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Factors Contributing to Job Satisfaction and Job Dissatisfaction Among Teachers in Lutheran Schools

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Factors Contributing to Job Satisfaction and
Job Dissatisfaction Among Teachers
In Lutheran Schools

by

William V. Hinz

A Dissertation Submitted to the Faculty of the Graduate
School of Education of Loyola University
Chicago in Partial Fulfillment of the
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Doctor of Education

May

1992

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Loyola University Chicago

FACTORS CONTRIBUTING TO JOB SATISFACTION AND
JOB DISSATISFACTION AMONG TEACHERS IN LUTHERAN SCHOOLS

Lutheran schools face serious challenges in the 1990s. One of the challenges that Lutheran schools face is maintaining an adequate supply of qualified teachers. This study examined those factors contributing to job satisfaction and job dissatisfaction among teachers in Lutheran elementary (K-8) schools of the Michigan District.

Data were collected by use of a written survey and through a semi-structured interview. A questionnaire was developed for the written survey after reviewing the two-factor theory of Herzberg, and research done with Herzberg's theory by Sergiovanni and others. The written survey was used to identify general trends of job satisfaction. Seven hundred one teachers completed the written survey. The personal interviews were used to determine specific factors contributing to job satisfaction and job dissatisfaction. Eighty-four personal interviews were completed.

The interaction that teachers have with students and the spiritual aspect involved with Lutheran teaching are the two greatest factors contributing to job satisfaction for Lutheran elementary teachers in Michigan.

The time it takes to complete the job responsibilities involved with Lutheran teaching and the low salaries teachers receive are the two largest elements of dissatisfaction. Salaries generally impact younger teachers to the greatest degree.

Overall, Lutheran teachers are quite satisfied with teaching as a career. Fifty-five percent indicated on the written survey that they are very satisfied. Thirty-nine percent are somewhat satisfied and only six percent are dissatisfied. Percentages from the personal interviews are nearly identical.

Pastors and principals play important roles in job satisfaction and job dissatisfaction for Lutheran teachers. For some teachers, their pastors and principals positively contribute to their job satisfaction. When principals are not effective leaders, they contribute to job dissatisfaction for teachers. When pastors are not supportive, the job satisfaction of teachers who are highly motivated by the faith factor is negatively impacted.

Feelings of achievement, the support of school parents and boards of education, and the interaction of the staff also contribute to teachers' job satisfaction.

Eighty percent of Lutheran teachers interviewed plan to continue teaching in Lutheran schools for at least five more years. A disproportionate number of young teachers are considering leaving Lutheran education.

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This dissertation is dedicated to the students, teachers, and leaders in Lutheran education. May you continue to 'touch lives forever.'

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INTRODUCTION

Many different factors go into determining the success of the learning experience that takes place in a school. The leadership of the administration, the support and involvement of parents, the policies implemented, the stability of the faculty, and the educational background and desire to learn of the student population are all among important aspects that contribute to a successful school. A key part, however, of any successful school must be the teachers. It could be debated how important teachers are compared to other major factors in a successful school, but the evidence is clear that for a school to be successful, it must have qualified, caring teachers. What motivates teachers and those things that prevent teacher satisfaction are important pieces of data that administrators should know. In the early 1980s, many reports were issued that seriously challenged the effectiveness of schools and of the teaching taking place in these schools. While these reports were, for the most part, quite negative towards both schools and teachers, they did produce some positive effects for teachers. The acknowledgement was made that teachers were an essential aspect of good schools. While the performance of teachers was seriously questioned, the importance of teachers as part of the solution was actually elevated.

During the 1980s, many of the negative trends of the 1970s were reversed. Teachers' salaries in many districts began to rise. A new, higher regard for teaching was exhibited by college students and those seeking to escape from other professions.¹ "A series of initiatives designed to enhance the status and performance of teachers emerged:

¹Barry A. Farber, *Crisis in Education* (San Francisco: Jossey-Bass Publishers, 1991): xii.

proposals for merit and incentive pay, for master teachers and mentor teachers, for career ladders, and more recently, for the development of new roles for teachers in decision making and for the restructuring of schools to accommodate and encourage these new roles."² While not all of these plans have been successful, they have demonstrated a recognition of the important role teachers play in educational improvement. Despite a renewed nation-wide concern, many teachers have not experienced positive changes in their own situations. "A substantial proportion (26 percent) of all current teachers are seriously considering giving up teaching as a career within the next five years. Attrition rates for new teachers during their first five years on the job average between 40 and 50 percent. And nearly half the teachers in this country believe morale within the profession has substantially declined since the school reform movement began in 1983."³

American education continues to face serious problems that will greatly affect teaching in the 90s: 1) A growing concern over taxes has made the passage of tax levies increasingly difficult, if not impossible in some communities. This situation, when coupled with a reluctance on both the federal and state governments to add any increase to educational funding, presents a rather dismal financial picture for schools. 2) Parents and their school-aged children have become a minority group. Declining birth rates and an aging population will continue to increase the proportion of citizens not directly involved with schools. This situation will affect both the financial support mentioned in number one and the general support for education. 3) The almost unquestioned

²Ibid.

³Ibid., 2.

supportive relationship between home and schools that existed in earlier periods has deteriorated⁴.

The 90s will be a very challenging time for the schools of our country. The same factors that will affect schools will also affect teaching conditions and, therefore, teachers themselves.

Statement of the Problem

Like public schools, Lutheran schools and their teachers face some serious challenges in the 1990s. Many Lutheran schools are undergoing numerous changes. For Lutheran schools to meet the challenges of the 90s, they must have effective teachers. Administrators must take steps to remedy negative factors affecting teacher job satisfaction and support those positive factors contributing to job satisfaction.

One of the most pressing problems facing Lutheran schools is the serious shortage of qualified teachers. Lutheran schools have traditionally recruited most of their teachers from Lutheran teachers colleges. These colleges are producing fewer and fewer graduates.⁵ When teachers leave, replacing them with quality teachers has become a greater burden. Job satisfaction has an even greater importance in this climate. In addition, many of those who enter Lutheran teaching are graduates of Lutheran schools.

⁴John I. Goodlad, *A Place Called School* (New York: McGraw-Hill Book Company, 1984): 7.

⁵Board for Higher Education Services, *The Lutheran Church Missouri Synod, 10 Year Decline in College Church Worker Enrollment* (St. Louis: Board for Higher Education Services, LCMS, 1991): 1.

When teachers are positive role models because of the satisfaction they experience, the probability is greater that their own students will consider Lutheran teaching. In a time of teacher shortages in Lutheran education, job satisfaction may well have taken on added significance.

The growing call for accountability has also been felt acutely in Lutheran schools. As the nation's public has demanded more accountability of public schools, that same accountability is present in Lutheran schools. In past decades, many families sent students to the Lutheran school mainly because of their religious beliefs. As long as the quality of education was perceived to be close to that of the local public school, families did not seriously consider leaving the Lutheran schools. Today, the climate in most Lutheran schools has changed. More of the families are not Lutheran and pay fairly substantial levels of tuition. They are not necessarily there for religious education, but for a quality education. They demand a high quality education and will leave the Lutheran school system if they do not perceive they are receiving it. In addition, many schools now charge some tuition to church members and these members may feel they are entitled to see something for their financial contribution. Even members who pay little or no tuition recognize the economic competition that exists in our country. They also demand quality education. Gone are the days when parents simply were willing to send their children to a school with the same religious beliefs without concern for the quality of education. The concern for accountability can have an effect on job satisfaction because of the added pressure. It can also make job satisfaction of greater importance in order to retain quality teachers.

There is less of a commitment to the church as an institution.⁶ This commitment is especially weak in mainline denominations such as Lutheran. When coupled with the fact that the Lutheran church is an aging church with a declining birth rate, the pressure on Lutheran schools to maintain enrollment has increased. This pressure often leads to a greater reliance on tuition students to maintain enrollment. Accountability becomes a greater issue under these conditions. In some cases when enrollment decreases in spite of constancy in the quality of education offered, a greater level of stress exists to a school and its teachers.

Another way that Lutheran schools have become more difficult places in which to teach is the lessening of respect for traditional authority in society. The respect once accorded Lutheran teachers has substantially decreased. Whereas the positive feeling of respect from parents and students at one time helped overcome negative factors such as low salaries, long hours, and excessive demands, that is no longer the case. This switch in terms of respect has led to a higher degree of job stress for Lutheran teachers. Factors that contribute to job satisfaction and job dissatisfaction might well be more important to analyze now than at any other time in Lutheran education. Administrators must be aware of these factors in order to remedy negative factors of job satisfaction and support positive ones.

⁶Goodlad, 7.

Purpose of the Study

The purpose of this dissertation study is to determine the factors that contribute to job satisfaction and those factors that contribute to job dissatisfaction among Lutheran teachers in the Michigan district.

Based on the results, recommendations are made for possible courses of action that can be taken by leadership personnel to remedy the negative factors and support the positive ones.

Design Components

Data were collected by two means. A written survey (Appendix A) was sent to every school in the Michigan District of the Lutheran Church-Missouri Synod. The second method was through a semi-structured interview, a copy of which is in Appendix C.

Survey Questions

The questionnaire was developed through discussions with other Lutheran administrators and teachers, by reviewing the two-factor theory of Frederick Herzberg, and research done with Herzberg's theory by Sergiovanni and others.⁷ An original questionnaire was piloted among over fifty teachers in the fall of 1990. From the feedback of these teachers, one question was dropped from the questionnaire and two were revised. The written survey (Appendix A) contained one general question regarding

⁷Thomas Sergiovanni, "Factors Which Affect Satisfaction and Dissatisfaction of Teachers, " *The Journal of Educational Administration* 5 (May 1967): 68,69.

satisfaction with teaching as a career, eleven general questions that focused on particular areas that contributed to satisfaction, one question regarding one change the teachers would make regarding their teaching situations, one question asking about the most satisfying aspect of teaching as a career, and one question asking the respondent whether he planned to remain in teaching in five years.

The item "The responsibility you have as a teacher" was deleted from the original survey used in the pilot study. The teachers in the pilot study believed this statement to have too many interpretations and that Lutheran teachers all have plenty of responsibility both in terms of input in the decision-making process and in terms of scope of different areas of responsibility. Item g "The opportunity to share one's faith in a school setting" was changed from "your teaching of the faith". The teachers felt that the latter was too narrow and did not capture the integration of teaching the faith across the curriculum and even beyond actual instruction time. "The work itself involved in teaching" was changed to "the work itself involved with classroom teaching" with a parenthetical subheading (working with students, parents, planning, checking). The original question was interpreted a variety of ways. Teachers tended to focus on the amount of work and often took into account duties outside the classroom both in the school and in the parish setting. The intent of the question was to seek feedback on classroom teaching only and not the "outside" responsibilities.

The fourth item on the survey asked a general question regarding satisfaction with teaching as a career. "All in all, how satisfied would you say you are with teaching as a career?" Each respondent was given four choices from which to select - very satisfied,

somewhat satisfied, somewhat dissatisfied, and very dissatisfied. The question was identical to the lead question on the Metropolitan Life Survey of the American Teacher first asked in 1984. One of the reasons for utilizing these questions was to do a comparison to *The American Teacher*.⁸ In addition, data were sought about the satisfaction of Lutheran teachers regarding teaching as a career.

The support of the Board of Education (item 5a) was included in order to determine the level of satisfaction with the local board as the policy-making agency of a Lutheran school.

The support of the school parents to you as a teacher (item 5b) was part of the survey because of the changing relationship of parents to the school and teachers. In the past two decades, the attitude has gone from almost complete support to a much more questioning relationship.

The support of the pastors to you as a teacher (item 5c) was part of the survey because of the position of leadership a pastor has in a Lutheran school. A pastor is the recognized spiritual leader of the parish and its school. Each of the 107 Lutheran elementary schools in the Michigan District is operated by its own single church. In most Lutheran schools, the congregation subsidizes the school to a very large degree. Only the Detroit schools come close to being self-supporting. The pastor, therefore, can and does wield a great deal of influence and power. His support or lack of support can have a major impact upon job satisfaction for teachers.

⁸Louis Harris and Associates, Inc. *The Metropolitan Life Survey of the American Teacher*, (New York, 1989): 104.

The support of the principal (item 5d) often plays a critical role in the amount of job satisfaction experienced by a teacher. He/she is in the key leadership position in the Lutheran school and, therefore, might have a large impact upon teacher job satisfaction.

During the past several decades, the respect given to teachers and authority figures in general has declined significantly in our culture. Item 5e sought to measure the impact of student interaction upon the job satisfaction of teachers.

Traditionally, most non-public elementary schools, particularly religious schools, have had very low salary levels compared to their public school counterparts. In the Detroit area, Catholic teachers received approximately 1/2 the salary compared to their public school counterparts. Salary has often been a reason stated by teachers as a cause for dissatisfaction. This item sought to determine if, in fact, this was true and to what degree it is true.

Most Lutheran teachers enter into Lutheran teaching for the intrinsic rewards. Helping students, teaching the faith, contributing something good to our society and the like. Item 5g, "the opportunity to share one's faith in a school setting," was included to determine whether this aspect of teaching was a factor that contributed to job satisfaction or job dissatisfaction.

Lutheran teachers have, through the years, often been expected to wear many different hats and work extremely long hours in order to complete all the various tasks. In addition to classroom duties, almost all are expected to take on some outside activity, such as coaching, doing the yearbook, or heading some club. In addition to this outside "school" responsibility, it is understood in most parishes that all teachers will also assist

in some congregation duty. Time can become a critical issue in teacher job satisfaction.

Achievement was shown by Herzberg to be a major factor in job satisfaction and later by Sergiovanni and others as a significant factor contributing to job satisfaction in teachers. Item 5i was included to seek out how this factor contributes to Lutheran teachers' job satisfaction.

Recognition has also been shown to be a factor contributing to job satisfaction. Data was gathered on this factor by item 5j.

Finally, the actual work of being a teacher is a factor that contributes to job satisfaction and job dissatisfaction. Item 5k sought data in this area.

Two questions asked were purposely open-ended. One asked the teacher to choose one area he would change if he could. A second asked him to identify the one aspect of teaching as a career that was most satisfying to him. These questions were asked in order to identify those factors that were the extremes in terms of what they would change and also which one aspect was the most satisfying to individual teachers.

Each respondent was asked whether he planned to be teaching in five years. An analysis was completed in order to see if teachers that were generally dissatisfied with teaching were also planning on leaving within the next five years.

Population

The teachers in the elementary schools (K-8) of the Michigan District of the Lutheran Church Missouri-Synod were invited to participate in the written survey. There

were 107 Lutheran schools in the Michigan District in the 1990-91 school year. There were 756 Lutheran teachers in the Michigan District that taught at least half-time. Of the 756 teachers, 701 returned written surveys for a 93% return rate.

Every fourth teacher was invited to take part in a personal interview. Slightly over 100 indicated a willingness to participate in a personal interview. Eighty-four of these 100+ actually participated in the interview process. Eleven percent of the total population was individually interviewed.

Data Collection

In order to insure greater participation on the written survey, teachers were asked not to write their names on the survey. In this way, teachers would be assured that they could be open with all comments without fear of being identified if there was a concern about principals or others reading their returned surveys. The interviewer gave each of the teachers in the personal interview the assurance that all comments would be kept confidential.

Knowing how busy principals are and how mail can be set aside, a letter was sent to each principal asking him/her to select a designated collector whose sole job was to distribute the written surveys, collect them, and assure anonymity. The principals who did not respond to this first request were then contacted by phone and asked to give a name at that time. Most of the principals (90%+) did appoint this designated collector. A few distributed the surveys themselves.

The written surveys were sent directly to the designated collectors and most of

them were very efficient in getting the completed surveys returned. One hundred one schools did return the written surveys.

The 1990-91 Michigan District School listing was used. Every fourth teacher was selected. A letter was sent to each teacher and included a return post card to determine who would be willing to participate in the personal interview process. Over 100 teachers indicated a willingness to participate in an interview. From this list, 84 personal interviews were scheduled during the last two weeks of June and the first two weeks of July, 1991. Teachers from throughout Michigan were interviewed. The information was recorded in written form for all interviews.

The personal interview was conducted using a semi-structured format. A specific set of questions was asked of each interviewee. The follow-up questions in each major area were different, depending on the answers of the person being interviewed.

The sex of each interviewee was recorded. Other biographical information included the following questions: "How many years have you taught? Since starting, have you taught continuously? What grades do you teach? Have you taught other grades? How long have you been teaching? How long have you been at your current school? At which other schools have you taught?"

In addition, two questions were asked to get some background on which issues may be larger factors contributing to job satisfaction or job dissatisfaction. These two items were not separately analyzed, but their answers provided some insights into the teacher and, in some cases, led to more follow-up questions in a certain area. "How does your experience at your current school compare with your experiences at other

schools? What are the major differences between the schools in which you have served?"

The first general question regarding teacher satisfaction was identical to item four on the written survey, "All in all, how satisfied would you say you are with teaching as a career?" There were four choices of response: "very satisfied - somewhat satisfied - somewhat dissatisfied - very dissatisfied."

The rest of the questions followed identically the written survey with the addition of one new topic. The question asked was "What are your feelings about the interaction of the staff?" This question was not included on the written survey because it could be interpreted in many different ways and, therefore, any clear conclusions could not be drawn from simply a written survey. A more complete explanation is given under the discussions of the data gathered from that question. A series of follow-up questions was used for each item (see Appendix C) in order to determine more accurately why each item contributed to job satisfaction or job dissatisfaction.

Under the general question of "What are your feelings about the support of the board of education to you as a teacher," several follow-up questions were used. "How has the board been supportive to you? How could the board have been more supportive? Has the support increased or decreased during the past several years? What do you feel are some reasons for the change? Do you feel the board is supportive of the principal?"

Item ten sought information about the support of school parents to the teachers: "In what ways are they (the parents) supportive? What ways could they have been more supportive? Has the support increased or decreased during the past several years? What do you feel are some reasons for the changes?"

Under each of the remaining items, follow-up questions were utilized to attempt to ascertain the reasons behind the attitude toward a particular factor. In many cases, the respondent needed very few additional questions and went into considerable detail concerning his/her attitude and experience concerning the factors contributing to job satisfaction and job dissatisfaction.

Data Analysis

The written survey results were recorded in a computer data base. Totals were computed for item number four and items 5a through 5k (see Appendix A). The percentages of these items were compared with each other and with results from The Metropolitan Life Surveys of the American Teacher, a survey conducted yearly among public school teachers since 1984 examining job satisfaction and other items.

The data from the eighty-four personal interviews were coded for items nine through twenty (see Appendix C). In items nine through twenty, not including fourteen, sixteen, and nineteen, the data were coded into two groups - satisfaction - positive feelings or dissatisfaction - negative feelings. Once the items were coded into the two categories, the information within each of the categories were clustered into like groupings.

Data from item fourteen (salary received) were clustered into like groups. Data in item sixteen (time) were coded into the categories of time pressure and ways of coping. These two groups were then clustered. Data from item nineteen were coded into the categories of favorite activity and least favorite activity and then these two

groups were clustered.

Data from items twenty-one and twenty-two were clustered into similar groups. The data from item twenty-three were analyzed by the responses given into the groups as follows: yes, no, retiring, and maybe. Data from each of the teachers who answered no or maybe were studied indepth for commonalities.

The survey provided general data from a broad base. The personal interview allowed for an examination of the reasons for teachers' feelings or beliefs. For example, the written survey showed that thirty-nine percent of the teachers were very satisfied with the support of their boards of education and three percent were very dissatisfied. The personal interviews allowed for the gathering of data that were used to identify the specific factors with the teachers' relationships to their boards of education. These data were the most valuable in suggesting strategies for leadership personnel to support positive factors contributing to job satisfaction and remedying those negative factors contributing to job dissatisfaction.

Limitations

The study and its conclusions are limited to the Lutheran elementary schools of the Michigan District. While similar general tendencies might be found in other Lutheran elementary schools in other parts of the United States, it cannot be assumed that factors found to contribute in general to job satisfaction and job dissatisfaction in the Michigan District will be the exact same factors as in other districts.

The study and its conclusions cannot necessarily be directly applied to other non-

public school systems or to the public schools. Even though general factors that contribute to job satisfaction and job dissatisfaction may be similar for teachers in general, each individual teacher and his/her own unique, specific circumstances must be evaluated. Even the factors for each teacher will not remain static, but continue to change as job circumstances and personal situations continue to change.

The direct cause and effect between individual teacher job satisfaction and individual student achievement has not been determined by this study or by other studies.

The direct cause and effect between each individual teacher's level of job satisfaction and job dissatisfaction to his/her general productivity has not been conclusively proven by this study or other studies appearing in the literature.

Assumptions

The following assumptions, together with the review of the related literature in Chapter II, are summary statements which formed the theoretical basis for this research study.

1. The research study assumed that the percentages from the written survey (items 4, 5a-5k) could contribute to a general understanding of broad-term factors contributing to job satisfaction and job dissatisfaction.

2. This research study assumed that factors contributing to job satisfaction and job dissatisfaction could be determined through the use of personal interviews.

3. This research study gave the data from personal interviews a stronger weighting than data from the written surveys based on the assumption that a personal

interview could give more complete information.

4. This research study assumed that the major factors contributing to job satisfaction and job dissatisfaction were addressed by the twelve major question areas asked.

5. This research study assumed that factors that contribute to job satisfaction and job dissatisfaction among public school teachers are also factors for Lutheran school teachers; although it was not assumed that the intensity level for the various factors would necessarily be the same.

6. This research study assumed that the teachers involved in the personal interview process were representative of the rest of the Lutheran elementary teachers in the Michigan District.

7. Teacher job satisfaction is important to the future of schooling, the teaching profession, and to the personal happiness of teachers.

8. Each individual school, and the leadership of that principal, has a direct bearing upon factors contributing to job satisfaction and job dissatisfaction.

9. Certain behaviors and actions of a principal can affect the level of job satisfaction of teachers.

10. Teachers who have higher levels of job satisfaction will generally have more positive interactions with students. Students who experience high levels of positive interaction will generally be more motivated to work toward their potential.

Significance of the Study

This research project will contribute to the general body of knowledge regarding factors contributing to teacher job satisfaction and job dissatisfaction. In addition, it will be a unique contribution since very little research has been completed on factors contributing to job satisfaction and job dissatisfaction among teachers of non-public schools. It could be used as a comparison in analyzing factors contributing to job satisfaction as expressed by public school teachers in comparison to those teachers from non-public schools, in particular, Lutheran schools of the Michigan District. Finally, it can and will be used in a variety of ways by educational leaders within the Lutheran Church-Missouri Synod in order to support those factors contributing to job satisfaction and to remedy the negative factors. These particular actions are discussed in Chapter IV.

Chapter II

REVIEW OF RELATED LITERATURE

The measurement of factors contributing to job satisfaction and job dissatisfaction is an important consideration for both the present and future well-being of classroom teachers. The topic of teacher job satisfaction and dissatisfaction as well as the related topic of stress and burnout have seen a prolific amount of research and writing recently. Speaking of teacher job satisfaction, one writer states, "It has been explored from 'Appeal of the Principal' to 'Zone of Freedom' and at countless alphabetical stops between."⁹ In addition to the numerous articles and research studies on teacher job satisfaction, there is also a wide range of opinion about the status of teacher job dissatisfaction. After reading one study, it could be assumed that teachers, for the most part, are a very satisfied group. A study conducted by Rodman in 1986 reported that 90% of the public school teachers and 96% of the private school teachers recorded a 1 to 5 score where 1 was designated as extremely satisfied and 10 was extremely dissatisfied.¹⁰ Reading another survey, one could get the opposite view that teachers were, in fact, very dissatisfied. In a NEA survey, only 21.8% of the teachers polled

⁹William C. Shreeve, Janet R. Norby, William G. J. Goetter, Arnold F. Stueckle, Thomas K. Midgley, and Patricia S. Goetter, "Job Satisfaction: An Imperative for the Coming Teacher Shortage," *Early Child Development and Care* 36 (July 1988): 182.

¹⁰David Albert and Daniel U. Levine, "Teacher Satisfaction," *Peabody Journal of Education* 65 (Spring, 1988): 47.

indicated they would certainly become teachers again if they were going back to college to start again. This percentage compared with a 49.8% total in a 1961 survey and a 52.6% rating in a 1966 survey.¹¹ While many different opinions and conclusions are offered, and a myriad of factors are present concerning teacher job satisfaction, common threads do emerge from the various research studies and writings. It is clearly imperative that school administrators are well acquainted with what the literature says about factors contributing to teacher job satisfaction and job dissatisfaction.

Job Satisfaction

One of the major studies of job attitudes, motivation to work and those factors affecting job satisfaction was conducted in the 1950s by Frederick Herzberg and his associates, Bernard Mausner and Barbara Bloch Snyderman. Herzberg and his co-workers conducted personal interviews with over two hundred engineers and accountants from a variety of firms in the Pittsburgh area. The first question asked by the researchers was: "Think of a time in the past when you felt especially good or bad about your job. It may have been on this job or any other. Can you think of such a high or low point in your feelings about your job? Please tell me about it."¹² Long-range and short-range sequences of events were defined for the respondents. After the initial sequence was completely explored, the respondent was asked for a second occasion. If

¹¹Gary Anthony Dworkin, *Teacher Burnout in the Public Schools* (Albany: State University of New York Press, 1987): 7.

¹²Frederick Herzberg, Bernard Mausner and Barbara Bloch Snyderman, *The Motivation to Work* (New York: John Wiley & Sons, Inc., 1959): 20.

a high had been given, he was asked for a low; if he gave a long-range sequence, he was asked for a short-range sequence. Some respondents told a third and fourth story.¹³ The data were analyzed using a content analysis approach in which the material were coded based upon what emerged from the data itself rather than a previously defined system.¹⁴

Herzberg categorized his respondents' answers into two distinct factors. He labeled one set hygiene factors, or maintenance factors or dissatisfiers. When these factors were not met, they led to dissatisfaction among employees. When such factors were met, these factors prevented dissatisfaction, but did not increase either motivation or job satisfaction. Hygiene factors are extrinsic. They are due to the nature of the position rather than the work itself. Hygiene factors, according to Herzberg's study, include company policy and administration, supervision, relationship with supervisors, salary and relationship with peers.¹⁵ The second set of factors Herzberg labeled motivators, or satisfiers. When these conditions are met, both motivation and job satisfaction increase. Motivators tend to be intrinsic or a result of the work itself. Motivators, as identified by Herzberg, include achievement, recognition, the nature of the work itself, responsibility, advancement and opportunities for personal growth.¹⁶

Much debate has occurred over Herzberg's findings. While many studies have

¹³Ibid., 35.

¹⁴Ibid., 37.

¹⁵John A. Pearce II and Richard B. Robinson, *Management* (New York Random House 1989): 457.

¹⁶Ibid., 458.

confirmed his findings, many other studies have failed to confirm these findings. Numerous companies, however, have adopted recommendations stemming from Herzberg's research. Nabisco, Eaton Corporation, AT&T, Texas Instruments, Procter & Gamble, IBM, the United States Air Force, and American Airlines have all reported considerable success in their efforts to motivate employees by applying the two-factor theory.¹⁷

Much of the criticism of Herzberg's two-factor theory has been concerning the assertion that Herzberg's data were more anecdotal than research-based.

Had Herzberg and his colleagues been strict methodological purists, they would have written up their research as an exploration on the notions of job satisfaction and dissatisfaction. As such, the structure of persons' accounts of their satisfaction and dissatisfaction at work would have been, and are, inherently interesting. Instead, however, Herzberg, et al. themselves, made a serious attributional error in their role as investigators, and came to believe that their highly qualitative data yielded information of a causal nature and that their research had uncovered the 'causes' of job satisfaction and of job dissatisfaction.¹⁸

Farr goes on to note that among managers, Herzberg's ideas are still powerfully influential. He explains that this influence exists because productivity fails to improve simply by the removal of hygiene dissatisfiers. Farr also notes that even those not in agreement with Herzberg's findings still acknowledge his important distinction between job content and context. Farr further states that Herzberg's work on industrial

¹⁷Ibid.

¹⁸Robert M. Farr, "On the Nature of Attributional Artifacts in Qualitative Research: Herzberg's Two-Factor Theory of Work Motivation," *Journal of Occupational Psychology* 50 (1977): 6.

environments "is of intrinsic merit."¹⁹

Sergiovanni's research with teachers using Herzberg's method confirmed the two-factor concept. Sergiovanni found that factors which tend to satisfy teachers and factors which tend to dissatisfy teachers are not arranged on a conceptual continuum. Factors which contribute to job satisfaction are different from those which contribute to job dissatisfaction.²⁰

Sergiovanni found three dominant factors: achievement, recognition, and responsibility that contributed to teacher job satisfaction. Two factors that were motivators in Herzberg's study, advancement and the work itself, did not surface in Sergiovanni's research. Sergiovanni found that Lortie's concept of psychic gratification was a major reward base for teachers. The interaction with the individual students and classes when the teacher perceives something is happening is a reward for the teachers.²¹

It is fairly easy to account for why advancement would be a greater source of job satisfaction for engineers and accountants than for teachers. Little room for advancement exists for most teachers unless they change roles and enter into administration.

Sergiovanni's study identified "fair and adequate supervision, supportive school policies and administrative directives, friendly interpersonal relationships and pleasant

¹⁹Ibid., 11.

²⁰Thomas Sergiovanni, "Factors Which Affect Satisfaction and Dissatisfaction of Teachers," *The Journal of Educational Administration* 5 (May 1967): 81.

²¹Ibid., 77.

working conditions"²² among the hygiene factors. All the factors that Sergiovanni's study identified were also hygiene factors in Herzberg's study.

Herzberg's and Sergiovanni's research have many implications for today's school administrator. Farr's criticism and the other research that have not validated Herzberg's findings must be considered. Even as Herzberg's research demonstrated that hygiene factors are not one hundred percent unipolar, some teachers may, indeed, be motivated by them. Motivators are according to Herzberg even less unipolar.²³ The lack of responsibility and achievement may indeed cause job dissatisfaction. While Farr would maintain that Herzberg uncovered only notions about job satisfaction and job dissatisfaction, administrators will certainly want to be aware of those notions as they are perceived by teachers. School administrators should note that both Herzberg and Farr, as well as many managers, all agree that simply removing hygiene dissatisfiers will not raise productivity. The implications of the two-factor theory and additional research examining the two-factor concept will be analyzed in further detail later in this chapter.

Factors Affecting Job Satisfaction in Education

Many factors contribute to the climate of the work environment. These factors are constantly changing and individual teachers react to different situations based upon

²²Ibid., 73.

²³Frederick Herzberg, *Work and the Nature of Man* (New York: The World Publishing Company, 1966): 149.

their own personal backgrounds and unique sets of motivators. An administrator who is familiar with the major thesis running through the literature on job satisfaction will be in a position to utilize this knowledge in developing strategies to strengthen those factors which contribute to teacher job satisfaction and eliminate factors that affect job dissatisfaction. This section reviews those factors which are identified as contributing to job satisfaction in the literature. Immediately following this section is a more focused look at specific research studies and the factors they uncover.

Brissie, et al. identified several factors that negatively affect teachers. Student misbehavior, inappropriate work demands, poor administrative support, role conflict and role ambiguity all contributed negatively to teacher satisfaction. They believed these and other negative factors could be overcome through restructuring the environment, allowing teachers to be involved in setting goals and structure for the school and reviewing these goals and structures, providing ongoing professional support for school faculty members, and by giving teachers regular feedback to enhance their personal effectiveness and give them a sense of reward in their roles as teachers.²⁴

According to Cole and Walker, job satisfaction is very important for teachers because it has an inverse relationship with stress.²⁵ They identified the sources of stress as falling into six major categories: "poor motivation of pupils, poor discipline, poor

²⁴Jane S. Brissie, Kathleen V. Hoover-Dempsey, and Otto C. Bassler, "Individual, Situational Contributors to Teacher Burnout," *Journal of Educational Research* 82 (November/December 1988): 112.

²⁵Martin Cole, ed. and Stephen Walker, *Teaching and Stress* (Philadelphia: Open University Press 1988), 59.

working conditions, time pressures, low status, and conflict with colleagues."²⁶ A major determinant in teacher job satisfaction is locus of control. An internal locus of control, that is, a belief that events are almost always contingent upon one's own actions, leads to greater job satisfaction and, thus, an ability to handle difficult situations with less stress.²⁷ A potential conflict is set up when those teachers with a strong internal locus of control are hampered by external job situations. It is critical for the administrators to reduce these outside constraints.

Reyes identified several important factors affecting teacher job satisfaction. Citing several studies, among them Fruth, Breston and Kasten's (1982) research, Reyes identified intrinsic motivators as being both contributors to job satisfaction and the most powerful link to teacher motivation.²⁸ He goes on to cite Engelking's 1986 study identifying the major sources of teacher job satisfaction as recognition and achievement. Dissatisfaction contributors were identified as relations with students and parents, lack of achievements by teachers and students, district policy and its administration, and communication with administration. Bateman and Strasser's 1984 study found that job satisfaction was related to motivation and stimulation at work. Recognition, achievement, strong principal leadership and perceived school effectiveness were major factors.²⁹

²⁶Ibid., 30.

²⁷Ibid., 37.

²⁸Pedro Reyes, "Individual Work Orientation and Teacher Outcomes," *Journal of Educational Research* 83 (July/August 1990): 328.

²⁹Ibid.

Hart and Murphy reviewed the views and opinions of a select group of new teachers, those with high academic ability and high promise. These were compared with medium and low-group teachers. Satisfaction and outlook for these high-group teachers have some differences worth noting. Hart and Murphy found that these teachers were disenchanted with seniority systems. Access to power and leadership, professional growth opportunities and student outcomes were important considerations for this select group.³⁰ Hart and Murphy also noted that security was a less important consideration than community and personal service. Nurturing and promoting growth for students were important to this high group of new teachers. Several links to job satisfaction were clearly evident with these promising educators. Satisfaction for these teachers was related to a clear link between work structures and the core functions of the schools. Inequities in either work assignments or the reward structure were particularly repugnant to this group. High-group teachers looked at long-term career growth opportunities, not short-term make-work projects. Supervision and evaluation were of more concern to the medium and low-group teachers than the high group. Performance outcomes, clearly articulated and measurable, were a critical aspect of job satisfaction for the high-group of teachers.³¹

Ellis reviewed the educational reform movement to examine its affect on motivating and keeping the most capable teachers in the classroom. Ellis applied

³⁰Ann Weaver Hart and Michael J. Murphy, "New Teachers React to Redesigned Teacher Work," *American Journal of Education* 98 (May 1990): 224.

³¹Ibid.

Harkman and Oldham's research to teachers. Skill variety, task identity, task significance, autonomy, and feedback were identified as important contributors to motivation and satisfaction for teachers. Teachers can perceive their jobs as highly significant. Their job satisfaction is increased when opportunities for professional growth and enrichment are present.³²

Shreeve, et al. examined the current teacher shortage and the coming critical teacher shortage and the relationship to teacher career satisfaction. With a multitude of teachers nearing retirement age and the offspring of baby-boom children starting school, a major challenge will face American educators to keep quality teachers in our nation's classrooms. The question of job satisfaction is no longer just abstract interest for principals and school districts. The patterns that emerge regarding teacher job satisfaction are important to examine. The general conclusion of job satisfaction studies is that teachers want to be treated as professionals. Professional growth opportunities must be made a part of the role of teachers. Involvement in multi-level decision-making is seen as a key component in helping teachers meet and have realistic career expectations. Teacher-principal collaboration can be a powerful source of teacher job satisfaction provided it is not the usurpation of the teacher's autonomy in the classroom nor the principal's authority in the school. A key aspect of collaboration is good communication. Teachers have been historically motivated by the desire to serve. Verbal recognition and the acknowledgement by supervisors of a job well-done contribute

³²Nancy H. Ellis, "Get These Questions Right and Your Teachers Make The Grade," *Executive Educator* 11 (December 1989): 22.

significantly.³³

Silver's review of the literature and research on job satisfaction and motivation led to the conclusion that an integral part of teachers' job satisfaction is linking teaching effectiveness with teachers' sense of achievement. Favorable recognition, appropriately challenging work, career advancement and growth opportunities will lead to motivated and satisfied teachers.³⁴ For teachers that are not performing well, honest praise can do much, both in terms of the satisfaction of that teacher and even in terms of changing the performance. Undermotivated teachers need to be aware that positive efforts are noted and rewarded. Leaders must convince all teachers that their actions directly and significantly impact students. Teachers will be more professionally motivated and experience greater satisfaction when they feel their actions contribute to students' success.³⁵

Raschke, et al., looked at the reasons for thousands of educators leaving the profession each year. Teaching was viewed as unrewarding because of public criticism, parents and administration who are unsupportive, and students who no longer have the attributes for sustained academic achievement.³⁶ According to the survey by Raschke, et al., with K-6 public school teachers from the Central Midwest, time was the greatest

³³Shreeve, 181-187.

³⁴Paula F. Silver, "Synthesis of Research on Teacher Motivation," *Educational Leadership* 39 (April 1982): 552.

³⁵Ibid., 554.

³⁶Donna B. Raschke, Charles V. Dedrick, Marlene I. Strathe, and Richard R. Hawkes, "Teacher Stress: The Elementary Teacher's Perspective," *The Elementary School Journal* 85 (March 1985): 559.

detractor from job satisfaction. Disruptive students were the second most often mentioned contributor to job dissatisfaction. Another major concern of teachers was the disinterest in academic learning by students. Almost three-fourths of the respondents mentioned the intrinsic rewards of working with children.³⁷

Opportunities to advance, achieve, grow, engage in stimulating interaction with colleagues, take on qualitatively different assignments, acquire higher status and more authority, and follow professional interests are desirable opportunities that would contribute to teacher job satisfaction.³⁸

Ashbaugh concluded that teachers are motivated by both intrinsic and extrinsic factors. He identified interpersonal relations with students, recognition, work itself, responsibility, and autonomy as being instruments to teacher job satisfaction. Elementary teachers are more motivated by intrinsic factors according to Hodgkins and Herriott's research. Satisfaction follows performance when the performance results in outcomes that are valued by the individual teacher.³⁹

In any attempt to improve education, teachers are central. It is absolutely essential to keep "the best and the brightest" if our schools are to improve. Administrators must do everything in their power to enhance enthusiasm and creativity in their teachers. Motivation for teachers is as important as any cognitive and

³⁷Ibid., 561.

³⁸Bettye MacPhail-Wilcox, and Linda R. Hyles, "Improving the Quality of Worklife for Teachers: A Contingency Approach," *Journal of Research and Development in Education* 18 (1985): 16,17.

³⁹Carl R. Ashbaugh, "What is Job Satisfaction?" *Planning and Changing* 13 (Winter 1982): 201.

professional skills. Frymier, in his review of those teachers who felt satisfied versus those who experienced greater job dissatisfaction identified locus of control as being a critical difference. Teachers who had an internalized locus of control were much more satisfied than those who did not.⁴⁰ Frymier is convinced that teachers must be empowered to gain a higher level of internalized locus of control. Superintendents are the ones in a position to make policy recommendations to school boards and legislatures pushing for more empowerment for teachers. When superintendents see that empowering teachers benefits students, they will recognize the importance of empowering their teachers. Frymier believes that without this empowerment, job satisfaction and the future effectiveness of the best and brightest are simply not going to occur.⁴¹

Good schools are the best incentives for good teachers and provide the best opportunity for job satisfaction. Research has clearly demonstrated that teachers are motivated by intrinsic rewards linked to their relationships with students and co-workers. Extrinsic rewards are important in encouraging good teachers to enter and remain in the profession, but the day-to-day accomplishments that teachers feel by student achievement, are a greater stimulator and source of job satisfaction for teachers. Material benefits are no match for the negative experiences that many teachers encounter on a daily basis with uncooperative, low-achieving students, distasteful relationships with co-workers, and senseless administrative policies. Close supervision does not lead to spontaneous and

⁴⁰Jack Frymier, "Bureaucracy and the Neutering of Teachers," *Phi Delta Kappan* 69 (September 1987): 12.

⁴¹*Ibid.*, 14.

enthusiastic engagement in professional development. When professional development is linked to a collegial group effort, there is an incentive for the entire group to work toward a goal. Participation in school management and governance is the greatest organizational incentive for professional development among teachers. When a sense of pride in the achievements of a high performing school is developed, organizational accountability will increase. Job satisfaction will be a direct benefit.⁴²

Teachers' sense of efficacy, that is their belief that they can affect student learning, has been found to be directly connected to teacher change in using new methods of instruction and improved student performance. A sense of efficacy will directly lead to an increase in teachers' job satisfaction. A low sense of efficacy, however, does not necessarily lead to job dissatisfaction. Ashton concluded in a 1983 study that stress and dissatisfaction are directly dependent upon the type of low sense of efficacy a teacher has. A general belief in efficacy ("These kids can't learn") has a far different effect than a teacher who has a low personal sense of efficacy ("I can't motivate these kids to learn"). The former leads to little stress or job satisfaction. Unfortunately, it also leads to little student achievement. The latter can lead to great stress and job dissatisfaction. However, it can also be remediated. If the administrator can provide the leadership necessary to help the teachers see that they can indeed help the students learn, job dissatisfaction can be reduced and student achievement can be increased.⁴³

⁴²Douglas E. Mitchell and Martha Jo Peters, "A Stronger Profession Through Appropriate Teacher Incentives," *Educational Leadership* 46 (November 1988): 75,78.

⁴³Myron Dembo, "Teachers' Sense of Efficacy: An Important Factor in School Improvement," *The Elementary School Journal* 86 (November 1985): 173,175.

Research Findings on Job Satisfaction in Schools

Teacher job satisfaction has been a subject of many studies especially during this past decade. Some studies are purely descriptive, giving information about present levels of job satisfaction and job dissatisfaction. Other studies focus on different geographic locations and different levels within school districts. Still others have investigated factors that affect teachers' job satisfaction and the choice to leave the profession.⁴⁴ This broad and diverse body of data has been collected through a wide variety of methods. One conclusion that can be reached from reading the literature on job satisfaction is that while many factors are present, certain common themes do run through the research findings.

Lam's study on Canadian teachers noted the three-pronged movement pervading education today. Classroom teachers are all called upon to be much more than teachers today. This expectation has thrust teachers into new and unfamiliar roles. Secondly, there is a strong push for more accountability and control over teachers' performance. At the same time, a countervailing force for greater autonomy and professional working conditions exists. Lam's research led to the discovery of a variety of external forces that affect teachers' job satisfaction. Area of control, funding, social values, ethnicity, and second language offerings are all external constraints affecting teachers.⁴⁵

Perko investigated factors contributing to teachers' job satisfaction in the Portland Metropolitan area in a study completed in 1985. She found these factors enhancing

⁴⁴Paula E. Lester, *Teacher Job Satisfaction: An Annotated Bibliography and Guide to Research* (New York: Garland Publishing, Inc., 1988): vii.

⁴⁵Y.L.J. Lam, "Patterns and Constraints of External Environment on Teaching," *Educational Research Quarterly* 13 (1989): 11.

teacher job satisfaction: interpersonal relations with students and fellow teachers, a sense of achievement, teaching as a kind of work, and opportunities to help others. Factors that had the greatest influence on job dissatisfaction included salary, time spent preparing for teaching or on school-related activities outside of teaching, status, and policies and practices of the school district. The most frequent item found to be contributing to teacher job satisfaction was interpersonal relations with students. Perko's findings confirmed Lortie's theory.⁴⁶

Older teachers are more satisfied than younger ones; women tended to be more satisfied than men. Teachers of grades 3-5 tended to be more satisfied than teachers of grades 6-8, 7-9 or 9-12. Years of service and highest degree earned are not seen to be significantly related to job satisfaction.⁴⁷

In Colasurdo's study of public school teachers in San Diego, California, he found that 16% were considered to be burned out and that 48% had frequent feelings of burnout. His research concluded that the problem was more often with the individual than outside of the individuals. Help, according to Colasurdo, needs to focus more on helping the individual teacher than restructuring the entire educational environment and/or organization.⁴⁸

⁴⁶Laura Lee Perko, "Job Satisfaction of Teachers in the Portland Metropolitan Area - An Examination of Differing Factors and Their Relationship to Herzberg and Lortie Theories," (Ed.D. dissertation, Portland State University and University of Oregon 1985): 2.

⁴⁷Ibid., 3.

⁴⁸Michael Modesto Colasurdo, "A Descriptive Survey of Professional Burnout Amongst Public School Teachers in San Diego, California," (Ed.D. dissertation, United States International University 1981): 10.

Sixty percent of the 30-39 age group felt burnout. High expectations of teachers dealing with familial and societal obligations, low status given to teachers by the general public, few rewards for good teaching, and a lack of opportunity for advancement led to a feeling of extreme dissatisfaction among a large number of San Diego teachers.⁴⁹

Kuhns studied teachers from seventeen middle schools in Tulsa, Oklahoma. Participation management, job satisfaction, job-related tension, intention to leave, absenteeism, sex, and year of experience among middle school teachers were areas she investigated. One of the most significant conclusions reached by Kuhns was a direct relationship between teacher-perceived participatory management and teacher job satisfaction.⁵⁰

Dickinson's (1986) findings mirrored Sergiovanni's findings among factors influencing job satisfaction. He also found Lortie's theory of the importance of teacher-student exchanges and job clarity to be significant contributors to satisfaction.⁵¹

Dickinson's research found no significant level of differences in job satisfaction for a variety of factors including the following: sex, age, years of formal education, years of teaching, and grade level.⁵²

⁴⁹Ibid., 95.

⁵⁰Alice Pauline Kuhns, "A Study of the Relationship Between a Participatory Management Model and Selected Variables," (Ed.D. dissertation. Virginia Polytechnic Institute and State University 1986): 50.

⁵¹Damon J. Dickinson, "The Relation Between the Evaluation of Teachers and Job Satisfaction and Teachers' Views on Evaluation of Teachers," (Ph.D. dissertation, University of Oregon 1986): 9.

⁵²Ibid., 62.

Bowman, in a 1977 study, found that job satisfaction along with vitality and enthusiasm were dependent upon the meaning that a teacher finds in his work, and the extent the teacher contributed to and identified with the goals of the school. Morale and job dissatisfaction are two of the most significant aspects of the teacher administrator relationship.⁵³

Bacharach and Bamberger examined the relationship of turnover and militancy intentions in the elementary and secondary schools to a number of factors including the relationship to job satisfaction and job dissatisfaction. Their findings concluded that job satisfaction (at least in high schools) was a significant determinant of turnover intentions. They also found that dissatisfaction is a sufficient condition for turnover, but not for voicing (militancy).⁵⁴

Pelsma, et al., in a review of research done by Ford, Glaser, Mills, and Stern and Kanter, concluded that strong evidence exists to show that improvement in the quality of work-life leads to great productivity as well as great job satisfaction. Pelsma's own study drew the following conclusions: quality of work life for teachers is multidimensional, job satisfaction and job stress are strongly related but not synonymous, and quality of work life factors for teachers are not significantly related to

⁵³Daniel C. Bowman, "Elements of Job Dissatisfaction Associated with Performance Evaluation," Ed.D. dissertation, University of Missouri-Columbia 1977): 3.

⁵⁴Samuel Bacharach and Peter Bamberger, "Exit and Voice: Turnover and Militancy Intentions in Elementary and Secondary Schools," *Educational Administration Quarterly* 26 (November 1990): 335.

most demographic variables.⁵⁵

Reyes utilized the conceptual framework of Etzioni's normative and utilitarian constructs. A normative orientation would view internal rewards such as feeling good about student's achievement levels. Utilitarian orientation views materialistic rewards, such as good salary increases, as a motivator. Reyes' research found that teachers holding a normative value orientation experience higher levels of job satisfaction than do teachers holding a lower normative value orientation. Teachers who hold a utilitarian work orientation experience greater dissatisfaction and were less committed to the school.⁵⁶

Two studies reported by Shreeve indicated a significant and direct link between job satisfaction and staff involvement in decision-making. Lipham, Dunstan and Rankin (1981) studied Wisconsin secondary schools and found that staff involvement in decision-making was significant and positively related to staff job satisfaction. Waunch (1985) reached the same conclusions in a study conducted among nine rural schools in Washington State.⁵⁷

In a study conducted by Friesen, Prokop, and Sarros, 57% of teacher comments noted the demanding workload as a major contributor to their lack of satisfaction. Other factors mentioned included disciplining students and meeting their needs, in-school

⁵⁵Dennis M. Pelsma, George V. Richard, Robert G. Harrington and Judith M. Burry, "The Quality of Teacher Work Life Survey: A measure of Teacher Stress and Job Satisfaction," *Measurement and Evaluation in Counseling and Development* 21 (January 1989): 165,166,173,174.

⁵⁶Reyes, 327,328,333.

⁵⁷Shreeve, 184,185.

concerns such as class size, split grades, shortage of time, central office policies, and a changed curriculum.⁵⁸

Kyriacou investigated the relationship of locus of control to stress and job dissatisfaction. An external locus of control was found to result in teachers who had greater stress and were more stress-prone.⁵⁹

Anderson and Iwanicki investigated teacher motivation and its relationship to burnout. One of the findings of their study was that "Teacher burnout tended to be related significantly to those higher level need deficiencies affecting job satisfaction rather than to the lower need deficiencies associated with job dissatisfaction."⁶⁰

Since self-actualization was the major predictor of perceived burnout, efforts should be made in schools to see that teachers have the opportunity to fulfill their self-actualization needs in order to avoid the feelings of emotional exhaustion, depersonalization, and reduced personal accomplishment. Teachers must be able to develop their potential in the classroom, derive satisfaction from their teaching accomplishments, and achieve some measure of professional success.⁶¹

Sarros and Sarros investigated many factors related to teacher burnout. Among their conclusions was that job satisfaction plays a significant role in teacher burnout. One of the conclusions that Sarros and Sarros make from their research is that providing teachers with greater participation in school decision-making may enhance job challenge,

⁵⁸David Friesen, C.M. Prokop, and James Sarros, "Why Teachers Burn Out," *Educational Research Quarterly* 12 (1988): 13.

⁵⁹Chris Kyriacou, "Teacher Stress and Burnout: An International Review," *Educational Research* 29 (June 1987): 148.

⁶⁰Mary Beth G. Anderson and Edward F. Iwanicki, "Teacher Motivation and Its Relationship to Burnout," *Educational Administration Quarterly* 20 (Spring 1984): 130.

⁶¹Ibid., 146.

achievement, and satisfaction and reduce levels of burnout. They suggest a link between shared decision-making and job satisfaction.⁶²

Administrators' Role

Quick fixes will not be the order of the day for education in the 1990s. The challenges and obstacles are and will be too immense for easy solutions. Schools which create meaningful learning environments will have bold, decisive leadership. A critical aspect of that leadership will be the principal's role in interacting with the professional teaching force of his/her building. A review of the literature regarding administrators' role in promoting factors contributing to job satisfaction and eliminating those factors contributing to job dissatisfaction follows.

Hart and Murphy studied new teachers with high promise and high academic ability. This select group of teachers saw leadership as a performance and outcome activity. They were more likely to choose a district because of its reputation for teacher empowerment. They were also more likely to praise school-level autonomy. Many of this select group were teachers who entered the field of education after a previous career. It is important for administrators and districts to consider what are satisfiers for this high promise group. Districts may also need to develop strategies to attract nontraditional, adult students.⁶³

⁶²James C. Sarros and Anne M. Sarros, "Predictors of Teacher Burnout," *Journal of Teacher Administration* 25 (Summer 1987): 225-227.

⁶³Hart, 243,244.

Woolfolk, et al., reviewed the literature on sense of efficacy and concluded that a teacher's sense of efficacy is one of the few teacher characteristics that is consistently related to student achievement.⁶⁴ The task of managing and motivating students plays a role in teachers' sense of efficacy. Therefore, principals need to assist teachers in developing more effective skills in classroom management and a better rapport with students. The authors suggest that the link between teacher efficacy and student achievement may well lie in a teachers' ability to manage the class. Improvement in this process can increase teachers' efficacy and student achievement resulting in greater job satisfaction.⁶⁵

Reyes reviewed Etzioni's compliance theory. Teachers who hold a normative value orientation tended to experience higher levels of job satisfaction. Those with stronger utilitarian work orientation experience greater job dissatisfaction. An administrator cannot change a teacher's basic value orientation. However, an administrator can contribute unwittingly to an increase in a utilitarian orientation by constantly using remuneration as a means for reward. Once paid for achieving a certain goal, teachers may soon begin to expect that type of reward system. An emphasis on the important role teachers play in a student's life and our society may not completely alter a teacher's value orientation, but it may enhance the possibility for a strong normative

⁶⁴Anita E. Woolfolk, Barbara Rosoff, and Wayne K. Hoy, "Teachers' Sense of Efficacy and Their Beliefs about Managing Students," *Teaching and Teacher Education* 6 (1990): 137.

⁶⁵*Ibid.*, 146.

value orientation.⁶⁶

Hartzell and Winger noted that research consistently points to the school principal's central role in influencing teacher job satisfaction. Their suggestions to principals include the following: structure work opportunities to meet higher-order needs; create a school climate where teachers are involved in decision-making; nurture teacher autonomy, empowerment, and professional involvement; and show concern and respect for the task and the teacher. They define higher-order needs as participatory management, using a variety of skills and abilities, freedom, independence, challenge, expression of creativity and opportunity for learning.⁶⁷

Silver believes that school administrators can encourage excellent teaching by rewarding good performance. Opportunities for teachers to learn necessary skills and to receive positive feedback when results are good are important aspects of motivation and job satisfaction. Undermotivated teachers need honest and insightful praise, specific suggestions, and inservice training.⁶⁸

Lehman suggests four categories in which principals can enhance teacher job satisfaction: personal regard, communication, recognition, and participation. Personal regard, according to Lehman, is created by trust, time, and empathy. She says principals need to be predictable, visible and available. Personal "follow-up" and concern is critical. According to Lehman, good communication necessitates skillful

⁶⁶Reyes, 333.

⁶⁷Gary Hartzell and Marc Winger, "Manage to Keep Teachers Happy!" *The School Administrator* 46 (November 1989): 23,29.

⁶⁸Silver, 552,554.

listening. Goals must be clearly articulated. She also states that viewpoints and input from staff are critical. Lehman says that recognition should be face-to-face and toward a specific achievement. A sense of ownership can be developed when the faculty participates in decision-making. Cooperative goal setting regarding the school's goals and climate; electing an administrative advisory council; allowing a major voice in staff development and inservice programs; and short-lived, small groups to brainstorm problems are all avenues to increase faculty participation according to Lehman. She states that individuals respond differently so it is important for the administrator to know what motivates and enhances job satisfaction for each teacher.⁶⁹

Principals play a key role in the professional self-concept, the building of self-efficacy, and the enhancement of job satisfaction of their teachers. Successful schools have a high people orientation. "Providing job and role diversity, communicating high expectations, using positive reinforcement with subordinates, and increasing the number of celebrations for good performance" all build self-efficacy in teachers.⁷⁰ The building of teachers' sense of self-worth elicits the potential for a higher degree of intrinsic motivations.

Leslie reviewed the unique programs created by the Beaverton, Oregon, school district to improve teacher satisfaction. The board viewed teachers as being the "most

⁶⁹Lynn E. Lehman, "Practical Motivational Strategies for Teacher Performance and Growth," *NASSP Bulletin* 73 (November 1989): 77-79.

⁷⁰Buck Adams and Gerald D. Bailey, "School is for Teachers: Enhancing the School Environment," *NASSP Bulletin* 73 (January 1989): 45.

fundamental asset in creating positive change."⁷¹ The school district took the following steps to reach its goal of increased teacher satisfaction. 1) The use of school board policy to demonstrate the importance of teachers in the organization. 2) Conduct research to determine what is important to teachers. 3) Communicating to teachers how they will be evaluated. 4) Providing opportunities for teachers to give feedback. The program has been in operation for five years. Studies have been done to validate the activities already in place and to suggest new directions. Activities that have been found to be successful in promoting job satisfaction include the following: professional enhancement programs, improved communication, decision-making opportunities, programs focusing on wellness, and recognition.⁷²

Mills reviewed ways to motivate staff to higher levels of excellence. She noted that increased teacher excellence when recognized by the principal will enhance job satisfaction. Mills suggests the following steps: assess the motivational level of each teacher and find appropriate incentives, give a variety of positive feedback for teachers in need of self-esteem, consistently recognize superior teaching, for teachers at the growth or meta level provide growth opportunities and point out their contributions to students, and for those teachers desiring opportunities for promotion look for ways to assist them.⁷³

⁷¹Kathy Leslie, "Administrators Must Consider and Improve Teacher Satisfaction," *NASSP Bulletin* 73 (January 1989): 19.

⁷²*Ibid.*, 19-21.

⁷³Helene Mills, "Motivating Your Staff to Excellence: Some Considerations," *NASSP Bulletin* 71 (December 1987): 40.

Stimson and Applebaum studied the aspect of the use of personal power by principals. In-depth interviews revealed that satisfied teachers believed their principals cared about their opinions and responded to their concerns. The most effective leaders influencing change were those principals who enlisted teachers in the support of change.⁷⁴

Calabrese reviewed the 1984 study by Beasley and concluded that principals can do much to help reduce negative stress and increase satisfaction toward teaching. In the study teachers identified areas in which they believed that principals exercised the greatest control. These areas included the elimination of ambiguous policies, the increase of visible support, improved communication and direction, and increased positive feedback.⁷⁵

Duttweiler reviewed numerous studies before concluding that if principals want more satisfied teachers, they need to include them in the decision-making process; thus increasing a sense of ownership in the results of decisions.⁷⁶

Graham analyzed the area of morale, job satisfaction, and student achievement. Her conclusion to increase all three was to help teachers gain more time, thus freeing them to have more time for one-to-one contact with students and enabling them to have a more reasonable work load. Graham's six suggestions for administrators include the

⁷⁴Terry Stimson and Richard Applebaum, "Empowering Teachers: Do Principals Have the Power?" *Phi Delta Kappan* 70 (December 1988): 315.

⁷⁵Raymond L. Calabrese, "The Principal: An Agent for Reducing Teacher Stress," *NASSP Bulletin* 71 (December 1987): 66.

⁷⁶Patricia C. Duttweiler, "Educating Excellence and Motivating Teachers," *The Clearing House* 59 (April 1986): 373.

following: reduce class size, provide clerical help, delegate some responsibility to part-time teachers or substitutes, give every teacher a student assistant, seek help from parents, and provide monthly work days.⁷⁷

In a study conducted by Frase, teachers were given an option of selecting professional travel for training or cash as a reward. Those selecting the travel experienced significantly more job enrichment and recognition. Principals should consider opportunities to build on motivating factors such as increased achievement through job enrichment and recognition whenever possible.⁷⁸

Hygiene and Motivators

The motivation-hygiene theory provides general simplified answers to highly complex and individualized questions. The broad and general implications for administrators are important ones to be considered by educational leaders interested in improving school effectiveness. The application of theory to practice is a decisive aspect of leadership. Not all individual teachers are motivated only by the satisfiers. Some may, in fact, be motivated by hygiene factors. In general, theory and practice have demonstrated that the healthy individual within organizations, who does contribute to a school's effectiveness, will generally be influenced by those factors identified as motivators. These include achievement, recognition, the work itself, responsibility and

⁷⁷Jean Bettis Graham, "Serious About Keeping Good Teachers?" *The American School Board Journal* 172 (January 1985): 35,36.

⁷⁸Larry E. Frase, "Effects of Teacher Rewards on Recognition and Job Enrichment," *Journal of Educational Research* 83 (September/October 1989): 52.

advancement.

Sergiovanni and Starratt did identify three groups that are more interested in hygiene factors than motivational factors; 1) those who have the potential for motivation seeking, but are frustrated by administrative and organizational policies and practices, 2) those who have the potential for motivation seeking, but tend to channel that potential into other areas of their lives, and 3) those who do not have the potential for motivation seeking on or off the job.⁷⁹ The second and third groups use their jobs to achieve goals in other areas of their life not related to school.

Sergiovanni and Starratt identified two groups of teachers, one prepared to make a participatory investment and one prepared to make a performance investment.⁸⁰ An implied third group would be, those not willing to make even a participatory investment. According to Sergiovanni and Starratt, those teachers whose hygienic factors are met are prepared to give a fair day's work. Most of these teachers come to school reasonably well-prepared and often a reasonable level of concern about the achievement and development of their students. They usually tend not to be very innovative, nor do they spend a great deal of outside time on school items. Depending on outside factors, such as personal and family life, and on inside factors, such as supervision and administration policy and practice, many teachers fluctuate between participatory and performance investment, according to Sergiovanni and Starratt. Performance investment is triggered

⁷⁹Thomas J. Sergiovanni and Robert J. Starratt, *Supervision: Human Perspectives* (New York: McGraw-Hill Book Company 1988): 149.

⁸⁰*Ibid.*, 144.

by motivational factors.⁸¹ Teachers who experience motivational factors tend to exceed the limits of the traditional legal work. They can become effective leaders for student achievement and growth.

Shreeve, et al., talked of the principal's role in helping to create motivational factors. Teachers like a friendly principal, but they are most concerned that he/she is a dynamic leader who can assist them and treat them as professionals. Communication is central to the process.⁸²

Collaboration of principal with teacher is central to the latter's career satisfaction but neither collaboration nor job satisfaction is an end in itself. They are the means to effectiveness in teaching. According to the literature presented, teachers want principal support for the purpose of carrying out the instructional process. Collaboration should be curriculum-centered, student-centered, achievement-centered, and the mission of all should be the same as that of education at every level, the growth and development of the student through excellence in teaching.⁸³

Hartzell and Winger believe that increased job satisfaction may be critical to recruiting and retaining quality teachers because most teachers are motivated by the intrinsic rewards offered by teaching. These factors include interacting with students and the feeling of providing a needed service. The extrinsic reward of money is not viewed by most as a motivator. Hartzell and Winger also believe that school administrators must search for opportunities to enhance the satisfaction of teachers since teachers are at the heart of any education enterprise.⁸⁴

⁸¹Ibid.

⁸²Shreeve, 192,193.

⁸³Ibid., 192.

⁸⁴Hartzell, 22-29.

Silver reviewed the research on teacher motivation and concluded that teachers are motivated by the intrinsic aspects of work. Principals can enhance levels of motivation by their actions.

A conservative conclusion that we can draw from the diverse studies pertinent to this theory is that the aspects of work that are intrinsic to the tasks themselves are significantly related to individuals' attitudes and their levels of motivation. Educational leaders can influence the sense of achievement, recognition, challenge, responsibility, advancement, and growth possibilities that teachers and other staff members experience at work. Therefore, there is a strong probability that they can have considerable impact on teachers' degrees of satisfaction and levels of motivation.⁸⁵

A teacher must be able to develop his/her potential to the fullest, derive satisfaction from personal achievement, and grow professionally. Lehman's review of the research on motivational strategies also concluded that intrinsic rewards are the primary motivating force. A word of caution for administrators was added that teachers may not be motivated solely by them. A minority of teachers report that they are motivated by hygiene factors. According to Lehman, principals must analyze individual motivation as they apply the general theory of the motivation-hygiene factors.⁸⁶

The dominant pattern for elementary teachers is Etzioni's normative compliance orientation. Intrinsic factors will have the greatest factor in motivating elementary teachers with a normative compliance orientation. When teachers find their work intrinsically rewarding, their job performance is enhanced which increases job

⁸⁵Silver, 551.

⁸⁶Lehman, 76,77.

satisfaction.⁸⁷

Research has shown teachers are most sensitive to and motivated by intrinsic factors. While most educational leaders acknowledge the importance of intrinsic rewards, few devote program and policies toward them. According to Mitchell and Peters, a collegial work group helps to create enjoyable working conditions, involvement in exciting classroom experiences, an identification with the broad vision of school, and a sharing in the goals of school and district.⁸⁸ Mitchell and Peters believe good schools are the best incentives for good teachers and that they provide the most intrinsic satisfaction for them.⁸⁹

Frase's review of several research studies concluded that intrinsic rewards are more powerful to most educators than extrinsic rewards. He cautioned that policy makers at all levels need to allow for the flexibility at the local level to consider both motivational factors and hygienic concerns. While hygiene factors are in need of improvement, the spending of the majority of district funds and the major focus of state legislation on hygiene factors such as salary and working conditions may actually impede teacher recruitment, retention and performance improvement according to Frase.⁹⁰

Sergiovanni and Starratt, in reviewing the motivation-hygiene theory of Herzberg, summarize the important features for education leaders to consider. Certain conditions

⁸⁷Ashbaugh, 201.

⁸⁸Mitchell, 77,78.

⁸⁹Ibid., 78.

⁹⁰Frase, 56.

of work must be present in order for teachers to perform adequately. They see the absence of hygienic factors leading to teacher dissatisfaction and poor performance. Herzberg called factors contributing to an exceeding of the traditional work relationship motivators. The lack of motivators does not contribute to job dissatisfaction, but leaves an absence of performance investment in work. Herzberg saw motivational and hygienic factors as separate. He said that hygienic factors are related to conditions of work and are extrinsic in nature. Motivational factors are associated with work itself and are intrinsic in nature. Hygienic factors are important and cannot be overlooked according to Herzberg. Dissatisfaction and lower performance will result if hygiene factors are not adequately addressed. Herzberg saw hygienic factors as meeting human needs and avoiding unpleasantness. Motivational factors address psychological growth. Not all teachers respond to the ideas connected to the motivation-hygiene theory, but most can, according to Sergiovanni and Starratt. They concluded that administrators must address intrinsic motivators to create performance investment.⁹¹

SUMMARY

The review of the literature examined those factors contributing to job satisfaction and those factors contributing to job dissatisfaction as uncovered by research and practice. Job satisfaction is not an end in itself. The relationship of how motivational factors contribute to job satisfaction and to the growth and development of the student through excellence in teaching is the critical focus.

⁹¹Sergiovanni and Starratt, 143,144.

The study of factors contributing to job satisfaction by Herzberg and associates was reviewed. Herzberg identified hygiene factors and motivators. Hygiene factors prevent job dissatisfaction, but do not contribute to job satisfaction. Factors include company policy and administration, relationship with supervisors, salary and relationship with peers. Motivators are intrinsic in nature and are related to the work itself. These factors include achievement, recognition, the nature of work itself, responsibility, advancement and opportunities for personal growth. Although Herzberg's study and conclusion has generated much debate, many studies have replicated his results and his theory is used by numerous companies as their basis for motivating employees.

Sergiovanni's research tended to confirm the two-factor concept among teachers. Many factors contribute to job satisfaction for educators. These factors fluctuate depending upon the school district and the individual teacher. While the studies of Herzberg and Sergiovanni are important, reviewing ongoing research is critical as factors and environments continue to change. Student misbehavior, inappropriate work demands, poor administrative support, role conflict, and role ambiguity were identified as negative factors to teacher job satisfaction by the literature. Frymier identified an internal locus of control, a belief that events are contingent upon one's own action, as a major determinant in teacher job satisfaction.

Many studies addressed the difference in intrinsic and extrinsic rewards sought by teachers. These studies point out that teachers are more often motivated and satisfied by intrinsic rewards and that they tend to enter and stay in teaching based on intrinsic rewards.

Salient points from the related literature include the following: Teachers experience great autonomy in their classrooms, but desire a greater chance to affect the learning environment by influencing decisions on a school-wide level, especially those decisions affecting their students and their work.

Good schools are the best motivators for good teachers. Teachers want dynamic leaders who provide them with competent assistance and their schools with decisive leadership.

Teachers have historically been motivated by a desire to serve. Teacher effectiveness and a sense of achievement are important aspects of job satisfaction. Verbal recognition and acknowledgment of performance can contribute significantly to job satisfaction.

Since any attempt to significantly improve education must include teachers, those factors contributing to teacher job satisfaction and motivation must be carefully examined by administrators.

Teachers' sense of efficacy, a belief that they affect student learning, has been directly linked to improved performance. Teacher job satisfaction is thereby enhanced. Those teachers most committed may experience the greatest frustration when students fail to learn and if factors outside the teachers' control significantly impede the teachers' efforts.

Lam's study of Canadian teachers concluded that many societal, external factors negatively influence teacher satisfaction. Perko's study found the single item most frequently contributing to teacher job satisfaction for Portland teachers was the

interaction with students.

Many studies confirmed Herzberg and Sergiovanni's findings concerning intrinsic factors being motivators and hygiene factors being dissatisfiers. Reyes' studies found that elementary teachers tend to have a normative value orientation where satisfaction was enhanced by student achievement levels.

Studies show that administrators must play a key role in providing leadership to enhance its effectiveness of teachers to benefit students. If principals can provide opportunities for teachers to be rewarded intrinsically, they can affect performance, motivation, and job satisfaction. Communication is critical, and listening is an essential part of good communication. Principals who involve teachers in decision-making roles and goal setting processes tend to have schools characterized by teachers more committed to the organizational goals.

Research indicates that motivational factors that are intrinsic to the content of the job have the most power in influencing a higher level of job satisfaction and job commitment. Those administrators who are able to assist teachers in obtaining achievement, recognition, responsibility, advancement, and satisfaction from work itself, will have staffs that have the potential to be highly motivated. Hygiene factors cannot be ignored. When they are not met, dissatisfaction will increase and performance will be affected. The related literature indicated most, but not all, teachers are motivated by satisfiers. Administrators must apply the theory and research on job satisfaction to their own settings and to individual teachers.

Chapter III

PRESENTATION AND ANALYSIS OF DATA

The purpose of this dissertation was to gather data about factors that contribute to job satisfaction and those that contribute to job dissatisfaction. The written survey provided general trends, while the individual interviews conducted with eighty-four teachers provided the qualitative data to analyze the specific factors contributing to job satisfaction for Lutheran teachers in the Michigan District.

General Survey Results

The written survey (Appendix A) was sent to all one hundred seven of the Lutheran Schools of the Michigan District. Seven hundred fifty-six teachers received a written survey. Seven hundred one of the written surveys were returned. The data were recorded in a computer data base which was used to compute total percentages for each of the categories. The general results for the thirteen areas are shown in Table 3-I.

Table 3-I

1991 Written Survey of Lutheran Elementary Teachers
Michigan District

<u>Item</u>	<u>Description</u>	<u>Very Satisfied</u>	<u>Somewhat Satisfied</u>	<u>Somewhat Dissatisfied</u>	<u>Very Dissatisfied</u>
#4	Teaching as a career	55%	39%	6%	0%
#5a	Support of Bd. of Education	39%	45%	12%	3%
#5b	Support of Parents	43%	45%	11%	1%
#5c	Support of Pastors	43%	33%	14%	9%
#5d	Support of Principal	62%	27%	8%	3%
#5e	Interaction with students	65%	32%	3%	0%
#5f	Salary received	11%	42%	32%	15%
#5g	Sharing faith	81%	18%	1%	0%
#5h	Time to complete job	9%	42%	37%	11%
#5i	Achievement you feel	37%	55%	7%	1%
#5j	Recognition you receive	24%	52%	21%	4%
#5k	Work itself	28%	55%	16%	1%
#8	Teaching in 5 years	Yes 79%	No 11%	Not sure/maybe 10%	

Analysis of Categories in Written Survey

The written survey indicates a high level of job satisfaction in general, for Lutheran teachers in the Michigan District. Only 6% of the Lutheran teachers surveyed indicated they were somewhat dissatisfied with teaching as a career. As reported earlier, Rodman's study conducted in 1986 showed 90% of public school teachers and 96% of the private school teachers recorded scores of 1 to 5 on a ten point scale; with one being extremely satisfied and ten being extremely dissatisfied. In addition, 71% of the public school teachers had scores of 1 to 3, and 81% of the private school teachers responded in that range.⁹²

The Metropolitan Life Surveys of the American Teacher from 1984 to 1989 recorded similar results to Rodman's study. The percentages recorded in the Metropolitan Survey for each year from 1984 to 1989 are listed in Table 3-2.

⁹²Albert: 47.

Table 3-2⁹³

Metropolitan Life Surveys of the American Teacher
Trends in Satisfaction With Teaching as a Career

1984 - 1989

Question: All in all, how satisfied would you say you are with teaching as a career - very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

	1984	1985	1986	1987	1988	1989 ⁹⁴
Base	1981	1846	1602	1002	1208	2000
Very satisfied	40%	44%	33%	40%	50%	44%
Somewhat Satisfied	41%	35%	48%	45%	37%	42%
Somewhat Dissatisfied	16%	15%	15%	12%	11%	11%
Very Dissatisfied	2%	5%	4%	2%	2%	3%

Comparing the data from Tables 3-1 and 3-2, the teachers in the Lutheran schools of the Michigan District in 1991 appear to be slightly more satisfied than those public school teachers surveyed in the Metropolitan Life Surveys from 1984 to 1989. More specific data are needed in order to determine why this occurs. Perhaps those dissatisfied because of the lack of fulfillment of hygiene factors (especially salary) have already left

⁹³Harris: (1988) 17.

⁹⁴Harris: (1989) 104.

Lutheran teaching. The intrinsic aspect of sharing one's values and belief systems may provide such a great satisfaction for many, that other dissatisfiers do not loom significant.

What can be firmly concluded is that the vast majority of Lutheran teachers in the Michigan district are quite satisfied. Ninety-four percent of Lutheran teachers in the Michigan District in 1991 were either very or somewhat satisfied and fifty-five of these teachers were very satisfied. This high level of satisfaction is analyzed more closely through the personal interviews.

In all eleven of the categories addressed by the written survey, a majority of the teachers indicated satisfaction. In two categories, the difference in percentages between those satisfied and those not satisfied was extremely small. In the categories of salary and time, many Lutheran teachers in the Michigan district are not very satisfied. In these two categories, data from the personal interviews are used to analyze why salary and time appear to be such large dissatisfiers for Lutheran teachers.

The Michigan district salary guidelines recommends a salary schedule for Lutheran schools to be 90% of the local public school base. Almost no Lutheran schools are at this mark and some fall significantly below this level. In the days of teacherages, houses provided by the congregation for the teacher and family, and rural locations, low salaries may not have had the same impact that they have today. The house provided was usually comfortable and many members would graciously provide the teacher and his/her family with much produce, meat, and other staples. Lutheran colleges were very inexpensive compared to other universities and teachers' sons/daughters often received scholarship help.

The salary level has an even greater effect as housing costs and college tuition continue to increase significantly.

Time is the other major dissatisfier. In the public sector, many elementary teachers have gradually received a reduction of duties. In many districts teachers now receive a duty-free lunch period and often receive extra remuneration for outside responsibilities.

Few Lutheran school teachers have any breaks during the school day. One teacher commented, "From 8:30 until 3:30 I am with students the entire time. I don't even have time to visit the restroom." In addition to the lack of any break during the day, Lutheran teachers are often expected to take some outside responsibility in the school and also in the parish. It becomes easy to see why 48% of Lutheran teachers are somewhat or very dissatisfied with the time element of their job. In contrast, only 6% are somewhat dissatisfied with teaching as a career. In the personal interviews many factors were uncovered that demonstrated why so many teachers who are very satisfied with teaching as a career are often quite unhappy with the time necessary to complete their jobs. When teachers have families, the extra time needed to complete outside school and church responsibilities becomes a real conflict with their time with their own families. They are often committed to both and feel that they cannot do a good job in both areas. One area always ends up suffering. Single teachers may end up feeling they have no time for themselves and many begin to resent all the hours they spend with school responsibilities. Time for many is a major cause for dissatisfaction.

Only two other areas outside of time and salary had any significant percentages of dissatisfaction. Twenty-five percent of the teachers are somewhat or very dissatisfied with

the recognition they receive. With one of four teachers having a concern, the area of recognition is a factor that contributes to job dissatisfaction for many Lutheran teachers.

Twenty-three percent of the teachers were somewhat or very dissatisfied with the support of their pastors. On the other hand, forty-three percent indicated they were very satisfied with support of their pastors. The perception of the support of pastors varies greatly among Lutheran teachers. For some, pastors contribute to job satisfaction but for others, pastors can be a major factor contributing to job dissatisfaction.

The opportunity to share one's faith in a school setting satisfies the greatest percentage of Lutheran teachers surveyed. Eighty-one percent indicated they are very satisfied, 18% are somewhat satisfied with only 1% somewhat dissatisfied. Thus, this intrinsic motivator plays an important role for most Lutheran teachers.

A high percentage of Lutheran teachers experience satisfaction with the interaction they have with students. Two other areas where teachers indicate high levels of satisfaction are in the support of school principals and in the support of school parents. Principals must work closely with teachers in Lutheran schools. In general, they receive remuneration that is only slightly more than teachers and often teachers and principals hold similar positions defending the school within the church political structure. This alliance is analyzed in greater detail in the personal interview data.

Since Lutheran schools are but one option that parents have, all parents sending students to Lutheran schools do so by choice. They are usually very concerned about the education of their children. Generally, the survey would indicate most Lutheran teachers are satisfied with the support they receive from parents.

Of the seventy-four teachers indicating they will not be teaching in five years, only eleven indicated they are somewhat dissatisfied with teaching as a career. Of those eleven, ten had been teaching ten years or less. Five had been teaching five years or less.

With less than 2% of the Lutheran teachers both somewhat dissatisfied and planning on leaving Lutheran teaching within the next five years, it would appear that dissatisfaction is not a major cause for teachers leaving Lutheran schools. Using the data from the written survey, it can be concluded that those teachers in the 1991 survey who are dissatisfied with teaching as a career, are generally not planning on leaving Lutheran teaching. The reasons given by those teachers involved in the personal interview who are planning to leave Lutheran teaching in the next five years are analyzed in the personal interview section.

Analysis of the Twelve Categories

Eighty-four individual personal interviews were conducted using procedures for collecting and analyzing data as outlined in Chapter I. These data are given a much heavier weighting than the data from the written survey in the summary and conclusion section in Chapter IV. This weighting is due to the opportunity afforded in a personal interview to follow-up with questions specifically examining the reasons behind factors contributing to job satisfaction and factors contributing to job dissatisfaction. Each of the twelve categories is analyzed in this section. These twelve categories include the following: support of boards of education, support of school parents, support of pastors, support of principals, interaction with students, salary received, opportunity to share faith, time necessary to

complete the job, achievement felt, recognition received, work itself involved with classroom teaching, and interreaction of the staff.

Two additional open-ended questions were asked. These two areas, along with whether teachers plan to remain in Lutheran education in the next five years, are analyzed after the initial twelve categories.

Explanation of Percentages

During the personal interviews, teachers were asked to select from the choices of very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied related to one of the twelve topics, for example, the support of the board of education. The percentages from the written survey were used as a general comparison to the percentages gained from the personal interviews in the analysis of individual categories.

Under each of the categories, additional data were gathered. For example, under the boards of education data, teachers were asked (Appendix C), "How can the board be more supportive to you?" Teachers generally responded with from zero to two specific ways. These answers were clustered according to similar responses. The total percentages could be above or below one hundred percent because of teachers either having no response or an average of greater than one responses. In the example of ways that the board was supportive, the total percentages were 31, 24, 13, 12, 6, 6, and 4 for a total of ninety-six percent. The percentages for ways the boards could be more supportive were 15, 13, 13, 11, 7, and 1 for a total of only sixty percent. In this case, a number of teachers did not have responses when asked how the board could be more supportive. These specific

categories were not totaled to compare the overall feeling of job satisfaction or dissatisfaction, but rather to gauge specific factors within a particular area. The ninety-six percent to sixty percent comparison is irrelevant to the data sought for this study. Teachers could list several ways a board could be more supportive while still feeling overall job satisfaction by support of the board of education.

SUPPORT OF THE BOARD OF EDUCATION

The boards of education are made up of between five and nine members in most Lutheran schools. Their functions are very similar to those of the boards of education in most public schools. The two major differences are that salary increases and dismissals of teachers must be passed by the congregations. In most cases, this power resides with the voters' assemblies.

The actual interaction between the boards of education and the teachers varies a great deal from school to school. In most schools, however, the interaction is very limited. The boards hear from the teachers only through the principals and the teachers know of the boards' decisions only through the principals. In most Lutheran schools, even the minutes of the board meetings are not available to teachers. It is not unusual for teachers to have no idea who is even on the boards of education.

The boards of education members are generally elected by the congregations through the voters' assemblies. Board members must usually be members of the congregations and are generally elected for two or three year terms. The constitutions of most congregations delineate the terms of office, and powers and responsibilities of the boards of education.

The boards of education of Lutheran schools work closely with the principals in the administration and supervision of the school. In most cases, written policies that govern the schools are established by the boards of education.

Data Review

Most Lutheran teachers in the sample for this dissertation are either very satisfied or somewhat satisfied with their boards of education. The percentages are quite high given the fact that some teachers will not agree with specific board decisions or that some teachers may be under pressure from boards due to the teachers' own lack of performance. Fifteen percent of the teachers in the written survey are either somewhat or very dissatisfied with the support of the boards of education. Of the eighty-four teachers interviewed, only six expressed that they are somewhat dissatisfied or very dissatisfied with the support of the boards of education.

Looking just at the percentages, the conclusion could easily be reached that the boards of education in most Lutheran schools are contributing to the satisfaction of Lutheran teachers.

A different picture unfolded in the personal interviews with teachers. Many boards are doing a great deal to contribute to teacher satisfaction. Few are doing all they can. In the vast majority of cases, boards could contribute to greater teacher satisfaction without spending any more money. Some boards need to do a much better job.

In many cases, one of the biggest feelings of support comes from personal contact from board members. Encouraging remarks made directly to teachers contribute greatly

to job satisfaction. When individual board members take the time to show appreciation for the contributions of a teacher, it means a great deal. Thirty-one percent of the eighty-four teachers interviewed mentioned this personal support from board members. The data confirmed that personal contact must be a part of boards' strategies in order to promote job satisfaction.

Many boards of education in Lutheran schools are doing much to contribute to the job satisfaction experienced by teachers in their schools. One common theme that was repeated again and again by teachers when discussing supportive boards was good communication. "They listened to us." "They met with us." "They held an open forum for teachers." "They communicated to me when there were problems." Teachers feel supported by the boards when the teachers know what is going on. Good communication was mentioned specifically by twenty-four percent of the eighty-four teachers when discussing supportive boards. Whether in formal annual meetings or less formal individual meetings, communication is important for boards to contribute to teacher job satisfaction.

Teachers involved in this survey generally feel their boards of education showed collective support for the general educational program of the schools. Thirteen percent of the teachers specifically cited board support for the educational program of the school and of new programs in which teachers are interested. When boards show support for new programs that are favored by teachers, they do much to improve job satisfaction.

Twelve percent of the teachers indicated that involving them in decision making is one of the ways that their boards of education show support to them. Even when these

decisions involve difficult challenges, teachers experience satisfaction from being involved in seeking solutions.

Mentioned less often than personal support, communication, and program support, is the support for the necessary materials and facilities. Six percent of the teachers in this study indicated that one way boards support them is by making sure that the necessary materials and supplies are available for them.

Support and backing when encountering a problems with families was mentioned by six percent of the teachers. With criticism of education on the rise in general, conflicts with parents may increase in the coming years. More support from boards of education may be needed in this area.

Even as good communication is very important for making teachers feel supported by their boards of education, it is also the single most often mentioned item that is lacking when teachers do not feel supported. In some cases, the perception of poor communication could be because the boards are communicating a message that the teachers do not endorse. Teachers, however, also feel little support from the boards when they receive no direct communication from them. In most Lutheran schools, boards minutes are not given to the teachers. Fifteen percent of teachers feel that the boards have so little communication that decisions are made without the necessary teacher input and do not produce sound decisions for the educational program of the school. This lack of communication is especially significant in an era when more schools are involving teachers in making decisions and when the literature indicates that teachers want to be more involved in making educational decisions.

A second frequently cited item that is closely connected to poor communication is the lack of understanding of what teachers go through and even how schools really function. Nearly one-sixth of all teachers interviewed said that board members simply do not know what is expected of teachers or how Lutheran schools really operate. When viewed this way by teachers, it is easy to understand why teachers do not feel supported by boards' decisions.

Lack of continuity, a willingness to act, acting quickly enough, and overall lack of leadership are perceived as major problems. This lack of leadership was cited by thirteen percent of the teachers. Boards are placed in key decision-making positions and failure to demonstrate leadership or the lack of consistency from year to year can contribute significantly to the level of teacher dissatisfaction:

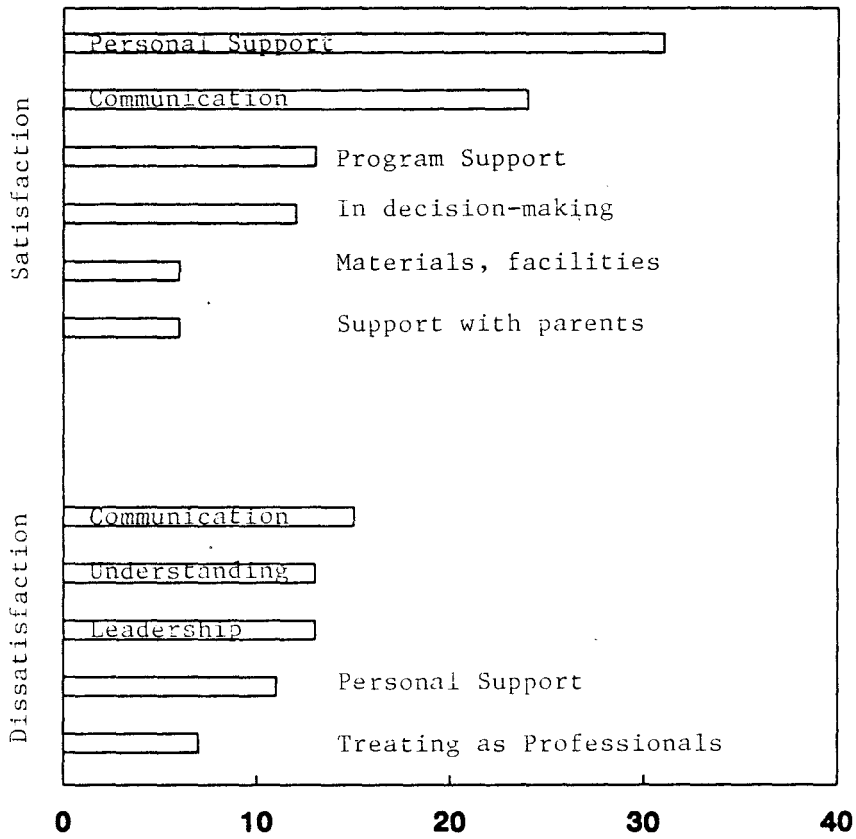
The lack of personal support was cited by eleven percent of the teachers interviewed. Personal support is a major concern. The data suggest that this is an area that must be considered by boards who wish to affect the feeling of satisfaction experienced by their teachers.

Another troubling problem to teachers is the lack of professional respect given to them. "We are treated as replaceable objects." "The board does not respect our professional judgement." "We are viewed like hourly employees." Whether the boards' perceptions might be partially accurate in some cases does not change the fact that such attitudes on the part of boards contribute to a serious problem regarding teacher job satisfaction.

Summary

While the support of the boards of education are not viewed by most Lutheran teachers as a major contributor to job dissatisfaction, more can be done by most boards to enhance teacher job satisfaction. Personal support and good communication are the items teachers mentioned most often as contributing to satisfaction with the support of the boards of education. The three largest negative items are poor communication, overall leadership failure on the boards' part, and the lack of understanding. Support of the program, support of securing necessary materials, backing in instances of parental confrontations, and standing behind staff development opportunities are all viewed as positive contributions made by boards of education. Not treating teachers as professionals and the lack of personal support contribute to feelings of dissatisfaction for teachers. Boards of education can do more to improve teacher job satisfaction even though most teachers are at least somewhat satisfied with the support of the boards of education. Table 3-3 summarizes the data for this category.

Support of the Boards of Education



Analysis

A certain amount of dissatisfaction is bound to exist with teachers toward boards of education. A few teachers are dissatisfied about many things. The boards are just another on their hit list. Some teachers may not be satisfied with the boards because particular decisions did not go their way. In a few instances, the boards may be in the process of getting rid of incompetent teachers and those teachers will also not be too satisfied with the boards.

It is also nearly impossible to avoid board members who have an "ax to grind" or have a single mission for or against certain programs or even teachers. In all of these situations, teacher dissatisfaction is a strong possibility, if not a foregone conclusion.

In the majority of situations, however, a very good opportunity exists for boards of education to do a great deal to contribute to teacher job satisfaction. The one item that was cited most often as contributing to dissatisfaction was communication. On the positive side, boards that contribute to improved job satisfaction communicate well. Boards can help enhance teacher satisfaction by their concern for such communication. Seven teachers expressed specifically an appreciation at having had the opportunity to meet at least annually with the board directly. One direct contribution to improved communication that boards can make is by meeting annually with teachers.

Since each congregation is almost completely autonomous in the Lutheran system, all changes have to be made at the local level. The single person capable of initiating such change is the principal. The boards can be an effective force for increasing teacher job satisfaction, but the principals must provide the leadership to make boards more effective in their communication.

The largest negative factors along with poor communication are the lack of leadership and lack of understanding. When boards have many new members, it is difficult to provide both continuity and leadership. It often takes new members several meetings to get acclimated. They may lack the background information necessary on programs and other issues to discuss them effectively. If possible, terms could be staggered in such a way that no more than one-third of the board is new every year. By adding one-third or

less, there will be more continuity. The orientation of new members is also critical. Board minutes, policies, and regulations made available prior to the first meeting provide opportunities for thorough review. With better continuity and orientation, boards can provide more consistent leadership. Not all teachers will agree with the direction the boards are taking or all decisions they make. However, with more consistency by the boards, the opportunity for greater teacher satisfaction will be enhanced. When teachers at least know the direction the board is going, they can plan accordingly. The lack of continuity contributing to teacher dissatisfaction can be reduced.

The two other negative categories are closely linked: failure to understand what teachers go through and failure to treat teachers as professionals. It is again a process of educating the boards in order for the board members to positively contribute to teacher job satisfaction. One effective way for boards to have better understandings of what teachers must endure and how to view teachers in a more professional, positive light is to have individual teachers make presentations to the boards. These presentations could address specific curriculum areas or could be about successful unique programs that particular teachers are using. The more opportunities the boards have to see teachers in action, the greater the likelihood they will understand the teachers and, perhaps, respect them more as professional educators. Again, the principals are in the key positions to assist the boards in becoming more positive forces.

The final major area for a positive impact by the boards is individual personal support. When positive personal comments or notes come from the boards, they carry more weight than if they come from someone not on the board. Some board members will

naturally seek out opportunities to make that positive personal contact. Others, because of their personality, may not be as comfortable in doing this or even in thinking about it. Again, the principals and board chairmen play key roles in keeping this issue before the boards. The boards must be made to realize the importance of their personal support to teachers. It should be part of the orientation sessions and it should be kept at the forefront both formally and informally. The boards of education play important roles in contributing to job satisfaction.

SUPPORT OF SCHOOL PARENTS

Since Lutheran schools are but one option that parents have, all parents sending students to Lutheran schools do so by choice. They are usually very interested and concerned about the education of their children. However, this concern can lead parents to be highly critical of teachers and school programs.

Data Review

Most Lutheran teachers are either very satisfied or somewhat satisfied by the support of school parents. Eighty-eight percent of the teachers in the written survey indicated that feeling. Eleven percent are somewhat dissatisfied and only one percent indicated they are very dissatisfied.

The personal interviews revealed data that are very similar to the written survey. The majority of the Lutheran teachers interviewed are very satisfied with the support of their school parents.

Two areas stood out as the teachers described the support they receive from parents. Thirty-six percent of the teachers mentioned the volunteer help that parents provide as a big source of support. One teacher expressing her satisfaction described all that parents do, "drive for field trips, help with classroom projects, collect spelling books, run things off, and a grandma helps slower readers." Another teacher said this of parent volunteers, "They offer a lot of help, car pooling, extra tutoring, grading SRA papers, sharing ideas of their own, and doing anything I ask of them." Another teacher verbalized his appreciation for all the things parents do, "coming and helping with anything I asked, field trips, classroom help, many parent volunteers, computer program and library." In addition to helping with the computer and library programs, parents also help with athletic programs and outdoor education programs.

Parents who serve as volunteers affect teachers' satisfaction in a variety of ways. In addition to allowing teachers to extend the educational program they can offer their students, it also frees up valuable teacher time. When parents volunteer, they have the opportunity to get to know teachers better and see first hand the educational program in operation. Volunteering gives them the opportunity to understand better what teachers experience on a daily basis and it may well make them more supportive of teachers.

One-third of all the teachers (28 teachers) told about positive personal support they receive from parents. These teachers indicated a variety of ways that they feel personally supported by school parents. "Constructive criticism." "On the end of the year questionnaire, parents supported me." "With any problems, parents listen and do what they can." "I've always enjoyed real good support of parents." "Tremendous support of

parents." "Parents back me when I try to do something." "Supportive in any action you want." "Ones who paid attention were thankful we were there." It was apparent that these twenty-eight teachers felt a partnership with parents. It is interesting to note that some of these teachers served on the same staff where fellow teachers did not perceive the same level of personal support.

Verbal support was clustered as a separate category from personal support because of the large number of teachers who specifically mentioned this one aspect of support. Nineteen percent of the eighty-four teachers specifically mentioned verbal support and/or words of encouragement that parents gave to them. These teachers related the positive feelings and satisfaction that come when parents recognize the efforts teachers put into their children's education and when parents take the time to acknowledge teachers verbally or in writing. Many teachers receive motivation and satisfaction from knowing they are making a difference in the lives of children. When parents give teachers verbal support and words of encouragement, they demonstrate appreciation for what a teacher is doing, and can significantly contribute to teacher job satisfaction.

Fifteen percent of the teachers mentioned parents' support of the general school program. Parents making the choice to send their children to Lutheran schools often take on a certain sense of ownership of the programs schools offers. When parents demonstrate support for the schools' programs in general, they can contribute to satisfaction of the teachers.

Two areas that were mentioned by teachers are directly related to student interaction. Thirteen percent of the teachers feel support from parents when they support

and encourage the students in completing homework. When parents offer encouragement in this area, they can contribute to the support and satisfaction teachers feel.

The second area of student interaction is when parents back up teachers in the area of discipline. Eight percent of the teachers interviewed indicated they feel particular support from parents in this area.

The final area mentioned was that of financial assistance. Seven percent of the teachers that were interviewed indicated that they had been supported financially by school parents. Christmas gifts, end of the year gifts, and special gift certificates were all mentioned as support received by teachers.

Teachers were eager to share all the ways that parents had supported them. Most had trouble thinking of ways that parents could be more supportive. Veteran teachers, in some cases, felt that the level of support was not quite what it used to be. Overall, parental support contributed to an area of satisfaction experienced by the teachers.

Eleven percent of the teachers desire more support from school parents in basic parenting activities such as spending family time, encouraging homework to be completed, and following through by returning notes and calls. As parents become busy, many of these items can fall by the way.

Ten percent of teachers desire to have the parents more involved and active in the school program. Teachers see the need for more volunteers, more involvement by parents in the parent-teacher organization, and more opportunities for parents to get to know the teachers.

Eight percent of the teachers interviewed indicated a desire for parents to show more interest in what is going on in the classroom and with their children's education. Teachers wanted parents to ask questions. The lack of interest in their children's education by parents was perceived as a lack of support for what the teacher was attempting to accomplish.

Seven percent of the teachers feel a lack of support from parents who do not support them when there are problems with children and do not come directly to them when there are classroom problems. Teachers who are not supported by parents may view this lack of support as a cause for dissatisfaction.

Six percent of the teachers mentioned each of the areas of lack of church commitment and lack of verbal support toward teachers. Since at least some Lutheran teachers may have entered Lutheran teaching primarily to share their faith, for them it would be a source of dissatisfaction if some parents failed to share that commitment. The lack of verbal support indicates a concern for the perception of the job they are doing by parents. The relatively low number of both items indicate that for most Lutheran teachers, these two items are not major concerns.

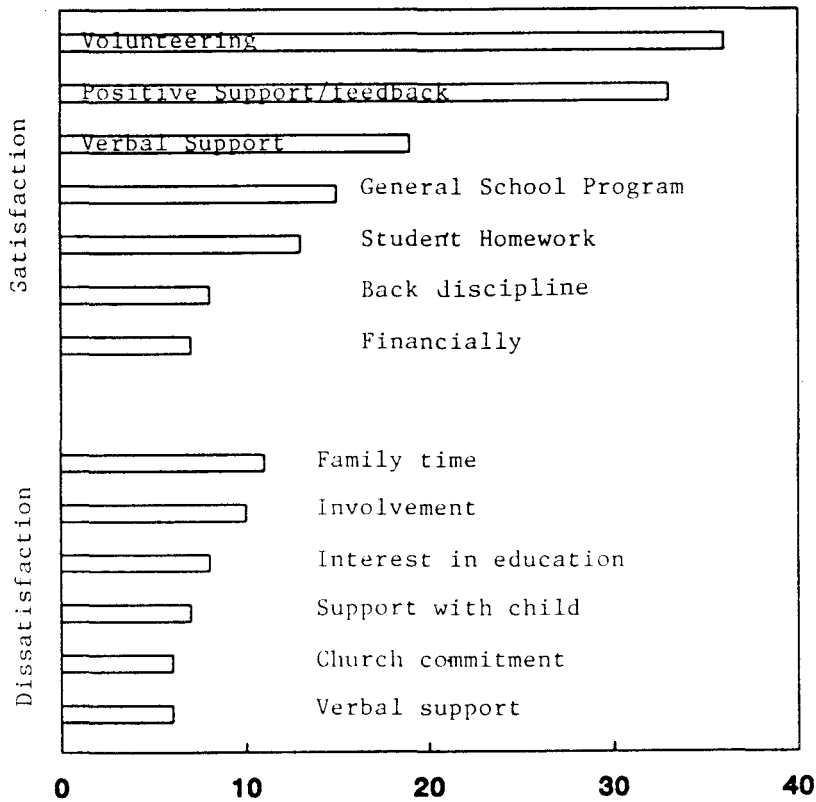
Summary

Lutheran school teachers receive much support from school parents. The support of school parents is a factor that can contribute to job satisfaction for Lutheran teachers. More than one of every three teachers interviewed mentioned the support of school parents by their volunteering. Positive personal support was cited by thirty-three percent of the

eighty-four teachers interviewed. In addition, nineteen percent of teachers mentioned specifically the verbal support and/or words of encouragement they received. Fifteen percent of the teachers interviewed indicated they feel support for the general school program by parents. Thirteen percent of the teachers commented on the support given by parents who encourage students to do homework. Eight percent of the teachers mentioned the support they receive from parents in backing up the teachers with the discipline of students. Seven percent of the teachers mentioned the financial support through various gifts by parents to teachers.

Lack of basic parenting activities such as having family time, encouraging homework, and following through on notes was mentioned by eleven percent of the teachers. Ten percent of the teachers wanted parents to be more involved. Eight percent desired a greater interest by the parents in the education of their children. Seven percent did not feel supported by parents when dealing with a problem either directly with a child or in general in the classroom. Six percent mentioned the lack of church commitment by parents as an area where they perceived a lack of support. Six percent also mentioned the lack of verbal support from parents as a concern. Table 3-4 represents a summary of the data.

Support of School Parents



Analysis

The parents' choice in selecting a Lutheran school opens the door for a partnership to be formed between parents and schools. Teachers who develop good relationships with parents forge a valuable alliance. Most Lutheran schools, like most good schools, rely heavily on volunteers to extend their programs. With more than one-third of the teachers interviewed indicating support from parents by volunteer efforts, parent volunteers may well be a factor contributing to teacher job satisfaction. One of every three of the teachers interviewed expressed personal support from parents as important to them.

Some teachers on the same staff do not feel the support other teachers receive. Young teachers may not have developed either the interpersonal skills or the communication skills to cultivate strong positive relationships with parents. Certain more experienced teachers also may not have developed such skills. Some teachers will resist and/or have no desire to develop the necessary skills to improve. Some teachers and certain parents may never work well together. For those teachers who do not have the ability to develop the necessary skills, the principals must take the lead in assisting them to cultivate such skills. It may be through the use of mentors, workshops, or general in-service days to raise the general consciousness levels. Principals contribute to greater job satisfaction by assisting teachers in developing better interpersonal skills and communication skills in interacting with parents.

How does a school forge a partnership with parents? Is a sense of ownership felt by the school parents? How do schools communicate their mission to their constituencies? Principals who direct both boards and teachers to examine these issues and creatively seek ways to enhance the level of parental commitment to a school enhance teachers' job satisfaction.

SUPPORT OF THE PASTORS

The support of the pastors is critical to the success of any Lutheran School in Michigan. Each of the 107 schools in the Michigan district is operated by its own single congregation. All are heavily subsidized with the exception of the Detroit Schools. Some

of the Detroit Schools are almost self-supporting. The pastors are key figures in almost every situation. Their support, or lack thereof, can be crucial to how supportive the congregation as a whole is. The pastors' support to principals or teachers can almost single handedly make or break their success. Hence, pastors can play a large role in the job satisfaction or job dissatisfaction of Lutheran elementary teachers.

Data Review

Forty-three percent of the teachers in the written survey are very satisfied with the support of their pastors. Nine percent, however, are very dissatisfied. This percentage of teachers very dissatisfied with the support of their pastors is by far the third highest figure recorded on the negative side in the written survey. However, the forty-three percent figure represents a tie for the fourth highest satisfaction figure of the eleven categories. Obviously, a strong split in opinions exists in terms of the support teachers feel they receive from their pastors. What specific factors contribute to the feelings of satisfaction or dissatisfaction?

Twenty-seven percent of the teachers interviewed stated that they are satisfied with their pastors' support when he "stands behind me," "backs me up," "shows confidence in me" and "supports me." The personal relationship and support seem to be especially important to more than one-fourth of the teachers interviewed.

Twenty-six percent of the teachers feel support from their pastors as they support the school in general. Lutheran schools may be viewed as a real financial drain by some members. When pastors show support for schools, they can make the role of the schools

take on added importance, and therefore, increase the job satisfaction experienced by teachers.

Twenty percent of the teachers mentioned their pastors as "being available to talk to" and "asks how it is going" as ways they felt supported by pastors. When pastors are available to talk with the teaching staff and to inquire about their well-being, both professionally and personally, they can increase the satisfaction that teachers experience.

Seventeen percent of the eighty-four teachers interviewed feel that pastors show support through their participation in various school-related activities such as faculty devotions, teaching a religion class, and parent-teacher organization functions. Teachers feel supported when pastors demonstrate an interest by the way they join in on these various activities, thereby lending support and enhancing the role of the teacher.

Twelve percent of the teachers specifically mentioned the strong verbal support they receive from their pastors. Pastors often cannot provide better working conditions or higher salaries, but a supportive comment directed personally to teachers can enhance the job satisfaction.

Six percent of the teachers indicated support from "caring," "listening," "pats on the back" pastors. Four percent of the teachers specifically mentioned direct support from the pulpit during Sunday morning services. Sermons tend to be the focal point of Lutheran services and pastors can shape congregational thinking by their messages. It is perceived by some as "being the words of God." A spoken message either in favor of the school or against the school, or in favor of teachers can have a serious impact on the view members have toward a school or teachers.

Even as pastors can have a dramatically positive effect on schools and teachers, they can also have a decidedly negative affect upon teachers and schools. While seventy-nine percent of the teachers responding in the personal interview indicated that they were very or somewhat satisfied with the support they receive from their pastors, twenty percent indicated that they were somewhat or very dissatisfied. Even teachers who feel very or somewhat satisfied were able to identify some areas in which they feel their pastors could give them more support. Twenty-one percent of teachers want more support from their pastors in terms of their general and verbal support. Too often they see their pastors making it church versus school, rather than supporting the school.

Twenty-one percent also feel that their pastors should be more visible; that they should get to know the students better and get into the classrooms more. The teachers voiced a desire for more support from their pastors by being more involved and visible with their students.

Seventeen percent of teachers interviewed indicated a desire for their pastors to participate more in devotions, chapel, and faculty meetings.

Ten percent of the teachers feel that their pastors need to be more in touch with them. They feel Pastors need to communicate more and show more personal support for them.

Seven percent of the teachers want more time with their pastors. They do not feel they have a chance to talk with their pastors. As a result, they do not feel as supported as they would like to be.

Five percent of the teachers feel that their pastors do not stand behind them

and/or the principal. This direct lack of support is a major source of dissatisfaction for the teachers who expressed this feeling.

Four percent of the teachers feel that their pastors do not show them respect. Pastors are considered ordained whereas teachers are considered commissioned. Considering this hierarchical position that pastors hold in the national organization, it is not unusual for pastors to hold this view. It is probably even more true of pastors' views of women teachers since women cannot be ordained in Missouri Synod Lutheran Churches.

Summary

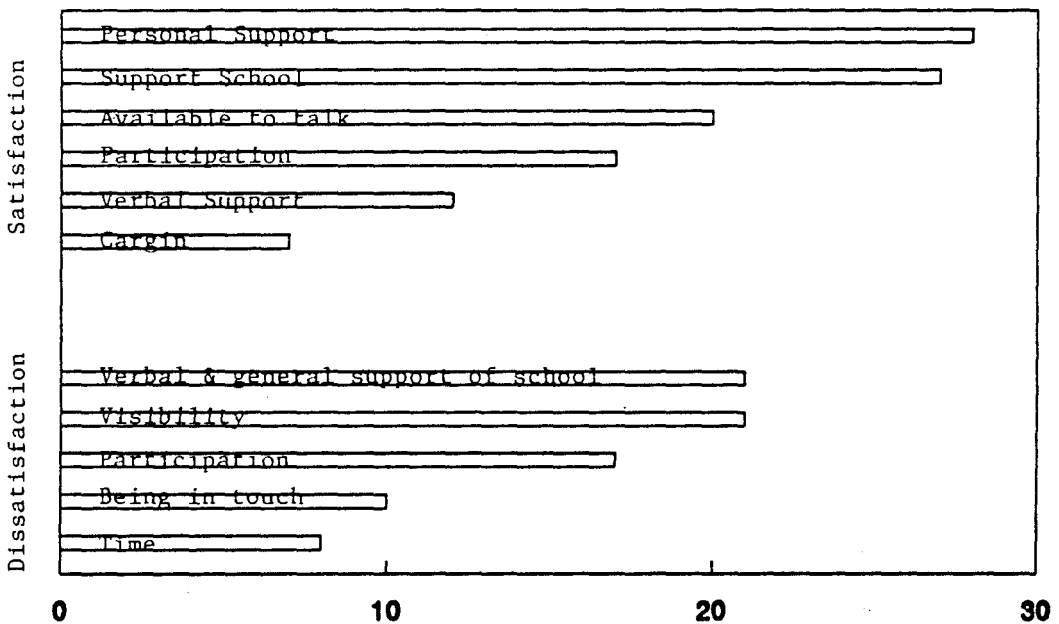
Seventy-nine percent of those Lutheran elementary teachers involved in the personal interview indicated satisfaction with the support of their pastors. When asked in what way their pastors are supportive, twenty-seven percent specifically mentioned their pastors standing behind them. Another twenty-six percent indicated a strong feeling of support for the school in general by their pastors. Twenty percent indicated their pastors support them by being available to talk to them. Seventeen percent feel their pastors show support by the way they participate in activities with them. Other areas of support include verbalizing strong support, caring personally, and supporting from the pulpit. The majority of the Lutheran elementary teachers interviewed feel satisfied with the support from their pastors.

While only twenty percent of those in the personal interview are very or somewhat dissatisfied with the support of their pastors, the majority of the teachers indicated at least one area in which they would like more support. When asked in what

way could they be more supportive, twenty-one percent of the teachers interviewed indicated a lack of verbal and general support for the school. Twenty-one percent of those interviewed also indicated they feel that their pastors need to be more visible. Seventeen percent do not feel that their pastors participate enough in school related activities. Ten percent said they needed to be more in touch and to communicate more. Other areas where teachers feel they need more support are more time from their pastors and more respect for teachers. Teachers also indicated they want their pastors to stand behind them. A summary of the data are listed in Table 3-5.

Table 3-5

Support of Pastors



Analysis

Pastors' personal support and support for schools contributes to job satisfaction for Lutheran teachers. Some teachers on the same staff do not feel the same personal support or even perceive the same support for the school in general. In order to increase teacher job satisfaction, teachers must perceive greater personal support and greater support for the school from their pastors.

The data indicate ways in which teachers are satisfied with the pastors' support. Teachers who perceive the pastors as supportive of the school, find that the pastor is available to talk, see their pastors participating in school functions, receive verbal support from their pastors and see their pastors as being caring, experience personal support from their pastors. Some pastors are naturally more supportive to schools and teachers. Some teachers, on the other hand, will never perceive pastors as being very supportive of themselves or the school because they have unrealistic expectations of the time and energy pastors can commit to this one area.

The relationship between principals and pastors is critical to teacher satisfaction in several key ways. When there is a good rapport and mutual respect between principal and pastors, stronger support will likely occur for the school in general. Part of the process in establishing good rapport and mutual respect is good communication. Regularly planned meetings with pastors and principals can enhance communication and generate a more positive feeling toward the school in general and in turn, contribute to teacher satisfaction.

Many (twenty-seven percent) Lutheran teachers specifically mentioned the

personal support they receive from their pastors. How can principals strengthen this positive factor? The rapport and mutual respect that is important between pastors and principals is also critical for teachers and pastors. Two of the largest cited negative items, visibility and participation, are areas that teachers can be a help in changing. Teachers can be part of the solution in reducing their own factors contributing to job dissatisfaction. Principals who assist teachers in developing strategies in encouraging pastors to be more visible and participate in the school to a greater degree increase job satisfaction. Inviting pastors into the classrooms is one way for teachers to help pastors demonstrate a greater visibility. Leading a prayer before a field trip, coming to a student's birthday party, explaining symbols inside the church, explaining about baptism and communion either in the church or in the classroom are all ways that pastors can be more visible to students. When teachers take the time to ask their pastors, or have students ask, positive interactions can occur and enhance relationships. Care needs to be taken in the following ways: 1) ask far enough in advance to avoid time pressures, 2) recognize how busy pastors are and keep this time commitment short, 3) ask the pastors in an area of their interest and background, and 4) ask often. Teachers failure to mention these specific strategies indicates a need for principals to make such suggestions to teachers.

Teachers also expressed a dissatisfaction in the lack of participation by pastors in things such as devotions, chapel, and faculty meetings. Principals who assist teachers in being aware of pastors' schedules improve teachers' job satisfaction. Since teachers' job satisfaction is affected by pastors' participation, principals might work out a schedule

with pastors in advance keeping in mind the pastors' busy schedules. Perhaps the pastors could be asked to lead devotions on particular weeks or a day of the week. The same could be done with chapel schedules. The pastor could be scheduled to meet with the faculty during faculty meetings at designated times. For example, pastors could be asked to share general congregational items once a month at a faculty meeting. Teachers, in turn could bring items or questions to the pastors at this time. In this way, regular communication could occur without taking a great deal of pastors' time. Teachers did mention how busy they realized pastors are and yet seemed to be unaware of ways to change the situation.

Pastoral support is, indeed, a major factor contributing to job satisfaction and job dissatisfaction. Teachers who have entered Lutheran teaching for the opportunity to share the faith can be disillusioned and greatly discouraged when they perceive a lack of support for their ministry by the pastors. When pastors, as spiritual leaders of churches, affirms teachers and their ministry, they do much to contribute to job satisfaction.

SUPPORT OF THE PRINCIPALS

The principals of Lutheran schools hold unique positions in comparison to their counterparts in the public sector. Principals are in many ways, both superintendents and principals. Each school is completely autonomous. While there is a superintendent of the Michigan District, his position would be more similar to the role of the superintendents of public instruction of the state than to the superintendent of a local public school district. In their role as superintendents, Lutheran principals are the chief

administrative officers in terms of financial decisions, curricular decisions, personnel decisions, health and safety issues, and all other administrative policies. While this dual role allows for tremendous impact concerning changes that can be implemented at any school, in other ways the principals' abilities to affect change and even make administrative decisions are severely hampered. In some congregations, a real confusion exists in the role of the pastors. The pastors are viewed as the head administrators in most congregations. The relationships between the pastors and principals are often not clearly defined. When budgets, buildings and even personnel are shared, the potential exists for conflict, especially when roles vary from parish to parish. The principals' relationships to their staffs are directly affected by their own roles in the parishes.

Principals can affect the job satisfaction and job dissatisfaction that is experienced by Lutheran elementary teachers.

Data Review

Most Lutheran school teachers are either very satisfied or somewhat satisfied with the support they receive from their principals. Only eleven percent of the teachers said in the written survey that they are somewhat dissatisfied or very dissatisfied with the support of their principals. The percentages are quite high given the close supervisory roles that principals play and that not all teachers will receive as favorable evaluations as they would like. What specific things are principals doing that contribute to the feeling of satisfaction or dissatisfaction for teachers?

Thirty-two percent of teachers interviewed indicated they feel support from their

principals by verbal praise, affirmation, and personal support. The personal concern shown by principals is acutely felt by teachers. "Makes an effort to affirm, support and encourage us. He often tells us we are doing a good job." "A lot of verbal praise." "Sends positive notes every once in a while. Talks about positive to me in classroom." "Supportive with comments." "Tells me when we're doing a good job." When principals show personal concern for teachers and they verbalize this concern they do much to contribute to the satisfaction of their teachers.

Twenty-one percent of the teachers indicated they are satisfied with the support their principals give them in dealing with parents. Parents in Lutheran schools in Michigan are generally very supportive of their educational programs. Parents' close ties to Lutheran schools can be a source of conflict when they do not agree with teachers' ways of handling things. Principals who help teachers resolve these conflicts and are supportive of teachers when they experience disagreements with parents can enhance the teachers' satisfaction. Teachers expressed satisfaction when their principals supported them in dealing with parents. "When a parent was very critical of me, he supported me." "He backs teachers up and gives me feedback when parents call." "Backs teacher up and looks into situations with parents." "In dealing with parents and kids, he is 100% behind teacher if a parent is dealing with you." "Always supportive with parents." "I feel that he has confidence in me when I deal with parents. He is very supportive." "Always send parents to teachers, then if necessary, meets." "Supportive with parents." "He backs up teachers in disagreements with parents." "Problems with parents - backs me up." "Supportive when dealing with parents."

Twenty percent of the teachers interviewed specifically mentioned that they feel their principals support them by the good communication practices. Listening was frequently mentioned as teachers talked about the positive communication they experience with their principals. "He listens really well. Can always talk to him; you know he'll listen." "Good listener. Willing to stop and listen." "If I have a problem, he listens and helps solve it." "There to listen to any problem." "You can talk about a problem." "Door is always open." "Willing to listen." "Will always listen to a problem and talk it out. Is always there - open-door policy." Taking the time to listen and communicate with teachers is one way principals can be supportive of their teachers and help improve satisfaction.

Fourteen percent of the teachers interviewed indicated they feel satisfied with the support of their principals when they are allowed to have freedom in their own classrooms. Teachers want to have the professional autonomy to make educational decisions in their own rooms. "Allows me to use my classroom." "Supports classroom decisions." "Lets me do what I want in my teaching." "If I want to do something, he trusts my judgement." "Lets us teach in the way that we want." "Lets you run your own classroom."

Fourteen percent of the teachers indicated they feel support from their principals because their principals really want what is best for the programs, are open to new ideas and really work hard themselves to accomplish those goals. "Supports and really wants best program." "Open to ideas." "If you have a valid idea, he is very supportive. He is very supportive and open." "Very anxious to learn." "Willing to let you try new

things."

Twelve percent mentioned that their principals support them by making resources available to effectively carry out the educational program. "If you have a problem with materials, he'll get the money." "If we need supplies, she'll find the money." "He and the board have worked together to make sure we have what we need."

Ten percent of the teachers interviewed feel supported by their principals when dealing with student discipline problems. In some Lutheran schools, students may be enrolled by parents hoping that the Lutheran school will help to change previous negative behavior. These can be serious discipline challenges for schools. Lutheran schools have more flexibility than public schools in the discipline of students. Students that continue to fail to adhere to reasonable school standards can be excluded from schools.

Four other areas were mentioned less frequently. These include the following: spending time with students, taking teacher concerns to the board, insuring proper facilities, and having time to spend with teachers.

Teachers' satisfaction concerning the support of the principal is shown to be extremely high both from the written survey and the data gained from the personal interviews.

Fifteen percent of the teachers did indicate they would like more support from their principals in the area of leadership. "Ordering is not always finished. Organizing meetings is not done effectively." "If he went back to school, he could be better. I have more education than he does." "Could be more forceful. Talks a good game." "We don't have many faculty meetings." "His organization is not very strong." "No vision

for the future needs. Doesn't seem too concerned about our curriculum." "He has his own agenda. If difference of opinions exists, he is not very flexible." "A lot of things don't get done. Not a gifted administrator." "Sometimes too nice, not tough enough."

Eleven percent of the teachers stated a desire for their principals to do a better job of following through. "Too laid back. Should be more aggressive. Things not finished." "Details forgotten." "Lots of things don't get done." "Some problems following through." Teachers expressed a frustration when their principals do not support the teachers or the school by the completion of tasks.

Six percent of the teachers indicated that they want more time from their principals. The five teachers who voiced this concern felt that they do not receive the support they need because of the lack of time given to them by their principals.

Five percent of the teachers do not experience satisfaction with the communication they receive from their principals. Listening better and communicating to teachers in a clear fashion are ways that principals can support teachers better.

Five percent of the teachers mentioned the lack of personal support they receive from their principals. This contrasts with thirty-two percent of teachers who do feel personal support from their principals. Principals are a major influence on the professional self-concept of teachers. They need to exert a positive impact on teachers.

The need for more leadership and support in the area of instructional supervision was voiced by four percent of teachers. A teacher with four years of experience stated he had been evaluated only twice in his career. Another teacher noted that a first year teacher did not receive any help from the principal and that the teacher himself had

assisted her. Still another teacher mentioned that he had been evaluated only one time in six years.

Support with parents, honesty, help with student discipline and curriculum were other areas mentioned where teachers feel more support from their principals is needed. Each area was mentioned by less than three percent of the teachers interviewed.

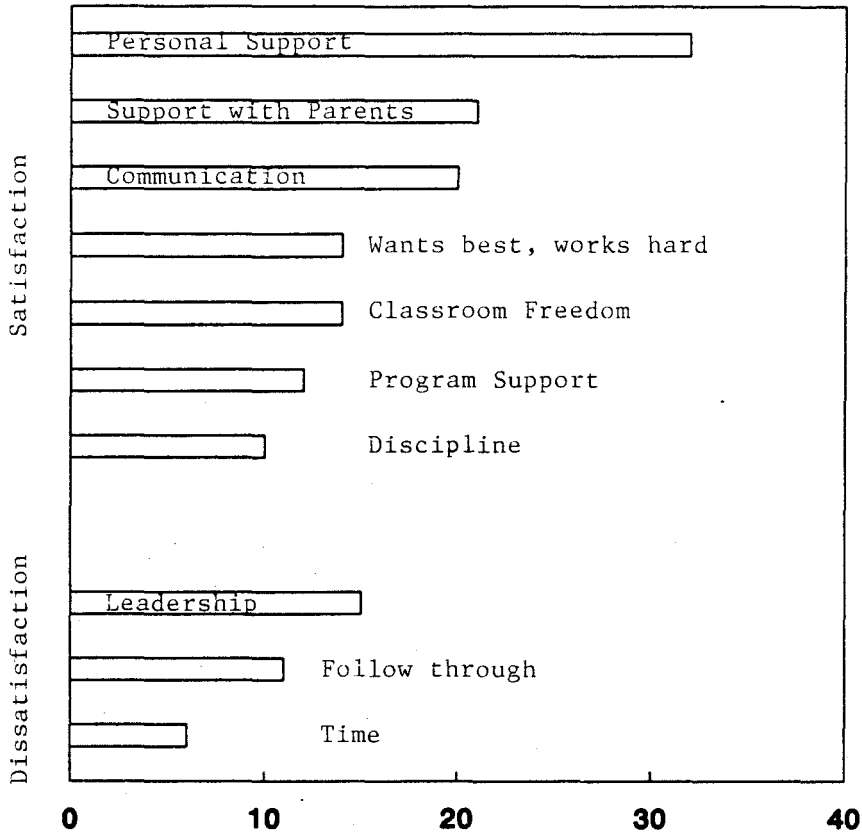
Summary

Over ninety percent of the teachers who were interviewed are satisfied with the support they receive from their principals. A relatively small percentage have major concerns. When asked in what ways is your principal supportive, almost one-third of the teachers mentioned that their principals give strong personal support often in the form of verbal praise. Twenty-one percent of the teachers verbalized an appreciation for their principals' support in the interaction with parents. Twenty percent of those interviewed said their principals are good listeners. Fourteen percent of teachers responded positively in two categories: principals who support teachers in classroom freedom and principals who really want the best programs by being open to new ideas and working hard themselves. Twelve percent of the teachers indicated their principals support the educational program by making sure the necessary resources are available. Support in the area of discipline is a positive area of support mentioned by ten percent of the teachers. Seven areas of positive support were mentioned by at least ten percent of the teachers. Only two categories received ten percent or more when teachers indicated area where they wanted more support.

Even among those who are satisfied, however, there are areas where they see room for improvement. Fifteen percent of the teachers wanted more leadership from their principals. Closely related to this item was the idea of principals needing to follow through better. Eleven percent of the teachers mentioned this concern. Principals having more time for teachers was mentioned by six percent of the teachers. Five percent identified lack of personal support by their principals. Five percent also mentioned the need for better communication from their principals. A summary of the data are listed in Table 3-6.

Table 3-6

Support of the Principals



Analysis

Principals are placed in a critical leadership role at this challenging time in the history of Lutheran elementary schools in Michigan. With the pressures that schools and teachers experience, increasing leadership from principals is crucial. Principals are a major influence on the professional self-concept of their teachers. Much of how teachers feel about themselves is a direct result of the leadership behavior of principals. The data from the personal interviews indicate that over ninety percent of the teachers consider their principal as having a positive impact on their job satisfaction. When asked in what ways is your principal supportive, thirty-two percent of the teachers specifically identified the personal support they receive from their principals.

The literature suggests many ways that principals can develop a feeling of personal support in their teachers. Lehman speaks of enhancing personal regard through trust, time, and empathy. Principals who are predictable, visible, and available will enhance teacher job satisfaction according to Lehman. Personal follow-up and concern are critical. Good communication through skillful listening is essential. Lehman sees a sense of ownership being created by principals who involve faculty in decision-making.⁹⁵ When teachers' ideas are considered and implemented, a stronger sense of self-worth can be developed. Being involved by principals in decision making was not mentioned by Lutheran teachers. Lutheran principals who do involve teachers in decision making may contribute to greater teacher satisfaction.

Support with parents was specifically cited by twenty-one percent of the teachers

⁹⁵Lehman, 77-79.

interviewed when asked in what ways is your principal supportive. The second most often mentioned way teachers said their principals were supportive was in supporting teachers dealing with parents. It might be concluded, therefore, that many Lutheran teachers experience problems in interacting with parents. In examining data from both the parent section and the section on changing one item, a different picture regarding parents as a factor in teachers' job satisfaction emerges. Only seven percent of the teachers mentioned that they were dissatisfied with the lack of parental support in the teachers' dealing with a child. When asked what one thing they would change, only four of the eighty-four teachers mentioned the interaction they have with parents as being the one thing they would change. For eighty of the teachers, interaction with parents is not their most pressing concern. The data suggest that the principals' support is often more critical than the teachers' concern about parental interaction. "I feel that he has confidence in me..." Six teachers specifically used the word supportive. When parents are critical, even the best teachers can be somewhat shaken. Principals' support is appreciated in these situations by teachers and can contribute to their job satisfaction. Principals are giving a form of recognition to the achievement of teachers when principals display confidence in teachers when teachers are criticized. In a few cases where teachers are really under fire, they may actually be concerned about their job security. Unlike many public districts, Lutheran teachers have no union to protect their positions. Lutheran teachers have been fired without much regard to due process rights in a few congregations. Even if the situation does not take on that serious nature, principal support in dealing with parents is contributing to job satisfaction for at least

eighteen of the Lutheran teachers interviewed.

When asked in what ways their principals are supportive, twenty percent of the teachers specifically identified principals' support through good communication. Perhaps teachers realize there are many things that principals cannot directly control such as salaries and congregational expectations in terms of number of outside responsibilities teachers are assigned. Principals are assisting teachers by taking the time to listen and to establish other effective communication practices. Principals are contributing to teachers' job satisfaction in this fashion.

When asked in what ways is your principal supportive, fourteen percent of the teachers specifically identified the classroom freedom that principals give them. The data indicate that teachers feel an acknowledgement of their professional competence when principals allow such decisions.

Fourteen percent of the teachers specifically identified supportive principals who worked hard toward a better school program. When teachers are working long hours for low pay, they are encouraged by principals who are putting in the same effort and make their schools better.

In contrast, when asked in what way your can principal be more supportive, fifteen percent of the teachers specifically identified lack of principal leadership as a cause for dissatisfaction. "Ordering is not always finished. Organizing meetings is not done effectively." "We don't have many faculty meetings." "His organization is not very strong." "A lot of things don't get done. Not a gifted administrator." Principals who fail to demonstrate good organizational and administrative practices are contributing

to job dissatisfaction for their teachers. Some principals are costing teachers additional time by failing to have orders and supplies taken care of on time. Teachers' own efforts are hampered when necessary materials and supplies are unavailable in a timely fashion. When effective faculty meetings do not occur, school climate is being harmed. Policies and practices that enhance an educational environment are not put into practice. When meetings are not conducted effectively, teacher time is also wasted. The lack of organizational and administrative abilities of principals does impact teachers' job satisfaction.

Teachers look to principals for strong leadership. "Could be more forceful. Talks a good game." "Sometimes too nice, not tough enough." Indecisive or weak leadership becomes a cause of concern for teachers. "No vision for future needs. Doesn't seem too concerned about our curriculum." "If he went back to school, he could be better. I have more education than he does." Principals are in positions to set future directions. When they fail to demonstrate such leadership or are not prepared to lead, they contribute to teachers' job dissatisfaction.

Eleven percent of the teachers responded to the question about ways principals can be more supportive by expressing a frustration about their principals lack of follow through. Principals failure to complete tasks is negatively impacting schools. Lack of following through is also a source of frustration for teachers striving to give their students a quality education.

INTERACTION WITH STUDENTS

Lutheran schools have become much more diversified in the last two decades. Prior to that time, the vast majority of the students were from the same religion and culture. Most of the students were members of the local parishes that operated the school. Today, a much more heterogeneous student population exists in Lutheran schools. While the majority of students in most schools are still Lutheran, many more students that are not Lutheran and are not of Germanic background, now attend Lutheran schools. The common culture once shared in rural parishes is, in most cases, gone. Students now come from families with varied backgrounds and with differing expectations. A loss of respect for traditional authority has occurred over the years. With all these changes present, an important area regarding teacher job satisfaction is the interaction that teachers experience with their students.

Data Review

Sixty-five percent of the teachers in the written survey indicated they were very satisfied with the interaction they have with their students. Thirty-two percent indicated they are somewhat satisfied and only three percent of the teachers indicated they are somewhat dissatisfied with their interaction. The personal interviews showed the same positive feelings by the teachers. "They love me, I love them." "Whenever I see my former students, they say 'Hi'. Some that I wouldn't expect it." "They are enthusiastic, cooperative, and respectful. A lot of enthusiasm for learning and sharing." "Interaction with students is the most rewarding aspect of teaching." "The idea that we can talk

together. They view me as a father figure." "Really good students. Over the years, one of the things I feel best about." "I can clown around and years later they come back to see me. A willingness to talk to me." "Love what I'm doing. Makes the job worthwhile. Summer is boring." "One of the reasons I really like teaching."

Twenty-six percent of teachers specifically mentioned the mutual love and respect they feel from students. "I hear what they say when they aren't right there." "We have a friendly, family atmosphere. Kids help each other." "Very close to students. Graduation day is very emotional." "Wonderful interaction with students. Very concerned about each other. It has stayed the same over the years." "Very good relationship with students. I've been there a long time." "Great kids. Very respectful. They cooperate well." "My students are very loving, very giving, very responsive." "Seem to have a lot of respect. I respect them. They respect me." "You know the kids appreciate what you've done for them." For many teachers, the interaction they have with students is a factor that contributes to job satisfaction.

Fourteen percent of the teachers interviewed specifically noted their students' excitement about learning. "They are eager to learn." "Very anxious to learn. A positive attitude toward school." "Really want to learn." When students are excited about learning, that enhances job satisfaction felt by teachers.

Twelve percent of the teachers indicated that one of the very positive aspects of the interaction they have with students is when students come up and talk to them. "Interaction has been positive. They can always come up and talk to me." "They like that I will listen to them." "Kids come up and talk to me.." "I enjoy teaching. They

sense it and will come up to talk to me."

Eight percent specifically mentioned that they have a positive interaction with students because of the good discipline they have in their classrooms. They feel this consistency is positive for the class. These teachers expressed that their students accept the discipline because it is consistent and fair.

Seven percent of the teachers indicated that one of the positive features of their interaction with students is having former students come back and visit them. Seven percent of the teachers also indicated that a positive aspect of their interaction with students is being able to help, counsel and motivate students. These teachers mentioned students that needed help in overcoming problems. These teachers receive special satisfaction from helping turn students lives around.

Four other areas were mentioned by those teachers interviewed. They include the following: having a special relationship because of an extra-curricular activity (music, sports), students really wanting to please their teachers, being a parent helped teachers to better understand students, and having a spiritual closeness to students. Less than five percent of the teachers indicated any of these four categories.

The areas of interaction with students that were considered negative were much fewer. Only three areas had more than four percent. Twelve percent of the teachers feel that students have less respect towards teachers and also fellow students. These teachers see less respect demanded at home by parents. It seems to be a greater problem in the upper grades. Teachers also feel that students manipulate parents and are not held as accountable for their respect in general. "Less respect towards adults, towards each

other." "In older grades, respect for teachers not there." "Respect is lower, student to teacher, student to student. Parents don't demand respect." "Respect is not always there. Disrespect for authority. Kids don't have to work for a living. Everything given to them." "Students manipulate parents." "Children no longer respect authority. Have not been taught to respect elders. Tremendous affluence. Parents give in." "Kids not as respectful. Manipulation between parents and teacher."

Eight percent of the teachers cited home problems as a negative aspect of their interaction with their students. They expressed frustrations at the lack of communication, the lack of support and even the outright opposition they receive from parents while attempting to change students' behaviors.

Six percent of the teachers specifically feel that the students failure to do their best in their school work is a negative aspect of their interaction. One teacher wondered if student learning problems, like Attention Deficit Disorders (A.D.D.), are increased because of the students' lifestyles. Eight concerns were mentioned by less than four percent of the teachers.

Summary

Sixty-five percent of the teachers interviewed indicated they were very satisfied with the interaction with their students. Over ninety percent were either very or somewhat satisfied. Overall, the interaction that Lutheran elementary teachers in Michigan experience with their students is very positive.

When asked in what ways has the interaction been positive, twenty-six percent of

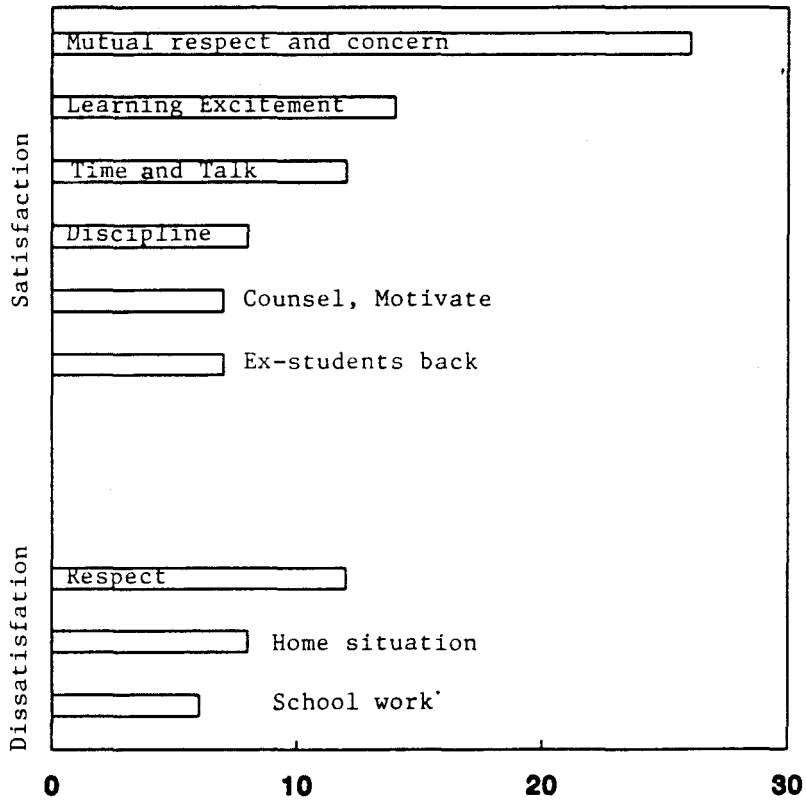
the teachers interviewed specifically mentioned the love, respect, and caring that their students give and receive. Fourteen percent of the teachers noted the excitement for learning their students demonstrate. Twelve percent enjoy the fact that students often come up and talk with them. Eight percent feel that consistency in discipline enhances their interaction with students. Seven percent spoke of former students coming back and talking to them. Seven percent also mentioned the opportunities to help, counsel, and motivate students.

When asked in what ways has the interaction been negative, twelve percent of the teachers specifically noted the lack of respect that students show to teachers and fellow students. Eight percent of the teachers identified home problems as contributing negatively to their rapport with students. Six percent indicated that students' lack of motivation in their school work is having a negative affect on the rapport they have with students.

The Lutheran teachers interviewed are experiencing positive interactions with their students. The data indicate that despite the changing culture and the more heterogeneous student body, most Lutheran teachers continue to enjoy a positive relationship with most of their students. Table 3-7 is a summary of the data.

Table 3-7

Interaction with Students



Analysis

The interaction with students that the Lutheran teachers involved in this study have plays a large role in the motivation they have and the job satisfaction they experience. Sixty-four percent of the teachers interviewed stated that the one most satisfying thing to them is working with students. This may be one reason Lutheran teachers tend to remain in the Lutheran teaching profession at such high percentages. An additional thirty-one percent of the teachers interviewed stated that the one most satisfying thing in teaching is sharing the faith. Teachers who feel this high calling in

sharing the faith can experience much satisfaction and motivation from this calling. The interaction that Lutheran teachers experience with their students can do much to contribute to satisfaction. As long as other factors do not become so significant in producing dissatisfaction, positive interactions with students can lead to much teacher satisfaction. Principals who wish to motivate teachers need to keep this high ideal of working with students at a high level of visibility both to the teachers, parents, and congregation.

When asked in what ways has the interaction been positive, mutual respect and concern was specifically mentioned by twenty-six percent of the teachers as a positive aspect of their interaction with students. Working with students is the central focus of what teaching is all about. The goals of instruction are to help the student to develop their talents and gifts and their ability to utilize these talents and gifts. When teachers see students who are respectful and concerned that respect contributes greatly to job satisfaction. When asked in what ways has the interaction been negative, twelve percent of teachers noted that the level of respect by students was not positive. Teachers who do not perceive respect to be shown by students can experience a great deal of dissatisfaction. The other hygienic factors such as salary and time can also play larger negative roles as the level of satisfaction gained through the interaction with students decreases. When the pay is low and the actual job satisfaction received because of students is also low, the pay may become a much larger concern. This increased dissatisfaction may also be true for the time factor. The whole area of student interaction, and specifically respect by students, is critical to teachers' job satisfaction.

When the majority of teachers' role is directly connected to the students, and the majority of their time is spent with students, teachers perception of the interaction they have with students is a major factor contributing to job satisfaction.

When asked in what ways has the interaction been positive, twenty-six percent of the teachers specifically mentioned the mutual love and respect they feel from students. "I hear what they say when they aren't right there." "Very close to students. Graduation day is very emotional." Both of these comments came from eighth grade teachers. The interactions that students have with the first teacher quoted is so positive that students are respectful and positive even when not in direct contact with this teacher. Many students are in Lutheran schools from kindergarten or the early grades through the eighth grade. A close relationship can develop between students and between teachers and students. "We have a friendly, family atmosphere. Kids help each other." Lutheran schools tend to be smaller than public schools. Some schools even have two grades in one classroom. Many schools have some interaction between the primary grade and the seventh and eight graders. All of these situations can add to a family atmosphere. In this type of atmosphere respect toward teachers is often enhanced. "You know the kids appreciate what you've done for them." When teachers experience that type of response from students, job satisfaction is enhanced. Teachers who are appreciated by students have developed that relationship by gaining the respect of students who themselves are respected. As one teacher commented, "Seem to have a lot of respect. I respect them. They respect me." When students show respect toward fellow students and teachers, job satisfaction experienced by teachers is enhanced.

When asked in what ways has the interaction been negative, twelve percent of the teachers interviewed indicated that the lack of respect by students was a negative aspect of their interaction with students. Two themes that occurred in the comments by teachers were the failure of parents in developing respect and that many students today do not work for what they receive outside of school. "Parents don't demand respect." "Students manipulate parents." "Have not been taught to respect elders." "Manipulation between parents and teachers." While Lutheran schools have not been able to avoid the lessening of respect that is present in our society, the relatively small number of teachers that specifically mentioned this concern would indicate it is not a major problem for most Lutheran teachers at this time. As the family unit continues to breakdown, this positive student interaction may begin to change. For the student interaction to remain positive, Lutheran schools will need to address ways to assist the family unit. The sixth recommendation in Chapter Four addresses this idea.

All the areas that teachers mentioned in their interactions point to the level of significance that student interaction is in contributing to job satisfaction. When students are excited about learning that elevates job satisfaction for teachers. A positive feeling is generated by students who are interested in talking with their teachers. Twelve percent specifically mentioned this single item of interaction. Eight percent of the teachers felt good about the discipline policies they followed with students. While certain teachers are more talented in the way they implement policies and procedures, how students respond is equally critical. Discipline is very closely tied to the whole idea of respect. When former students come back and talk to teachers that can also contribute to the

positive feelings that teachers experience. Seven percent of the teachers mentioning this item indicates the importance these teachers feel about contact with former students. Many times former students might be in a youth group or involved in some other church related activity and so the opportunity to interact with former teachers becomes greater. When these meetings do happen, they can be positive contributors to job satisfaction for teachers.

Counseling, helping and motivating students was mentioned by seven percent as part of their positive interaction with students. However, eight percent of the teachers specifically mentioned home problems and six percent indicated students' lack of motivation as being negative aspects of their interactions with students. The percentage of Lutheran teachers involved in this study that are negatively affected by student interaction is very low. The interaction of students is seen as a positive contributor for job satisfaction by most Lutheran teachers.

SALARY RECEIVED

Salary and time were the two items on the written survey that had the largest percentages of dissatisfied Lutheran teachers by a wide margin. The area of time is analyzed later in this chapter. Salary has always been a concern in Lutheran teaching. Traditionally most congregations have funded their schools without or with very low

tuition to members of the parish. The parishes have relied on the voluntary giving of their members. Many congregations have struggled over the years to make budgets. When the money does not come in, salaries are one of the few places where congregations have direct control over the increases.

During the seventies as inflation soared, both public and non-public schools struggled to keep pace with salaries. In many Lutheran schools, a losing battle was fought. As tuition dramatically increased at universities, it rose even more significantly at Lutheran colleges, the traditional source for Lutheran teachers. One of the interviewed teachers commented that it cost him the same amount to send one of his children to a Lutheran college as it did to send two of his children to a state school. In the early seventies, Lutheran colleges cost less than most state schools. A third factor is the shift in Lutheran schools population. Up until the seventies, most of the Lutheran schools were located in rural areas and small towns. Beginning in the seventies, Lutheran school student population begin to shift from the rural areas to suburban schools. The cost of housing near these suburban schools was often much higher than in most rural areas. During the late eighties and into the nineties, Lutheran schools faced what all Americans are facing, sharply rising health costs. While these costs were not directly passed on to the teachers in most cases, it did consume congregational funds and thus, indirectly affected salaries. Congregations' inability to keep pace with inflation, sharply rising educational costs, higher housing costs, and rising health costs have all contributed to making salaries a very significant area of concern both for teacher job satisfaction and for strategic planning for the future of Lutheran schools.

Data Review

During the eighty-four personal interviews, many different feelings were expressed about the satisfaction teachers feel toward the salary they receive. Lutheran teachers do not enter Lutheran teaching expecting to be paid well. These interviews confirmed that salary is not a motivator for Lutheran teachers, but it is a dissatisfier for many.

The feelings that were expressed about salary are quite diverse. The total financial situation of a family often tempers or even completely changes how teachers view this issue. Many teachers struggle to make ends meet. For others, their salary is an extra to their family income.

The percentages of satisfaction in the personal interview are very similar to those recorded in the written survey. Eleven percent on both the written survey and the personal interview indicated they are very satisfied with the salary they receive. In the personal interview forty-six percent indicated they are somewhat satisfied with the salary they receive compared to forty-two percent who are somewhat satisfied on the written survey. Twenty-seven percent of those personally interviewed are somewhat dissatisfied and seventeen percent are very dissatisfied with the salary they receive.

The personal interviews indicated that salaries have a wide range of impact upon Lutheran teachers. Some Lutheran teachers who are very satisfied with teaching as a career despite low salaries, accept the financial limitations congregations are up against. Despite personal hardships, they are satisfied with the salary they receive. "Money

doesn't mean that much. I can have a positive effect on kids." "I wanted to spread the message of God as well as work with kids." "I always wanted to be a Lutheran teacher." "Congregation has done everything they can do to take care of us." "We have seventeen Lutheran teachers in the family--nothing beats it." "I'm doing what I feel called to do." "The Lord's will is for me to teach." "I don't need the money." "The church has dealt with me fairly." "I was able to buy a home with the help of the Michigan District." "Compared to other Lutheran schools, we do pretty well." "Our congregation is working toward Michigan District guidelines." "Just got a raise so it has improved." "Better than most schools." "God has always taken care of me." "I'm satisfied. We own our own home." "God has always provided. First two funded their own way to college." The common thread running through almost all of these teachers' statements is an acceptance of a situation that most of them recognize is not that good in terms of salary.

While fifty-seven percent of those Lutheran teachers interviewed have accepted their low pay with some feeling of satisfaction toward the salary they receive, forty-three percent of Lutheran teachers interviewed have not. A certain amount of helplessness, frustration and even bitterness is evident in talking to Lutheran teachers. "We're low even compared to other Lutheran schools." "We can't purchase some things." "Trying to support a family is very difficult." "Gone without a lot of things. It affects our kids wanting to get into the ministries." "We are professionals, but we aren't paid like it." "In my early years, I felt cheated. We were far below the poverty level." "The one thing in my career I dislike." "There are teachers in our school just getting by." "It has

made us live at a level that we shouldn't have to. Scrimp. No savings." "We've needed a second income. Have had to work harder." "My husband worked an extra job. Financially, it has been rough. Guilty feelings that we couldn't provide for our children." "We're living from check to check." "Close to bottom. It hurts when I look back at my son one year out of school making more than I do." "If I had to support a family, I wouldn't have been able to do it." "Always a thorn in the flesh." "Hoped to send daughters to RF (a Lutheran college), but couldn't afford it." "Can't do anything extra. No family vacations." "I've had to work to make ends meet." "Had to sell my home. Pay frozen for five years." "We did not get a raise this year. Some of the younger teachers got a big raise." "I paid more than \$36,000 for my education. I got \$15,000 to start." "I'm glad my kids had straight teeth."

Of the twenty-six Lutheran elementary teachers interviewed who had ten years or less experience and have taught continuously since college, sixteen expressed dissatisfaction with the salaries they receive. "You can't do anything extra. No family vacations." "I've had to work to make ends meet." "It stinks!" "I know the financial strain." "It has made us live at a level we shouldn't have to. Scrimp. No savings." "It is not fair." "We are professionals, but not paid like it."

Ten of the twenty-six teachers with ten years or less experience did indicate satisfaction with the salaries they receive. "The Michigan District helped me buy a home." "I own a home." "Better than other schools." "I'm satisfied. I own my home." "I am doing what I feel called to do." "It is the Lord's will." "We got a lot more than other schools." "My husband's salary is good." "I went in with my eyes

open." "I turn most of my salary back."

A number of Lutheran teachers do not feel the negative pressures from the low salary. Those who have spouses who earn good salaries, many of those who have been able to purchase homes, and those who are older and have managed to get their children through college have a different view about the salary they receive because their salary is not as important. "My husband has a good job so it hasn't affected us." "Last fifteen years have been fine." "It's a hobby. If my husband didn't support me, I wouldn't be there." "Never been an issue. Not major money winner. I don't even double check." "I don't do it for the salary. Husband works full time." "I turned most of my money back. Getting salary was an extra." "Wife has a very decent salary." "My husband works at GM." "I don't need much salary. I had my house paid for by the time I was fifty-two." "I have no complaints. I own my home."

Summary

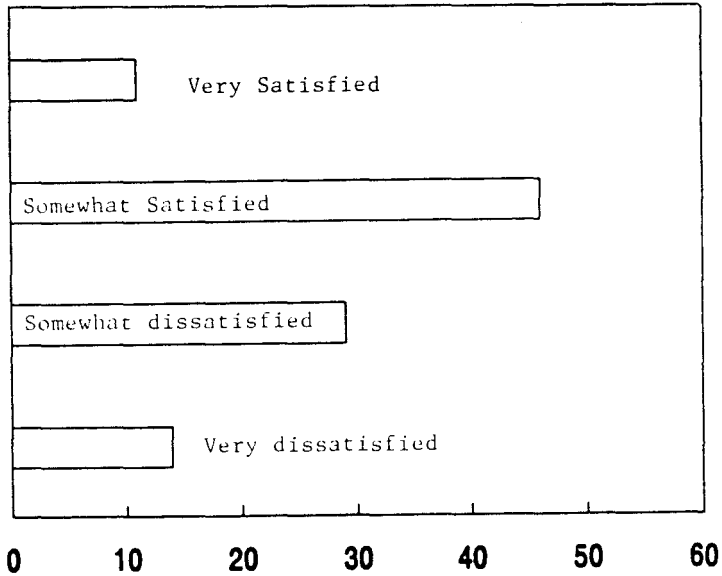
Slightly more than fifty percent of the Lutheran elementary teachers in the Michigan district are somewhat or very satisfied with the salary they receive. In viewing this slight majority, a number of different groups with unique feelings combine to create the appearance of a majority. Fifty-seven percent are not dissatisfied with the salary they receive. They derive satisfaction from intrinsic motivators such as sharing ones beliefs and helping children grow and develop. One group of teachers that is somewhat or very satisfied is the group whose own life situations have allowed them to avoid the financial crunch felt by many Lutheran teachers. Often, the ability to purchase a home at a low

price or with a reasonable mortgage rate reduces the financial pressure. The amount of debt coming from college tuition either of one's own or one's children can also contribute to the total financial picture. Older teachers whose children are past college age generally do not feel the same financial pressure as many younger teachers. Another group that is not as affected by dissatisfaction over the lack of good salaries is those whose spouses earn good salaries.

For the young teacher starting out, for those families where children are going to college, and for many living where housing costs are elevated, the low salaries that most Lutheran teachers receive causes much dissatisfaction. Budgets are tight which severely restricts the activities families can enjoy. College tuition can become a crisis. The constant financial strain can begin to take away from the joy of teaching and cause much dissatisfaction. Teachers can feel bitterness toward the congregation because of the lack of support. Table 3-8 is a summary of the percentages of teachers very satisfied, somewhat satisfied, somewhat dissatisfied, and very dissatisfied with the salary they receive.

Table 3-8

Salary Received
(Personal Interview)



Analysis

While fifty-seven percent of the teachers on the personal interview are very or somewhat satisfied with the salary they receive, forty-three percent are very or somewhat dissatisfied. Salary is a major contributor to job dissatisfaction among Lutheran teachers. It does not affect all teachers to the same degree because their own personal family financial situations play a large factor in how they view their salary for Lutheran teaching.

Many Lutheran teachers who are satisfied with teaching as a career are not satisfied with their salaries. Other factors, such as interaction with students, sharing their

faith and other positive aspects, contribute to these teachers' sense of job satisfaction. They still feel positive about teaching because the other factors are strong enough to outweigh their feelings of dissatisfaction toward salary.

Among young teachers, however, the level of dissatisfaction towards salary often carries a significantly greater burden. The recent rapid escalation of tuition costs at Lutheran colleges has seen greater debts being carried by young teachers. Housing costs have continued to rise in most parts of the country making housing much more difficult for first time buyers. The level of dissatisfaction can become so great that positive factors are no longer as significant. A great deal of frustration was evidenced in those who experience both great satisfaction in teaching but great dissatisfaction in their personal financial situation. They wrestle with future career decisions and often feel they are being forced out of Lutheran teaching.

Sixteen of the twenty-six teachers who have been out of college ten years or less expressed their dissatisfaction with the salary they are receiving. Of these sixteen only one expressed dissatisfaction with teaching as a career. A second said that he is very satisfied with teaching as a career except when considering his salary and then he said he is somewhat dissatisfied. This group of teachers wants to be in teaching but the salaries they are receiving is negatively impacting their lives. The motivators are great enough to produce job satisfaction for most of them. The financial pressures carry a heavy burden. "Can't do anything extra. No family vacation." "It has made us live at a level we shouldn't have to. Scrimp. No savings." "I know the financial strain." Any extra bill can become a financial crisis. When the car needs repairs, if appliances break,

extra pressure on the family occurs. As these young teachers look down the road to their children's college, another financial hurdle looms. An extra child can become a difficult financial burden. The financial pressures on young Lutheran teachers are great. "I paid \$36,000 for my education. I got \$15,000 to start." As college costs increase, a greater financial challenge exists for those Lutheran teachers who had to incur debt to get through college. A \$15,000 salary will not pay off college loans with the living expenses of most families. For other young Lutheran teachers, the level of salary they receive is a poor reflection on the important vocation they have chosen. "It wasn't always equitable." "It stinks." "We are professionals, but we are not paid like it." When salaries are unusually low, people may question the professional competence of a teacher. One teacher commented that in one of her graduate classes, her classmates expressed surprise at her competence because they told her they initially thought she must not be a very good teacher if she accepted such a low salary.

Ten of the twenty-six teachers with ten years of experience or less did indicate satisfaction with the salaries they receive. At first glance, the nearly forty percent that are satisfied might give the impression that the concern for salaries is not shared by all young teachers and, therefore, not an overly serious concern for Lutheran teachers. A closer examination of these ten shows a different picture. Three of the ten indicated the salary issue was not a major concern because they own a home. Housing is a major problem for low wage earners. When a teacher is able to purchase a home, it can reduce one of the negative pressures of low salaries. For three of these ten teachers interviewed, doing the Lord's will is of greater concern than a decent salary. Most

Lutheran teachers know what the salary levels are like before they enter Lutheran teaching. They are motivated to enter and stay in teaching for reasons that are strong enough to outweigh the negative effects of low salaries. This may also explain why fifty-seven percent of the teachers interviewed did indicate satisfaction with the salary they receive. For two of them their spouses earned good salaries and so salary was not a big issue for them. For two others, they felt satisfied because their salaries were better than those paid by other Lutheran schools.

Even though most Lutheran teachers know that salaries will be low, the full impact may not be experienced until it is first-hand. "We're low even compared to other Lutheran schools." It may be more difficult to accept a low salary when it is known to be low even among other Lutheran schools. "We can't purchase some things." "Trying to support a family is very difficult." "It has made us live at a level we shouldn't have to. Scrimp. No savings." "We're living from check to check." "I'm glad my kids had straight teeth."

One negative impact that salaries have had on Lutheran teachers is the inability to afford the ever rising tuition costs at Lutheran seminaries and colleges. "Hoped to send daughters to RF (a Lutheran college) but couldn't afford it." It also affects how the children of Lutheran teachers may view entering the ministry. "Gone without a lot of things. It affects own kids wanting to get into the ministries."

Teachers and/or spouses have had to take on second jobs to make ends meet. "We've needed a second income. Have had to work harder." "My husband worked an extra job. Financially, it has been rough." When teachers have to work second jobs just

to get by, it adds to the time pressures many already feel and makes it difficult to have the time and energy to also be prepared.

One veteran teacher who was retiring had almost nothing but positives to say about his years as a Lutheran teacher. His comment on his salary added a different viewpoint. "In my early years, I felt cheated. We were far below the poverty level." Even though he is satisfied with his salary currently, this was not always the case.

For some, salary continues to be a negative area throughout their teaching careers. "Always a thorn." "The one thing in my career I dislike." "Had to sell my home. Pay frozen for five years." When the drastic measure of selling one's home is taken the lingering negative feelings about salary are sure to remain for most Lutheran teachers. Like a thorn, low salaries continue to negatively impact the job satisfaction of these Lutheran teachers.

For other teachers, the financial situation is not as critical but is still a source of dissatisfaction. The satisfaction that these teachers feel with teaching must be generated from other factors that outweigh the dissatisfaction with salary. Factors such as their interaction with students and sharing the faith may create enough satisfaction with teaching that they still feel a satisfaction with teaching as a career even though they feel dissatisfied about their salaries.

THE OPPORTUNITY TO SHARE YOUR FAITH

Data Review

Eighty-one percent of the teachers in the written survey indicated they are very satisfied with the opportunity they have to share their faith in a school setting. The same overwhelming response was displayed in the personal interviews. Only one teacher of the eighty-four indicated he was even slightly less than satisfied with the opportunity to share faith. The one teacher was a physical education teacher who was frustrated because he did not feel that he had a chance to really get to know the students because he only saw them one period a day. He was somewhat dissatisfied with his opportunities.

Many teachers indicated that this whole area was one of their biggest sources of satisfaction. "The biggest plus in teaching." "I love to teach religion." "Great opportunities to share faith." "One of the reasons I moved out of public system." "Wonderful part of what we do." "The positives of sharing faith outweigh the negatives of salary."

Twenty percent of the teachers said that the personal sharing that they were able to do was a positive aspect for them. "You get to share your faith all the time." "Just nice to be able to talk about God." "When I share my faith, the kids' faith grows." "I am able to share. Kids see me as a real person." "We share our faith and problems." "Feel very free to share my faith." For many teachers, being able to share their faith with students is one of the reasons they entered Lutheran teaching in the first place.

Students sharing with other students and with teachers, and students growing in their own faith was a positive aspect mentioned by nineteen percent of the teachers. "This year kids did a lot of sharing." "I get to see kids grow in their faith." "Responses of kids is great." "Seeing children acting out something you've talked about." "They seem to reflect it in all subjects." "A blessing to be able to see spiritual growth. So accepting in their faith." "Kids turn on. Their parents follow young children." When sharing faith is important to teachers, it is very satisfying to see their students modeling what they have been taught.

Many teachers talked about the numerous opportunities that exist throughout the day in all subject matter and situations. Fifteen percent specifically mentioned this opportunity. "Plenty of opportunities." "That comes up so easily in so many subject areas." "All day. We get many chances." "Do it all the time with the kids." "A way to get closer to kids." "I think we have a chance to do it on a daily basis." For many teachers, sharing the faith is integrated across the curriculum.

Parents asking questions, looking for more information, or just responding to something a child is learning in school are opportunities that were specifically noted by fourteen percent of the teachers interviewed. "Hearing parents talk about what their children are saying." "A lot of opportunities to reach parents." "See most of the parents every day. You can talk and minister to them." "A lot of time parents will come in and talk about problems. It makes you feel good to be close with families." "Faculty does a lot of sharing with parents." "One parent asked, 'What is God?' Tell them what I

teach children." The opportunity to share with parents is a contributor to job satisfaction for many teachers.

Directly evangelizing students or others whom the teachers think may not believe is a positive experience for twelve percent of the teachers. "I know some children who don't know Jesus. When they leave the classroom, they know Jesus died for them." "The responses that come back. The little seed takes root." "Five baptisms as a direct result of my class. I share in that." "A lot of children have no church home. One of their few opportunities to get any religious background." "It is a relief to first graders when they know they don't have to do anything to receive Eternal Life." "Interest, enthusiasm, and excitement. I teach the love." "It was necessary. So many I worried whether they were Christian. So much law mentality." When teachers feel they are affecting children's eternal life, that can contribute greatly to teacher job satisfaction.

Ten percent of the teachers talked about the formal, structured opportunities to share the faith. Devotions, chapel and other worship services, the regular religion class, and the like were mentioned as positive experiences by these teachers.

Staff members sharing and uplifting fellow staff members was voiced by eight percent of the teachers interviewed. Regular faculty devotions, sharing prayer concerns, and sharing individual and family problems were all areas where faculty members felt that they were positively affected.

Three other areas were mentioned less frequently by staff members. Prayer requests were mentioned by five percent of the teachers interviewed. Sharing the faith

in discipline situations was mentioned by four percent of the teachers. Four percent also mentioned that students feel they can come to the teachers with spiritual questions.

While the overwhelming majority of the teachers interviewed voiced many positive things about sharing the faith, some negative aspects also surfaced. These included the following items. "In one ear, out the other." "They don't apply it to their daily lives." "I see broken homes and child abuse." "No frustrations with the kids, but harder with adults." "With other faculty members, I don't feel I know as much." "What I say may not be expanded upon at home." "One of my former students committed suicide." "The ones that go astray." "Some times you get in a routine and your don't look for ways to share." "Sharing with adults is different than sharing with six year olds." When teachers dwell only on the results, they may experience dissatisfaction in sharing their faith.

Summary

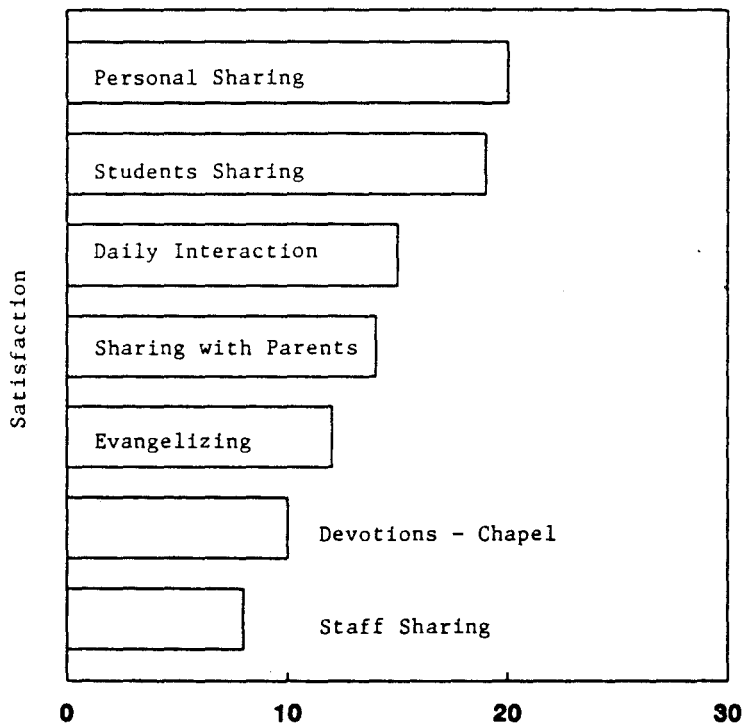
For many Lutheran teachers, the opportunity to share their faith is a big source of job satisfaction. Twenty percent specifically mentioned the positive aspect of being able to share their personal faith. Nineteen percent spoke of the students' sharing and growth. Teachers like to see results. The danger in placing much weight on this factor of job satisfaction is that it is a two-edged sword. Many students will not respond or may respond for a time and fall away later. All students will make mistakes, even the best ones. Some students will severely disappoint teachers by their actions. In a small number of cases, teachers will have to deal with former or possibly even current students

getting into major trouble with the law, completely abandoning talents and abilities and even committing suicide.

Teachers also view the opportunity to share their faith and counsel in difficulties with parents as a positive experience. Staff members sharing with each other can be a source of mutual uplifting and contribute to job satisfaction. Finally, teachers often use the formal opportunities that are built into most Lutheran school experiences such as devotion times, chapel and other worship services, and the religion lesson. Most teachers are thoroughly prepared for such opportunities and have sufficient resources to make formal situations a positive experience. Table 3-9 is a summary of the data.

Table 3- 9

Opportunity to Share Faith



No category was cited as being an item of dissatisfaction by 5% or more of the teachers.

Analysis

Teachers employed by Lutheran schools are generally aware of the opportunities that exist in a Lutheran school to share their faith. This opportunity for sharing faith is a major contributor to job satisfaction according to the data. In the written survey, eighty-one percent said they were very satisfied with the opportunity to share faith. This same level of positive response was evidenced in the personal interviews. In the personal interviews, thirty-one percent of the teachers also indicated that the single most satisfying factor they experience is sharing their faith.

The faith factor contributes a great deal to job satisfaction for those Lutheran teachers interviewed. Along with other positive factors, it outweighs negative factors such as salary and time for many teachers. The faith factor continues to play a large role contributing to job satisfaction for many Lutheran teachers. Those who experience a great level of religious significance in their value structures may accept the Biblical concept of a reward in heaven rather than on earth. For this group, low salaries can be paramount to sacrifice for the faith and this sacrifice may be viewed as a positive.

When outside hygienic factors such as salary or time cause a crisis, a great struggle exists for those teachers who are committed to sharing their faith. This struggle leads to resentment toward the congregation for failing to provide salary or setting unrealistic demands for time. When the faith factor is high and other factors are not overwhelming, it is a major source for teachers' job satisfaction.

For teachers who are motivated by sharing the faith job satisfaction may be a result. For some teachers sharing their faith is a major contributor to job satisfaction.

"The biggest plus in teaching." "I love to teach religion." "One of the reasons I moved out of public system." "Wonderful part of what we do." "The positives of sharing faith outweigh the negatives of salary." For teachers who place such a high priority upon sharing the faith, the leadership of both pastors and principals in supporting this sharing of the faith enhances job satisfaction. Twenty-one percent of the teachers indicated a dissatisfaction with the pastors' verbal and general support of the school. Teachers who perceive that their pastors do not really support the school, are disillusioned about their own importance in sharing the faith. When the spiritual leader of the congregation fails to recognize the importance of classroom teachers sharing their faith, it does have a great negative impact upon those most committed to sharing their faith. The importance that principals place on this aspect of a school's mission also impacts teachers' job satisfaction. Teachers did not identify the principal as having a major role in their job satisfaction related to sharing the faith. Either principals are involved and teachers view that as a normal aspect of the principals' role and, therefore, do not mention it or principals are missing opportunities to take a more active role in this aspect of teachers' job satisfaction.

For twenty percent of the teachers the personal sharing they are able to do is a positive aspect. "You get to share your faith all the time." "Just nice to be able to talk about God." "Feel very free to share my faith." Closely related to this are the opportunities that exist throughout the day in all subject matter and situations. "That comes up so easily in so many subject areas." "All day we get many chances." When

principals and pastors show personal support for teachers and the importance of sharing the faith, job satisfaction is enhanced.

One physical education teacher expressed frustration that he does not have a chance to really get to know his students and, therefore, he is somewhat dissatisfied with his opportunities to share the faith. This teacher comes in contact with many students each day. The failure to realize this opportunity in each period all day long could be discussed by his principal. By helping him to realize his opportunities, his principal could raise his level of job satisfaction in this area.

Nineteen percent of the teachers talked about the positive aspect of students sharing their faith with others. "I get to see kids grow in their faith." "A blessing to be able to see spiritual growth. So accepting in their faith." A negative aspect for teachers who place much emphasis on students responding is when students do not respond. "In one ear, out the other." "They don't apply it to their daily lives." If teachers place too much importance on whether students lives always show the faith they may have been taught, the teachers will often be disappointed. Lutheran principals who remind their teachers that the Biblical mandate is to share the faith, not convert people, enhance teachers' job satisfaction. The fact that teachers did not mention principals in this context many indicate that this opportunity to affect job satisfaction is not being fully used. For many Lutheran teachers sharing the faith is a positive factor contributing to job satisfaction.

TIME TO COMPLETE THE JOB

When people are highly committed to accomplishing a task and are not able to complete the task because of obstacles, a great deal of frustration and dissatisfaction can and usually does occur. The time necessary to complete the job is a source of dissatisfaction for many Lutheran teachers.

Data Review

Twenty-seven percent of the teachers interviewed indicated that they have work loads that they feel are too large and burdensome. They expressed serious concerns about their current situations. The intensity which many of them talked about regarding their current situations points to a factor that may greatly contribute to job dissatisfaction.

"Too much work. Not enough time. Lots of stress." "I'm never done." "Work load is tough. The mental aspect of working with people. You need rest." "Very overwhelmed." "Never finished." "It is all consuming." "Never enough time." "I'm staying up til 2:00 and waking up at 5:30. No time to be with family." "It might be 10:00 or 11:00 before I get done." "Very busy. Overwhelmed." "Never enough time, especially when taking classes." "Never seems to be enough hours to do it all." "The feeling that was expressed again and again was utter exhaustion. The work load that Lutheran teachers are asked to carry must be closely examined if job satisfaction is to be considered.

The juggling of classroom preparation with other duties outside of the classroom was expressed as a serious concern by fourteen percent of the teachers interviewed. Most Lutheran teachers are expected to do at least one responsibility outside the

classroom. In addition, in many parishes, teachers are expected to take on additional church responsibilities. In smaller schools, one or two teachers may be expected to take on several outside responsibilities. When teachers already have limited time because of their classroom duties, outside responsibilities may contribute to feelings of dissatisfaction and begin to hinder their effectiveness as teachers. When asked, "What are some pressures you feel?", teachers voiced their concerns about outside responsibilities. "Would just like to teach, not outside duties." "If you wouldn't have all the side distractions, like coaching soccer and track, elder and Lutheran Brotherhood coordinator." "Coaching four sports." "Run lunch program. Coach girls' volleyball. Past few years did everything."

Many of the teachers (eleven percent) talked about the conflict they experienced between their home responsibilities and their school responsibilities. Usually, the home is short-changed on time. Decisions to choose school work over time at home may be made because of the feelings of urgency that a teacher feels at that moment. Over the years, these decisions may continue to be made based on the same urgency. As teachers look back over the years, a sense of bitterness may exist as they realize how short-changed their time with their family has become. "The balance between teaching and home is difficult." "It takes a lot of work. You feel short-changed with your family and self." "I wish it wasn't so time consuming when my boys were home." "Puts a crimp on my family time." "Hardest part is to juggle home and school work." "Always a crunch, especially when you're also trying to run a household. A lot of responsibilities." "So much to do. Three growing kids. Family and outside responsibilities a conflict."

I volunteered to work on library committee." "Drain on family life. At night things to do really get to me." The strain of choosing between what for many teachers may be two moral obligations can be a factor that contributes to job dissatisfaction.

In Lutheran schools most teachers have no time without their students and no planning time during the day. With the amount of other school responsibilities, correcting of school work, and other home responsibilities, many teachers struggle to find planning time. Ten percent of the teachers specifically mentioned the lack of planning time as a pressure they feel. "No planning time." "Very little preparation time. Don't have lunch away from kids." "No planning time during the day. Not enough time to do planning." "No planning time. Eat lunch with kids." "Preparation time as far as planning subjects squeezed usually on weekends." "No preparation time. A lot more goes into preparation."

Some teachers feel that the students are the ones who get short-changed when time gets tight. They realize that they cannot do the best for their students when their time schedules are so full. "You see all the potential in students. Can't do everything." "No time. Students suffer." Six percent of the teachers expressed this concern.

Teachers feel they have been forced to cut down on their own activities and have less time for themselves. Six percent of the teachers also voiced this particular feeling. "No other time for self." "You feel short changed with time for yourself." "I have no time for myself."

Other areas were mentioned less often. Five percent of the teachers talked about the amount of paper correcting they have to do. Four percent indicated that they are

workaholics and often make their own situations worse by taking on even more responsibilities. Two percent specifically indicated that they felt the work load is increasing.

How do teachers cope with the overload they feel? Fourteen percent of the teachers interviewed indicated the way they cope with their workloads is by working very long hours. Often this means existing on limited sleep and working most of the weekend. "I often stay up late." "Stay up later than I should." "I don't need a lot of sleep." "I work until 11:00 every night." "I work longer hours." "Do what's done until it's done." "Own children are older:" "I come very early and take a lot of stuff home. Husband helps a lot."

Thirteen percent of the teachers interviewed indicated that the way they cope is by sacrificing family time. "Sacrifice family time." "Family pays the price." "Take time from family." "Spend less time doing things at home." "Don't clean house, meals more hurried, hobbies are packed away." "Family accepts time away." "Don't do as much at home with husband." "Something gives--housework." "Took a lot of family time." A coping mechanism for these teachers was to take time from what they considered to be family time.

Many of the teachers had learned survival skills by adjusting the way they did things. Teachers talked about using vacations, particularly summer months, and other less hurried time to look ahead and to do planning and working out new ideas before the time crunch was upon them. "All planning done during summer." "Do as much as

I can." "Space out work and planning." "I do a variety of things. Change the task, delegating, finding other ways to do things." "Try to organize as much as I can."

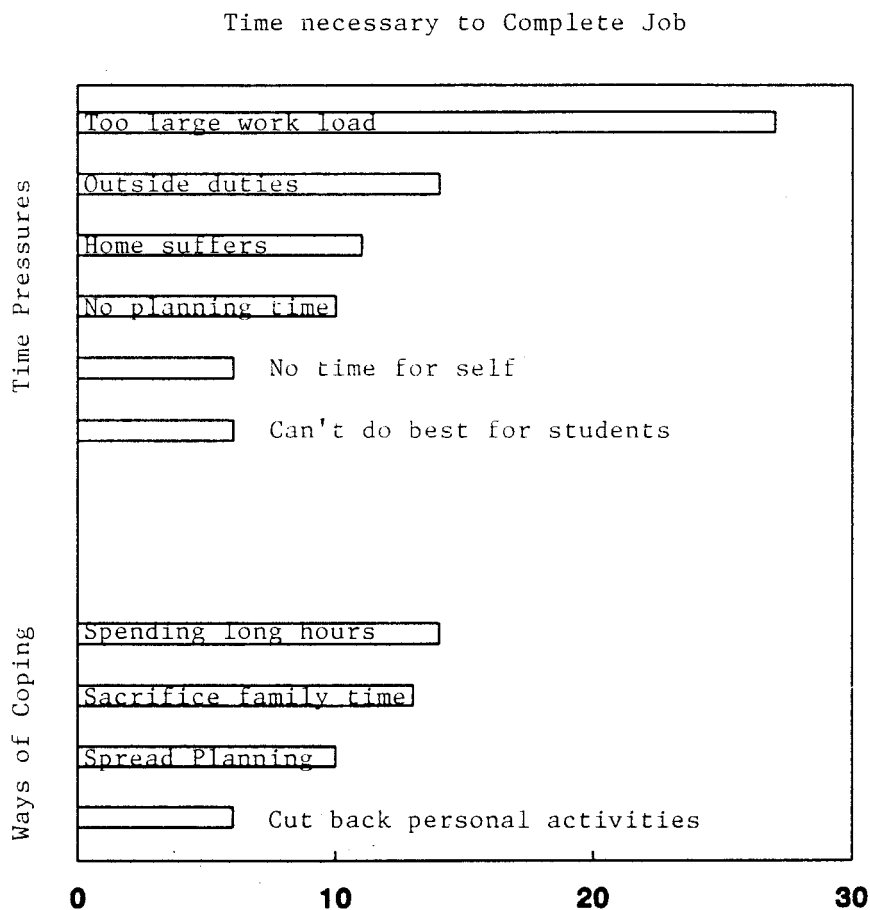
A variety of other ways were mentioned less often by teachers as ways they coped with the time pressures they feel. Six percent indicated they have cut back on personal activities and hobbies they would like to do. Four percent rely on parent volunteers to help. Another four percent said that families and spouses help out. Two percent said that being single helps. Two percent said hobbies like fishing and hunting help them to cope with pressures. Another two percent indicated that not everything gets done.

Summary

Forty-eight percent of the teachers in the written survey expressed that they are either somewhat dissatisfied or very dissatisfied with the time it takes to complete their jobs as teachers. The personal interviews also revealed this level of dissatisfaction. Many teachers feel the overall work is overwhelming. Lutheran teachers usually teach the entire school day, many with no breaks at all. When schools add extra responsibilities, it compounds an already difficult time situation. Parish responsibilities are often added on top of all that. In addition to the dissatisfaction that results from the many hours of time that are demanded of teachers, a concern must exist for the mental and physical health of teachers and for the quality of teaching that is taking place. When large numbers of teachers specifically mention that home life suffers, planning time is insufficient, sleep is very limited, personal activities are almost all curtailed, and that

they cannot do the best for their students, time and workload must be carefully analyzed by boards and principals. The data are summarized in Table 3-10.

Table 3-10



Analysis

Time is a major contributor to job dissatisfaction among those teachers involved with this study. The high level of percentages of dissatisfaction on both the written

survey and personal interviews indicate a major area of concern in analyzing job satisfaction among Lutheran teachers. Thirty-three percent of the teachers indicated that the one single item they would change about their teaching is the time necessary to complete their job. This time pressure is felt acutely by young teachers and by mothers. It is a cause for great dissatisfaction for these two groups because of the conflict that results with desiring more time to be spent with families. One teacher eloquently said what others were communicating, "It seems a shame that we say families are so important and yet our own families get short-changed."

These teachers feel a real struggle between their time for families and the time necessary to complete their jobs as teachers. Something always get short-changed. Often the urgent, their work at school, wins the immediate battle. Later they reflect back and look at the time spent with family and a sense of guilt can occur. Many teachers are committed to doing a good job at both home and school. When they cannot do both to their own high expectations, frustration is often experienced.

The perception by many Lutheran elementary teachers is that their workloads are overwhelming. "I'm never done." "Very overwhelmed." "Never finished." "It is all consuming." "I'm staying up until 2:00 and waking up at 5:30. No time to be with family." Many times the overwhelming time demands are placed on teachers by congregations and schools. "If you wouldn't have all the side distractions, like coaching soccer and track, elder and Lutheran Brotherhood Coordinator." "Coaching four sports." The demands placed upon some teachers are too overwhelming. Principals who help keep teachers' outside responsibilities reasonable help reduce job dissatisfaction.

"Never enough time, especially when taking classes." When teachers are involved with graduate work, it places an extra burden on their already busy schedule. Principals encourage graduate work by implementing policies that allow for a reduction in outside responsibilities that teachers are assigned when taking courses.

Principals who consider the time involvement of first year and limited experienced teachers help these teachers develop teaching skills and enhance job satisfaction. "You see all the potential in students. Can't do everything." "No time. Students suffer." If more experienced teachers are making these statements, young teachers may be even more prone to being overburdened before they ever have a chance to develop their skills.

Ten percent of the teachers specifically mentioned the lack of planning time as a pressure they feel. "No planning time." "Very little preparation time. Don't have lunch away from kids." "No planning time during the day." Principals who work toward giving teachers some breaks during the day enhance teachers' job satisfaction.

One teacher spoke of all she had to do and about taking on an additional responsibility, too. "So much to do. Three growing kids. Family and outside responsibilities a conflict. I volunteered to work on library committee." Four percent of the teachers indicated they make their own situations worse by taking on additional responsibilities. Principals who counsel teachers and encourage them to carefully examine their schedules before they take on additional responsibilities contribute to reducing job dissatisfaction. Principals cannot solve the time dilemma that some teachers bring on themselves.

Some teachers do a better job of planning ahead. "All planning done during summer." "Space out work and planning." "I do a variety of things. change the task, delegating, finding other ways to do things." "Try to organize as much as I can." Principals who help facilitate mentor situations in which veteran teachers who are especially good at time management assist younger teachers can enhance job satisfaction.

Since the time factor is such a large one in terms of job dissatisfaction, principals who devise inservice opportunities to work on time management help teachers to reduce their dissatisfaction with the time factor. One teacher commented that she had been to a workshop on time management and it had been very beneficial. Other teachers might also benefit from such opportunities.

FEELINGS OF ACHIEVEMENT

Herzberg identified achievement as a factor that contributes primarily to satisfaction.⁹⁷ Sergiovanni's later work with teachers also confirmed achievement as a satisfier or motivation factor for teachers.⁹⁸ In the written survey, ninety-two percent of the teachers indicated they are either very satisfied or somewhat satisfied with the achievement they feel as teachers. People who become Lutheran teachers may seek to do so to help students and to share their faith. When teachers see students learning and have an opportunity to share their faith, they experience a sense of achievement. That sense of achievement may be a critical factor contributing to teach job satisfaction.

⁹⁷Pearce, II and Robinson, 457.

⁹⁸Sergiovanni, 77.

Data Review

Thirty-three percent of the teachers interviewed specifically mentioned the academic progress and achievement of their students as contributing directly to the teachers' own feeling of achievement. "Seeing the progress students make." "Results in students. First grade I see them read." "See progress in terms of academics." "Seeing children progress at the level I know they should." "When kids are getting things they didn't get before." "Good feeling to see first graders at end of year." "Correct achievement tests and see large improvements." "I looked at achievement scores and they did well." "Success of their understanding a subject." "When I see the accomplishments they've made." "Seeing kids learn more." "Work that they do. Results of their tests." "Working with five-year-olds you can see quite a progression." "Seeing kids accomplish annually good scores on standardized tests." "Kids always do well." "Academically, they do very well especially when they get awards." "When I know the kids understand subjects." "See achievement in kids." "I watch the academic growth." "Exciting to watch children learn." Many of the teachers measure their own achievement by the way their students achieve.

Many teachers (eighteen percent of those interviewed) specifically mentioned that they feel they have achieved when their students demonstrate social and emotional growth. "Watching kids develop. Improve study skills." "Growth I see in children." "Seeing kids grow. Take more responsibility for actions. Comments in journal." "Grow in maturity." "When I see kids understand by their behavior." The growth in

social and emotional maturity is recognized by many Lutheran elementary teachers as achievement.

Student success in later years was felt as a sign of achievement by fourteen percent of the teachers interviewed. For some teachers, this sign of achievement was success in high school. For others, former students would come back and share with their teacher how they were doing. "Feedback from North (a high school)." "Some entering college, social services. Some came back and see me." "A lot of feedback from high school teachers." "See students go on and then come back to talk about the influence you've had on their lives." "Seeing children going into high school making positive comments." "Highest compliment - kindergarten class nine years later. I was asked to speak at their graduation." "Seen it with some I had taught thirty years ago." "Letter from a girl who is in college. Adults coming back." "Seeing kids going on to other rooms and college." "See kids grow up and see them in high school." For these teachers who have stayed in the same school for many years, former students and their successes can contribute greatly to the achievement they feel.

Spiritual growth is a significant factor for eleven percent of the teachers interviewed. "Seeing them worship." "Seeing progress in terms of spiritual life." "See kids growing in their faith." "The demonstration of atmosphere at prayer time." "Growth in faith. My child isn't afraid of death." "The spiritual growth of my kindergartners." For teachers who are intrinsically motivated by sharing their faith, students' growth is a factor in their sense of achievement.

Eleven percent of the teachers mentioned their own growth as a feeling of achievement. "Feeling good about some subjects never taught before." "I like to attend workshops." "Spending quality time in certain areas." "In personal life, I can see progress in taking classes. I see a lot of growth." "I like to try new things." "Trying new things." "Math Their Way. Implementing whole language into my teaching." "After teaching part-time, I've grown. I've seen how others teach." Personal growth is seen by these teachers as achievement.

Personal accomplishment was also mentioned by eleven percent of the teachers interviewed. "I get strokes from leading an accreditation workshop." "I lead a reformation service for circuit congregations. A lot of people commented on it." "Going on and getting Masters." "The best there is. When I leave Lutheran teaching, there will be a loss." "I think I have achieved personal goals. Got my Masters." "Got a youth program organized." Satisfaction was gained by personal achievement for the teachers who identified these accomplishments.

The highly personal nature of a teacher working with an individual student was evidenced by those teachers who specifically mentioned the one child they helped turn around. "Taught one child to do something they have never done before in their life." "When a kid hated reading, but now loves it." "Working with a child to work things out." "One student borderline retarded made magnificent strides." "Having a phonics student sound out words." Helping individual students move forward gave many Lutheran teachers a feeling of achievement.

Seven percent of the teachers spoke of the excitement they see in students when they learn as being a contributor to their feeling of achievement. "The joy during the day they have." "When kids get excited about what they're doing." "When the kids say, 'Hey, that was fun.'" "Just working with kids and seeing the joy they have." "Excitement in kids."

Positive contact with parents was also mentioned by seven percent of the teachers interviewed. "Want to work closely with parents." "Comments of parents bolster me a lot." "See a difference in my classes. Parents' comments." "Words spoken by parents."

All items regarding areas in which teachers are not feeling a sense of achievement received less than five percent. The two broad areas that emerged from the data are lack of student achievement and lack of personal teaching skills. Teachers often focussed their remarks on student achievement. "When Tony doesn't listen." "Sometimes I wonder if they are achieving anything." "I've had disappointments in teaching. I may never see the fruits of the seeds I've planted." "Never completely satisfied with progress of children." "The kids don't have a lot of study skills."

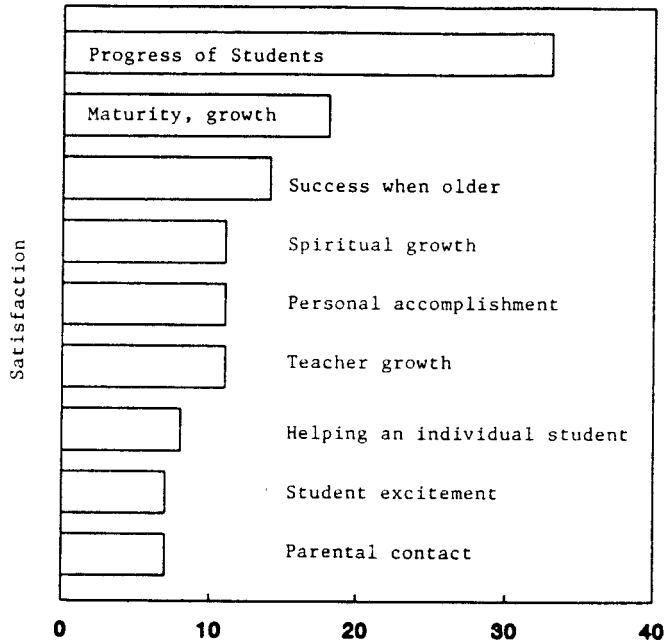
Teachers also focused on their actions as teachers. "Sometimes not enough time to prepare." "At times I wish I could do more." "I could be stronger in some subjects. I can't spend the time." "Not knowing the curriculum." "When taking classes and comparing to the ideal." "Relates back to time. I'm both the Athletic Director and coach." "Some times I don't have the prep time I want."

Summary

The progress of students was specifically identified by thirty-three percent of the teachers interviewed as contributing to a feeling of achievement. For teachers who are committed to seeing their students learn, the progress of their students can be a factor contributing directly to job satisfaction. Eighteen percent of the teachers mentioned the emotional and social growth of their students. These teachers see academic learning as being only one of the areas that they, as teachers, are helping to develop. Fourteen percent of the teachers enjoy positive feedback from their former students as a contributor to their satisfaction. Spiritual growth was identified by eleven percent of the teachers. Eleven percent of the teachers mentioned their personal growth in a specific aspect of teaching as contributing to a sense of accomplishment. In addition, eleven percent of the teachers interviewed spoke of personal accomplishments that they received or earned. Helping an individual student brings a feeling of achievement to eight percent of the teachers. Seven percent feel a sense of achievement when they witness student excitement in the learning process. Positive parental contact brings to an additional seven percent of teachers a sense of accomplishment. Of the eighty-four teachers interviewed, only one indicated that she is not at least somewhat satisfied with the achievement she feels. Many teachers commented, "You can always do more." These same teachers usually listed several things that give them a feeling of achievement, but in most cases indicated they are 'somewhat satisfied' rather than 'very satisfied.' Table 3-11 lists the data.

Table 3-11

Feelings of Achievement



All areas where teachers did not feel a sense of achievement received less than 5%

Analysis

Achievement is a factor that contributes to job satisfaction for many teachers involved in this study. Thirty-three percent of the teachers interviewed specifically mentioned the academic progress of their students as a source of the teachers' own feelings of achievement. "Seeing the progress students make." "Seeing children progress at the level I know they should." "I looked at achievement scores and they did well." "See achievement in kids." "I watch the academic growth." When students are achieving, teachers are achieving. Principals who develop strategies for teachers to help

assist students achieve, increase job satisfaction for teachers. Principals who provide instructional supervision enhance teachers' job satisfaction.

Eighteen percent of the teachers specifically mentioned the social and emotional growth of their students. "Watching kids develop. Improve study skills." Giving teachers assistance in helping students develop study skills can be one way principals can promote achievement for teachers. "Seeing kids grow. Take more responsibility for actions. Comments in journal." Some teachers have witnessed the growth of students by their journal writings. Teachers who use journals may have more opportunities to view the social and emotional growth that is occurring.

Fourteen percent of the teachers indicate that the success of former students is a sign of achievement for them. "A lot of feedback from high school teachers." "Feedback from North (a high school)." "See kids grow up and see them in high school." The success of former students can contribute positively to job satisfaction. Principals who devise ways to give teachers regular feedback on the progress of former students contribute to teacher's feelings of achievement.

Spiritual growth of students was identified by eleven percent of teachers as a contributor to a feeling of achievement for teachers. "Seeing progress in terms of spiritual life." "See kids growing in their faith." The danger of evaluating one's achievement based on the spiritual growth of students, is that some students will not respond positively. Principals who help teachers to focus on the opportunities for spiritual growth that teachers help to create, rather than strictly on the outcomes, help teachers evaluate themselves in a more objective, positive fashion.

Personal accomplishment was identified by eleven percent of the teachers interviewed as significant. "Going on and getting my Masters." "I got strokes from leading an accreditation workshop." When teachers have opportunities for personal accomplishment, the achievement they experience is elevated. Principals who help teachers by adjusting work loads to accommodate graduate studies, increase the achievement and job satisfaction that teachers experience. Principals may not be able to significantly alter the personal accomplishments experienced by some teachers.

Their own growth was mentioned also by eleven percent of the teachers as a feeling of achievement. "I like to attend workshops." "Trying new things." "Math their way. Implementing whole language into my teaching." Personal growth helps teachers experience achievement. Principals who look for ways to encourage teachers' personal growth will enhance the teachers' achievement and job satisfaction.

Teachers who help individual students achieve also experience a sense of accomplishment. "When a kid hated reading, but now loves it." "Working with a child to work things out." "Having a phonics student should out words." Principals who help teachers problem solve and make them aware of other resources in addressing individual student needs, increase teachers' achievement.

RECOGNITION RECEIVED

Data Review

An often repeated phrase from teachers interviewed was "Not important to me," or "I don't need much." For most Lutheran teachers, recognition does not appear to be a major issue. Most Lutheran teachers are recognized in some fashion by their congregations and schools. Forty percent of those in the personal interview indicated they are very satisfied with the recognition they received. An additional fifty percent feel somewhat satisfied by the recognition they receive. Only ten percent feel somewhat dissatisfied by the recognition they receive.

Parents and student were often cited as a source of recognition for teachers. "Words of appreciation from parents and children." "Kids give me feedback." "People are very complimentary." "Parents come in and thank me. They are very happy that their child did well." "Some parents have come up and shown their appreciation." "Parents make me feel that what I'm doing is good." "Parents come up to you." "Parents taking the time to say that Brent liked what you did." "When people are thankful, it makes it worthwhile." "Individual parents are wonderful." "A lot of parents come up and tell you what a great job you're doing." "Supportive parents." "Little things mean a lot. Thank you notes, gifts, and words from parents."

The parent-teacher league and boards of education provide recognition for the teachers of many Lutheran schools. "P.T.L. recognizes us." "During National Education Week, kidnapped us out to eat." "Board of Education recognizes us at the end

of year party." "Teacher appreciation days." "Each year given fifty dollars from PTL." "Booster club giving money." "PTO teacher appreciation night." "During Lutheran schools week, we were taken to dinner."

Many congregations do an excellent job recognizing their professional teaching staffs. "Congregation recognizes my music talents." "I was recognized for twenty-five years of service." "Every year teachers are recognized at dedication service." "Every Christian education Sunday, we sit with our classes and are recognized." "We are all recognized at graduations and the installation of new teachers." "We receive a Christmas bonus." "Congregation members introduce me as 'Teacher'." "People of congregation trying to do more. They had a teacher appreciation luncheon." "They're very good at recognizing anniversaries." "Church took us out to dinner during Lutheran schools week."

The principal can often set the tone regarding recognition that teachers receive. "Principal supports backing of teachers." "Bob honors teachers in all different ways." "Principal recognizes us." "Principal lets us know we are doing a good job." "I get positive notes from the principal."

The pastors of congregations have the most visible position in the parish. Their recognition of teachers can weigh heavily. One teacher expressed this thought, "If the pastor doesn't do it, who will?" Many pastors contribute significantly to the recognition of teachers. "Pastor takes time often to tell us the good job we're doing." "Our pastors do a fine job."

Fellow teachers can also be a source of recognition to teachers. "Recognized by other teachers." "Fellow staff members." "Notes from fellow teachers."

Recognition to teachers can come from a variety of places and in a variety of ways. "Encourage and sharing. People asking for advice." "Our school was recognized because of our National Lutheran School accreditation." "I was elected to the Mission Boards. I have conducted workshops." "The paper ran one story on students and teachers." "When parents encourage people to attend our school, they recognize us as teachers." "We received notes and flowers." "During teacher appreciation week, the faculty received little gifts." "The Sonshine club gives gifts at the holidays." "When I deal with people, they put me on a respected level." "Teachers of the month." "Tri-county Lutheran teacher of the year." "People come to me and talk about a problem." "Mothers come in and take recess for us." "We all like to be patted on the back. Teachers here are a high priority." While many different forms of recognition are being felt by Lutheran teachers, there are many teachers who desire to receive more recognition.

Six teachers commented that teachers were given much more respect when many of them first started their teaching careers. "Teaching is not the respected profession it once was." "People don't have a high regard for teachers." "They view us as babysitters."

Six teachers are dissatisfied with what they perceive to be unequal levels of recognition. "Pastor gets invited to people's homes. I'm not a slave." "Male teachers are held in much higher regard."

Parents could be a bigger contributors to the recognition felt by some teachers.

"Parents don't give me much feedback." "Parents are blind to the effort."

Finally, for some there exists a frustration with the whole area of recognition. They feel overlooked and unappreciated. "Teachers should receive compliments." "I'm not recognized at all." "People look at what we're paid and don't think we are very valuable." "I received no recognition when I earned my Masters." "My twenty-fifth anniversary wasn't even celebrated." "The attitude is we pay you to do that." "No personal regard from the board of education." "I'm dissatisfied with the recognition I get from the administration." Judging from the tone of these eight statements, a logical conclusion would be that these statements came from dissatisfied teachers. Six of the eight teachers stated they are very satisfied with teaching as a career. One indicated she is somewhat satisfied. The last one also said he is very satisfied except when accounting for salary. With salary, he said he is somewhat dissatisfied. For these eight Lutheran teachers, lack of recognition does contribute to job dissatisfaction. For seven of the teachers, however, other positive factors outweigh the dissatisfaction felt by the lack of recognition.

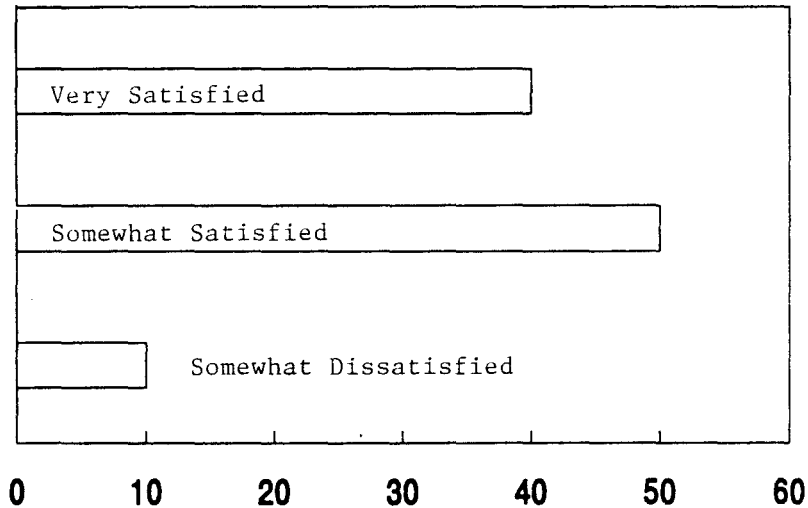
Summary

A combination of creative forms of recognition, such as kidnapped dinners, and customary forms, such as the celebration of anniversaries, are taking place in Lutheran schools for Lutheran teachers. Parent-teacher organizations and committees within those organizations seem to be taking the lead in the recognition of their teachers. Principals,

pastors, and boards of education can do much to enhance the recognition teachers receive. In many locations, congregations have taken an active role in recognizing their professional educators. Fellow teachers have often recognized their colleagues. A simple word of thank you from parents and students may be the most important recognition of all for many teachers. Table 3-12 list the percentages of teachers very satisfied, somewhat satisfied, and somewhat dissatisfied with the recognition they receive.

Table 3-12

Recognition
(Personal Interviews)



Analysis

Ninety percent of teachers in the personal interview indicated they were very or somewhat satisfied with the recognition they receive. Parents are often the source of recognition for teachers. "Parents come in and thank me. They are very happy that their child did well." "Parents make me feel what I'm doing is good." "When people are thankful, it makes it worthwhile." Principals who encourage parents to take positive comments back to teachers or to put them in written form raise recognition levels for teachers. Principals who publicize positive things that are happening in classrooms through weekly school news letter, church newsletter, and inviting the local press to view special events help teachers to receive greater recognition.

The parent-teacher leagues and boards of education are sources for teacher recognition. "During National Education Week, kidnapped us out to eat." "Board of Education recognizes us at the end of year party." "Each year given fifty dollars from PTL." "During Lutheran Schools Week, we were taken to dinner." Principals set the tone for the board and P.T.L. to be aware of the recognition they can give. When support for teachers' recognition is included in the job description of the boards of education and PTL boards, it helps set the tone early as one of the important roles of board members. Principals who are the catalysts for a higher awareness for teacher recognition enhance teachers' job satisfaction.

Congregations have excellent opportunities to recognize teachers. "I was recognized for twenty-five years of service." "People of congregation trying to do more. They had a teacher appreciation luncheon." "We receive a Christmas bonus." "We are

all recognized at graduation and the installation of new teachers." Principals who set the tone for congregational recognition through anniversaries, new teacher installations, and other opportunities help elevate teachers' recognition.

Principals, in addition to promoting recognition of teachers through others, are also playing key roles in the recognition of teachers. "Principal supports backing of teachers." "Bob honors teachers in all different ways." "Principal recognizes us." "Principal lets us know we are going a good job." "I get positive notes from the principal."

"If the Pastor doesn't, who will?" "Pastor takes the time often to tell us the good job we are doing." "Our pastors do a fine job." When the recognized spiritual leader of a congregation makes the effort to recognize the work of teachers, it can do much to boost job satisfaction. Most teachers are committed to sharing the faith for low salaries and with sacrifices of time, when pastors take the time to recognize their efforts, it has a positive impact upon them.

"Pastor gets invited to people's homes. I'm not a slave." Pastors often receive greater recognition because of their highly visible role. Pastors' high regard for teachers and suggestions to congregational members can do much. Pastors and principals who give recognition and help create more recognition for teachers from boards, parents, and congregational members enhance teachers' job satisfaction. Some teachers may not accept that pastors may receive more recognition than teachers do. Pastors may not be able to help these teachers feel better about the recognition they receive.

WORK WITH CLASSROOM TEACHING

This topic focused specifically on the work itself involved in the teachers' role as classroom teachers. It did not examine any roles or responsibilities beyond the classroom. Are particular aspects of the work itself involved with classroom teaching factors that contribute to teacher job satisfaction or teacher job dissatisfaction?

Data Review

Teachers responding to topic item indicated that working with students is their favorite aspect involved with the work itself of classroom teaching. Fifty-seven percent of the teachers verbalized this choice. "Favorite is dealing with the kids." "Like interaction with kids. When the 'light' goes on." "Working with children." "When kids look at you and you know they have got it." "Getting down on floor with children. Play with children." "Seeing the kids grow and change." "I really like the enthusiasm of the kids." "Being with the kids. I really enjoy that." "Seeing the look on a kids face when the light goes on. The satisfaction that they are learning is so rewarding."

The second major positive factor that was mentioned by a large number of teachers is the planning, preparing, and implementing of lessons or subjects. Forty percent of the teachers responding identified this positive aspect. "Planning and implementing." "Allowed to teach highest interest subject." "Felt good so wrapped up in an assignment." "Like all academic subjects." "Planning and putting things together." "Planning and trying to make things interesting through activities." "Teaching and math. Like to see kids succeed." "I love preparing." "Actual classroom

teaching on a particular unit." "Being able to teach something else in a new way."
"Enjoy teaching literature. Like getting into meaning of story, reading novels with
kids." "Social studies is favorite activity." "Always new things coming along, especially
in kindergarten."

Only two of the eighty-four teachers interviewed are somewhat dissatisfied (none
were very dissatisfied) with the work itself involved in classroom teaching.

Twenty-six percent of those responding said that correcting papers and the paper
work is the least favorite aspect of teaching for them. Correcting papers is often a time-
consuming monotonous job. Many teachers find it an unpleasant, but necessary, task.

Twenty-four percent of the teachers specifically mentioned the demands on their
time. This question addressed only the aspects of classroom teaching and not any outside
responsibilities. "Demands on time. Situations like having an Attention-Deficit Disorder
child not on medication." "I would like more release time. I only get one art period
every other week." "I don't like being spread out so thin. I don't know the children as
well." "The only negative is time." "It would be nice to have a lunch break and have
one minute to catch your breath." "Sometimes I need a little more time. Sunday
afternoon you go and prepare." "Compared with when I was in the public school, the
work is much harder." "I don't like all the work I have at night." "I'm feeling
frustrated with the amount of things I have to do."

Discipline is the least favorite aspect of classroom teaching for eighteen percent
of the teachers. Teachers see themselves spending too much time on discipline. When

rules are not followed, and their authority is challenged, teachers see these situations as being negative aspects of their role as classroom teachers.

Eighteen percent of the teachers also indicated that planning for a weak subject is their least favorite aspect of teaching. When teachers are placed in situations where they do not enjoy teaching subjects, it can be a negative aspect of their roles.

For fifteen percent of the teachers, the interaction they experience with parents is the least favorite aspect of teaching. Teachers feel a frustration when parents fail to follow through with communication. When parents are irritated by their children's performance, teachers can be blamed. Some teachers feel that parents are just less supportive these days.

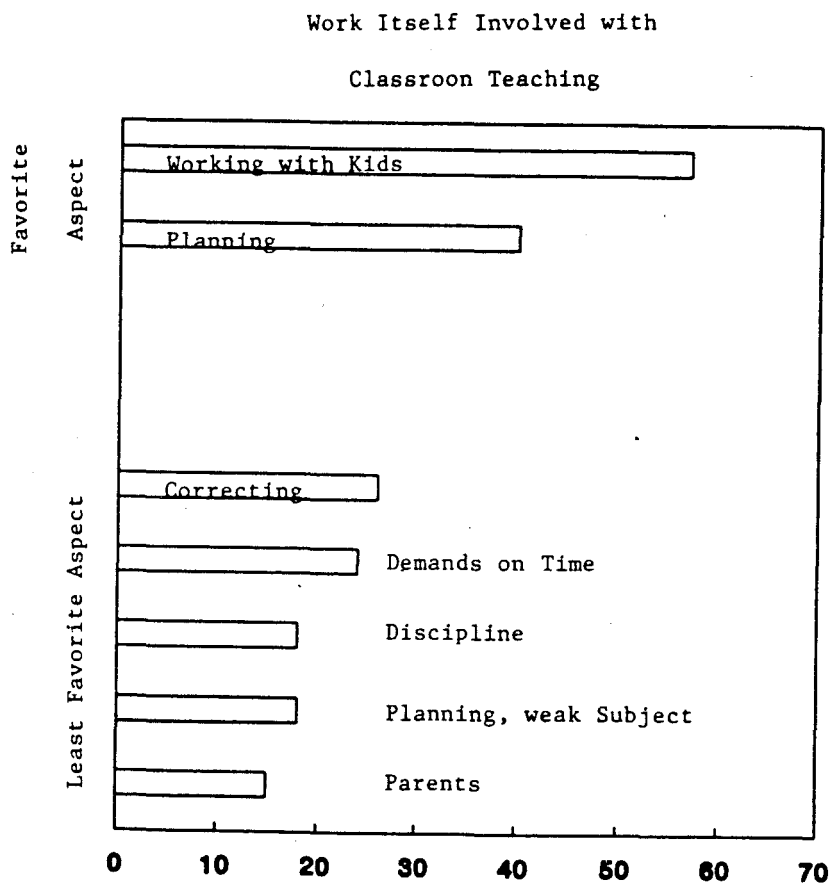
Summary

The Lutheran elementary teachers of the Michigan District are for the most part, quite satisfied with the work itself involved with classroom teaching. Working with students is the favorite aspect of teaching for nearly sixty percent of the teachers. This percentage supports the strong positive feeling that Lutheran teachers expressed about their interaction with students in the fifth topic in the twelve categories analyzed. Students remain a strong factor contributing to job satisfaction for teachers. Forty percent of the teachers indicated that planning and the actual teaching of academic subjects was their favorite aspect of teaching.

Three areas that were listed as least favorite aspects for teachers related to activities not dealing with people. Correcting papers, demands on time and planning for

a weak subject area combined to negatively impact nearly seventy percent of those responding to the interview. Demands on time might be an area in need of administrative review for teachers. Are they asked to teach too many subjects? Are there ways they can cut down on time and be as effective? Correcting paper and planning for a weaker subject may never be enjoyable for some teachers, but both areas should see improvement over time. As teachers get more experienced, they should learn ways to effectively cut down on correcting papers or evaluating students using different methods. As teachers become more familiar with a subject, they should learn to teach it more effectively or a minimum with some greater appreciation for that particular subject. The data are summarized in Table 3-13.

Table 3-13



Analysis

For many Lutheran teachers, the interaction they experience with students is one of the greatest contributors to job satisfaction. Fifty-seven percent of the teachers indicated that working with students was their favorite aspect of the work itself involved with classroom teaching. "Getting down on floor with children. Play with children." "Seeing the kids grow and change." "Being with kids I really enjoy that." Principals who build on the positive interaction that teachers experience with students by emphasizing the important role that teachers have enhance teachers' job satisfaction.

Forty percent of the teachers stated that planning, preparing, and the implementing of lessons or subjects is the most positive aspect of the work involved with classroom teaching. "Allowed to teach highest interest subject." "Like all academic subjects." "Teaching and math. Like to see kids succeed." "Enjoy teaching literature. Like getting into meaning of story, reading novels with kids." "Social studies is a favorite activity." Teachers often have particular academic areas where they are strong. Principals who consider having teachers teach in their areas of strength and, when possible, giving teachers grade preferences, increase job satisfaction. Eighteen percent of the teachers mentioned planning for a weak subject as being their least favorite activity.

"Planning and trying to make things interesting through activities." "Actual classroom teaching on a particular unit." "Being able to teach something else in a new way." These teachers indicated a positive feeling about doing a specific thing well. When principals help teachers gain new skills, they help them experience greater job

satisfaction. Making teachers aware of special workshops, having teachers who are skilled in certain areas share these special skills, and staff development through special inservice days are all opportunities to increase teachers skill level and their own job satisfaction

When asked what their least favorite aspect of classroom teaching is, twenty-six percent of the teachers stated that correcting papers was their least favorite aspect. This was especially true for primary grade teachers and teachers who teach writing. One way to reduce this time-consuming job, especially in the primary grades, is to have parent volunteers assist in checking papers when the work is of an objective nature. The teacher can still check progress by glancing over the corrected papers. When teachers are aware of some of the current ideas on teaching, they often reduce the amount of pencil and paper activities. When teachers are assisted in looking at ways to reduce their time involvement in checking, they can experience greater job satisfaction.

Demands on their time connected to classroom teaching was mentioned by twenty-four percent of teachers. For some teachers, it may have been difficult to separate the time commitment needed outside their classroom teaching, but most comments were directed specifically to their classroom teaching. "I would like more release time. I only get one art period every other week." "It would be nice to have a lunch break and have one minute to catch your breath." "I'm feeling frustrated with the amount of things I have to do." Principals boost job satisfaction by giving their teachers some time off during the day.

Principals who guard the time of teachers contribute to job satisfaction. Meetings run in the most efficient way possible and involving only those directly affected and volunteers being utilized to free up teacher time, are ways teachers time is guarded.

Discipline is the least favorite aspect of classroom teaching for eighteen percent of the teachers. Teachers see themselves spending too much time on discipline. Young teachers may not have developed the necessary skills to be effective in classroom management strategies. Older teachers may find it difficult to adjust to a changing student population. Principals who assist teachers in developing the necessary classroom management skills and the ability to interact effectively with students enhance teachers' job satisfaction.

Fifteen percent of the teachers in the personal interviews indicated that the interaction they experience with parents is their least favorite aspect of teaching. In some instances, nothing teachers will do will be well received by certain parents. In many cases, the skillful teachers will be able to interact effectively with most parents. Principals who are catalysts to assist teachers in developing the necessary skills in interacting with parents promote job satisfaction.

INTERACTION OF THE STAFF

The interaction of the staff was included in the personal interview to gather data regarding specific aspects of this item that might contribute to job satisfaction or job dissatisfaction. Teachers could be somewhat or even very dissatisfied with the

interaction of the staffs as wholes, but might actually receive great job satisfaction because of the strong support felt from a few teachers.

Data Summary

Most Lutheran elementary teachers in the Michigan District are somewhat or very satisfied with the interaction of the staffs with whom they teach. Twelve percent of the eighty-four teachers interviewed did indicate they are somewhat dissatisfied with their staffs' interaction. One percent is very dissatisfied.

When asked in what ways has it been positive, thirty percent of the teachers interviewed indicated they feel very positive about the caring, encouraging, and supporting they experience and witness on their staffs. "Very positive interaction. Growing closer." "A lot of close knit interactions." "Everyone is encouraging to each other." "Very supportive of one another." "Our staff is very close." "We are very unified on our staff." "Excellent staff. Really get along well. Very helpful. Very close knit group." "Really genuine caring for each other. I can go to any of them with a problem." "There is a concern for the individual staff member." "We support each other. We're more of a family - take up slack." "A lot of support given to me when I need any help. People take the time." "Close staff. Do retreat with families and staff. A lot of love and understanding." "We're a family. Very supportive of each other. Good sense of humor." "Friendly, caring, feeling, they all give and all are devoted." "Some faculty very emotionally strong supportive. Older teachers eager to share."

Another positive aspect of the interaction of the staff is the professional sharing and interaction that is taking place. Fourteen percent of the teachers specifically identified this aspect of professionalism. "Get together for weekly meetings." "Talk professionally." "Our faculty meetings are important." "We share classroom situations." "Working together we do a decent job." "We work together, always critique curriculum." "Everyone is open to constructive criticism." "We respect each other professionally even if we don't agree." "We are on the same track as far as educating kids." "Most professional group of people I've ever worked with. We share ideas." This professional interaction contributes to positive feelings for these teachers.

Social interaction was mentioned by thirteen percent of the teachers as being a positive aspect of their staffs' interaction. "We have a good time at parties." "A very sociable staff. Always been very sociable." "Do a lot of things together. We are meeting for breakfast tomorrow." "We have a good time in social groups."

Ten percent of the teachers interviewed specifically mentioned some spiritual aspect of the interactions. Faculty devotions and prayers are two aspects of this interaction mentioned. "Devotional time is positive. I would not have wanted to do it everyday. I like it." "Faculty devotions are a positive aspect." "We have devotions every morning." "Our prayer life is positive." "We pray for each other."

Two other areas were specifically mentioned by less than six percent of the teachers. Five percent said they feel positive within their department. Four percent said that the communication they experience with their staff is positive.

When asked in what ways has it been negative, eighteen percent of the teachers interviewed said that the total staff interaction that is present is a negative aspect to them. "Total staff not interacting that well." "There are problems in other departments." "We don't interact. We don't get to the root of problems." "A complex group of teachers, highly independent. Morale of staff has been low." "A lot of different people who view their jobs differently." "Strong-willed people on the staff." "People are thinking of themselves all the time. They only think of themselves."

Six percent of the teachers stated they would like more social interaction on the part of their staffs. Five percent said that they are not personally supported by the other staff members. Four percent of the teachers interviewed want more meetings with their staffs.

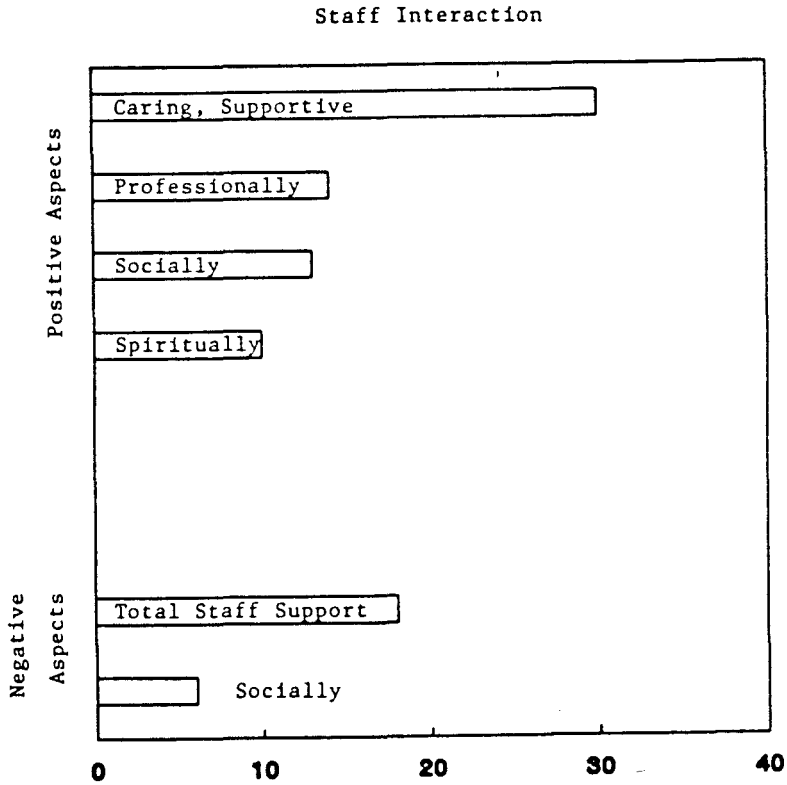
Summary

Eighty-seven percent of the Lutheran teachers interviewed consider that the interaction of their staffs is positive. Only thirteen percent are somewhat or very dissatisfied by the interaction of their staffs.

When asked in what ways has it been positive, thirty percent specifically identified their staffs as caring, encouraging, and supporting. Fourteen percent identified the professional interaction as a positive aspect. Thirteen percent enjoy the social interaction of their staffs. Staff interaction can be a positive aspect that contributes to job satisfaction for these teachers.

When asked in what ways has it been negative, eighteen percent of the teachers interviewed specifically mentioned their negative feelings toward the total staff support. Another six percent are dissatisfied with the social interaction of their staffs. The data are summarized in Table 3-14.

Table 3- 14



Analysis

Eighty-seven percent of the teachers interviewed are very or somewhat satisfied with the interaction that their staffs have. When asked in what ways has it been positive, the teachers talked about a caring, supportive relationship with fellow staff members. Others talked of professional, social, and spiritual interactions.

Thirty percent of the teachers specifically talked about the positive aspects of a caring and supportive staff. "A lot of close knit interactions." "Everyone is encouraging to each other." "Very supportive of one another." "We support each other. We're more of a family - take up slack." "We're a family. Very supportive of each other. Good sense of humor." "Close staff. Do retreat with families and staff. A lot of love and understanding." When faculties are supportive and caring, they contribute to teachers' job satisfaction. One counselor for church workers put it this way, "The faculty that plays together, stays together." Principals who encourage planning for faculty socials and staff retreats enhance staff interaction. Principals who help resolve conflicts between staff members increase the caring, supportive interaction on a staff.

Fourteen percent of the teachers indicated the professional sharing of their staffs is a positive aspect of their interaction. "Get together for weekly meetings." "Our faculty meetings are important." "We share classroom situations." "Working together we do a decent job." "We work together, always critique curriculum." "Everyone is open to constructive criticism." "We respect each other professionally, even if we don't agree." Principals who help faculty members develop strategies to work together regarding educational issues enhance professional sharing.

Social interaction was identified by thirteen percent of the teachers as a positive aspect of their staffs' interaction. "We have a good time at parties." "We have a good time in social groups." A positive social interaction can enhance the normal working interaction.

Ten percent identified some aspect of the spiritual interaction by the staff. "Faculty devotions are a positive aspect." "We pray for each other." Considering the data on opportunities to share the faith, the ten percent figure seems low. Perhaps this is an aspect of staff interaction that could be strengthened. Principals and teachers who look for ways to strengthen the spiritual interaction of a staff promote stronger staff unity.

When asked in what ways has it been negative, eighteen percent said something about the total staff interaction being negative. However, when asked the initial question, what are your feelings about the interaction of the staff, only thirteen indicated they were very or somewhat dissatisfied. Some who were satisfied with the staff interaction still indicate that they view the whole staff interaction as negative. For some teachers, they must experience positive interactions with at least part of the staff. The total staff interaction for them was still negative. "There are problems in other departments." "Total staff not interacting well." "A complex group of teachers, highly independent. Morale of staff has been low." A staff that has poor interaction can contribute to teachers' job dissatisfaction. Principals and staffs who explore ways to increase the positive interaction on staffs can increase teachers' job satisfaction.

CHANGE ONE THING ABOUT YOUR TEACHING SITUATION

The next two sections are open-ended questions used to gather data about the single item teachers would change about their teaching situations if they could and the single most satisfying aspect of teaching as a career. They are not one of the twelve category areas. They were used to enhance the data rather than examine a particular area to determine if that area contributes to job satisfaction.

Data Review

Each of the eighty-four teachers interviewed was asked to tell the one thing they would change about their teaching situations. Which item seems to be the most pressing for the Lutheran elementary teachers of the Michigan District? The written survey and the previous questions in the interviews point to two major areas of dissatisfaction. Time and salary did surface as two items that a high percentage of teachers want to change.

One of every three teachers mentioned some aspect of time. Lack of time, extra responsibilities, a break in the day, and a lighter teacher load were specifically identified by thirty-three percent of the teachers interviewed. "I would change the time I spend. Now I'm giving up family time." "Add planning time." "I would like to teach and not do other responsibilities." "The amount of time. It is having a negative effect on personal life." "I need a break during the day." "I would like a few less hours working. I have no time to take classes. I have no time for renewal." "I would like to systematically remove some areas of responsibility to have three instead of eight." "I

would like more planning time." "I need more time - either prep time or less outside duties." "The demands on my personal time are difficult." "The expectations about how much a teacher can do aren't realistic." "I would like to get rid of my extra duties." "The other aspects of my role I would change - coach less, not do yearbook." "I would like some way to have time for myself." "I would drop my extra duties." Time demands can contribute to job dissatisfaction for Lutheran elementary teachers.

Seventeen percent of the teachers expressed a desire for some change related to an aspect of their classroom teaching. "I would like to have one grade in my room." "I would like to have a different grade level." "I would like to teach science and math." "I would like to teach more science." "I would like to go back to a first grade situation." "I would like a different grade." Four teachers specifically mentioned class size as one aspect of classroom teaching they would like to change. "I would have a smaller class." "I'd like my class size to be less." "I'd like my number of students to be changed." "I'd like a smaller class." Three teachers spoke of concerns about discipline and student interaction. "I'd like to have a classroom full of students with no discipline problems." "I would like not having to spend so much time on classroom management." "I'd like to see apathetic students get excited about learning."

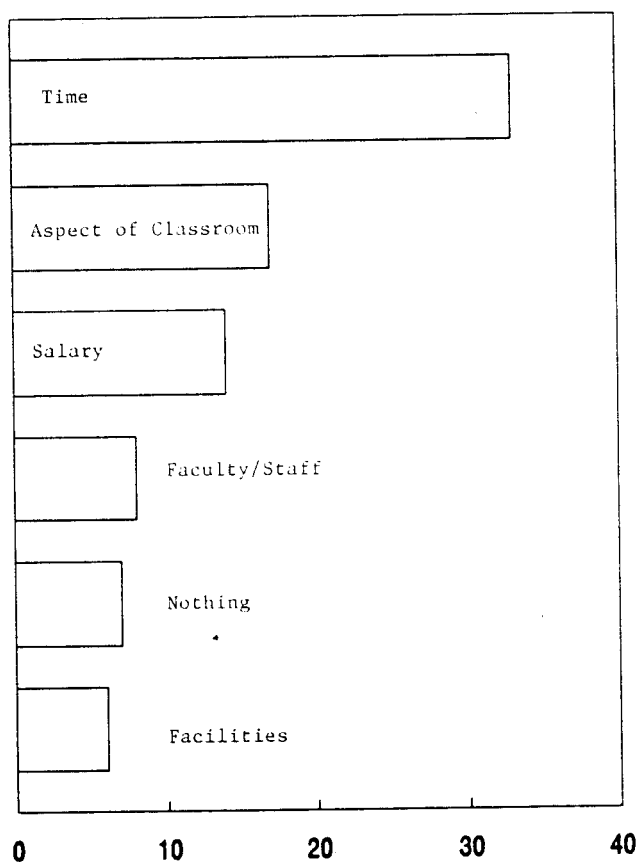
Fourteen percent of the teachers interviewed specifically mentioned that they would like to see their salaries improved. "The only thing I would change is money." "I'd like a reasonable salary." "I would like a pay increase to match the work done." "Salary is the one thing." "Getting a bigger salary is the one change." "I'd like to be paid more." "Pay is the one thing I'd change."

Seven percent of the teachers specifically stated that they would change nothing. Six percent said they would like to see improved facilities. Eight percent said they would like to see a better interaction among their staffs. Four percent would like to have more leadership from the administration.

Summary

When asked if you could change one thing about your teaching situation, thirty-three percent of the teachers said they would change the time they have to spend. Seventeen percent would change some aspect about their classroom situations. Fourteen percent mentioned salary as the one item they would change. Eight percent identified better interaction among the staff as a whole as the one item they would like to see changed. Seven percent said they would change nothing. Six percent would like to see enhanced facilities. Five percent wanted better interaction with parents. Four percent wanted more leadership from the administration. The data are summarized in Table 3-15.

Table 3-15
Change One Thing



Analysis

Time and salary were previously identified as the two items contributing most to teacher job dissatisfaction. When teachers were asked to identify one change they would like to see made, one-third selected time. Fourteen percent stated salary as the one thing they would change. The importance of salary to an individual teacher is tied closely to the financial situation of their families. Salary is often less of a concern for families in

which a spouse earns a good living, who have a home that is nearly paid for, or when no large debts are present. Young teachers with large student loans, young families trying to purchase a home, and families with college age children, all may face serious financial challenges as families. A low salary in those situations takes on added significance. Five of the twelve teachers who listed salary as the one thing they would change had taught less than ten years. Eight of the twelve who had listed salary as the one thing they would change had taught fifteen years or less.

Four of the teachers specifically addressed class size as the one item they would like to change. Class size can become a difficult administrative or board decision. Most Lutheran schools have some guidelines that are followed. When a family moves late in the summer and it plans to join the church, it is a difficult decision not to accept a student into a Lutheran school. Financial considerations can add pressure to decisions. Certain teachers are able to teach larger classes and certain classes are easier to teach because of particular class compositions. Principals who consider the effects that large classes can have on teachers can reduce teachers' job dissatisfaction. "I would have a smaller class." "I'd like my class size to be less." "I'd like my number of students to be changed." "I'd like a smaller class." For these four teachers, this was the one thing they would change. Adding more students to their classes would increase their job dissatisfaction.

"I would like to have a different grade level." "I would go back to a first grade situation." "I would like a different grade." "I would like to teach science and math." "I would like to teach science." Principals may not be able to accommodate all requests

immediately, but they can be aware of their concerns and if possible, help them to be put in positions where they will enjoy more their teaching situations. Principals who improve the effectiveness of their teaching staffs improve teachers' job satisfaction at the same time.

Student discipline was mentioned as the one thing they would change by only two of the eighty-four teachers. This number is very low when contrasted to the eighteen percent of the teachers who said discipline was their least favorite activity connected to their classroom teaching. Additionally, while twenty-six percent specifically mentioned mutual respect and concern when asked in what ways has the interaction been positive, twelve percent responded by saying that respect was lacking when asked in what ways the interaction has been negative. For almost one in five teachers, classroom discipline is their least favorite aspect of teaching. Only two, however, say it is the one thing about their teaching they would change. Time, salary, other aspects of classroom teaching, and faculty/staff relationships are a greater concern as the most pressing problem for teachers. Discipline, however, may also be a concern for at least some of these teachers. Principals who are aware of their school climate, the chemistry of each class, and the ability of teachers to effectively manage classrooms can assist teachers to be better classroom managers, and will improve the job satisfaction for many.

Five of the six teachers who stated they would change nothing have taught at least twenty-three years. All of these five were very or somewhat satisfied with both salary and time. The one younger teacher that had taught only five years in this group, was very dissatisfied with the salary she received. One of the group commented that when

he first began teaching, he and his family were receiving wages that were less than the cutoff for the poverty level. One of the teachers who said he was very satisfied with the salary he received, also mentioned that he was disappointed that he was not able to send his daughter to a Lutheran teachers college because the cost was too great. Another of the teachers indicated she knew that Lutheran schools could not pay what the public schools were, but that she was a secondary income earner in her family. For all six, it would seem that the satisfaction they receive from teaching is great enough to outweigh any dissatisfiers so much that they would not change anything about their teaching situations. It is interesting to note that five of these six have taught for many years.

MOST SATISFYING ASPECT OF TEACHING AS A CAREER

Data Review

Ninety-five percent of the Lutheran elementary teachers responded with one of two choices when asked, 'What is the one aspect of teaching as a career that is the most satisfying to you?' Only four teachers mentioned anything different than the two items. Each of these four teachers mentioned something different. Sixty-four percent of the teachers mentioned something about working with students as being the most satisfying aspect of their teaching careers. Thirty-one percent specifically mentioned some aspect of the spiritual part of their teaching.

Of the eighty-four teachers interviewed, fifty mentioned some aspect of working with children. Another eight mentioned both working with students and sharing their

faith. In the above percentages, teachers that voted for two items were counted as casting a half vote for each of the items. Using the figure of fifty-eight teachers, the percentage mentioning working with children actually climbs to sixty-nine percent. These figures closely compare to the written survey where sixty-five percent of the teachers expressed that they were very satisfied with the interaction they have with their students.

Teachers had many expressions of satisfaction regarding the interaction of students as being the most satisfying aspect of teaching. "Being in the classroom with people - no better profession." "Being able to relate to students." "Seeing a child really grow." "The most satisfying aspect is my relationship with kids." "The most is working with children. They need a lot of care and love." "Kids are the most satisfying. Every day is different. Seeing kids emulate you." "Teaching kids, helping them to learn." "My relationship with the students." "Seeing kids enjoy what they're learning." "Working with kids." "Seeing the achievement of children." "I love working with kids." "Seeing kids progress." "Seeing growth in kids." "Working with the children - seeing them years later." "Seeing kids grow and develop." "Watching the children grow especially true in a double grade." "Seeing children learn and be comfortable. It is your job to think and my job to help you organize your thinking." "To see how the children have learned their first year." "Being able to see that you have the last opportunity to reach kids before they get out to high school." "The kids working with other kids." "Improving their education. Watching them grow intellectually." "When you get to know students on a one-to-one basis." "Seeing children grow more independent."

"Working with children." "Seeing how the kids have grown and improved." "Working with little children. Being part of their life." "Seeing the progress that children make." "Makes me realize that I'm doing something important with my life." "The actual interaction with kids." "Seeing children grow academically." "The rush that I get from the kids when I plan things. I love it." "Knowing that I might make a difference." "Seeing growth in kids." "Working with children - they are our future." "Watching children develop."

Of the eighty-four teachers interviewed, twenty-two mentioned specifically some aspect of the spiritual dimension of their teaching. Another eight mentioned both working with children and sharing their faith. Including both groups, thirty of the eighty-four teachers made reference to the spiritual aspect of their teaching. Thirty-six percent of the teachers included this item.

When teachers talked of helping children grow and develop, did this include their faith growth and development? For the purpose of this data categorization, only those teachers who specifically mentioned the spiritual dimension were included in the totals. Over one-third of the teachers had a specific reference to their sharing of the faith as their most satisfying aspect of their teaching. "Seeing their faith develop." "Sharing the faith with kids. Lutheran teaching makes it special." "Keeping children close to Jesus." "Proclaiming the gospel." "See their faith grow." "Sharing my faith." "Seeing kids stay close to the church." "Watching them grow. How they love God." "Watching children's spiritual growth." "Every day sharing the work. To talk over things of God with kids." "Being able to witness of my faith. I taught six years in public schools.

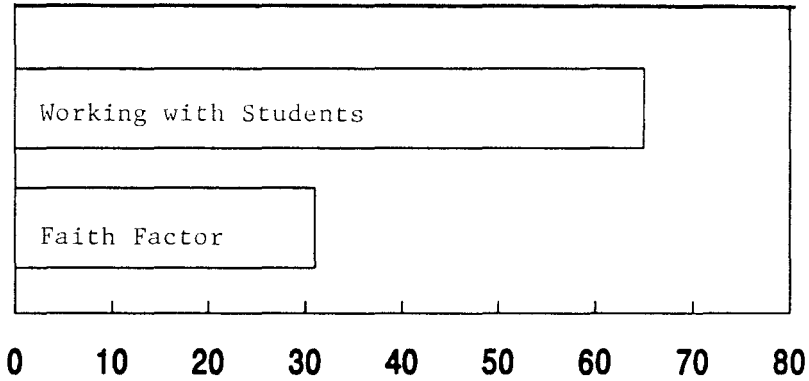
That was frustrating not being able to witness." "Seeing kids succeed in their Christian walk." "Sharing Christ's love." "Sharing faith with kids. Being an example - seeing fruits." "Sharing Christian faith." "Seeing the growth in their Christian lives." "To see a vast change in a student because of the affect the Word had on him." "Sharing the Word of God makes everything worthwhile. Children can really share." For many Lutheran teachers, the opportunity to share their faith with students is the most satisfying aspect of their teaching.

Summary

Sixty-four percent of the Lutheran teachers interviewed specifically mentioned working with students as the most satisfying aspect of their teaching careers. Thirty-one percent of the teachers interviewed identified some aspect connected to the spiritual part of teaching. Working with students or the faith factor were the two items selected by eighty of the eighty-four teachers interviewed. No other item was mentioned by more than one teacher. The data are summarized in Table 3-16.

Table 3-16

Most Satisfying Aspect of Teaching

**Analysis**

The positive aspect of working with students and seeing them grow and develop has a powerful effect on teachers job satisfaction. "Working with children - they are our future." "Seeing the progress that children make." "Seeing how kids have grown and improved." "Seeing kids grow and develop." "Seeing growth in kids." "Seeing kids progress." Principals who help develop a school climate where learning is valued and relationship between students and teachers are enhanced will help build on the natural desire that many teachers have to help students learn. Teachers identified many ways

under the support of the principal that this is taking place. Fourteen percent of the teachers said that principals were supportive by working toward the best educational program. Ten percent also indicated support from the principal in the area of student discipline. Whenever actions of principals enhance the learning environment and interaction of student with teachers, they enhance teacher job satisfaction.

Thirty-one percent of the teachers identified some aspect of the spiritual part of their teaching as being the most satisfying aspect of teaching. "Seeing their faith develop." "Sharing the faith with kids. Lutheran teaching makes it special." "Sharing my faith." "Seeing the growth in their Christian lives." Pastors and principals who enhance the positive feelings teachers experience when sharing their faith enhance teachers' job satisfaction by giving recognition to the important spiritual role teachers play in students lives. Twenty-one percent of teachers are not satisfied with the support they receive from their pastors. This lack of support can contribute to job dissatisfaction for those teachers. Principals who uphold the important role teachers play in the spiritual development of students increase job satisfaction.

STAYING OR LEAVING LUTHERAN TEACHING IN FIVE YEARS

Data Review

A concern is any education organization is attracting and keeping a quality professional staff. The data concerning teachers' plans to stay in Lutheran teaching were

gathered in order to analyze the relationship between satisfaction and remaining in the profession. Eighty percent of the eighty-four teachers indicated that they will be teaching in five years. Six percent will have reached retirement age in the next five years. These teachers plan on retiring at that time. Eleven percent do not plan to remain in Lutheran teaching for the next five years. Four percent were uncertain whether they would be in Lutheran teaching for five more years.

Sixty-seven of the eighty-four Lutheran teachers interviewed indicated that they will be in Lutheran teaching in five years. Sixty percent of this group indicated that the most satisfying aspect of teaching was working with students. Thirty-eight percent said that the faith factor of Lutheran teaching was the most satisfying aspect. Four of the sixty-seven plan to be teaching in five years, but would prefer not to be in teaching. "No other choices - stresses, time. I will take early retirement when I can." "I would like to quit until kids are older, but I can't." "I would prefer to go part-time." For the other sixty-three teachers, they indicated a very positive choice about staying in Lutheran teaching. This was true even though many of them were very dissatisfied with the salary they received and the time their jobs required. They shared many thoughts about their teaching. "It's great. Every day is different. Every year is different. Very rewarding." "I enjoy seeing a child really grow." "The relationship with kids is satisfying." "I just love to teach." "Kids and sharing faith - Lutheran teaching makes it special." "Keeping children close to Jesus and teaching reading are most important." "Seeing achievement of children and seeing faith grow." One teacher commented, "I really enjoy seeing the

children grow and develop." She also lamented, "You feel shortchanged with your family and self," as she talked about the time issue.

Many teachers commented on the important role in which they enjoyed being involved. "Working with children and seeing them years later." "When you see a child come closer to the Lord." "You can instill the Lord of Lords for a lifetime experience." "I have an influence on the lives of children." That same teacher indicated she was very dissatisfied with the time necessary for her job and that salary was "always a thorn in the flesh." Other teachers spoke of the important work they do. "Impacting people's lives." "Watching children's growth."

All eleven percent that plan on leaving Lutheran teaching are female. Their reasons for leaving are quite varied. Not all of their reasons are related to their dissatisfaction with teaching.

Each of the nine teachers (eleven percent) that are planning on leaving Lutheran teaching has a unique set of circumstances that do not necessarily have commonalities with each other. One of the teachers has taught four years. She is somewhat dissatisfied with the salary she receives and is at a school that is experiencing financial difficulty. There are few people that she can do things with socially. She is somewhat isolated by her location. She listed money as the one thing she would change about her teaching situation. Her social situation and the financial struggles of her congregation may be two factors that contribute to her plans to leave. She did indicate, however, that she is very satisfied with teaching as a career.

The second teacher planning on leaving in five years believes that declining enrollment at her school will not make it possible for her to teach. She is very satisfied with teaching as a career.

The third teacher planning on leaving is somewhat satisfied with teaching as a career. She was not planning on teaching for a career. Starting a family was part of her desires. She was not able to have children. While she enjoys sharing her faith with her students, many things have bothered her. Her salary, the lack of any breaks during the day, the long hours, and occasionally parents that are difficult to work with. She didn't exhibit a lot of excitement for what she is doing.

The fourth teacher planning on leaving is very satisfied with teaching as a career. She is somewhat dissatisfied with the salary she receives. The time pressures are a major concern for this teacher. She said it has caused her high blood pressure. She sees a contradiction in what Lutheran schools say and what they do. "It seems a shame that we say families are so important and yet our own families get short-changed." She sees the time pressure even greater in other teachers because she doesn't coach. This teacher had many positive things to say about the board, parents, pastors, principal, students, sharing her faith, her achievement, her recognition and the interaction of the staff. She stated that she was very satisfied in all those areas. The one thing she would change is salary. The reason she stated that she won't be teaching in five years is that it is physically too draining.

The fifth teacher is somewhat satisfied with teaching as a career. She has already left teaching. The reason she stated was that it was not working out with her husband being the principal. She decided that it would be better if she not teach at that school.

The sixth teacher planning on leaving Lutheran teaching is very satisfied with teaching as a career. She currently is not teaching full time. She might begin teaching full time, but if she does, she does not think it will be in a Lutheran school because she "needs breaks." Salary is not an issue for her because of her husband's job. Time currently is not a major factor because she does not teach full time.

The seventh teacher considering leaving Lutheran teaching had been a public school teacher in St. Louis for six years. She pointed out that in her public school, she did not eat with students, and she had other planning periods because of physical education, art, and music teachers. It is a lot harder work, according to this teacher, in her Lutheran school than in the public school she was in. "The students are with you constantly. There are no breaks." She is strongly considering being an aid in a public school. The time demand is very great.

The eighth teacher that will probably not be in Lutheran teaching states, "I love teaching." She is greatly dissatisfied with her salary and does not believe that the fact that teachers are professionals is recognized in determining salary. In most other areas, she is very satisfied. She is not completely full time so time is not a major dissatisfier at this point.

The ninth teacher planning on leaving Lutheran teaching is very satisfied with teaching as a career. She is very dissatisfied with her salary and with the time pressures

she feels. She got the job in a Lutheran school because she wanted to move back to the Michigan area. She is planning on returning to the public sector.

Six percent of the Lutheran teachers will retire in the next five years. That figure will continue to rise during the next decade.

Four percent (or three) of the teachers interviewed are uncertain whether they will be in Lutheran teaching in the next five years. One of the three is expecting her first child and is not sure whether she will return to teaching or remain at home.

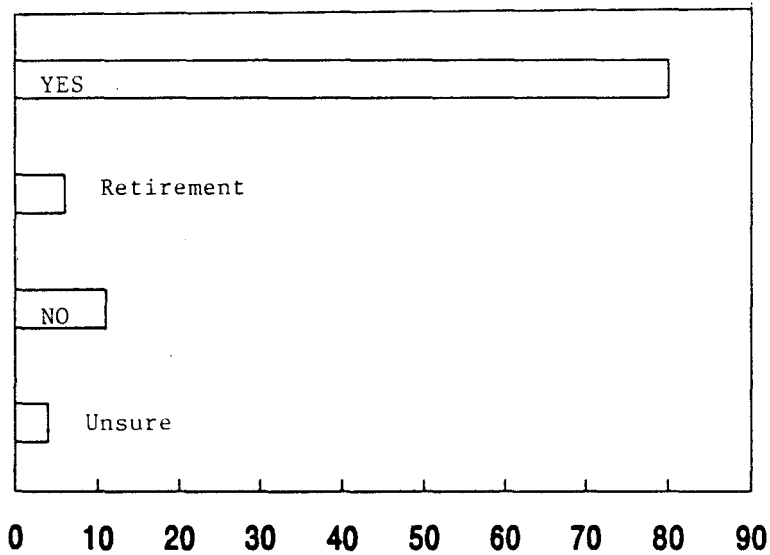
Two of the three teachers have much in common. They are both male with less than seven years experience. They are both somewhat dissatisfied with the salary they receive. While many others were somewhat dissatisfied with the salary they receive, it did not seem to have the depth of the effect it had on these two young men. One of the two said that he was very satisfied with teaching as a career except when he took into account the salary he received and then he was somewhat dissatisfied. The other teacher said that he was somewhat dissatisfied with both teaching as a career and the salary he received. Both were very dissatisfied with the time it took them to complete their jobs. Both are expected to coach more than one sport. Both feel the need to spend time with their families. A great deal of frustration was evidenced in both these young teachers. They really enjoy the interaction with their students, and many other aspects of Lutheran teaching. Both are strongly considering other options. Factors that contribute to their job dissatisfaction are so overwhelming that these factors hamper the future effectiveness or even future involvement of these teachers in Lutheran teaching.

Summary

Eighty percent of the Lutheran teachers interviewed plan to be teaching in five years. Six percent will retire. Eleven percent do not plan to be teaching in Lutheran schools in five years. Four percent indicated they were uncertain whether they would be teaching in five years. The data are summarized in Table 3-17.

Table 3-17

Staying in Lutheran Teaching In 5 Years



Analysis

The eighty percent of the Lutheran teachers that plan to remain in Lutheran teaching is a fairly high figure when compared to percentages for public school teachers. For example, in the Metropolitan Life Survey, twenty-six percent in both 1985 and 1989 indicated that it was very likely or somewhat likely that they would not be teaching in five years.⁹⁹

Sixty-seven of the eighty-four teachers interviewed plan to remain in Lutheran teaching for at least the next five years. Sixty percent of that group say the most satisfying aspect of teaching is working with students. Thirty-eight percent indicate that the faith factor is the most satisfying aspect. Nearly all of teachers who plan to remain in teaching are motivated by students and/or the spiritual dimension of Lutheran teaching. For these teachers, the satisfaction they receive is enough to keep them in Lutheran teaching even though their salaries are low and the time commitment is great. In fact, thirty-two percent of those teachers are somewhat or very dissatisfied with the salary they receive. While that figure is less than for the entire group of eighty-four, it still means that even though one of three of teachers planning to remain in Lutheran teaching is dissatisfied with their salaries, other factors outweigh the dissatisfaction.

For a small number, four teachers, they remain in Lutheran teaching possibly because they do not have other viable options. "No other choices, but I'll retire early when I can." "I would like to go quit until kids are older, but I can't." "I would prefer to go part-time."

⁹⁹Harris: (1989), 106.

For many, sixty-three of those interviewed, Lutheran teachers teaching remains a very positive vocation. The combination of interacting with students and being involved in teaching the faith creates much to satisfaction for these teachers. "It's great...Very rewarding." "Seeing achievement of children and seeing faith growth." Teachers see the important role they play in the lives of children. "Working with children and seeing them years later." "When you see a child come closer to the Lord." "You can instill the Lord of Lords for a lifetime experience." For these teachers, teaching is much more than a paycheck and a nine to five job. While the percentage of Lutheran teachers planning on remaining high, it is important to examine the reasons why teachers are leaving Lutheran education.

Of the twelve teachers who are planning to leave teaching or who are uncertain, three are leaving because of factors not related to job satisfaction. For five of the remaining nine teachers, both time and salary are factors that are very negative aspects of their teaching situations. These factors are so great that these teachers are planning to leave Lutheran teaching. In three of the five cases, these teachers indicated they are very satisfied with teaching as a career. When both time and salary are negative factors, teachers' job dissatisfaction can become great enough for them to contemplate leaving teaching even when many other factors about their teaching contribute to job satisfaction. Leaders in Lutheran education must give careful consideration to the fact that a disproportionate amount of these teachers are young teachers who represent the future of Lutheran education. As a greater percentage of Lutheran teachers reach retirement age, the fact that young teachers are dissatisfied enough to leave, will become an

important item to address. Teacher job satisfaction may play a critical role in schools' abilities to retain a quality staff.

The two young teachers who are unsure represent key concerns for leaders in Lutheran education. Both of these young teachers are important resources in Lutheran education. Salary and time are major dissatisfiers. Young teachers can not be overwhelmed with outside responsibilities. One of the recommendations in Chapter Four directly addresses the salary concerns that is such a major dissatisfier for those young teachers.

Chapter IV

SUMMARY, CONCLUSIONS, RECOMMENDATIONS, and SUGGESTIONS FOR FURTHER RESEARCH

Statement of the Problem

Lutheran schools and their teachers face some serious challenges in the next decade. For Lutheran schools to meet the challenges of the 90s they must have effective teachers. Administrators must provide instructional leadership to their teachers and help foster factors that contribute to job satisfaction as well as reducing the factors that can contribute to job dissatisfaction.

During the next decade, many Lutheran elementary teachers will reach retirement age. This is occurring at the same time that tuition costs at Lutheran colleges are rapidly escalating and when the number of students reaching college age among Lutheran congregations continues to decline. A serious shortage of qualified teachers will be difficult to avoid. Job satisfaction for Lutheran teachers becomes of greater importance because it will be harder to replace good teachers who leave. Future Lutheran school teachers are observing the role models of their teachers in Lutheran classrooms today. When teachers experience job satisfaction and model that satisfaction, the probability is much greater that their own students will consider Lutheran teaching.

Lutheran schools have felt the call for accountability. In past decades, many Lutheran families did not consider sending their children anywhere except their Lutheran elementary schools. More non-Lutheran students are attending Lutheran schools than ever before. The families of these students who are now attending are much more apt to consider other options than families did in the past. The demand for a quality education can place greater stress on teachers. Job satisfaction, in this climate, can take on added significance in trying to retain a quality staff.

With less commitment to the church and mainline denominations and an aging Lutheran church population, many schools will face a significant challenge to maintain their current enrollments. Many Lutheran schools and teachers will experience a greater level of stress.

A challenge for Lutheran schools will be the breakdown of the family and the lessening of respect that will continue to occur for traditional authority in general. Lutheran schools have begun to see more single parent families that are under great stress themselves. Students that grow up in these environments are attending Lutheran schools in greater numbers. Support from homes may well decline. School volunteers may also decline. Teachers will feel the effects of these changes. Factors that contribute to job satisfaction and job dissatisfaction might well be more important to analyze than at any other time in Lutheran education. Administrators must demonstrate leadership in knowing such factors and then supporting positive ones and reducing negative ones.

PURPOSE OF STUDY

The purpose of this dissertation study is to determine the factors that contribute to job satisfaction and those factors that contribute to job dissatisfaction among Lutheran teachers in the Michigan district.

Based on the results of the data, recommendations are made for possible courses of action that can be taken by leadership personnel to support factors that contribute to job satisfaction and remedy factors that contribute to job dissatisfaction.

SUMMARY OF FINDINGS

The written survey was returned by seven hundred one of the Lutheran elementary teachers in the Michigan District of the Lutheran Church Missouri Synod. Ninety-three percent of the Lutheran elementary teachers in the Michigan District took part in the written survey. The written survey provided general results concerning job satisfaction.

Lutheran elementary teachers involved in this study are quite satisfied with teaching as a career. Ninety-four percent indicated they were very or somewhat satisfied on the written survey. Ninety-seven percent of the teachers in the personal interview are very or somewhat satisfied. Eighty percent of the teachers interviewed indicated they plan to be teaching in five years.

Interaction with students provides those Lutheran teachers interviewed with a great source of satisfaction. Ninety-seven percent of those teachers taking part in the written survey indicated they are very or somewhat satisfied with the interaction they experience with their students. Teachers in personal interviews spoke of many ways that

they experience satisfaction from the interaction with their students. Sixty-four percent of the teachers indicated that the interaction they have with their students is the single most satisfying aspects of their teaching.

Lutheran elementary teachers expressed much job satisfaction from their opportunity to share their faith in a school setting. The data from both the written survey and personal interviews supported this conclusion. In addition, thirty-one percent of the teachers indicated something connected to the spiritual aspect of teaching as the single most satisfying aspect of teaching.

The time necessary to complete their jobs was a major dissatisfier for Lutheran teachers. Forty-eight percent of those on the written survey are very or somewhat dissatisfied with the time necessary to complete their jobs. Thirty-three percent, a nearly two to one margin over any other item, identified time pressures as the single item they would like to change about their teaching situation.

Salary was the other major negative factor for the Lutheran elementary teachers of this study. Forty-seven percent of the teachers on the written survey were somewhat or very dissatisfied with the salary they receive. Fourteen percent of teachers specifically identified salary as the single item they would change about their teaching situation.

Support of principals, achievement, the support of school parents, and the work itself involved with teaching were all contributors to job satisfaction for the majority of the teachers in this survey.

The support of pastors and the recognition received are ways in which the majority of the teachers in this study experience job satisfaction, but a significant

percentage of teachers do feel dissatisfaction from the support of their pastors and the recognition they receive.

Eighty percent of the Lutheran teachers interviewed plan to be teaching in five years. Six percent will be retiring. Eleven percent do not plan to be teaching in Lutheran schools in five years. Four percent are not sure if they will be in Lutheran teaching in five years. Of these twelve teachers leaving or considering leaving, three are leaving because of reasons not connected to job satisfaction. Five of the remaining nine are dissatisfied with both salary and time. A disproportionate number of these teachers are young teachers.

CONCLUSIONS

The data from this study produced some definite conclusions regarding factors contributing to job satisfaction and job dissatisfaction among Lutheran elementary teachers of the Michigan district. The results of this study generally tend to support Herzberg's findings.

Conclusion one is a general finding about job satisfaction with teaching as a career and did not correlate to any specific categories identified by Herzberg or Sergiovanni.

Conclusion two regarding teachers' satisfaction with their interaction with students is similar to Herzberg's motivation factor of the work itself. Work itself did not appear significantly as a contributor to satisfaction in Sergiovanni's study. "The negative aspects of police, clerk and custodial seem to neutralize professional teaching and guidance roles

for these professionals."¹⁰⁰ Sergiovanni and Starratt also go on to cite poor interpersonal relations with students as contributing to teachers' dissatisfaction. Their conclusion is in opposition to the data from this study with Lutheran teachers.

Conclusion three regarding faith or a spiritual aspect as a motivator was not identified by either Herzberg or Sergiovanni. Sharing the faith relates to job content which Herzberg did identify as a motivator.

Conclusion four regarding time as a dissatisfier was not identified by Herzberg or Sergiovanni. Viewing time as a part of job context would result in the same conclusion that Herzberg reached. Aspects of job context are dissatisfiers.

Salary was identified by this study (conclusion five) and Herzberg's study as a hygiene factor and dissatisfier. Sergiovanni's study did not show salary as a significant dissatisfier.

Herzberg's study identified both supervision - technical and interpersonal relations - with supervisors as contributing to dissatisfaction. In conclusion six, principals are identified as contributing to job satisfaction and job dissatisfaction. When principals contribute to job satisfaction, their actions allow other factors from job context, such as achievement, recognition, and student interaction, to enhance the teachers' job satisfaction. The finding of this study regarding the principal and supervisor is in opposition to Herzberg's unipolar theory.

Conclusion seven identifies pastors' roles. Neither Herzberg's or Sergiovanni's studies identified any area that could directly be compared to pastors.

¹⁰⁰Sergiovanni and Starratt, p. 147.

In conclusion eight, achievement was identified as a contributor to satisfaction.

Herzberg and Sergiovanni both identified achievement as a motivator.

Conclusion nine was unrelated to the studies of Herzberg and Sergiovanni.

1) The majority of the Lutheran elementary teachers in the Michigan District involved in this study are quite satisfied with teaching as a career. Factors that contribute to job satisfaction for many Lutheran teachers produce a satisfaction level that outweighs those negative factors that are present in their job situations. Ninety-seven percent of the teachers on the personal interview are very or somewhat satisfied.

2) The interaction with students that is experienced by most Lutheran teachers in this study is an important contributor to job satisfaction. Ninety-seven percent of the teachers on the written survey indicated satisfaction with their interaction with students. Teachers who experience positive interactions with students tend to experience job satisfaction. By assisting students and families in strengthening the interaction of teachers and students, job satisfaction was enhanced.

3) The opportunity to share their faith and the spiritual dimensions involved with Lutheran teaching are positive factors contributing to job satisfaction for the majority of the Lutheran teachers in this study. Lutheran teachers often enter Lutheran teaching because of "a higher calling." The faith factor was cited by thirty-one percent of the

teachers as the single most satisfying aspect of teaching for them. Lutheran teachers spoke of the deep satisfaction they receive from the spiritual aspects of their job.

4) The time necessary to complete the job is a large factor contributing to job dissatisfaction among the teachers of this study.

Teachers often feel a pull in two opposite directions. They feel moral obligations to both their families and their teaching jobs. One teacher commented, "It seems a shame that we say families are so important and yet our own families get short-changed." Frustrations levels are high. Thirty-three percent of the teachers interviewed said that time is the one thing they would change about their teaching situations.

5) Salary is a major contributor to dissatisfaction for many of the Lutheran teachers involved in this study. Some families are insulated from the major impact that low salaries have. Families in which spouses earn good wages or where expenses are low are not affected to the same degree as many Lutheran teachers. For many young teachers, teachers living in area where housing costs are high, and for teachers with children attending college, salary can have a significant effect on teachers. The constant financial strain causes much stress and dissatisfaction. Sixty-two percent of the teachers teaching ten years or less are dissatisfied with the salary they receive.

- 6) Principals contribute to job satisfaction and job dissatisfaction for Lutheran teachers.** Principals help establish school climates which foster positive interactions with students. Principals assist teachers in greater feelings of achievement by encouraging and providing professional development opportunities. At other times, principals fail to provide the necessary leadership that is important to teachers and for schools. Fifteen percent of the teachers interviewed were dissatisfied with the leadership of their principals.
- 7) Failure of pastors to support Lutheran schools and teachers is a contributor to job dissatisfaction among Lutheran teachers.** While only twenty percent of the teachers indicated dissatisfaction with the support of their pastors in general, large percentages (21%, 21%, 17%, 10%, and 7%) of teachers were dissatisfied in specific ways they are supported. Many teachers who enter Lutheran teaching for the opportunity to share the faith are dissatisfied with what they perceive as a lack of support for their ministry by their pastors.
- 8) Feelings of achievement, the support of school parents and boards of education, and the interaction of the staff are all factors contributing to teachers' job satisfaction.** When teachers feel a sense of accomplishment, they experience importance in their contributions to the lives of students. When parents and boards of education are supportive, they feel that others are supportive of their efforts as teachers.

Positive interaction of the staff enhances professional sharing and mutual support.

9) **The majority of the Lutheran teachers interviewed plan to continue teaching in Lutheran schools for at least five more years.** Eighty percent plan to remain in Lutheran teaching. Six percent will be retiring. Eleven percent do not plan to be in Lutheran teaching in five years. Four percent are not sure they will be in teaching in five years.

RECOMMENDATIONS

Actions to support factors that contribute to job satisfaction and actions that remedy factors that contribute to job dissatisfaction among Lutheran teachers in the Michigan district are listed.

1) **The leadership from principals must be strengthened, both current and future leadership.** Principals have a tremendous impact upon teachers' job satisfaction. In order to enhance teachers' job satisfaction, the leadership from principals must become even stronger. The leadership of principals can be strengthened through their own professional development plan. By taking graduate classes, attending workshops and conferences, and being involved in professional organizations, principals can enhance their own leadership abilities as well as modeling professional development for their staffs.

The national principals' academy, began in 1989 by the Department of Lutheran Elementary School Principals (DLESP), has the potential to provide principals with an impetus for professional growth. Local principals groups and district level meetings also provide opportunities for growth. Leaders in Lutheran education should look for opportunities to develop future principal leaders. Many principals have over the years helped develop future leaders by Lutheran schools.

2) The time commitment necessary for teachers to complete their jobs must become more reasonable. Principals and boards need to explore possible options in order to reduce the frustration and dissatisfaction occurring because of current time pressures. Changes must be carefully considered and each individual teacher's workload must be analyzed. For teachers under severe strain, boards and principals may find it necessary to eliminate certain programs in order to make an individual teacher more productive. For teachers under moderate strain, boards and principals may need to make incremental changes to give some relief while not altering programs drastically.

3) Salaries and financial support must be increased. The stewardship programs of congregations must be examined to see if the most effective program is being utilized by the local parish. The financial strength of the local parish is often directly related to the salary level of a school's teachers.

Tuition levels must be considered. Schools need to develop larger foundations. Foundations can be enlarged through endowments, wills, annual fund drives, and bequests. Schools need to explore alternate funding sources as well as strengthening the two major sources of funding, congregational support and student tuition.

As recent as fifteen years ago, it cost less to attend Lutheran colleges as compared to most state schools. It now costs more to attend a Lutheran college than almost any state school.

It costs approximately double to attend one of our Lutheran colleges as compared to several of the state schools in Michigan. Lutheran teachers often come out of school carrying large debts. One of the teachers interviewed indicated he had \$36,000 in debt from college and his starting salary was \$15,000. College costs continue to rise and salaries are not rising nearly as quickly. Much more concerted efforts have to be made on the part of local congregations and districts to provide scholarship help for future Lutheran teachers. Some type of assistance must be given to help beginning Lutheran teachers repay loans. It is not realistic to think that \$36,000 loans will be paid back on \$15,000 salaries.

One valuable way, according to the data, that the Michigan District is assisting teachers is to provide housing loans to teachers. Congregations have begun to establish housing assistance programs where the congregation or individuals put up part of the down payment in exchange

for a portion of the equity when the home is sold. This program has allowed many teachers to purchase homes that would not have been able to before.

Many schools, according to the data, have some type of cost reimbursement program for teachers working on advanced degrees. These programs accomplish two goals, they can help alleviate the financial strain that might otherwise be created and they allow teachers to gain a greater sense of achievement by gaining new skills and achieving personal goals. This is one valuable way that teachers can be financially assisted.

Lutheran schools must dramatically alter salary scales. When an entire scale must go up eight percent to give teachers an eight percent raise, many congregations and/or schools simply cannot afford that increase. What usually happens is that a lesser figure is agreed to and so beginning salaries stay very low. Salary scales need to be front loaded. On an eight teacher staff with a payroll of \$225,000, the total payroll could be increase to \$244,000 over the course of two years for an 8.4% increase. By front loading the salary scale, two young teachers could be increased by thirty percent from \$20,000 to \$26,000. The next youngest on this hypothetical scale would be raised 8% from \$25,000 to \$27,000. Altering salary scales is not without its negative aspects. Teachers who do not receive as much and have dedicated their professional lives to Lutheran schools will rightfully feel slighted.

4) Pastors-principals relationships must be improved. The two key leaders of Lutheran schools are the pastors and the principals. The pastors support tends to create support for the mission of the school among the congregation in general. Pastors' support also enhances the positive satisfaction teachers feel as they share their faith. When the teachers are supported by the spiritual leader of their congregations the feeling of the importance of their work is elevated. The teachers feel supported in their higher calling. Pastors and principals must strive to communicate and support each other in order to enhance teacher job satisfaction. The president of the district is a pastor and the education executive is generally a teacher. These two leaders can help the district provide leadership in assisting the building of strong relationships.

The Michigan District President has taken an aggressive position when recommending pastors to serve in parishes with schools. Only pastors that actively support schools are given his endorsement.

5) The professional development of teachers must be enhanced in order to increase job satisfaction. The interaction with students is a major contributor to job satisfaction for Lutheran teachers. When teachers experience their own achievement because of student performance, teachers' job satisfaction is enhanced. The entire area of professional development is an area that boards should give special consideration to funding. When boards allocate more funds for staff development through

in-service and conference opportunities, they not only can improve the instruction for students, they can also increase the achievement level experienced by teachers. Principals should encourage teachers to set goals regarding teachers' professional development.

6) Lutheran schools need to strengthen relationships with parents and seek ways to positively impact families. Principals and teachers need to develop strategies to increase the positive rapport with parents. Conference, communications home, and notes on report cards are all ways positive rapport can be established. Principals should assist young teachers with mentors, videos, direct suggestions, and discussions of actual interactions with parents. Businesses often spend a good deal of money instructing employees on customer relations. For Lutheran schools, customer relations are as important as ever with the heterogenous group of families they are now serving.

Some schools, according to the data, have also begun to use grandparents as an additional source of volunteers. Schools need to devise strategies to tap this valuable source of volunteers and partners in education.

As more families experience breakup among the families of Lutheran schools, a more concerted effort will need to be made on the part of schools to help meet the needs of these families in order to best serve the students and cultivate supportive home environments. At one

school, a director of Christian Care has begun programs such as Helpmates, a program of assistance to single parents that is not a social-dating organization, but one that provides a chance for interaction and support to single parents. Big Brothers/Big Sisters programs are being organized by schools and congregations to help the void created when mom or dad are not there. The Stephen Ministry Program provides adults who are trained in listening care and support-giving to assist parents that are experiencing emotional needs, but may not be open to counselors. Parents also receive the other necessary support help that counselors do not provide. Rainbows is a support group for students experiencing loss. Many schools provide a variety of parenting assistance either through formal programs or parenting videos and library materials. Schools must not think only in terms of assisting students in the academic realm. Addressing families needs must be part of schools' strategies.

SUGGESTIONS FOR FURTHER RESEARCH

Research extends the knowledge base and allows decisions to be based on data rather than speculation. The following areas of research need to be considered.

1. This same research on factors contributing to job satisfaction and job dissatisfaction in other states and other regions. Are the same data present for Lutheran teachers in other areas of the country?

2. This same research on other non-public schools. Are the same data present for Catholic teachers, Christian teachers, and others? Why do these differences/similarities exist?
3. Research to identify specific leadership traits that help contribute to job satisfaction for teachers.
4. Since the financial aspect looms so large, research that identifies what successful strategies churches and schools have used in order to raise money.
5. Research that identifies characteristics of individual schools where job satisfaction is high.
6. Research that identifies teachers and schools that utilizes effective time management strategies.
7. Research that examines successful pastor/principal teams.
8. Research that would specifically address the correlation between teacher job satisfaction and student achievement.
9. Research that would examine whether teacher job satisfaction can be significantly altered by the changing of certain factors.
10. The impact of the rising cost of Lutheran colleges upon Lutheran elementary schools should be examined.

Effective leadership for Lutheran schools must strengthen factors that contribute to job satisfaction and remedy factors contributing to job dissatisfaction.

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APPENDIX A

Survey Instrument

Please circle your response

1. Sex M or F
2. Number of years taught 0-5, 6-10, 11-15, 16-20, 21-25, 26+
3. Primary income earner, secondary income earner, co-income earner
4. All in all, how satisfied would you say you are with teaching as a career? (Please circle one)

Very satisfied, somewhat satisfied, somewhat dissatisfied, very dissatisfied

5. Indicate by number your feelings about the following:

4=very satisfied	2=somewhat dissatisfied
3=somewhat satisfied	1=very dissatisfied

 - a. The support of the Board of Education to you as a teacher _____
 - b. The support of school parents to you as a teacher _____
 - c. The support of pastors to you as a teacher _____
 - d. The support of the principal to you as a teacher _____
 - e. The interaction you have with the students _____
 - f. The salary you receive _____
 - g. The opportunity to share one's faith in a school setting _____
 - h. The time necessary to complete the job _____
 - i. The achievement you feel as a teacher _____
 - j. The recognition you receive as a teacher _____
 - k. The work itself involved with classroom teaching
(working with students, parents, planning, checking) _____

6. If you could change one thing about your teaching situation, what would you change?

7. What is the one aspect of teaching as a career that is the most satisfying to you?

8. Do you plan to be teaching in five years?

APPENDIX B

May 2, 1991

Dear Fellow Lutheran Teacher:

You have been selected, along with a group of every fourth Lutheran teacher in the Michigan District, as a potential interview candidate for a study I am doing on factors that contribute to job satisfaction and job dissatisfaction among Lutheran teachers in Michigan. General data was collected through the use of a survey mailed out to all Michigan District Lutheran Schools in early April. More specific data will be collected by means of a personal interview.

I would greatly appreciate it if you would participate in this study through an interview. All responses will be strictly confidential. No individual will be identified in any way.

Please complete the back of the enclosed post card. Please include the following:

1. Please write your name and city of your school.
2. Write YES if you agree to be interviewed. (Write No if you choose not to - this will save me phone call. Thanks.)
3. I plan to do most of the interviews from June 19 - July 1. Please write down any dates that you will not be around to be interviewed. If you plan to be at the District Convention, please write District Convention on line 3.
4. Please indicate a phone number where I can contact you. I would really appreciate it if you could mail the post card as soon as possible. Thanks.

The interviews will take about half an hour to forty minutes. Your help is greatly appreciated. If you have any questions, please call me at school (313) 652-8832 or at home (313) 652-6136.

In Him,

Bill Hinz

APPENDIX C

Semi-structured Interview Format

The school where the teacher taught was noted.

The sex of the teacher was noted.

1. How many years have you taught?
2. Have you taught continuously since you began teaching?
3. What grade do you teach?
4. What other grades have you taught?
5. How long have you been at your current school?
6. At which other schools have you taught?
7. How does your experience at your current school compare with your other schools? What are the major differences between the schools you have served?
8. All in all, how satisfied would you say you are with teaching as a career? - very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?
9. What are your feelings about the SUPPORT OF THE BOARD OF EDUCATION to you as a teacher? Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

(Additional questions as listed below were used as necessary if the individual teacher failed to elaborate on his/her answers.)

- 9a. How has the board been supportive?
 - 9b. How could the board be more supportive?
 - 9c. Has the support increased or decreased during the last several years?
 - 9d. What do you feel are reasons for the change?
 - 9e. Do you feel the board is supportive of the principal?
10. What are your feelings about the SUPPORT OF SCHOOL PARENTS to you as a teacher? Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

- 10a. In what ways are they supportive?
 - 10b. What ways could they be more supportive
 - 10c. Has the support increased or decreased during the past several years?
 - 10d. What do you feel are some reasons for the change?
11. What are your feelings about the **SUPPORT OF THE PASTORS** to you as a teacher? Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?
 - 11a. In what ways are they supportive?
 - 11b. In what ways could they be more supportive?
 - 11c. Has the support increased or decreased over the past several years?
 - 11d. What do you feel are some reasons for the changes?
 - 11e. Describe the general relationship of the pastors to the school.
 - 11f. How is the relationship of the pastors and principal?
12. What are your feelings about the **SUPPORT OF THE PRINCIPAL** to you as a teacher? Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?
 - 12a. In what ways is he/she supportive?
 - 12b. In what ways could he/she be more supportive?
 - 12c. Has the support increased or decreased over the years?
 - 12d. What do you feel are some reasons for the change?
13. What are your feelings about the **INTERACTION YOUR EXPERIENCE WITH YOUR STUDENTS?** Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?
 - 13a. In what ways has the interaction been positive?
 - 13b. In what ways has the interaction been negative?
 - 13c. How has the school climate affected the interaction you have with the students?
 - 13d. In what ways could the interaction be improved?
 - 13e. In what ways has the interaction changed over the past several years.
14. What are your feelings about the **SALARY YOU RECEIVE?** Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?
 - 14a. Has the salary level affected your family?
 - 14b. How can congregations pay a more competitive wage?

15. What are your feelings about the OPPORTUNITY TO SHARE YOUR FAITH? Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?
 - 15a. What are some positives you experience in sharing your faith?
 - 15b. What are some of the frustrations in sharing your faith.

16. What are your feelings about the TIME NECESSARY TO COMPLETE THE JOB? Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?
 - 16a. What are some pressures you feel?
 - 16b. What are some ways you cope with the time crunch?
 - 16c. How could the congregation help you with the time pressure?

17. What are your feelings about the ACHIEVEMENT YOU FEEL AS A TEACHER? Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?
 - 17a. What are some of the ways you experience achievement?
 - 17b. In what ways do you not feel a sense of achievement?

18. What are your feelings about the RECOGNITION YOU RECEIVE AS A TEACHER? Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?
 - 18a. In what ways are you recognized for your teaching?
 - 18b. Do you feel the level of recognition that you receive is adequate?

19. What are your feelings about the WORK ITSELF INVOLVED WITH CLASSROOM TEACHING? Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?
 - 19a. What is your favorite aspect?
 - 19b. What is your least favorite aspect?

20. What are your feelings about the INTERACTION OF THE STAFF? Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?
 - 20a. In what ways has it been positive?
 - 20b. In what ways has it been negative?

21. If you could change one thing about your teaching situation, what would you change?

22. What is the one aspect of teaching as a career that is the most satisfying to you?
23. Do you plan to be teaching in five years? Please explain.

VITA

William V. Hinz graduated from Reese High School, Reese, Michigan in 1974.

He graduated from Concordia University, River Forest, Illinois, with honors in 1978 with a Bachelor of Arts degree.

His first teaching position began in 1978 as athletic director/teacher in Redwood City, California.

San Francisco State awarded the author the Master of Arts degree and the Graduate Student Award in 1981.

In 1982, he accepted the position of principal/teacher at Zion Lutheran School in Mt. Pulaski, Illinois. He began work at Illinois State University in the doctoral program.

In 1987, he accepted the position of principal at St. Luke Lutheran School in Itasca, Illinois.

During the period from 1987 - 1989, he served as a school's outside evaluator, the coordinator for four National Diffusion Network Workshops, and as the Northern Illinois District's representation for the National Learning Plan Workshop.

His work at Loyola was begun in 1988. In 1990, the author accepted the position of assistant principal in charge of instructional supervision to the National Exemplary School, St. John Lutheran School of Rochester, Michigan.

The author is married to Carol Grese Hinz. They have two daughters, Lisa and Julie.

APPROVAL SHEET

The dissertation submitted has been read and approved by the following committee:

Dr. M.P. Heller, Director
Professor
Educational Leadership and Policy Studies, Loyola

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Associate Professor
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The final copies have been examined by the director of the dissertation and the signature which appears below verifies the fact that any necessary changes have been incorporated and that the dissertation is now given final approval by the Committee with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Education (Ed.D.)

April 21, 1992
Date

M.P. Heller
Director's Signature

William Vern Hinz
Please print your name here

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