</u>	<u>F</u>
Service Orientation		16.62	1	16.62	6.190*
Perceived Influence of Superintendent		1.24	1	1.24	0.463 (N.S)

* Significant at the .05 level or better

Throughout this analysis the interaction effect was found to be non-significant. Therefore, it was not presented in the above table.

It appears that scores on the combined professional orientation scale and the perceived influence of the superintendent index do not affect scores on the satisfaction with faculty index. Accordingly, the direct effects and the interaction effect of these scores on the satisfaction with faculty index are not statistically significant.

Inspection of the data in Table XXII B. indicates no significant differences between means on the satisfaction with faculty index, by professional standards and perceived influence of the superintendent (F=1.406). The direct effects and interaction effect of these variables

are found to be non-significant. Thus, the data suggest that scores on these indices do not affect scores on the satisfaction with faculty index.

As seen in Table XXII C., analysis of variance suggest significant differences between means on the satisfaction with faculty index, by service orientation and perceived influence of the superintendent ($F=3.492$). It appears that the greatest satisfaction with the faculty is found among teachers with a low service orientation and a perception of the superintendent as highly influential. Inspection of the direct effects reveals the service orientation index to be the factor accounting for the differences between means on the satisfaction with faculty index. Finally, no interaction effect is found between scores on the service orientation index and the perceived influence of the superintendent index.

The partial correlations presented in Table XXIII indicate that relationships between professional orientation indices and the satisfaction with faculty index are not statistically significant. Thus, it appears

TABLE XXIII

Fifth order partials between professional orientation and satisfaction with the faculty with the effects of education, sex, experience, grade level taught, and perceived influence of the superintendent removed.

	<u>Satisfaction with the Faculty</u>
Professional Orientation	-.052
Professional Standards	.027
Service Orientation	-.084

N=338

that scores on the perceived influence of the superintendent index do not affect the relationship between scores on the professional orientation indices and the satisfaction with faculty index.

In summary, the data presented in the above tables suggest that scores on the index of perceived influence of the superintendent do not affect the relationship between scores on professional orientation indices and the satisfaction indices. In all cases, the interaction effects between the index of perceived influence of the superintendent and the professional orientation indices were found to be non-significant. However, a more complex relationship appears to exist between service orientation and teachers' combined satisfaction. With the effects of the perceived influence of the superintendent removed the partial correlations indicated that this relationship became statistically significant. However, the analysis of variance suggested that the effect of perceived influence of the superintendent on the relationship between service orientation and combined satisfaction was non-significant.

Since the results offer no evidence in favor of accepting the hypothesis that scores on the index of perceived influence of the superintendent have a significant effect on the relationship between scores on the professional orientation indices and scores on the teacher satisfaction indices, hypothesis 2.c will be rejected.

The general hypothesis, as stated in Chapter II, was that: administrative behavior in an educational setting influences the relationship between professional orientation and job satisfaction among teachers. Based upon the results of the analysis of all five specific hypotheses, the general hypothesis must be rejected.

Interpretation of Results

The results obtained from the data analysis reported in this chapter offer evidence in partial support of one of the five specific hypotheses. Hypothesis 1.a is partially supported. The results offer no evidence in favor of accepting hypothesis 1.b or hypotheses 2.a,b and c.

In interpreting the results, a limitation of the Pearson correlation coefficient must be acknowledged. This technique assumes linearity of relationships. Therefore, if a relationship is curvilinear the correlation coefficient will not reflect the true strength of association.

No significant relationship was found between teachers' combined professional orientations and their combined satisfaction. An informative finding of this study appeared when professional standards and service orientation, as aspects of a professional orientation, were examined

separately. There is a tendency to assume that elements of professionalism operate consistently with one another on individuals' levels of job satisfaction. However, as the data indicate, professional standards and service orientation do not operate consistently on teachers' satisfaction. Professional standards are negatively associated with satisfaction while service orientation is positively associated with satisfaction. These two aspects of a professional orientation appear to work in opposing directions. The degree of teachers' adherence to professional standards is negatively associated with satisfaction with the administration. This is the only dimension of professional orientation that is consistently associated with satisfaction with the administration. Possible explanations for the finding that a higher level of professional standards is associated with expressions of dissatisfaction with the administration are provided in the literature. For example, Etzioni (1964) reports that teachers resent the interference of principals in the performance of their roles. According to Willower (1960), professionally oriented teachers express positive attitudes toward administrators who leave the teaching situation to the teacher. Under such circumstances professionally oriented teachers have more freedom for the exercise of "professional judgments" and activities. Thus, under such circumstances, teachers with high professional standards will be better able to manipulate methods and materials in accordance with their professional judgments. However, as bureaucratic employees they are expected to adhere to the expectations of the administration

and from the administrative viewpoint the major need may be for teachers to act as good employees rather than as expert professionals (Bredemier and Bredemier 1978). This may provide an explanation for the finding that, for the sample studied, teachers with a higher level of professional standards are associated with expressions of dissatisfaction with the administration.

The introduction of the teacher's perception of administrative behavior did not alter the relationship between professional standards and satisfaction with the administration. Perhaps teachers with high professional standards, regardless of their perceptions of administrators as permissive or influential, still tend to perceive the administrator as representative of the bureaucracy with its emphasis on the need for rules.

When considering the second dimension of professional orientation, a service orientation, a positive relationship was found in all cases between a service orientation and teachers' satisfaction. These relationships did not become significant until the introduction of perceived administrative behavior. However, that a high service orientation is associated with expressions of satisfaction with the administration and with the faculty, even though not significantly associated, requires explanation. Several explanations for this finding are suggested in the literature. Laski (Toren 1975:327) suggests that the

bureaucratic organization of professions has become vital to the fulfillment of professional functions and that individuals can fully exercise their professional responsibilities only so far as the profession becomes bureaucratically organized. If this reasoning is correct, it is the teacher with a fundamental orientation toward service who will perhaps express satisfaction in the bureaucratic school setting. According to Goldberg (1976:335), the performance of a service is dependent to some extent on obtaining organizational resources. The individual in an organizational setting may be more likely to command these facilities and thereby be able to provide better services to clients. This may provide partial explanation for the finding that service oriented teachers in the sample studied were associated with expressions of job satisfaction. Further explanation for this finding may be provided in the idea of teachers' acceptance that teaching takes place in an organizational setting and involves the direction of administrators. If these aspects of teaching are accepted they may perhaps be included in teachers' orientations.

Significant associations were found between teachers' service orientations and their combined levels of satisfaction with the administration and satisfaction with the faculty when the effects of the teachers' perceptions of administrative behavior were removed.

With teachers' perceptions of the permissiveness of the principal controlled, the positive relationship between these variables became significant. Significant positive relationships were also revealed when the effects of the teachers' perceptions of the principal's and superintendent's degrees of influence were removed. As stated above, the introduction of perceived administrative behavior did not alter the initial relationship between professional standards and satisfaction. It appears that for the sample studies perceived administrative behavior affects the satisfaction of service oriented teachers while not affecting the satisfaction of teachers committed to professional standards. However, this relationship appears to be more complex than the results suggest. Rather than affecting the relationship between service orientation and satisfaction, it was found that teachers' perceptions of administrative behavior directly affected their levels of satisfaction. However, that the positive relationship between service orientation and satisfaction became significant with the introduction of perceived administrative behavior requires explanation. As suggested by Goldberg (1976:334) a professional orientation is useful for maintaining a "psychological distance" from the work setting so that the individual's orientation toward professionalism can have precedence over the bureaucracy's

position-based authority. This psychological distance may allow professionally oriented individuals to express satisfaction with their work in the bureaucratic setting while still maintaining a high orientation toward service. This idea combined with Goldberg's suggestion that the exercise of the service ideal is dependent to some extent on obtaining organizational resources may provide a more complete explanation for the finding that administrative behavior appears to affect service oriented teachers' satisfaction.

Throughout the entire analysis presented in this chapter, with the exception of the analysis of variance dealing with the service orientation index, relationships between professional orientation and satisfaction with the faculty were found to be non-significant. The questions comprising the index of teachers' satisfaction with the faculty reflect teaching skill and level of motivation. There is the suggestion of an explanation for the lack of relationships with this dimension of satisfaction provided in the literature. Fuller (Bishop 1977:176), in her analysis of work-relevant relationships among teachers found evidence to suggest a general disinterest among experienced teachers in acceptance by or evaluations from colleagues. However, this alone does not appear to adequately explain the lack of relationship with the faculty dimension of satisfaction. The isolation provided by the self-contained classroom, characteristic of traditionally

organized school settings, may partially account for this finding. It seems reasonable to assume that this classroom isolation may hinder teachers' evaluations of the teaching skill and motivation of colleagues. Bishop (1977:175) found that colleague contacts among teachers in traditionally organized school settings tend not to be based on the substance of teaching as a common work activity. That teachers' evaluations of colleagues are made difficult by classroom isolation and that teachers are not likely to be found in colleague contact involving work-relevant discussions, combined with Fuller's finding that experienced teachers tend to express a general disinterest in acceptance by or evaluations from colleagues, may provide a more complete explanation for the lack of significance associated with the faculty dimension of satisfaction reported in the present study.

Summary

In this chapter, the results obtained from the data analysis were reported. The findings indicated no support for the general hypothesis. The next chapter will briefly summarize the study and discuss its limitations. Conclusions will be set forth and the implications of the findings for further research in the area of professional orientation and job satisfaction will be discussed.

CHAPTER VSUMMARY AND CONCLUSIONSSummary

The general problem to which this thesis addressed itself was, as stated in Chapter I, the effects of a professional orientation upon teacher perception of administrative behavior and the consequences of this for job satisfaction among teachers. It was argued that although the occupation of teaching has not yet attained full professional status, professionalism has become a factor in determining the nature of teachers' occupational roles. To provide a background for the investigation of the problem, the research in the area of professional orientation and job satisfaction was reviewed. This review revealed mixed findings. Results of several studies concerning the occupation of teaching indicate that teachers' professional orientations are related to their job satisfaction. Generally, such findings suggest that teachers who are professionally oriented might be expected to be less satisfied with their jobs in the bureaucratic school setting than are organizationally oriented teachers. However, several researchers found no evidence to suggest that professionally oriented individuals in organizational settings are associated with lowered levels of job satisfaction. It was concluded that the relationship between

a professional orientation and job satisfaction in an educational setting is not clearly understood.

It was argued that a factor mediating between teachers' professional orientations and their job satisfaction may be their perceptions of administrative behavior. In other words, job satisfaction may be the result of the interaction between one's orientation and consequent expectations and their perceptions of administrative behavior. The review of the literature revealed relatively few studies concerned with the effects of professionalization upon perception of administrative behavior. However, the literature contained several studies emphasizing the view that job satisfaction is a consequence of the discrepancy between individuals' expectations and perceptions. Individuals' perceptions of administrative behavior depend upon their expectations. Drawing on the literature, it was concluded that the nature of the relationship between expectations and perceptions becomes a crucial factor in an analysis of job satisfaction. This relationship appeared to be of more importance to job satisfaction than any specific style of administrative behavior. It was argued that individuals' expectations are dependent, to some extent, upon the groups with which they identify. This provided the rationale for the use of reference-group theory as the analytical framework for the study.

This study did not consider direct effects of reference groups on job satisfaction but rather it was proposed that in the case of teaching, perception of administrative behavior is an intervening variable influencing the relationship between teachers' reference groups and their job satisfaction. As reported in Chapter II, studies have found that when the individual's expectation with regard to administrative behavior is considered, the same style of administrative behavior leads to different levels of worker satisfaction, according to whether such behavior conforms with the expectation of the worker. Additionally, teachers' expectations of administrative behavior were found to influence their perceptions of such behavior. Thus, since reference groups determine expectations to some extent, the groups to which teachers commit their identities influence their expectations, and subsequently their perceptions of administrative behavior. This was found to have implications for teacher job satisfaction. Congruence of expectations and perceptions of administrative behavior was found to be accompanied by teacher job satisfaction, while divergence of expectations and perceptions was found to be accompanied by teacher job dissatisfaction.

From the discussion presented in Chapter II, the general hypothesis was derived that perception of administrative behavior in an educational

setting influences the relationship between professional orientation and job satisfaction among teachers. The following specific hypotheses were adduced from the general hypothesis.

1. Teachers' professional orientations are related to satisfaction with aspects of the work setting.
2. The relationship between professional orientation of teachers and satisfaction with aspects of the work situation is significantly influenced by the teachers' perceptions of administrative behavior.

The methodology employed to test the hypotheses was discussed in Chapter III. The data were described and the method of data collection discussed. Because the hypotheses could not be tested in their original form, the manner in which they were operationalized was explained. Operationally, professional orientation was measured by the degree of adherence to professional standards and the degree of commitment to a service orientation. Satisfaction with aspects of the work situation was operationalized as satisfaction with the administration and satisfaction with the faculty. Perception of administrative behavior was operationalized as the teachers' perceptions of the degree of permissiveness of the principal, and the degree of influence of the principal and the superintendent.

The results of the data analysis, reported in Chapter IV, indicated partial support for Hypothesis 1.a which predicted a significant relationship between professional orientation and satisfaction with the administration. The Pearson coefficient was used to measure the strength of association. A statistically significant negative relationship was found between the professional standards index and the satisfaction with administration index. Thus, the higher the commitment to professional standards the lower the satisfaction with administration. Hypothesis 1.b which predicted a significant relationship between professional orientation indices and the satisfaction with faculty index was not supported. Indeed, throughout the entire analysis reported in Chapter IV relationships between professional standards and service orientation, with satisfaction with the faculty, were consistently found to be non-significant. This remained unchanged with the introduction of the administrative variables. Hypotheses 2.a, b and c, predicting that the perceived permissiveness of the principal, and the perceived influence of the principal and the superintendent significantly effect the relationship between professional orientation and satisfaction, were not supported. However, the partial correlation coefficients suggested that the relationship between the service orientation index and the combined satisfaction scale became statistically significant with the introduction of the administrative variables. The subsequent

TABLE XXIV

Analysis of Variance Summary TableF Ratios

	<u>Combined Satisfaction</u>			<u>Satisfaction with Administration</u>			<u>Satisfaction with Faculty</u>		
	<u>Permissive- ness of Principal</u>	<u>Influence of Prin- cipal</u>	<u>Influence of Super- intendent</u>	<u>Permissive- ness of Principal</u>	<u>Influence of Prin- cipal</u>	<u>Influence of Super- intendent</u>	<u>Permissive- ness of Principal</u>	<u>Influence of Prin- cipal</u>	<u>Influence of Super- intendent</u>
Combined Professional Orientation	5.452*	4.255*	2.849	7.738*	4.493*	3.087*	.012	.133	.396
Professional Standards	8.208*	6.459*	4.935*	12.689*	8.542*	7.106*	1.051	1.165	1.406
Service Orientation	4.990*	3.756*	2.136	9.372*	6.183*	4.474*	3.256*	3.303*	3.492*

* Significant at the .05 level or better

TABLE XXV

Correlation Coefficient Summary Table

Controlling for:	<u>Combined Satisfaction</u>			<u>Satisfaction with Administration</u>			<u>Satisfaction with Faculty</u>		
	<u>Permissive- ness of Principal</u>	<u>Influence of Prin- cipal</u>	<u>Influence of Super- intendent</u>	<u>Permissive- ness of Principal</u>	<u>Influence of Prin- cipal</u>	<u>Influence of Super- intendent</u>	<u>Permissive- ness of Principal</u>	<u>Influence of Prin- cipal</u>	<u>Influen of Supe intende</u>
Combined Professional Orientation	-.012	-.011	-.004	-.012	.077	.077	-.034	.061	-.052
Professional Standards	.120*	.118*	.123*	.165*	.187*	.187*	.039	.020	.027
Service Orientation	-.112*	-.104*	-.104*	-.092	-.057	-.058	-.074	-.089	-.084

* Significant at the .05 level or better

discussion in Chapter IV suggested some possible explanations for these findings.

Based on the results of the analysis the general hypothesis that administrative behavior in an educational setting influences the relationship between professional orientation and job satisfaction among teachers was not accepted.

Limitations

There are a number of limitations to this study which should be specified. The present study was a secondary analysis of questionnaire data collected in a survey of the St. Boniface School Division. Hence, the population used restricts any conclusions to a particular segment of teachers, namely those in the St. Boniface School Division. Any attempt to apply these findings generally to other populations would be erroneous.

It is possible in soliciting teachers' opinions regarding certain values that at least some of these values may be identified as virtues by some, if not many, teachers. This would bias the response and thus constitute a limitation of the data.

Because this study employed secondary data analysis, the development of indices as measures of the variables was subject

to data constraints. The dimensions used in this study must be seen as only partial indicators of the variables. Other dimensions of professional orientation, job satisfaction and administrative behavior, different from the dimensions employed in this study, are possible and might aid in a clearer understanding of the effects of teachers' perceptions of administrative behavior on the relationship between professional orientation and job satisfaction.

The validity of indices produced through the technique of factor analysis must be questioned. If the items comprising the indices of the independent, intervening and dependent variables relate differently to each other, combining the items to form indices will result in contaminated scales. The zero order correlations between index items are presented in the appendix. Inspection of the correlations indicates that in several cases the contamination idea cannot be eliminated.

A further limitation of this study is the lack of internal and external reliability of the measures which leads to concern regarding their consistency. So also, while the measures used in this study have a degree of face validity, a true measure of their validity is not possible and finally, as noted above, other methods of measuring the variables used in this analysis are possible.

Conclusions

The results of this study indicate that in the bureaucratic school setting professional standards and service orientation, as aspects of professional orientation, do not operate consistently on teachers' satisfaction. Adherence to professional standards was negatively associated with satisfaction while a service orientation was positively

related to teachers' satisfaction. Based on these findings, it appears that teachers adhering to professional standards as well as a service ideal will experience conflict in the educational setting. The results also indicate that it is valid to distinguish between teachers' satisfaction with the administration and the faculty. While commitment to professional standards was associated with expressions of dissatisfaction with the administration neither professional standards nor service orientation were significantly related to satisfaction with the faculty.

From the results of this study it appears that for the sample studied teacher perception of administrative behavior, as an intervening variable, does not affect the relationship between professional orientation and job satisfaction.

The conclusions advanced here should be considered tentative and in need of further verification.

Implications and Suggestions for Further Research

This thesis has sought to explore teachers' attitudes at one point in time as seen against the background of the on-going professionalization of teachers. Using job satisfaction as a dependent variable this study has attempted to demonstrate the effects of perception of administrative behavior on the

relationship between professional orientation and job satisfaction among teachers. A clearer understanding of professionals in organizational settings might emerge from research on questions of the type considered here. This understanding may prove to be of major importance as teachers increasingly perceive themselves as professionals and consequently develop the attitudes and behavior which are likely to accompany such perceptions.

As stressed in this study, it is possible for teachers' perceptions concerning the behavior of the principal to vary according to the orientations they bring to the work setting. Knowing this, and the current tendency toward professionalization of teachers, it might be possible for administrators to predict certain aspects of their own behavior that might contribute to teacher job satisfaction. A better understanding of the consequences of teacher perception of administrative behavior for the relationship between a professional orientation and job satisfaction could be beneficial for administrators as well as teachers.

As measures of professionalism this study emphasized the degree to which teachers adhere to their ideals of the best educational practices and the degree to which they emphasize the students' interests over those of the administration. It

may be possible that a professional orientation is part of a complex of factors operating in different combinations in different situations. Accordingly, alternative measures of professionalism could be devised. The traditional definition of professional orientation which includes the two measures used in the present study, adherence to professional standards and a service ideal, may not hold in all cases. It may be that the nature of a professional orientation as it relates to teachers may be misconceived in the traditional definition. If this definition of professionalism is not appropriate for teachers the development of alternative definitions is necessary. By viewing orientations and subsequent expectations and perceptions as derived from reference groups, reference-group theory aids in a clearer understanding of professional orientations and job satisfaction. The model presented in this study, while in need of refinement, is offered as one possible approach to a study of administrative behavior as it affects the relationship between a professional orientation and job satisfaction among teachers.

The present study, as presented in the preceeding pages, has implied several areas for additional research. Whether the findings of this study accurately reflect attitudes and values beyond the sample studied remains to be established. A replication of this study employing random sampling techniques would allow for generalizations concerning the findings. Such replication would aid in determining whether or not the results obtained in the present study are unique to the particular group of teachers investigated.

Future research could also employ various alternative measures of

the variables through development of questionnaire items designed to tap further dimensions of a professional orientation, administrative behavior, and a further variety of possible dimensions of satisfaction with aspects of the work setting. Further questions in these areas might provide stronger measures of the variables. Based on dimensions considered in other studies, measures of a professional orientation which could prove fruitful are a belief that teaching competence is based on knowledge (Corwin 1970:76), a belief that teachers should have decision-making authority (Gray 1975), and the kind and amount of exposure to professional training at the graduate level (Scott 1969). Alternative conceptions of job satisfaction might also prove fruitful. It is possible that the operationalization of job satisfaction undertaken in the present study is not an accurate measure of job satisfaction among teachers. According to Locke (1969:331) a valid overall index of satisfaction would be a sum of the evaluations of all job aspects to which the teachers responds. Alternatively, teacher job satisfaction might be dependent on relationships with students more than any other factor. The development of indices in these areas might provide stronger measures of job satisfaction among teachers.

While replications of this study in an educational environment would be beneficial, replication in organizational settings other than the educational system could indicate if the findings obtained in the present study are peculiar to school organizations or if they are common among various kinds of organizations.

While the present study explored the effects of administrative behavior on the relationship between a professional orientation and job satisfaction among teachers, it would be interesting to investigate whether the level of

professionalism of the principal influences the relationship between teachers' professional orientations and their levels of job satisfaction. Future research might consider the problem from this angle.

A final area of research to be considered involves the investigation of the effects of the grade level taught on the relationships explored in the present study. It would be interesting to investigate whether or not professionally and non-professionally oriented teachers of higher and lower grades differ in their perceptions of administrative behavior and their subsequent levels of job satisfaction.

The professionalization of various occupational groups poses interesting problems for those concerned with the study of organizational behavior as well as for personnel in the affected organizations. In this thesis, some of these problems have been considered and hypotheses analyzed which could serve to guide future research in the area. Such research could be of importance to the educational system when seen against the background of the on-going professionalization of teachers. The present study, while suffering numerous limitations, is offered as one limited analysis which it is hoped will lead to a clearer understanding of the effects of teacher perception of administrative behavior on the relationship between professional orientation and job satisfaction among teachers.

APPENDIX A

TABLE XXVIRESPONSE RATE BY SCHOOL

<u>School</u>	<u>Number of Staff</u>	<u>Number of Respondents</u>	<u>Percent Response</u>
Frontenac School	33	32	97%
Marion	25	25	100%
Prendergast	19	18	95%
Tache	12	7	58%
General Vanier	26	26	100%
Howden	25	22	88%
Van Belleghem	27	26	96%
Lacerte	34	34	100%
William Russell	10	5	50%
J.H. Burns Collegiate	25	15	60%
Pierre Radisson	24	21	88%
Beliveau	50	35	70%
Provencher	25	21	84%
Louis Riel Collegiate	35	32	91%
Windsor Park Collegiate	42	7	17%
College	20	12	60%
	<u>432</u>	<u>340</u>	

TABLE XXVII

Factor analysis using a varimax rotation on questions relating to professional orientation (Nie, et al 1975:468-514)

* Factor I (question 11): Professional Standards

- .53790 Teachers should try to live up to what they think are the standards of their profession even if the administration or the community does not seem to respect them.
- .89562 A teacher should try to put his standards and ideals of good teaching into practice even if the rules or procedures of the school prohibit it.
- .61915 Teachers should consistently practice their ideas of the best educational practices even though the administration prefers other views.

** Factor II (question 10): Service Orientation

- .52627 It should be permissible for a teacher to violate a rule if the best interest of the student will be served in doing so.
- .68683 A teacher should not do what told unless satisfied that it is best for the student.
- .74051 A good teacher should not do anything to jeopardize the interests of students regardless of who tells him to or what the rules state.

* 49.2% of the variance explained.

** 34.0% of the variance explained.

Factor analysis using a varimax rotation on questions relating to satisfaction.

* Factor I (question 18): Satisfaction with the administration

- .80504 Satisfaction with cooperation and help received from superiors.
- .80453 Satisfaction with the level of competence of superiors.

** Factor I (question 12): Satisfaction with the faculty

- .77948 We have too many teachers lacking the necessary skill to teach.
- .76946 We have too many teachers lacking the necessary motivation to teach.

* 100.0% of the variance explained.

** 64.7% of the variance explained.

Factor analysis using a varimax rotation on questions relating to permissiveness of the principal (Nie, et al 1975:468-514).

Factor I (question 17): Permissiveness of Principal

- .62876 Teachers may try out new ideas in the classroom.
- .63875 Teachers may decide on the format for lessons.
- .68651 Teachers may determine how best to achieve course objectives.

76.2% of the variance explained.

Factor analysis using a varimax rotation on questions relating to the degree of influence of the principal and the superintendent.

* Factor I (question 21): Influence of Principal

- .81264 Setting of schedules and goals for system-wide change.
- .84667 Identifying types of system-wide changes to be implemented.
- .86839 Working out details for implementing system-wide changes.

** Factor I (question 21): Influence of Superintendent

- .81659 Setting of schedules and goals for system-wide change.
- .85114 Identifying types of system-wide changes to be implemented.
- .84335 Working out details for implementing system-wide changes.

* 83.0% of the variance explained.

** 79.6% of the variance explained.

TABLE XXVIII

Frequency distributions for questions relating to professional orientation.

Professional Standards:

<u>Scores on the Professional Standards Scale</u>	<u>Absolute Frequency</u>	<u>Relative Frequency %</u>	<u>Cumulative Adjusted Frequency %</u>
0	10	3.0	3.0
1	1	0.3	3.3
2	4	1.2	4.4
3	14	4.1	8.6
4	21	6.2	14.8
5	35	10.4	25.1
6	84	24.9	50.0
7	46	13.6	63.6
8	62	18.3	82.0
9	25	7.4	89.3
10	19	5.6	95.0
11	2	0.6	95.6
12	12	3.6	99.1
13	1	0.3	99.4
15	2	0.6	100.0
	<u>338</u>	<u>100.0</u>	

Theoretical and Actual Range = 0-15

High professional standards = 0 through 6, Code:1

Low professional standards = 7 through 15, Code:2

Median 6.500

Mean 6.675

Standard Deviation 2.470

TABLE XXIX

Frequency distributions for questions relating to professional orientation.

Service Orientation:

<u>Scores on Service Orientation Scale</u>	<u>Absolute Frequency</u>	<u>Relative Frequency %</u>	<u>Cumulative Adjusted Frequency %</u>
0	6	1.8	1.8
1	1	0.3	2.1
2	2	0.6	2.7
3	5	1.5	4.1
4	6	1.8	5.9
5	11	3.3	9.2
6	11	3.3	12.4
7	19	5.6	18.0
8	29	8.6	26.6
9	33	9.8	36.4
10	52	15.4	51.8
11	38	11.2	63.0
12	59	17.5	80.5
13	35	10.4	90.8
14	20	5.9	96.7
15	11	3.3	100.0
	<u>338</u>	<u>100.0</u>	

Theoretical and Actual Range = 0-15

High Service Orientation = 0 through 10, Code:1

Low Service Orientation = 11 through 15, Code:2

Median 10.385

Mean 9.979

Standard Deviation 3.093

Frequency distributions for questions relating to satisfaction.Satisfaction with the Administration:

<u>Scores on the Satisfaction with Administration Scale</u>	<u>Absolute Frequency</u>	<u>Relative Frequency %</u>	<u>Cumulative Adjusted Frequency %</u>
0	5	1.5	1.5
2	4	1.2	2.7
3	12	3.6	6.2
4	13	3.8	10.1
5	18	5.3	15.4
6	23	6.8	22.2
7	37	10.9	33.1
8	67	19.8	53.0
9	52	15.4	68.3
10	107	31.7	100.0
	<u>338</u>	<u>100.0</u>	

Theoretical and Actual Range = 0-10

High Satisfaction with the Administration = 9 through 10, Code:1

Low Satisfaction with the Administration = 0 through 8, Code:2

Median 8.351 Mean 7.861 Standard Deviation 2.270

Satisfaction with the Faculty:

<u>Scores on the Satisfaction with Faculty Scale</u>	<u>Absolute Frequency</u>	<u>Relative Frequency %</u>	<u>Cumulative Adjusted Frequency %</u>
2	7	2.1	2.6
3	7	2.1	5.2
4	12	3.6	9.7
5	22	6.5	18.0
6	42	12.4	33.7
7	46	13.6	50.9
8	131	38.8	100.0
9	71	21.0	100.0
	<u>338</u>	<u>100.0</u>	

Theoretical Range = 0-9 Actual Range = 2-9

High satisfaction with the faculty = 8 through 9, Code:1

Low satisfaction with the faculty = 2 through 7, Code:2

Median 7.446 Mean 14.906 Standard Deviation 2.828

Frequency distributions for question relating to permissiveness of principal.

Scores on the Principal's Permissiveness Scale	Absolute Frequency	Relative Frequency %	Cumulative Adjusted Frequency %
6	1	0.3	0.4
7	2	0.6	1.1
8	3	0.9	2.3
10	35	10.4	15.4
11	67	19.8	40.6
12	158	46.7	100.0
9*	<u>72</u>	<u>21.3</u>	100.0
	338	100.0	

Theoretical Range = 0-12 Actual Range = 6-12

High permissiveness of principal = 12, Code:1

Low permissiveness of principal = 6 through 11, Code:2

Median 11.658 Mean 11.380 Standard Deviation .949

Frequency distributions for question relating to perceived influence of the principal.

Scores on the Principal's Influence Scale	Absolute Frequency	Relative Frequency %	Cumulative Adjusted Frequency %
3	3	0.9	1.9
4	1	0.3	2.5
5	1	0.3	3.1
6	8	2.4	8.1
7	13	3.8	16.1
8	11	3.3	23.0
10	37	10.9	46.0
11	31	9.2	65.2
12	56	16.6	100.0
9*	<u>177</u>	<u>52.4</u>	100.0
	338	100.0	

Theoretical Range = 0-12 Actual Range = 3-12

High influence of the principal = 11 through 12, Code:1

Low influence of the principal = 3 through 10, Code:2

Median 10.710 Mean 10.112 Standard Deviation 2.165

* Responses of "Don't Know" were deemed missing values and coded as 9.

TABLE XXXII

Frequency distributions for question relating to perceived influence of the superintendent.

<u>Scores on the Superintendent's Influence Scale</u>	<u>Absolute Frequency</u>	<u>Relative Frequency %</u>	<u>Cumulative Adjusted Frequency %</u>
3	2	0.6	1.0
5	1	0.3	1.5
6	5	1.5	4.0
7	2	0.6	5.0
8	6	1.8	8.0
10	16	4.7	16.1
11	32	9.5	32.2
12	135	39.9	100.0
9*	139	41.1	100.0
	<u>338</u>	<u>100.0</u>	

Theoretical Range = 0-12 Actual Range = 3-12

High influence of the superintendent = 12, Code:1

Low influence of the superintendent = 3 through 11, Code:2

Median 11.763

Mean 11.231

Standard Deviation 1.613

* Responses of "Don't Know" were deemed missing values and coded as 9.

TABLE XXXIII

First order partials between professional orientation and satisfaction with the administration with the effects of education, sex, experience, grade level and administrative variables removed

Association between satisfaction with the administration and:	<u>Controlling for:</u>						
	education	sex	experience	grade level	perceived permissiveness of principal	influence of principal	influence of superintendent
Professional Orientation	.078	.074	.088	.074	.033	.079	.079
Service Orientation	-.046**	-.054	-.046	-.049	-.085	-.047	-.047
Professional Standards	.174*	.178*	.190*	.172*	.155*	.177*	.176*

N=338

* Significant at the .01 level or better

** Significant at the .05 level

Zero order correlations of items in Professional Orientation and Administrative Behavior indices with items in Satisfaction indices:

	Satisfaction with Administration		Satisfaction with Faculty	
	<u>Item 1</u>	<u>Item 2</u>	<u>Item 1</u>	<u>Item 2</u>
<u>Service Orientation</u>				
Item 1	.225*	.151*	.174*	.174*
Item 2	.083	-.058	.039	.001
Item 3	.001	-.082	.081	.115*
<u>Professional Standards</u>				
Item 1	-.026	-.024	.045	.026
Item 2	-.165*	-.223*	-.072	-.086
Item 3	-.219*	-.227*	-.032	-.063
<u>Perceived Permissiveness of Principal</u>				
Item 1	.245*	.222*	.065	.064
Item 2	.127*	.117*	.002	.152*
Item 3	.449*	.187*	.085	.066
<u>Perceived Influence of Principal</u>				
Item 1	.203*	.134*	-.011	.073
Item 2	.102*	.104*	.015	.006
Item 3	.127*	.089	.020	.069
<u>Perceived Influence of Superintendent</u>				
Item 1	.048	-.048	.010	-.027
Item 2	.203*	.098	.041	.127*
Item 3	.135*	.066	-.043	.032

* Significant at the .05 level or better.

Zero order correlations of items in Administrative Behavior indices with
items in Professional Orientation indices

	<u>Service Orientation</u>			<u>Professional Standards</u>		
	<u>Item 1</u>	<u>Item 2</u>	<u>Item 3</u>	<u>Item 1</u>	<u>Item 2</u>	<u>Item 3</u>
<u>Perceived Permissiveness of Principal</u>						
Item 1	.001	.019	-.003	.023	.039	.115*
Item 2	-.007	.050	-.050	.038	.067	.109*
Item 3	-.009	.056	-.064	.027	.044	.036
<u>Perceived Influence of Principal</u>						
Item 1	.038	-.043	.024	-.099	-.134*	-.112*
Item 2	.092	.025	.117*	-.019	-.026	-.009
Item 3	.012	-.036	.051	-.064	-.010	-.062
<u>Perceived Influence of Superintendent</u>						
Item 1	-.075	.048	-.001	.098	.007	.047
Item 2	.048	.006	-.067	.019	-.088	.017
Item 3	-.011	.005	-.067	.017	-.042	.010

* Significant at the .05 level or better

APPENDIX B

Dear Educator:

Your cooperation is requested in filling out the attached questionnaire. The questions included on the form deal with a variety of topics concerning your educational beliefs, attitudes, and practices, as they are related to your perceptions of your school and school division. If an exact answer to any of the questions is not possible, please give us your best estimate.

Please be assured that your answers to all questions will be confidential. Furthermore, the analysis of the data will only deal with aggregate responses to any one question, not with an individual response. When you have completed the questionnaire, please return it, sealed, in the envelope provided to the St. Boniface School Division Office for forwarding to me.

Thank you.

Benjamin J. Hodgkins

Department of Sociology
University of Manitoba

1. WHAT IS THE HIGHEST LEVEL OF EDUCATION WHICH YOU HAVE COMPLETED?

Less than a bachelor's degree 1
 Bachelor's degree 2
 Master's degree 3
 Master's degree plus 30 hours 4
 Doctorate 5

2. WHAT IS YOUR SEX?

Male 1
 Female 2

4. PRIOR TO THIS YEAR, HOW MANY YEARS OF EXPERIENCE HAVE YOU HAD AS A:

In this Division In other Division

a. Full-time teacher _____ years . . . _____ years.
 b. Part-time teacher _____ years . . . _____ years.
 c. Full-time administrator _____ years . . . _____ years.
 d. Part-time administrator _____ years . . . _____ Years.

5. PRIOR TO THIS YEAR, HOW MANY YEARS OF EXPERIENCE HAD YOU HAD IN THIS SCHOOL AS A:

a. Full-time teacher _____ years.
 b. Part-time teacher _____ years.
 c. Full-time administrator _____ years.
 d. Part-time administrator _____ years.

7. PLEASE INDICATE THE GRADE LEVEL (OR LEVELS) WHICH YOU ARE PRESENTLY TEACHING BY CIRCLING THE APPROPRIATE NUMBERS BELOW.

(Grade), K 1 2 3 4 5 6 7 8 9 10 11 12

10. TEACHERS HAVE A VARIETY OF BELIEFS REGARDING THEIR RESPONSIBILITIES TO STUDENTS AND TO THE SCHOOL EMPLOYING THEM. SOMETIMES THESE BELIEFS COME INTO CONFLICT. BELOW ARE THREE STATEMENTS ON THE SUBJECT. PLEASE INDICATE (A) THE EXTENT TO WHICH YOU "AGREE" OR "DISAGREE" WITH THE STATEMENTS, AND (B) THE EXTENT TO WHICH YOU BELIEVE EACH STATEMENT REFLECTS SUCH BEHAVIOR IN YOUR SCHOOL.

STATEMENTS	The extent to which you "agree" or "disagree" with the statements. 5 = I strongly disagree 4 = I disagree 3 = I am undecided 2 = I agree 1 = I strongly agree	The extent to which you believe each statement reflects such behavior in your school. 5 = I strongly disagree 4 = I disagree 3 = I am undecided 2 = I agree 1 = I strongly agree
1. It should be permissible for the teacher to violate a rule if he/she is sure that the best interest of the student will be served in doing so.	(Circle One) 5 4 3 2 1	(Circle One) 5 4 3 2 1
a. At my school this is permissible.	5 4 3 2 1	5 4 3 2 1
2. Unless she is satisfied that it is best for the student, a teacher should not do what she is told to do.	5 4 3 2 1	5 4 3 2 1
a. At my school, typically, teachers do not do what they are told unless they are convinced that it is best for the student.	5 4 3 2 1	5 4 3 2 1
3. A good teacher should not do anything that he believes may jeopardize the interests of his students regardless of who tells him to or what the rules state.	5 4 3 2 1	5 4 3 2 1
a. At my school, good teachers do not.	5 4 3 2 1	5 4 3 2 1

11. ALL TEACHERS HOLD BELIEFS REGARDING APPROPRIATE BEHAVIOR IN THE TEACHER'S ROLE. SOMETIMES THESE BELIEFS COME INTO CONFLICT WITH ADMINISTRATIVE REQUIREMENTS. BELOW ARE SIX STATEMENTS REGARDING SUCH BEHAVIOR AND/OR POTENTIAL CONFLICTS WITH ADMINISTRATIVE REQUIREMENTS. PLEASE INDICATE THE EXTENT TO WHICH YOU "AGREE" OR "DISAGREE" WITH THEM. ALSO, WHERE APPROPRIATE, PLEASE INDICATE THE EXTENT TO WHICH YOU AGREE THAT THE STATEMENT REFLECTS TYPICAL TEACHER BEHAVIOR IN YOUR SCHOOL. (PLEASE CIRCLE THE APPROPRIATE ABBREVIATION.)

<u>STATEMENT</u>	I Strongly <u>Disagree</u>	I <u>Disagree</u>	I am <u>Undecided</u>	I <u>Agree</u>	I Strongly <u>Agree</u>
1. Teachers should try to live up to what they think are the standards of their profession even if the administration or the community does not seem to respect them.	SD	D	U	A	SA
a. This is typically true of the teachers at my school.	SD	D	U	A	SA
2. One primary criterion of a good school should be the degree of respect that it commands from other teachers around the province.	SD	D	U	A	SA
3. A teacher should try to put his standards and ideals of good teaching into practice even if the rules or procedures of the school prohibit it.	SD	D	U	A	SA
a. At my school typically teachers do give priority to their professional ideals.	SD	D	U	A	SA
4. Teachers should subscribe to and diligently read the standard professional journals.	SD	D	U	A	SA
a. This is the case at my school.	SD	D	U	A	SA
5. Teachers should be active members of at least one professional teaching association, and attend most conferences and meetings of the association.	SD	D	U	A	SA
a. This is the case at my school.	SD	D	U	A	SA
6. A teacher should consistently practice his/her ideals of the best educational practices even though the administration prefers other views.	SD	D	U	A	SA
a. At my school, typically, teachers do give priority to their own ideas.	SD	D	U	A	SA

12. IN MOST SCHOOLS THERE ARE A VARIETY OF PROBLEMS WHICH MUST BE SOLVED IF THE SCHOOL IS TO DO A BETTER JOB. LISTED BELOW IS A SERIES OF SUCH PROBLEMS. TO WHAT EXTENT IS EACH OF THESE POTENTIAL PROBLEMS ACTUALLY A PROBLEM IN YOUR SCHOOL?

Potential Problem	3 = This is a <u>serious</u> problem in my school. 2 = This is a <u>moderate</u> problem in my school. 1 = This is a <u>minor</u> problem in my school. 0 = This is <u>not a problem</u> in my school. ? = I do not know.
Our physical plant is inadequate.	(Circle One) 3 2 1 0 ?
We do not have enough appropriate instructional materials and supplies.	3 2 1 0 ?
We have too many teachers who do not have the teaching skill needed by our pupils.	3 2 1 0 ?
We have too many teachers who do not have the motivation necessary to teach our pupils.	3 2 1 0 ?
We have too many pupils who do not have the academic ability necessary to succeed in school.	3 2 1 0 ?
We have too many pupils who do not have the motivation necessary to succeed in school.	3 2 1 0 ?
We do not have enough information about instructional materials and techniques which might be better than the ones we are currently using.	3 2 1 0 ?
We do not have enough information about how well we are achieving out educational goals.	3 2 1 0 ?
Too few of our graduates are able to succeed in whatever school or college they go to next.	3 2 1 0 ?

	<p>3 = This is a <u>serious</u> problem in my school.</p> <p>2 = This is a <u>moderate</u> problem in my school.</p> <p>1 = This is a <u>minor</u> problem in my school.</p> <p>0 = This is <u>not a problem</u> in my school.</p> <p>? = I do not know.</p>
<p>Too few of our graduates are able to succeed in whatever employment they undertake.</p> <p>Our school is too small to offer the type of educational program needed by our pupils.</p> <p>Our school is not organized in a way which uses the available resources most effectively.</p> <p>Our school places too much emphasis upon the way things have been done in the past.</p>	<p>(Circle One)</p> <p>3 2 1 0 ?</p> <p>3 2 1 0 ?</p> <p>3 2 1 0 ?</p> <p>3 2 1 0 ?</p>

17. LISTED BELOW ARE A SERIES OF EVENTS WHICH MAY OR MAY NOT OCCUR IN YOUR SCHOOL. PLEASE READ EACH EVENT STATEMENT CAREFULLY AND THEN INDICATE 1) WHETHER THAT EVENT IS CHARACTERISTIC OF YOUR SCHOOL NOW, AND 2) WHETHER YOU WOULD LIKE IT TO BE CHARACTERISTIC OF YOUR SCHOOL IN THE FUTURE. (In answering these questions please insert the appropriate number in each box).

3 = Yes
 2 = Generally yes
 1 = Generally no
 0 = No
 ? = I don't Know

Event	Is this the case now?	Should this be the case in the future?
1. Teachers may arrange the desks in their classrooms however they like.	<input type="text"/>	<input type="text"/>
2. Teachers may plan their instructional periods however they like.	<input type="text"/>	<input type="text"/>
3. Teachers may make their own decisions about problems that come up in their classrooms.	<input type="text"/>	<input type="text"/>
4. Teachers may try out new ideas in their classes.	<input type="text"/>	<input type="text"/>
5. Teachers may set their own standards for what grades are given for various levels of pupil performance.	<input type="text"/>	<input type="text"/>
6. Teachers can plan and schedule their own field trips.	<input type="text"/>	<input type="text"/>
7. Teachers can make their own selection of textbooks.	<input type="text"/>	<input type="text"/>
8. Teachers may decide on the format for their lesson plans.	<input type="text"/>	<input type="text"/>
9. Teachers may determine how best to achieve their course objectives.	<input type="text"/>	<input type="text"/>
10. Teachers may exercise the final authority over major instructional decisions.	<input type="text"/>	<input type="text"/>

3 = Yes
2 = Generally yes
1 = Generally no
0 = No
? = I don't Know

Is this the
case now?

Should this
be the case
in the future?

11. Teachers feel free to call on
other teachers for help in solving
their problems.

12. There is a general consensus among
teachers about the way the school
should be run.

18. IN EVERY SCHOOL, THERE ARE SOME DIMENSIONS OF THE TEACHING ROLE THAT ADD TO THE TEACHER'S SATISFACTION WITH THE JOB -- AND OTHER DIMENSIONS THAT DETRACT. LISTED BELOW ARE SEVERAL DIMENSIONS THAT MIGHT AFFECT YOUR JOB SATISFACTION IN THE SCHOOL. PLEASE INDICATE HOW YOU FEEL ABOUT THE FOLLOWING ITEMS. (IN ANSWERING THESE QUESTIONS, PLEASE INSERT THE APPROPRIATE NUMBER IN EACH BOX.)

How satisfied are you with these dimensions of your job?

- 5 = Very satisfied
4 = Somewhat satisfied
3 = Neutral
2 = Somewhat Dissatisfied
1 = Very dissatisfied

- a. The level of competence of most of the other teachers in this school.
- b. The method employed in this school for making decisions on curriculum matters.
- c. The method employed in this school for making decisions on pupil discipline matters.
- d. The attitude of the students toward the faculty in this school.
- e. The manner in which the teachers and the administrative staff work together in this school.
- f. The cooperation and help which I receive from my superiors.
- g. The educational philosophy which seems to prevail in this school.
- h. The evaluation process which my superiors use to judge my effectiveness as a teacher.

How satisfied are you with
these dimensions of your job?

- 5 = Very satisfied
4 = Somewhat satisfied
3 = Neutral
2 = Somewhat Dissatisfied
1 = Very dissatisfied

i. The level of competence of my
superiors.

j. The adequacy of the supplies
available for me to use in my
teaching in this school.

k. The academic performance of
the students in this school.

l. The amount of time which is
available to me while I am at
school for my personal
professional growth.

m. The extent to which I am
informed by my superiors
about school matters affecting me.

21. DURING A TYPICAL SCHOOL YEAR, MANY DECISIONS MUST BE MADE. NOT ALL PEOPLE INFLUENCE ANY PARTICULAR DECISION, AND THE DEGREE OF INFLUENCE OF DIFFERENT PERSONS GENERALLY VARIES WITH THE PRACTICES BEING DECIDED UPON. PLEASE INDICATE, IN YOUR OPINION, THE DEGREE OF INFLUENCE EACH OF THE PERSONS LISTED BELOW HAS ON THE FOLLOWING DECISIONS. (PLEASE INSERT THE APPROPRIATE CODE NUMBER IN THE APPROPRIATE BOX).

0 = Usually has no influence
 1 = Usually has minor influence
 2 = Usually has moderate influence
 3 = Usually has decisive influence
 ? = I don't know

	PERSONS				
	School Board	Superintendent	Principals	Teachers	Pupils
Selecting required texts and other materials.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Establishing the objectives for each course.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Determining the concepts and information to be taught in a particular day.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Determining daily lesson plans and activities.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Adding or dropping courses.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Hiring new teachers.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Deciding whether to renew a teacher's contract.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Making specific faculty assignments.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Planning new buildings and facilities.	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

- 0 = Usually has no influence
 1 = Usually has minor influence
 2 = Usually has moderate influence
 3 = Usually has decisive influence
 ? = I don't know

	PERSONS				
	School Board	Superintendent	Principals	Teachers	Pupils
Establishing salary schedules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Setting the time schedules and goals to be achieved for a system-wide change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifying types of system-wide changes to be implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working out details for implementing system-wide changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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