Teacher Expectations: A Study of the Psychological Contract from the Teachers' Point of View

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TEACHER EXPECTATIONS:

A Study of the Psychological Contract
From the Teachers' Point of View

by

Robert C. Atkinson, S. J.

A Dissertation Submitted to the Faculty of the Graduate School of Loyola University in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

February

1973
The Rev. Robert C. Atkinson, S. J. was born in Honolulu, Hawaii on December 14, 1929. He received his high school education at Roosevelt High School from 1944 to 1948. After graduation he enlisted in the United States Air Force where he served from 1948 through 1952. On separation from the Air Force he had attained the rank of Staff Sergeant with the military occupational skill of pharmacist.

Father Atkinson entered the Jesuit Order in 1952. At the same time he enrolled at Loyola University, New Orleans. In 1956 he transferred to Spring Hill College where he received the A. B. degree in 1958. The following year he was graduated from Spring Hill College with the M. A. degree.

For three years, from 1959 to 1962, Father Atkinson taught at Jesuit High School of Dallas. The first year he taught both English and Latin. In the last two years of his high school teaching he taught Second Year Latin. For his last year of teaching experience he was the Chairman of the Latin Department at Jesuit High, Dallas.

From 1962 to 1966, Father Atkinson studied Sacred Theology at St. Louis University. He was graduated with a Bachelor of Sacred Theology in 1967 and a Licentiate in Sacred Theology in 1968.

Starting in the summer of 1962, he began work on his Doctorate of Philosophy in Education. In 1967-1968, he spent the full year taking courses at Loyola, Chicago. Since this time he has been engaged primarily in research, data processing and writing in connection with his dissertation.

In 1972, Father Atkinson joined the faculty of Loyola University, New Orleans as a member of the Education Department. He is currently teaching education courses at Loyola.
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CHAPTER I

THE TWO CONTRACTS

While participating in a workshop at the Menninger Foundation in Topeka, Kansas, in the academic year of 1965-1966, Dr. Harry Levinson presented his findings on the "psychological contract." He gave evidence to show that there is a great deal more to work satisfaction than mere wages and working conditions. Obviously there must be things of greater importance to a teacher than money or working conditions, or he would not be in the profession. The concept of the psychological contract offered a conceptual framework upon which to build a better understanding of these other factors. The psychological contract consists of those expectations the teacher and the school have of each other that are not expressed in writing, but which are treated as if they were mutually agreed upon.

Douglas McGregor's Theory X and Theory Y start out

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1 Dr. Harry Levinson created, and for fourteen years directed, the Division of Industrial Mental Health at the Menninger Foundation. He has written several books in the area of mental health. One of his latest books is The Exceptional Executive: A Psychological Conception. It was given the following awards: Outstanding Management Book of the Year - the McKinsey Foundation; Best Books in Management 1968 - Academy of Management; The 1970 James A. Hamilton Hospital Administrator's Book Award - American College of Hospital Administrators.
with two basically different assumptions about human nature. In Theory X we assume that, "People are naturally lazy; they prefer to do nothing." In Theory Y, on the other hand, we assume that, "People are naturally active; they set goals and enjoy striving." The psychological contract fits in well with Theory Y and its positive stance toward human nature.

The carrot or stick approach of Theory X does not seem to fit the facts of teaching. The value that a job has in enhancing the person, presented in Theory Y, does fit the facts of the teacher and his work.

Implicit in the psychological contract is an attitude toward people. The relationship between an organization and its workers can be a source of growth for both. Each party to the contract helps the other fulfill his needs. The implementation of the contract leads to active, goal oriented behavior. Violations of the contract lead to frustration and to the self-fulfilling prophecy of Theory X: people are no good.

**Unwritten Versus Psychological Contract**

Before trying to explain the psychological contract, it might be well to give the reason for favoring the term

"Unwritten Contract" in the Questionnaire and Opinionnaire over the expression "Psychological Contract." The terms are interchangeable. It became apparent almost at once that the term psychological contract had the tendency to mislead some people in their understanding of the reality behind the words. Both labels have their advantages, but the term "Psychological" seemed to have an unfavorable ring for many. Psychology as an adjective had a medicinal flavor for them. As used by Levinson, "psychological" best suited his purpose. For this study of teacher expectations, the contrast between the written and unwritten contracts seemed to warrant more emphasis. Using the adjective "unwritten" in the Questionnaire and Opinionnaire also helps avoid any apprehensions that the instruments is being used in a psychological study of the teachers. In Teacher Expectations, "Unwritten Contract" and "Psychological Contract" will be used without any distinction. They stand for the same reality.

**The Unwritten Contract**

The unwritten contract consists of those expectations that the teacher has of the school and that the school has of

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3 The Questionnaire is an instrument devised by this author to rate the statements descriptive of the written and unwritten contracts on a six point scale. It was used in a pilot study to validate the statements and to measure the statements' importance for educators. A sample of the Questionnaire will be found in Appendix II.

The Opinionnaire is the instrument that was used in the study of the six Jesuit high schools of the New Orleans Province. The Opinionnaire uses the same statements as the
the teacher that are not expressed in the written contract, but that, nevertheless, are treated as if they had been mutually agreed upon. Levinson in his book, *Men, Management, and Mental Health*, studied a large utility company in which he found three major concerns throughout his data: "... interdependence with the company; the comfort of relationships with fellow employees, superiors, and subordinates; and the experience of change, both in personal life and in the company." These three central concerns are the material out of which the unwritten contract is made.

There are certain demands that the school makes of the teacher that must be met if the teacher is to remain a member of the faculty. There are also certain minimal conditions that the teacher requires of the school and its administration. These conditions must be met, or the teacher will leave the school's employment. There are expectations that teachers have of their co-workers. Some expectations are demanded by the group of the individual. Some expectations are demanded by the individual of the group.

The school, the administration, and the teachers do not remain static. Throughout their interaction there is

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Questionnaire, but it asks the subjects to rank them in various ways. A sample of the Opinionnaire can be found in Appendix III.

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change. Change and adaptation to change are important components of the unwritten contract.

The teaching task itself imposes its demands and requirements on the individual. To the task the teacher brings his own abilities and skills that enable him to fill his role. The interchange between teacher and organization within the context of the task is a process that Levinson calls reciprocation.

When people did something, to, for, or in behalf of the company or other people, others in turn responded in some fashion to them. One way of viewing work experience was as the operation of such a reciprocal process.5

Do such concerns also exist within the school? Is there a reciprocal process at work in a school as there is within an industrial organization? The purpose of this research is to show that the unwritten contract is a useful and valid concept in teaching and administration.

Characteristics

The unwritten contract is a product of the mutual expectations of both parties to the agreement. This agreement is characterized largely by its implicit and unspoken nature. The unwritten contract is frequently determined prior to the actual signing of the written agreement by the two parties. There are normative expectations that deal with matters such

5Ibid., p. 19.
as, "... a fair day's work, reasonable supervision, and appropriate responsibility." 6

Expectations

Work role expectations are expectations that the teacher feels will be fulfilled in his profession. He feels they should be met by his school. There are social needs that the teacher expects to obtain in his work. He hopes to fit in with his colleagues and be accepted by them as a fellow professional. However altruistic one is, there are still minimum economic expectations that must be fulfilled by the school; or the teacher will not be able to survive. Closely connected with economic expectations is the cultural expectation that he will find security in the future because of his faithful performance.

On the other side of the coin, the school and its administration have certain expectations of the teacher. The teacher is expected to teach. He should be able to get along with his peers and with his students. The school expects its teacher to grow with the growth of his subject field. He is expected to represent the ideals of the school to the public. He must be able to maintain order so that learning can take place in the classroom.

6 Ibid., p. 28.
Interdependence

There is always an implicit conflict between man's need for other people and things. There is an implied conflict in the need that people have for others. Man starts out in this life very dependent on others. As he grows he gradually becomes less dependent on others and more dependent on himself. Man does not, in fact, ever become completely independent of others. "To grow up is to become interdependent rather than completely independent." 7

People perceive certain kinds of dependence as being reasonable and others as a failure to grow. A failure to admit certain kinds of need dependencies makes it difficult for man to deal with his legitimate needs. This failure complicates his dealings with others. On the other side of the golden mean, "interdependence" is the deliberate exploitation of others. In exploitation, a man strives to remain dependent upon others or upon an organization when he should in fact be interdependent. Within the school there are factors that help people move toward interdependence. Formal structure and administrative policies are examples of things upon which a person can legitimately depend.

The relationships between fellow workers and staff members can also provide for legitimate dependency needs. Levinson discovered that the authority figure in the work

7 Ibid., p. 44.
environment was a pivotal point in dependency need satisfaction. When the supervisor was able to accept his own dependency needs and the needs of his subordinates, the formal and informal aspects of the organization functioned well to supply dependency needs.

Even when dependency needs are being met there can be problems with hostility. When things are going well in a school some outlet must be provided for hostility. No one wishes to complain about the school when it is treating the members of the organization well. Problems will still arise, and a safety valve must be provided; or mistakes, absenteeism, accidents, or lethargy will arise. A legitimate way to express one's hostility is an integral part of the psychological contract. Men need some way to express their disagreement in a socially acceptable way.

Interpretation of the contract is the task of those in authority. The authority figure is the mediator of the interdependence of the staff and the school. Levinson calls them "agents of interdependence." When the staff is able to depend upon the structure and policies of the school, energies are freed for growth. Instead of using energies to hide dependency needs or exploiting others in illegitimate ways, interdependence frees the person to face new problems.

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8Ibid., p. 55.
Both staff and administration are helped to grow and become productive.

Distance

In dealing with other people, "There is some balance, some optimal distance, which is comfortable, satisfying and workable for each person in any particular situation."\(^9\) People in groups demonstrate a sensitivity to what constitutes fairness in their treatment of each other. In well functioning groups, each individual is able to govern how close or how distant he wishes to be to the other members of the group. Balanced psychological distance is obtained when the group members feel comfortable with one another. Each person has the problem of balancing the destructive and constructive forces within himself. Love, anger, and hate can be in some measure controlled by being close or far away from people.

There is an optimal distance for each person and what this is varies over a wide range. "In the extreme, we can consider isolates and socializers."\(^10\) The socializers are comfortable and find great satisfaction in considerable interchange with others. Isolates, on the other hand, are relatively cool and maintain considerable distance between themselves and other individuals. In joining the school staff,

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\(^9\) Ibid., p. 64.

\(^10\) Ibid., p. 64.
each teacher expects to form comfortable relationships with other people on the job. "The keystone of balanced distance lies in the focus on the job." Personal considerations cannot be put ahead of the task at hand. When this happens, people become uncomfortable and the job suffers because of too great a concern with interpersonal relationships. There are three components of distance: affection, privacy, and control. The psychological expectation of anyone going into a group is that he will have control over distance. He can thus balance his needs for affection with his needs for privacy.

Generally, peers are able to control distance without a great deal of trouble. The requirements of the job set the need for communication with one's peers. Outside of the work context there is no need to interact with others on their own level. Distance between peers can be close or distant according to choice. When power relationships are considered this is not true. The interaction between the teacher and the administrator is not controlled by the needs or wishes of the parties alone. Interdependence is built into the very nature of the relationship. Neither administrator nor teacher is completely free to express his feelings to the other.

Superior-subordinate relations are more strongly controlled by the task. How the superior interacts with one

11 Ibid., p. 65.
subordinate can affect his relationship with others. If the administrator is looked upon as too close to one teacher, all others perceive their relationship to him as changed. They perceive this change as an increase in distance. The superior plays a particular role in controlling the distance between his subordinates. If he is seen as being too close to one, the others tend to draw apart.

The task limits the control that the teacher and the school have in interpersonal relationships. What is tolerable or comfortable is not a strict matter of personal choice. Teaching and running the school put restrictions on the freedom of both. The interrelationships between staff and administration must be placed within the context of the task. Again the authority figure holds a key position in mediating distance within the context of the task. He defines and limits the task. When people know their job they can establish comfortable relations with each other.

Change

Change is a fact of life for everyone. Change in the work task is a reality for all who must earn a living. Implicit in the relationship between the school and the teacher is the understanding that the teacher will change as the needs of the school change. A person can take one of three positions toward change: he can oppose it, he can support it, or he can be indifferent towards it.
For those who oppose change within the school, change is a violation of the unwritten contract. The demand to change means to lose what you have and to add something new. If a man opposes change he is able to see the loss and unable to perceive the addition as gain. If a person is for change it is because he looks upon the gain as more important. Interdependence between the school and the teachers is affected by change. Distance between the teachers and the administration is also affected by change.

For the teacher who sees loss in change, the school has broken the unwritten contract. The result is withdrawal of his investment from the organization. He also withdraws by increasing the distance between himself and fellow staff members. For the teacher who looks upon change with favor, there is no breaking of the contract. He perceives change as an opportunity to grow as his skill increases. When change fits in with his declining abilities, it is looked on as joint decline. The distance between those who hold onto the past and those who grasp for the future increases with change.

The neutrals seem unable to make up their minds. They seem to be sitting on the sidelines until either change or the status quo wins out. Thus increased separation or distance is a distinct possibility between members of the group.

The loss of a leader can also be seen as a violation of the unwritten contract. When the leader has served well
in his capacity of mediator between the school and the teachers, his departure can be a great loss to the members of the staff. Teachers can look upon his departure as a deprivation and rejection by the school. Because the leader was good, he can not be blamed for the loss. Negative feelings are thus displaced on the self, the staff, and the organization.

Change will be accepted as part of the unwritten contract when the organizational change fits into the changing needs of the individual. Increasing demands on the person who is growing are not looked upon as violations of the contract. They are seen as opportunities to display new found skills. A person who changes over time and becomes less able to perform will see decreasing demand as fitting his needs. There will be no feeling of resentment if loss of skill is met with diminished demand.

Unlike the written contract that changes over time in set and periodic instances, the unwritten contract changes almost imperceptibly. The mental set toward change influences the reception of change. One's perspective defines the significance of any change. The initial unwritten contract is subject to significant changes over the period of the relationship between school and teacher.

When we examine change experiences, we see that only those changes which are interpreted as violations of the psychological contract result in anger, withdrawal, hostility, and similar reflections of distress.\textsuperscript{12}

\textsuperscript{12}Ibid., p. 104.
Change is looked on as a violation of the contract when it is imposed. Change that threatens comfortable interdependence and established distance is seen as a violation of the psychological contract. Change that is not imposed or that does not interfere with interdependence is not perceived as a violation. Change that does not increase or lessen psychological distance is not looked upon as a violation of the contract. When change does not interfere with interdependence or distance, people are flexible in coping with new situations. The maintenance of interdependence and balanced distance contributes to successful implementation of change.

Reciprocation

Interdependence, psychological distance, and change are all aspects of the unwritten contract. Levinson has called the process where man and organization mutually work on the fulfillment of the unwritten contract "Reciprocation."

Reciprocation is the continuous process of fulfilling the psychological contract between employee and organization. In this process the employee resolves conflict about interdependence, balanced distance, and change as part of his effort to attain and maintain an adult occupational identity.\(^{13}\)

There are certain conditions that seem to be necessary for the process of reciprocation to function well. There has to be some measure of freedom to plan part of a person's work life. The relationship between subordinate and superior

\(^{13}\)Ibid., pp. 130-31.
influences this process. In order to gratify dependent needs there must be room for the individual to act on the organization and influence it with his own values. A feeling of partnership in confronting problems together is another aspect of reciprocation. To be able to control in some measure one's destiny and to have this sense of control enhanced by the school reinforces the feeling of interdependence. In the work environment there must be possibilities for stimulation, growth, and worthwhile change. In order that reciprocation functions there must be investment by both school and teacher in each other.

Reciprocation is a productive process. It makes the relationship between teacher and school productive because it keeps the task of teaching central to the parties' interaction. Resolution of personal and organizational conflicts must be seen in the context of the job. It is productive for the teacher because it aids him to solve his conflicts in relation to dependence, distance, and change. With the increased gratification available because of reciprocation, the bond between school and teacher is strengthened. Reciprocation leads to reduction of conflict and thus energy is potentially released for the task. Of course, the energy available may not be used in the school; but until conflict is resolved it is not available for any purpose other than conflict resolution.

Reciprocation, when successful, leads to increased sources of gratification in work. There is a closer
identification with the school, and the teacher tends to assume the goals and aims of the organization. Reciprocation tends to broaden the teacher's viewpoint and make his evaluation of talents and abilities more realistic. Flexibility under stress is consequently increased. He is now able to treat others as individuals. The tendency to stereotype people is reduced. Reciprocation is a process that helps us grasp how people relate to their work.

**Written Contract**

In order to see if the concept of the unwritten contract has validity, it was necessary to have a comparison. Whatever is agreed upon in writing by the teacher and school is part of the written contract. For the purpose of this study, it was decided to use the written contracts of the six schools that would form the sample. Each contract was analyzed for its salient features, and then these features were compared with each other. Statements descriptive of all the provisions of the six contracts were formed. These statements, some twenty-four in number, were then used as the first part of the instruments to test the concept of the written and unwritten contract.

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14 The six high schools are described in the opening paragraph in Chapter III.
All contracts made provision for salary, the duration of the contract, and how payments were to be made. Failure in performance, serious misconduct, and notice of termination were also common to all six contracts. Outside of these common provisions, the contracts had a wide variability. Some included only these common provisions while others went in great detail to define the terms of the contract. For a number of the schools many of the twenty-four items were in fact unwritten; they were not specified in the contract. They may or may not have been provided for in another way. For the purpose of the study all twenty-four items were considered to be part and parcel of the written contract.

The content, then, of the written contract in this study is based on actual school contracts. The written contract is specified for this study by the twenty-four statements used in the two instruments. In a similar manner the unwritten contract is specified by the twenty-eight statements used in the instruments. The concepts of interdependence, psychological distance, change, and reciprocation are based on Levinson's work but are in fact defined for this research by the statements used in both the Questionnaire and Opinionnaire.
CHAPTER II

RELATIONSHIP BETWEEN THE TWO CONTRACTS

How Do The Two Contracts Contribute To Teacher Satisfaction

Influence

How do the two contracts influence teacher behavior? The written contract is an important factor in the teacher's acceptance of a job in the first place. It is also very influential in retaining a teacher within the school. The significance of the written contract has long been recognized. When salary and working conditions improve, management often has been puzzled because workers are still not satisfied. There is reason to suspect that increased contract demands can be related to factors other than just wages and working conditions. There is an intuition that contract negotiations reveal only part of the ice-berg. Could the unwritten contract help to explain why generous provisions in the written contract are not enough? Dr.

1The settlement of the United Automobile Workers (UAW) Strike against General Motors Vega assembly plant in Lordstown, Ohio, is a case in point. Ed Townsend's article in the Tribune brings out the need to consider the human element involved. "The long-haired auto unionist at Lordstown said workers want to be important beyond,'the kind of importance we've had, to do what a machine can do as cheaply as a man with a twist of his wrist,'" Ed Townsend, "Young Workers Want Humanity," Chicago Tribune, April 12, 1972, Section 1, p. 22.
Levinson's work lends support to the belief that other factors enter the picture besides what is talked about at the bargaining table.

Administration

Of what interest is the unwritten contract to the administrator? If a teacher comes to a school with certain expectations, they will influence his behavior as a teacher. Common sense says that a happy teacher will be a more productive teacher. When teacher expectations are frustrated, energy is expended to overcome frustration. The less effort expended in frustration the more energy available for teaching. When psychic energy is expended in a frustrated effort to fulfill dependent needs, it is not available for anything else. An administrator is interested in finding more time for teachers to teach. He is also equally interested in looking for ways to expand the usefulness of this time. The awareness that teacher satisfaction is many faceted will aid him in his work.

Relationship

There are certain basic suppositions in any situation. Certain minimal needs must be fulfilled. Some people would work even if they did not have to work for a living. Many things covered by the written contract are a must for both the school and the staff. Granted that these necessary matters form the background in any teaching situation, what will
improve teacher performance? Many provisions of the unwritten contract are looked upon by both parties as essential. The psychological contract simply says that there are other factors in the teacher-school relationship that are expected as matters of right. Both written and unwritten contracts contribute to teacher satisfaction. The provisions of both are considered as matters of right. When one contract is not up to expectations some element of the other may be used to compensate for this lack. If the administrator is looked upon as a difficult person to work for, teachers may demand higher wages in compensation. Growth and fulfillment are part of the psychological contract. Teachers may work for less because they find teaching fulfilling. Teachers may work under poor conditions because they enjoy helping others. The written and unwritten contract interact. It is hypothesized that the psychological contract is as important in understanding the teacher-school relationship as the written contract. It may be even more important.

Importance

Is one of the contracts more important than the other? This is one of the questions this research project is designed to answer. It is possible to speculate that the contract that is not being fulfilled will cause more trouble. Breaches of the written contract are much more obvious than breaches of the unwritten contract. There is little problem about expressing
discontent about the written contract. With teachers' organizations gaining in strength, written contracts are more visible. Gains and losses are much easier to ascertain in the written contract. A problem cannot be solved until the factors that make it up are known. The unexpressed expectations of the school and the teachers need to be brought into awareness. To understand teachers, much more needs to be known than their salary schedule and hours of work. What a teacher expects from teaching is part of the equation that tells what type of a teacher he is.

The situation itself will determine the relative importance of the two contracts. Expectations will vary from one school to another. What contract is seen as more important will depend upon whether the written or the unwritten contract is being violated in the eyes of the teachers. If both contracts are being fulfilled, they would probably have about the same relative importance in the teachers' eyes. The relative importance of the contracts may vary, but this does not deny importance to either one. It would seem, however, that the psychological contract's lesser visibility increases the possibility of its violation. By making administrators more aware of the provisions of the psychological contract, this contract will be better able to attain its proper importance.

Since the aim is to improve education, knowledge of the expectations of the teaching staff is needed. Many of the statements descriptive of the unwritten contract do not
directly relate to teaching. These statements, however, are
descriptive of genuine concerns of the teacher. In so far as
these concerns affect the teacher they will affect his teaching.
In so far as interdependence, distance, and change affect his
staff the administrator must take them into account.

Related Studies

There are other research studies that support the find­
ings of Levinson and his associates. There are many reports
available on industrial research. The theoretical constructs
used by the authors may not be the same, but they are talking
about the same reality.

The behavioral sciences have been studying business be­
havior for a long time. The idea of interdependence is not
alien to these studies. In discussing decision making Dubin
says:

By "political factor" in decision making we mean
that disparate interests and even conflicting interests
of individuals or groups are accommodated in the deci­
sion itself.2

This is no more than an admission that there is interdependence
in decision making. The decision must be accommodated to those
who will carry the decision out.

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2Robert Dubin, "Business Behavior Behaviorally View­
ed" in Social Science Approaches to Business Behavior, ed.
by George B. Strother (Homewood, Ill.: Dorsey Press, 1962),
p. 33.
Maier, in his work on problem solving, has divided the problem. Implicit in his work is the need of the problem solver to depend upon others where acceptance is paramount to the resolution of the conflict. This is simply an admission of the problem solver that he depends on others for a successful solution.

It is an oversimplification to think that financial considerations are the only reasons why men work. In present day culture, money is an ambiguous symbol. The amount of a person's salary can give him a direct reading on his status in a company. People can compare the relative worth of jobs by comparing their monetary value.

There are other incentives in a job besides money. Robert Dubin gives us some of these other incentives.

Examples of incentives based upon present satisfactions are pride of craftsmanship, sense of creativity, feeling of meaningfulness of the task, enjoyment of the company of co-workers, finding a "home" at work, habituation to pleasant routines . . . a comfortable relationship with superiors . . .

These other incentives fit the idea of the psychological contract. These other incentives are very important to a teacher.

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Dubin is talking about the working world and not about the school, but these same incentives are present in a school.

Very early in the study of industrial relations it was discovered that people's relations to one another were important. "Men often will not work at all, and will rarely work well, under other incentives if the social situation from their point of view is unsatisfactory."\(^5\) People expect to get along with their fellow workers. The unwritten contract looks upon the social factor as part of the expectations of the teacher. Distance is a concept that helps explain how people control their social relations within an organization.

People's relations to one another affect their work. A man can be influenced to take a job, keep a job, or leave a job because of the people with whom he works. "Hence, a powerful incentive to the efforts of almost all men is favorable associational conditions from their viewpoint."\(^6\)

The most intangible and subtle of incentives is that which I have called the condition of communion. It is related to social compatibility, but is essentially different. It is the feeling of personal comfort in social relations that is sometimes called solidarity, social integration, the gregarious instinct, or social security (in the original, not in the present debased economic, sense). It is the opportunity for comradeship, for mutual support in personal attitudes. The need for communion is a basis for informal organization that is


\(^6\)Ibid.
essential to the operation of every formal organization. It is likewise the basis for informal organization within but hostile to formal organization.\textsuperscript{7}

Chester Barnard wrote these words back in 1938. They are no less true today. They were written because they applied to industry. Is there any reason to believe that they are less applicable to schools?

Human Needs

The basis of the psychological contract is human needs. Work is a major ingredient in people's lives. What a man does at work can be a principle source of fulfillment. Strauss and Sayles divide needs into three categories.\textsuperscript{8} There are physical and security needs, social needs, and egoistic needs. Each one of these categories contains some of the ingredients of the unwritten contract. Money and security are often treated in the written contract. What is meant by security can be part of the unwritten contract. Today's retirement plans are contained in the written contract, but security can mean much more than that. Strauss and Sayles put "advancement" in their category of physical and security needs.\textsuperscript{9} Advancement is an expectation that most have when they take a job. While

\textsuperscript{7}Ibid., p. 148.


\textsuperscript{9}Ibid., p. 9.
some jobs have limited possibilities for advancement others are relatively unlimited. When a man chooses his life work, he looks forward to growth and advancement.

The second category mentioned in Personnel: The Human Problems of Management are social needs. Men find satisfaction for some of their social needs in their work. There can be little doubt that a teacher entering a school expects to find social satisfaction there. Teaching is very much concerned with people. Interest in people is a large part of the reason why a person chooses teaching as a profession. Teachers enjoy working with people.

The last category of needs given by Strauss and Sayles forms part of the material out of which the psychological contract is made. What Strauss and Sayles call the egoistic needs make up a large part of the unwritten contract. One of man's most important needs is the sense of accomplishment that comes from a job well done. It is in his work that man frequently finds accomplishment. A teacher remains in the profession just because of this sense of achievement. From his sense of work well done he derives a realization of his value. Skill gained and used for the sake of others is often the secret ingredient of the joy of teaching.

Each person has to have a feeling of doing his part. In some sense everyone likes to be his own boss. Everyone wants to contribute something of himself to his work. The teacher likes to think of himself as creative. Within the
walls of his classroom and the confines of his subject, each teacher is free to create. Initiative and imagination are the material of successful teaching. Autonomy is important to the teacher. Freedom to teach is one of the age old cries of the teaching profession. How important this autonomy is to a teacher is apparent in his long struggle for academic freedom.

The desire for knowledge is a basic impulse in human beings. People like to know not only "what" is happening to them, but "why." They want both to understand the present and to predict the future.

The desire for information is so strong that if the truth is not available, appropriate substitutes will be fashioned.10

An occupational hazard of teaching is the knowledge explosion. What better place is there to keep up with this explosion than in the teaching profession. The need to know is part of our human nature. In great part this egoistic need is the center of teaching. The self-satisfaction that comes from learning is enhanced by the equal satisfaction of giving knowledge to others.

Hierarchy of Needs

The literature is replete with material about needs. Maslow, in his work, Motivation and Personality,11 postulates a hierarchy of needs. He considers physical needs to be the

10Ibid., p. 16.

lowest and most basic. These physical needs must be satisfied before the others can come into play. Once these have been fulfilled the other needs of man will come into action. Man's need for security follows the physical needs. Then, in order of their importance, come social, egoistic, and self-actualization needs. Once fulfilled, a need no longer motivates.

This "needs hierarchy" hypothesis has been subject to a great deal of criticism. While it seems to fit the facts in some cases, it remains difficult to prove. People differ markedly in the amount of satisfaction they need. Often this seems to depend on circumstances. Where jobs are plentiful, people may demand more social and egoistic compensations in their work. In the case where work is difficult to obtain, just having a job may be enough to satisfy. For some, egoistic needs may dominate. Granted a certain minimum of physical need-satisfaction and security need-satisfaction, some people quickly go on to what Maslow calls higher needs.

The categories of needs are not clear cut. One category shades imperceptively into the other. It is thus difficult to classify what belongs to what category. This is evident in the case of money. Money can in fact fulfill any number of the needs that a man may have. Physical and security needs, social needs, and egoistic needs can all to some extent be satisfied through money. The same object may satisfy several needs simultaneously.
Opportunities for need satisfaction vary. Needs that are satisfied no longer motivate. Needs that cannot be satisfied similarly do not motivate. When what a man wants is too difficult to obtain he often substitutes something else. This displacement of needs can be seen as the reason why greater demands are made on the written contract because of failure to meet teacher expectations in the unwritten contract. Social and egoistic need loss may be compensated for by demands for higher wages.

Relationships among needs. The types of satisfaction emphasized by various occupational groups will vary, depending on what opportunities for satisfaction are available to them, what they have come to expect, and which needs have already been satisfied. Attitude surveys suggest that unskilled blue-collar workers, who have relatively little chance of autonomy or advancement, give relatively strong emphasis to job security and physical working conditions. Craft workers emphasize the kind of work they do, while white-collar workers are more likely to mention autonomy and the nature of their job. Service workers stress the social satisfactions derived from the people they work with and meet. Accountants have relatively less opportunity for being creative on their jobs than do engineers, whereas engineers, in many cases, are concerned with looking well in the eyes of their colleagues. Thus, we should not be surprised that one study shows engineers to be relatively more concerned with achievement, and accountants with advancement. Along the same lines, another finds that "managers mention salary much more frequently than do professionals . . . who stress the content of the job itself."12

The written and unwritten contracts are implicit in Strauss and Sayles comments on the relationships between needs and jobs. From their survey of the research we could conclude that

12Strauss and Sayles, op. cit., pp. 20-21.
occupations will strongly affect the content of the two contracts. Levinson's study, from which he derived the concept of the psychological contract, was based upon all the occupations in a large utility company. The unwritten expectations of all occupations mentioned about by Strauss and Sayles are represented. The relative importance of the two contracts will vary according to occupation. One can speculate that the unwritten contract might be more important for teachers than for many other occupations.

Importance of Work

Attitudes toward work differ. Many see work as one of the most important aspects of human life while others look upon it as secondary. For a long time in our culture, work has received strong support from society. Things were not always so. The value placed on work has fluctuated. In Roman times work was for slaves and freed men; it was certainly not for the elite. There is a growing attitude in present day society that work is not the prime consideration of life. A job may be only a way to earn a living, but it may be a necessary evil in order to do what people want.

Yet, when men are asked if they would work if they did not have to, the answers are largely in the affirmative.13 The reasons why people want to work when they do not have to vary.

Middle-class employees mention interest in work and accomplishment as reasons. Blue-collar workers emphasize the importance of being occupied.

Some feel that there will be more leisure time available in the future and thus work will diminish in its importance. Occupation and environment may well change attitudes toward work, but everyone will still have expectations. The controversy about the importance of work is not settled. This disagreement may never be settled, but it helps bring out aspects of man's relationship to the job other than those expressed in the written contract.

Man is a goal striving being. His goals are many and varied. The needs for which he finds satisfaction on the job and for which he demands satisfaction on the job are not limited to the written contract. What a teacher expects from his job is certainly not limited to the contract he signs. This research is concerned with these unexpressed expectations that influence teacher behavior. Awareness of the psychological contract's existence and content is useful information for the school, the administrator, and the teacher himself.

Satisfiers and Dissatisfiers

Frederick Herzberg's\textsuperscript{14} theory of motivators and hygienic factors in work is important in the grounding of the

psychological contract. He has also called these two aspects of work satisfiers and dissatisfiers. In Herzberg's research he found that certain items seemed to contribute nothing to job satisfaction when they were present. Should these hygienic factors or dissatisfiers not be present they did have a negative influence. When present, however, they did not satisfy. The dissatisfiers were: interpersonal relations (both with peers and with superiors), supervision-technical, company policy and administration, working conditions, and factors in personal life. Many of these dissatisfiers are included in the unwritten contract as used in this study.

The satisfiers or motivators appeared to give the employee a feeling of satisfaction, but their absence did not make them actively dissatisfied. The satisfiers were: recognition, achievement, advancement, responsibility, and the work itself. Again these factors correspond closely to the descriptive statements of the psychological contract.

Underlying Herzberg's theory is his conception of man:

First, I suggest that man is Adam, that he is an animal and that his overriding goal as an animal is to avoid the pain inevitable in relating to the environment. . . . we find that in addition to his avoidance nature there exists a human being . . . who seems to be impelled to determine, to discover, to achieve, to actualize, to progress and add to his existence. These needs summarize the Abraham concept of man.15

For Herzberg, the Adam part of man corresponds to the hygienic factors in work. The satisfiers correspond to the

15Ibid., p. 168-69.
Abraham concept of man in his work. This looks a lot like Theory X and Theory Y. Douglas McGregor's Theories X and Y are a part of the larger picture. The manager who based his dealings with the worker on Theory Y is also subsuming Theory X in his behavior. The manager who acted on Theory X, man is lazy, would be using only dissatisfiers to motivate. The XY manager uses both hygienic factors and satisfiers in management.

What is important here is not the acceptance or rejection of Herzberg's theory. Independently of Levinson's work, he and numerous other researchers have found factors similar to those contained in the unwritten contract. What differs is not the content so much as the frame of reference. This research looks at factors in work from the point of view of the expectations of the teachers and their work. What are these expectations and how can the administrator use them to aid better teaching? Herzberg et al., are concerned with job satisfaction and motivation. This research is aimed at discovering the value of Levinson's concepts in the study and understanding of teacher-school relations. In industry, other researchers have found factors similar to those described in the statements of the unwritten contract. It seems reasonable to feel that these factors discovered in industry are useful in school-teacher relations.
Executive Professional Leadership

Neal Gross and Robert E. Herriott conducted a study of Executive Professional Leadership (EPL) in the public schools. While much of their interest in Staff Leadership in Public Schools is concerned with the more technical aspects of managing a school, many of the factors considered pertain to the unwritten contract. They used such statements as:

- Gives teachers the feeling that their work is an "important" activity.
- Takes a strong interest in my professional development.
- Attempts to reward teachers who are doing an outstanding job.16

These statements reflect concerns important in the unwritten contract. Implicit in the study of Executive Professional Leadership is the interdependence of the teacher and the principal. In so far as Gross and Herriott report positive relationships between EPL and principals' behavior, they have shown that interdependence is at work in the public schools.

There seems to be ample evidence that there is a basic reality under the concept of teacher expectations. The many studies in industry point to factors similar to those contained in the unwritten contract. The work of Gross and Herriott point to similar factors in the school situation. The research already done supports the existence of the unwritten contract. What the unwritten contract adds is the

stress on the teacher's expectations. The theoretical structure provided by the unwritten contract gives this research the framework for considering the process of contract fulfillment. This process is called reciprocation by Levinson.

The Effort Bargain

Before leaving the literature, the concept of the Effort Bargain should be considered. Maurice D. Kilbridge has used the term "Effort Bargain" to designate one of the facts of working life. The "Effort Bargain" is very similar to the unwritten contract. The conditions under which people work are not unilaterally set by the company and the immediate supervisor. There is bargaining going on between worker and supervisor. In exchange for a reasonable amount of work the supervisor will be reasonable in his supervision. He will not strictly enforce rules if the men will put out sufficient effort. Kilbridge has used the apt term "Effort Bargain" to designate this reality. The process he speaks of very closely resembles the process Levinson calls reciprocation.

Teacher Turnover

R. Bruce McPherson's study gives insight into what will result when a principal fulfills the unwritten contract. In his study of teacher turnover in two closely matched elementary schools he found some very interesting facts. Five years after

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the date of opening, the first school had only 44 percent of its original faculty still teaching. At the second school, 85 percent of the teachers from the original faculty were still teaching. McPherson says:

The central finding of the study was that the organization of Versey Elementary School, particularly the selection and induction of teachers in the months before its opening, was related most significantly to the low level of teacher turnover there.¹⁸

Using the conceptual framework of the psychological contract, the explanation would be that the principal in the Versey Elementary School had done a good job mediating the unwritten contract. The teachers clearly understood what was expected of them before they came to Versey.

At the end of his report in the Administrator's Notebook, McPherson states, "It is what occurs to people individually and collectively before they come together in a school that makes the crucial difference."¹⁹ Even when the members of the Versey faculty found themselves in deep, fundamental disagreement, the psychological contract kept them at the school. As Levinson contends, the process of reciprocation helped the teachers meet stress. Even when disagreement divided the faculty the teachers remained. The fulfillment of the expectations of the unwritten contract gave them the courage and strength to remain at Versey Elementary School.

¹⁹Ibid.
Assumptions

This study's basic assumption is that what is true of an industrial concern, is also true of a school. The unwritten expectations of teachers and administrations are necessary data in anyone's consideration of their relationship. Unless people are aware of these expectations, they cannot hope to understand either school, teacher, or their interaction. An ancillary assumption is that such an understanding will aid the administrator in running a good educational complex. With a better understanding of the teachers' expectations, the administrator should be able to better fulfill their needs. It is postulated that better relations between school and teacher will make it possible for the teacher to expend greater effort in the teaching process. The assumption is that happier teachers will be better teachers.

When defining the unwritten contract, this study contrasted it with what was written. In the development of the Questionnaire and the Opinionnaire, the contracts then in use by the six schools were used. The analysis of the contracts soon showed that some of the written contracts were much more ample than others. In order to make comparisons possible, it was necessary to assume that the written contract was the same for all six schools. The written contract is thus described by the statements used in both the Questionnaire and the Opinionnaire. Where the school did not have provision for
hospitalization or retirement, etc., these provisions were still considered part of the written contract.

It is further assumed that the statements used in the Questionnaire and the Opinionnaire describing the unwritten contract do in fact describe it. While the statements are based on Dr. Levinson's *Men, Management, and Mental Health*, they were produced for this research project.

The fifty-two descriptive statements of the written and unwritten contracts are very similar to those included in a questionnaire published by the Institute for Social Research. This questionnaire helps support the use of the statements developed for this project.

The work done by Jon H. Barrett at the Institute for Social Research also is offered as supporting evidence for the descriptive statements used here. The study entitled "Integrating Individual Goals and Organizational Objectives," presents Barrett's theoretical construct. The purpose of Barrett's research is quite different, yet many of the things he considers important in his study of individual goals and organizational goals also resemble what is herein considered part of the teacher's and school's expectations of one another.

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Hypotheses

Hypothesis I

There is no difference between the teachers' choice of the written contract and their choice of the unwritten contract.

The first hypothesis is that the teachers will rate the unwritten contract above the written contract. For purposes of statistically studying this hypothesis it is stated thus: There is no difference between the teachers' choice of the written contract and their choice of the unwritten contract.

Hypothesis II

The choice of the written contract and the choice of the unwritten contract by the religious teachers will show no statistical significance.

Since the study's population consisted of approximately sixty-six lay teachers and fifty-seven religious teachers, it was considered worthwhile to study the differences between these two sub-populations. It is therefore hypothesized that the religious teachers will rate the unwritten contract above the written contract. Putting it in the negative form for research purposes it is postulated that: The choice of the written contract and the choice of the unwritten contract by the religious teachers will show no statistically significant difference.

Hypothesis III

The difference between the lay teachers' choice of the written contract and the unwritten contract will not be statistically significant.
The same hypothesis for the lay population of the six schools should also be tested. The lay teachers will rate the unwritten contract above the written contract. Stated negatively: The difference between the lay teachers' choice of the written contract and the unwritten contract will not be statistically significant.

Underlying these three related hypotheses is the assumption that if this study finds a statistically significant difference in favor of the unwritten contract, it will have proved the validity of the psychological contract in teacher-school relations. Certainly, if the teachers rate the psychological contract above the written contract, there has to be an underlying reality there.

Hypothesis IV

There is no difference between the lay teachers' choice of the written contract and the religious teachers' choice of this contract.

Common sense indicates that there is considerable difference between the religious and lay teachers' outlook toward the written contract. Many of the religious teachers at the time of this study were not even aware of the provisions in the written contract. They had not seen the contract used in their school for the lay teachers. There should be a difference in the way these two populations look upon the written contract. So it is postulated that the lay teachers will rate the written contract higher than the religious teachers. Put
in statistical form it is postulated that: There is no difference between the lay teachers' choice of the written contract and the religious teachers' choice of this contract.

Hypothesis V

There is no difference in rankings between the lay teachers and the religious teachers of the unwritten contract.

It was thought from the start that there would be a difference in the way the two sub-populations would look at the unwritten contract. While it was believed that the written contract would be of little interest to the religious teachers, it was likewise suspected that the unwritten contract would be more significant for them. To test this hypothesis it is postulated that the religious teachers will rate the unwritten contract higher than the lay teachers. The zero hypothesis would be: There is no difference in rankings between the lay teachers and the religious teachers of the unwritten contract.

Hypothesis VI

There is no significant difference in the correlations between "Your Top Ten" and the "School's Top Ten" and teacher job satisfaction.22

It was felt that the unwritten contract would be an important factor in teacher job satisfaction. In order to test this feeling the teachers were asked to pick out the

22See p. 49 and following for explanation of "Your Top Ten" and the "School's Top Ten."
ten most important statements in the two contracts. They were to list these statements in the order of their preference from one to ten. The teachers were then asked to pick the ten most important statements from the school's point of view. The first ten statements are called "Your Top Ten." The second ten statements are called the "School's Top Ten." It is hypothesized that the higher the score obtained from comparing "Your Top Ten" and the "School's Top Ten" the greater will be the correlation of this score with teacher satisfaction. The negative hypothesis is: There is no significant difference in the correlations between "Your Top Ten" and the "School's Top Ten" scores and teacher job satisfaction.

Consequences

The primary concern of this study is to show that the concept of the psychological contract also applies to schools. The unwritten contract exists in the schools as it does in industry. The knowledge of the existence of the unwritten contract in the schools could be an invaluable aid to the administrator. Knowledge of the existence of teacher expectations could be helpful to a principal. While the instrument used in this study was designed to discover the existence of the psychological contract, it also indicates its content.

23The method used to obtain this comparative score from "Your Top Ten" and the "School's Top Ten" is explained on pages 49-51.
In its present form the Questionnaire and the Opinionnaire can be used to discover what the teachers think is important in their relationship to the school.

Improvement of teacher-school relations should follow conscious use of the psychological contract. With the growing militancy of teachers, a means to improve teachers' attitudes toward the administration is needed. Discovering what the teachers' unexpressed expectations are will aid the administrator in understanding many of today's problems. There will be a greater awareness of the problem areas. Discovery of the source of the difficulties will lead more quickly to realistic solutions.

With the use of the knowledge gained from the concept of the unwritten contract, it is hoped that teacher satisfaction will increase. Motivation is an important aspect of teacher behavior. As more of the teachers' expectations are met by the school, job satisfaction will increase. Increased knowledge of the teachers' reasonable expectations will bring conscious efforts to fill them. The consequent improvement of the relationship between school and teacher will improve the satisfaction the teachers find in their work.

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24 Increase in pay and fringe benefits are not enough. This study is based on the premise that accomplishment, growth in teaching, appropriate responsibility, knowledge of one's responsibilities, knowledge of the teacher's point of view, reasonable freedom on the job, and cooperation between the teachers and the school are sometimes more important than large salaries or increased benefits. Teacher satisfaction depends on the unwritten contract, too.
There is already evidence that teacher turnover will be less when the psychological contract is being fulfilled. McPherson's study indicates that fewer teachers will leave a school when the expectations they bring to a school are fulfilled. When reciprocation functions well between teacher and school, teachers will want to remain in that school. There will also be an improvement of the educational climate. Since there will no longer be energy expended on frustrated attempts to fulfill needs, more psychic energy will be released for teaching. Herzberg's research suggests that satisfied and happy teachers will tend to be better teachers. With the greater security provided by the school's fulfillment of teacher expectations, teachers will be free to change their teaching. The process of successful reciprocation leads to greater tolerance for change. Changes will then be easier. Changes in curriculum and methods will meet less resistance and subjects will consequently be better taught.

The schools are quite concerned by the increased contract demands of teachers. Many of these demands may be nothing but compensation for failures in the process of reciprocation. Written contract negotiations are strongly affected by the unwritten contract. The unfulfilled expectations of teachers can be compensated for by increased demands in negotiations. Where the reciprocation process is working well, the annual contract negotiations will be more realistic. There will be fewer blocks to understanding. Each side will be more
aware of how the other side looks at things. Written contract demands will thus be closer to reality.

In summary, proof of the psychological contract will be beneficial in several ways. The increased knowledge given the administrator will be a source of strength. Teacher-school relations will improve. Job satisfaction will go up. Teacher turnover will be reduced. Written contract demands will be more realistic. Subjects will be better taught. Increased tolerance of change and the ability to take risks will follow fulfillment of the unwritten contract. All of these can flow from the implementation of the psychological contract. The unwritten contract is no panacea, but it can be a useful tool for the administrator. The possible consequences that come from the awareness and use of the psychological contract warrant its deeper investigation. This study will attempt to show that the concept of the psychological contract is a valid concept in a school's administration.
CHAPTER III

STUDY OF SIX HIGH SCHOOL FACULTIES

Sample

Opinionnaire¹

The six high schools chosen for this study were those of the New Orleans Province of the Society of Jesus. All of the high schools are college preparatory schools serving the entire surrounding area. Some of the students come from a considerable distance in order to attend their school. Each school has its own characteristics, but all have a common bond based on a similar educational philosophy.

One high school is located in Tampa, Florida. There are two schools in Louisiana: one in New Orleans and one in Shreveport. There are three schools in Texas: one is located in Houston, one in Dallas, and one in El Paso. The student population ranges from 880 students in the New Orleans high school to 362 students in the high school at El Paso. The average enrollment of the six schools is 511 students. The El Paso, Houston, and Shreveport high schools fall below this average while the Dallas and Tampa high schools are both above

¹A sample Opinionnaire is to be found in Appendix III on page 188.
this average in their enrollments. El Paso and Shreveport high schools differ only slightly in the number of students they enroll.

The ratio of lay teachers to religious teachers in each high school differs somewhat; but, in general, the lay teachers made up slightly over 50 percent of the faculties. The response from the teachers to this research was unusually high. The range of response was from a low of 66 percent in one high school to a high of 96 percent in another high school. The response for the six high schools overall was 81 percent. There were 169 teachers in the schools at the time of the study with 137 teachers completing the Opinionnaire. For some of the computer runs, the population was reduced to 123 because of failure to fill out the entire form; this was a reduction in sample size of some 10 percent.

Questionnaire^2

The purpose of the Questionnaire was to help establish the value of the statements used in the Opinionnaire. The sample used in the Questionnaire was made up of some 45 teachers and administrators from the Chicago area. The bulk of the responses came from graduate students in Educational Administration at Loyola University of Chicago. Ten of the

^2A sample Questionnaire is to be found in Appendix II on page 178.
Questionnaires came from students in graduate education attending classes in supervision. Another eight responses came from elementary school teachers teaching in a western Chicago suburb. This latter group contains two administrators besides the elementary school teachers.

Only two statements in the unwritten contract were ranked below three on a six point scale. All the rest of the statements were considered important by the people who answered the Questionnaire.

**Statistical Procedures**

Both the Questionnaire and Opinionnaire were designed for use with a computer. The Questionnaire used a six point scale of ratings while the Opinionnaire used ranking procedures. The statements were given a weight according to their rank in the Opinionnaire. The means for each statement were then made for the written contract and the unwritten contract. The statements of the two contracts were then ranked from top to bottom with each contract being ranked separately both for the Questionnaire and for the Opinionnaire.

The means of the Opinionnaire for each of the two contracts were first ranked for the total population of the six high schools. These same statement means were then ranked for the two sub-populations: the lay and religious teachers.

This same system of ranking was done for the "Top Tens." "Your Top Ten" consisted of the choices of the teacher.
of those ten statements from both contracts that he considered most important. The "School's Top Ten" was similarly taken from both the written and unwritten contracts. The teachers were asked to take the ten statements that they thought the school considered most important and rank them from one to ten. In this part of the Opinionnaire, the two contracts were ranked together. "Your Top Ten" and the "School's Top Ten" were ranked for the general population and for the two sub-populations.

Thus, there are rankings of the descriptive statements for the two contracts in the Questionnaire and in the Opinionnaire for both the general populations and, in the case of the Opinionnaire, for the sub-populations concerned. In addition there is in the Opinionnaire a ranking of the two contracts in relation to each other in the "Top Tens."

To test the first five hypotheses, t-tests were used. For hypothesis six, simple correlations were computed to test the relationship of the satisfaction scores to the scores on the "Top Tens."

The scores for the "Top Tens" were obtained in the following manner. "Your Top Ten" and the "School's Top Ten" were compared. If both "Your Top Ten" and the "School's Top Ten" had the same statement as first choice, the values of the first two choice positions were multiplied together by the

3 For further clarification, see sample Opinionnaire Answer Sheet on following page, and Appendix III, card 63.
### Personal Data

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>Unwritten Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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</tr>
<tr>
<td>07.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Satisfaction

0. 1. 2. 3. 4. 5.

09. 0 0 0 0 0 0 0

### Written Contract

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<th>Unwritten Contract</th>
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</thead>
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</tr>
<tr>
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<tr>
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<tr>
<td>04.</td>
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</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>08.</td>
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<td></td>
</tr>
</tbody>
</table>

### Your Top Ten

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>06.</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.</td>
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</tr>
<tr>
<td>04.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.</td>
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</tbody>
</table>

### The School's Top Ten

<table>
<thead>
<tr>
<th>No.</th>
<th>Answer</th>
<th>06.</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>03.</td>
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</tr>
<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>05.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Fig. 1.**--Opinionnaire Answer Sheet
computer. If the first choice of "Your Top Ten" was the same as the last choice of the "School's Top Ten," the value of the first position was multiplied by the value of the last position. When a statement appeared in one "Top Ten" and not the other, it was multiplied by zero. The value of the first position was ten, of the second nine, of the third eight, and so on. The weighted scores thus obtained were used as the scores to be correlated with the satisfaction scores.

**Opinionnaire**

The Opinionnaire consists of five sections. The first one is for personal data. The second section is a simple request to rate job satisfaction on a six point scale ranging from zero to five.

The remainder of the Opinionnaire consists of three parts. These three parts and their instructions are contained on four by six cards. The first of these last three sections deals with the written contract, the second with the unwritten contract, and the last with the choice of "Top Tens" from both the written and unwritten contracts.

An introduction was provided at the beginning of the Opinionnaire to explain the purpose of the study. An overview of the two contracts was also given by way of explanation. Such things as first party obligations, second party obligations, interdependence, distance, change, and reciprocation were briefly explained.
Validation

Men, Management, and Mental Health used an open ended interview technique in making its findings. Validation was by consensus. The members of the team went through the notes and the diaries taken of the interviews and formulated the central concerns of the people under study. Paired teams went through and wrote up their findings. They changed pairs periodically to avoid bias. These teams then worked together to formulate the findings of the study. 4 Obviously, such a procedure was out of the question where there was only one investigator involved, besides such a procedure would be difficult to adapt to data processing.

The development of the descriptive statements used in the Opinionnaire presented no difficulty. Care was exercised in trying to keep close to the basic ideas of Men, Management, and Mental Health. Whether the statements reflect the unwritten contract accurately or not must be left to those who derived the concept. Conversion from an industrial setting to the teacher-school setting did not present any problem. It is believed that the statements reflect accurately the concept of the psychological contract in the teacher-school setting.

Two avenues were chosen for validation of the statements. Of course, some of the Opinionnaire's validity would come out in the actual use; but some other source was needed.

4Levinson, Men, Management, and Mental Health, pp. 16-17.
at the start to prove the value of the descriptive statements. The first means of obtaining proof for the descriptive statements of the psychological contract was to search the literature. What research had been done that might reveal the same realities that underlie the concepts used in the unwritten contract? The results of this survey of the literature were given in Chapter II where related studies are reported. The material presented in that chapter bears out the concepts used to describe the psychological contract.

The second line of investigation used to validate the statements was the Questionnaire. The Questionnaire was used to find out what some teachers and administrators thought about the statements that had been devised to describe the written contract and the unwritten contract. Brief explanations of the written and unwritten contract were presented in the Questionnaire. The teachers or administrators were asked simply to rate each statement on a six point scale from zero to five. The code for this scale was: 0 = Of no importance, 1 = Of little importance, 2 = Of some importance, 3 = Important, 4 = Very important, 5 - Extremely important.

The Opinionnaire statements did not need revision in the light of the findings of the Questionnaire. A glance at Table 1 quickly shows that the results of the Questionnaire do not demand any revisions. Even if a score of three is taken as necessary for retention of an item, it would be necessary to remove only two statements (Questionnaire code
### TABLE 1

**QUESTIONNAIRE MEANS**

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<th>Code:</th>
<th>RK - Rank</th>
<th>CD - Questionnaire statement code number</th>
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<th>WRITTEN CONTRACT</th>
<th>UNWRITTEN CONTRACT</th>
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<td></td>
<td>28. 40</td>
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</table>

---

*a* N for the Questionnaire was 45.

*b* The written and unwritten contract statements corresponding to the code numbers can be found on pp. 175-77.
numbers 40 and 44) from the psychological contract. The Questionnaire confirms the Opinionnaire, for even these two statements would be retained if the numbers are rounded off.

**Questionnaire Results**

If all the statements of the written contract and unwritten contract must be important to be kept, the cutoff point would be three. Looking at Table 1, the last four statements used in the written contract would be dropped. These four statements were contained in the contract of only one school.

Using the same criterion for the unwritten contract, it can be seen that only two statements need be dropped. The unwritten contract comes out much better than the written contract where four statements would have to be dropped. Now the unwritten contract has four more items on its list (written contract = 24, unwritten contract = 28) than the written contract. Using the above cutoff point as the standard, it would have to be said that the unwritten contract is rated higher than the written contract since, despite its larger numbers, it need drop only two as compared to four statements.

On the written contract there are 3 items that are given a rating of 4, and in the Questionnaire code 4 means something is very important. There are 15 statements of the unwritten contract that are rated 4 by the respondees. This
is just slightly over half of the statements of the unwritten contract. Again the unwritten contract comes out ahead.

The most important item in the written contract was given a score of 4.600. Two items on the unwritten contract received higher scores: 4.689 and 4.667 respectively. There will be a similar pattern when the Opinionnaire is considered, but the first item of the written contract, "The salary that will be paid to the teacher," will be rated higher in the Opinionnaire.

Data Collection

Data collection for the Questionnaire was simple. The great bulk of the data was collected through the mail. Several teachers in two elementary schools were asked by their principal if they would fill out the Questionnaire. The remainder were volunteers who were asked by their professor in a class on supervision to fill out the Questionnaire.

The method of data collection used in the case of the Opinionnaire was quite different. Each of the six schools was personally visited twice by the researcher. In all but one of the schools, the principal called a meeting of the faculty in which the Opinionnaire was explained and handed out to the teachers. In the one case where there was no meeting, the teachers were seen "catch as catch can" by the researcher. This latter school had the poorest return of all for the Opinionnaire. The administrators' support in
the other schools definitely had an effect on the rate of the return of the Opinionnaire.

A letter was sent to each school two weeks before the researcher's return visit. It was hoped that this would encourage the teachers to complete their Opinionnaires. On arrival at the school, individual interviews were arranged with the help of the administrators of the school. Each teacher was given an opportunity to talk to the researcher and to express his ideas on the Opinionnaire; the vast majority of the teachers were able to see the interviewer. It is believed that the two personal visits contributed a great deal to the good return of the Opinionnaire.
CHAPTER IV

INTERVIEWS

Number Interviewed

One hundred and thirty-seven took the Opinionnaire and completed it. One hundred nine teachers were interviewed. On the second visit to the schools, there was sufficient time to spend a few days in each. Each member of the faculty was given an interview time during the school day.

Some 79 percent of those who took the Opinionnaire were actually interviewed. As far as can be ascertained, the reason why 21 percent of the faculty failed to be interviewed fell into the area of chance. Some examples of chance factors that resulted in failure to be interviewed might be instructive. In two of the schools, the interviews were conducted near the weekend. In these schools several of the coaches were not in school due to the scheduling of games away from the school's immediate area. Some of the part time faculty were not present at the school on the days the researcher was there as they had no classes on those days. Ill health seemed to be the most common reason for the failure of the teachers to be present on the day of the interview. There is no apparent evidence to indicate that the missing number of interviewees will bias the results of the interviews in any way.

58
Chance factors seem to adequately explain the 79 percent return on the interviews.

**Schedule of Questions**

**History**

Originally, the interview schedule contained three questions. They were:

1) How long did it take you to complete the Opinionnaire?

2) Did you have any problems with the way the Opinionnaire was set up? Problems with the mechanics?

3) Would you like to make any comments on the material used in the Opinionnaire?

By the afternoon of the second day of the interviews it was decided to ask two additional questions. They were both refinements of the third question.

4) Was there anything left out of the description of the two contracts?

5) Was there anything that should be left out of the Opinionnaire when it is revised?

**Time to Administer**

The Opinionnaire was not designed to find out how long it would take to administer. To discover approximately how much time was spent on the Opinionnaire, each one of the teachers was asked during his interview to estimate how much time he gave to the Opinionnaire. For some teachers it had been

_Ninety-four teachers were asked these last two questions._
several weeks since they had completed the Opinionnaire, and their estimates might have been rather inaccurate; but some teachers had just completed the Opinionnaire and their recollection would be closer to the truth. The results given in Table 2 may well reflect the teachers' feelings about the difficulty of the Opinionnaire as well as the time. Those who thought it easy would tend to underestimate the time the Opinionnaire actually took. On the other hand, those who felt that the Opinionnaire was difficult would tend to overestimate the amount of time taken in doing it. With these cautions, Table 2 does reflect how long the Opinionnaire takes to administer.

Problems with Mechanics?

Some seventy-eight interviewees responded to the second question of the interview.² From the beginning, it was feared that the mechanics might present a problem to those taking the Opinionnaire. Only 6 percent of these seventy-eight said that they found the Opinionnaire difficult to take, but the majority found few problems in the way the mechanics of the Opinionnaire were set up. There was 31 percent of this latter group that found some problems with the method used in giving instruction. The remaining 63 percent found no difficulty in taking the Opinionnaire. There seems to be no reason to believe that

²The thirty-one who had no comments can be presumed to have had no problems with mechanics.
TABLE 2
ESTIMATE OF TIME TAKEN TO DO OPINIONNAIRE

<table>
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<tr>
<th>SCHOOL TOTALS</th>
<th>1 HR 1 1/2 HRS 2 HRS 2 1/2 HRS 3 HRS</th>
<th>3 HRS</th>
</tr>
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<tr>
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<td>18 8 7 0 2 0 1 0</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>15 4 3 3 3 0 2 0</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>19 3 2 8 2 2 1 1</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>28 1 6 8 5 1 4 3</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>10 4 1 5 0 0 0 0</td>
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</tr>
<tr>
<td>F</td>
<td>19 2 5 6 3 2 1 0</td>
<td></td>
</tr>
<tr>
<td></td>
<td>109 22 24 30 15 5 9 4</td>
<td></td>
</tr>
</tbody>
</table>

20% 22% 29% 15% 4% 8% 3%

N was 109.

the method used to administer the Opinionnaire has had any adverse effects on the research results.

Comments on the Opinionnaire

The third question asked the interviewee to make any comments about the instrument. This was an open-ended question and, of course, lends itself to a wide variety of responses. The general overall impression given by the interviewed
teachers was that they looked upon the Opinionnaire as something worthwhile. The largest single comment given was that the Opinionnaire was good. A number of respondees said that they found the idea of the unwritten contract very interesting. A smaller number said that they believed that the two contracts were quite comprehensive. Those that did not have a comprehensive written contract were very interested in seeing that their school have one.

Improvement of the Opinionnaire

Questions four and five in the interview schedule were really a refinement of the third question. These two questions offered the opportunity to verify the descriptive statements of the two contracts in the test population itself. "Should anything be dropped?" "Should anything be added?"

Several suggestions for additions and deletions could not be used for one reason or another. Suggestions that material about teaching be included cannot be followed since this would not fit the purpose of the instrument. Interdepartmental cooperation was not directly mentioned, but it is included in the unwritten contract statements. Teacher-student relations are part of the unwritten contract, but they were excluded by necessity since research of teacher-student expectations would be a whole study in itself. Such a study would have limited this research to only one or two of the schools. The focus was on the teachers and the administration,
and to include the students would have changed the nature of the study. The vast majority did not see any omissions, nor did they desire that anything be added. Suggestions that were made either for adding to or dropping statements from the Opinionnaire did not fit into the theoretical construct of the instrument.

Basically the teachers felt that the Opinionnaire was comprehensive. Other than some very slight alterations in one or two statements, the teachers did not see any need for dropping statements. The interviews thus confirm what was discovered in the Questionnaire. There was room for revision, but the basic set of statements can stand as is.

If Table 3 (page 64) is used as a standard, there are only three categories that have been neglected. In general, physical working conditions do not seem to be a problem for teachers. No one mentioned any problems about the physical setup in the schools; this dissatisfier is part of the written contract. It also seems to be more concerned with industrial conditions than schools. The second dissatisfier left out, "Individual personal life off the job," is not a part of either contract; nor did any teacher want it included in the unwritten contract. "Advancement" is the only one of the satisfiers not contained in the unwritten contract; this satisfier was never mentioned in the interviews. In the teaching profession there has been little room for advancement except into administration. Advancement has not been a strong
<table>
<thead>
<tr>
<th>Code: UC - Unwritten Contract</th>
<th>I - Interdependence</th>
<th>D - Distance</th>
<th>C - Change</th>
<th>R - Reciprocation</th>
<th>Levinson's categories</th>
<th>Herzberg's categories</th>
</tr>
</thead>
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<td>SATISFIERS</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td>R R</td>
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<td></td>
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</tr>
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<td>4. Responsibility</td>
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<td>6. Interpersonal relations</td>
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<td>8. Company policy and administra-</td>
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<td>9. Physical working conditions</td>
<td>UC 1</td>
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<td>10. Individual personal life off the job</td>
<td>0 18</td>
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</tbody>
</table>
UC, Unwritten Contract; I, Interdependence; D, Distance; C, Change; and R, Reciprocation, all refer to chapters in Dr. Levinson's book from which these statements are derived.

The letter "R" over 58 means that statement number 58, "To find that your teaching gives you a sense of accomplishment," is taken from Levinson's chapter on Reciprocation. This same statement is classified under Herzberg's category "achievement" by the author of this research.

The letters, UC, etc., refer to the code above.

The numbers in parenthesis refer to the number of statements in Levinson's categories that are classified under each of Herzberg's two main categories: satisfiers and dissatisfiers. In Herzberg's satisfiers, it can be seen that two statements were taken from the chapter on the unwritten contract, two from the chapter on interdependence, and six from the chapter on reciprocation. Thus, ten statements describing the unwritten contract are classified under the major category, satisfier.

Under dissatisfiers, three statements have been taken from the chapter on the unwritten contract, five from the chapter on interdependence, four from the chapter on distance, and so on. The total number of unwritten contract statements classified as dissatisfiers is eighteen.

The numbers in this column give us the number of statements from the unwritten contract that the author of this research has placed under each of Herzberg's categories. Three unwritten contract statements have been classified under Herzberg's achievement, two under recognition, two under work itself, and so on. The total number so classified under Herzberg's categories equals the total number classified under Levinson's categories. In the case of the satisfiers, the total in both cases is ten. In the case of the dissatisfiers, the totals are eighteen for both classifications.

point in teaching. With the advent of differentiated staffing, team teaching, and the like, there now is a possibility for advancement in the teaching profession. Physical working conditions, individual personal life off the job, and advancement are important. They are not, in fact, included in this study; nor do the interviews give any bases for including them.
The Shape of the Distribution

The interviews also lead to the belief that the extreme ends of the rankings are the most accurate. It can be postulated that the normal bell shape curve is applicable here. Several of the teachers mentioned that it was easy to choose the top statements; they also thought that it was easy to choose the bottom statements. Theoretically it is the statements in between that present the problem; in practice this proved to be the case.

The Questionnaire gives some useful information on the two contracts and how they might relate to three different models of distribution: normal bell shaped curve, ranked continuum, or clusters. A look at Table 4 reveals that the first three choices of the written contract (2, 13, and 26) were far and above the most important. The last two statements (19 and 11) trailed the others on the five point scale used in the ratings. The written contract tends to fall within a narrow range for the majority of descriptive statements. If the first three and the bottom two statements are dropped, the range is 1.331 in comparison with a range of 2.844; the full range is over twice as much. There are two extremes. When the extremes are dropped out there is a very smooth, almost flat curve. There are three clusters in these data. The vast majority were ranked very nearly the same. Table 4 would lead to the acceptance of the cluster theory for the written contract.
### TABLE 4

**QUESTIONNAIRE MEANS, WRITTEN CONTRACT, TOTAL SAMPLE**

<table>
<thead>
<tr>
<th>Code: QQ - Questionnaire Statement code number; see pp. 175-77</th>
<th>OP - Opinionnaire Statement code number; see pp. 175-77</th>
</tr>
</thead>
</table>

<table>
<thead>
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<th>QQ</th>
<th>OP</th>
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</thead>
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<td>17</td>
<td>19</td>
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<tr>
<td>10</td>
<td>11</td>
</tr>
</tbody>
</table>

The vertical axis gives the code numbers of the descriptive statements using both Questionnaire and Opinionnaire codes for each statement.

The horizontal axis gives the raw score means for each statement on the six point scale used in the Questionnaire.
The six point scale code used in rating statements was:

- 0 of no importance
- 1 of little importance
- 2 of some importance
- 3 important
- 4 very important
- 5 extremely important

N for the Questionnaire was 45.

The unwritten contract data are presented in Table 5. Here there is a much smaller range in the total scores; 1.845 as compared with 2.844 above. Looking at Table 5, a more normal curve can be seen. The Questionnaire data would lead to the conclusion that the unwritten contract comes closer to the normal curve in its distribution than the written contract.

From what has been seen in Tables 4 and 5, it can be said that both contracts tend to follow the normal curve of distribution. For the written contract, however, the two extreme ends of the distribution seem to be outside the limits of the normal curve. From this evidence taken from the Questionnaire, it is reasonable to assume that the Opinionnaire data will also approach the normal curve. Thus, statistical analysis of the Opinionnaire data in this study is both intelligible and reasonable.

**Summary**

The interviews definitely had an effect on the return of the Opinionnaire. The return of 81 percent is hardly explainable except in the method of administration of the
TABLE 5

QUESTIONNAIRE MEANS, UNWRITTEN CONTRACT, TOTAL SAMPLE

<table>
<thead>
<tr>
<th>Code: QQ</th>
<th>OP</th>
</tr>
</thead>
<tbody>
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<td>42</td>
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<tr>
<td>40</td>
<td>47</td>
</tr>
</tbody>
</table>

Raw Scores

| 0.000 | 1.000 | 2.000 | 3.000 | 4.000 | 5.000 |

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The vertical axis gives the code numbers of the descriptive statements using both Questionnaire and Opinionnaire codes for each statement.

The horizontal axis gives the raw score means for each statement on the six point scale used in the Questionnaire.
The six point scale code used in rating statements was:

- 0 of no importance
- 1 of little importance
- 2 of some importance
- 3 important
- 4 very important
- 5 extremely important

N for the Questionnaire was 45.

instrument. The interviews were an integral part of the data collection.

There can be no question that the interviews helped to make the results more intelligible. The personal comments of the faculties have helped a great deal in the interpretation of the results. This was one of the prime purposes of the interviews, and they have lived up to their expectations. The interviews also presented an additional avenue to verify the descriptive statements' importance in the eyes of the teachers.

The interviews provided the motivation to look into the way the data were distributed. Both contracts tended toward the normal curve of distribution. There was a tendency in the written contract to have statements clustered at both extremes of the normal curve. The Questionnaire data give reasonable assurance that the use of statistics on the Opinionnaire data has a rational basis.
CHAPTER V

THE TEACHERS SPEAK UP

How the Teachers Looked at the Written Contract and the Unwritten Contract

One of the purposes of the Opinionnaire was to discover what items were considered most important in each of the contracts. Table 6 gives the tabulation of the rankings of all the teachers who ranked the written contract and the unwritten contract.

TABLE 6

OPINIONNAIRE MEANS, BOTH POPULATIONS

<table>
<thead>
<tr>
<th>Code:</th>
<th>RK - Rank</th>
<th>CD - Opinionnaire statement code numbera</th>
<th>SCR - Raw score mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRITTEN CONTRACTb</td>
<td>RK  CD  SCR</td>
<td>UNWRITTEN CONTRACTc</td>
<td>RK  CD  SCR</td>
</tr>
<tr>
<td>1. 2d</td>
<td>21.756</td>
<td>1. 32</td>
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<td>3. 13</td>
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<td>19.260</td>
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<td>17.160</td>
<td>4. 58</td>
<td>18.339</td>
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<tr>
<td>5. 6</td>
<td>16.725</td>
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<td>17.685</td>
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<td>11. 9</td>
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<td>12. 23</td>
<td>12.160</td>
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<td>16.126</td>
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### TABLE 6--Continued

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</table>

\(^a\)The written and unwritten contract statements corresponding to the code can be found in Appendix I.

\(^b\)N for the written contract was 131.

\(^c\)N for the unwritten contract was 127.

\(^d\)Numbers 1, 12, 21, 28, 29, 35, 43, 48, and 54 are not used in the Opinionnaire to name statements in the written and unwritten contract since they were used to name instruction cards. See Appendix III.

In Table 6, the range of the scores of the two contracts is quite different. The written contract range is 16.153, and the unwritten contract range is 12.748. The top statements on the written contract obviously receive higher ratings. When the number of statements that are placed above the means are looked at, this is clearly brought out. The mean of the
written contract is 12.500. There are nine statements above this mean. The mean of the unwritten contract is 14.500. There are exactly half of the statements of the unwritten contract above its mean. The total possible number of points, 300, is far less evenly distributed in the written contract than the 406 possible points of the unwritten contract.

The written contract is, of course, mainly concerned with money. It can come as no surprise to discover that the descriptive statements above the mean are mainly concerned with money or things related to it. Only three items that concern the teaching process are above the mean. However, only three statements about teaching appear in the lower section. Since there are ten statements in the lower half concerned with money or related matters, the three statements above the mean descriptive of teaching obviously are of some importance. It might be well to list them here:

The assignment of teaching subjects based on certification or qualification. (13)¹

Your teaching load: number of periods, free periods, substitutions. (15)

Your non-instructional duties, such as prefecting, proctoring and co-curriculars. (14)

The last statement might be seen as not altogether related to teaching. Many educators think, however, that co-curriculars must be considered as part of the school's teaching program. Both prefecting and proctoring can have an educative effect;

¹Refers to Opinionnaire code number. See Appendix I.
it depends on how they are done.

Back in Table 3, all of the unwritten contract statements have been classified under Herzberg's ten categories. Eight of the statements that are placed above the mean in Table 6 are classified in the general category of satisfiers. When advancement is left out of the satisfiers, the choices of the teachers are fairly evenly distributed among achievement, recognition, work itself, and responsibility. This is not the case for the dissatisfiers. The six statements descriptive of the unwritten contract classified as dissatisfiers fall in only two categories. The six statements that fell at or above the mean in Table 6 are in the categories of interpersonal relations and the technical ability of the administrator. Four of these statements, interestingly enough, fall in the last category mentioned: technical ability of the administrator. This is 29 percent of the statements placed above the mean. Teachers certainly think that administrators play a large part in what they feel is important in the unwritten contract.

One of the main concepts that describe the unwritten contract is called "interdependence" by Levinson and his associates. Again turning back to Table 3, it will be discovered that six statements descriptive of interdependence are placed by the teachers in the top half of the distribution in Table 6. Interdependence thus makes up some 42 percent of the top half of the unwritten contract statements. The concept of interdependence looms large in the estimation of the staff in
the six high schools.

In the section of the Opinionnaire entitled "Your Top Ten" there is an opportunity to see both of the contracts ranked together. Table 7 gives the rankings of the written contract and the unwritten contract by all the teachers of the six high schools. Each teacher chose the ten statements he thought most important; this meant that there was a total possible number of points of 55 to distribute among the fifty-two statements. The mean is thus 1.058 for "Your Top Ten." If the fifty-five points were evenly distributed among all the statements, the mean and the median would coincide. The mean in Table 7 is at rank 16 and not at rank 25. The descriptive statements above the mean are obviously of much more importance than those below the mean. It is an interesting fact to find that there are exactly eight written contract statements and exactly eight unwritten contract statements above the mean.

With a score of 6.341, "The salary that will be paid the teacher" (2) is by far the most important statement in either of the two contracts. The second and third choices are both from the unwritten contract:

To find that your teaching gives you a sense of accomplishment. (58)

To find your teaching exciting and to experience growth and change in your work. (61)

Interestingly the fourth and fifth choices are also concerned with teaching:
TABLE 7
WRITTEN CONTRACT AND UNWRITTEN CONTRACT
"YOUR TOP TEN," TOTAL SAMPLE

Code:  RK - Rank  
       CD - Opinionnaire statement number\textsuperscript{a}  
       SCR - Raw score mean

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<th>WRITTEN CONTRACT\textsuperscript{b}</th>
<th>UNWRITTEN CONTRACT\textsuperscript{b}</th>
</tr>
</thead>
<tbody>
<tr>
<td>RK</td>
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<tr>
<td>1</td>
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</tbody>
</table>

\textsuperscript{a}The written and unwritten contract statements corresponding to the code can be found on pp. 175-77.

\textsuperscript{b}N for the written contract and unwritten contract was 123.
Your teaching load: number of periods, free periods, substitutions. (15)

The assignment of teaching subjects based on certification or qualification. (13)

It is not until the sixth choice that money comes up again:

Provisions for increase in salary. (5)

Money is very important, but teaching comes in a very close second. In terms of the number of statements chosen from both the written and unwritten contract, teaching and related concerns are ahead.

The last three statements were chosen by no one:

Regulation of outside employment. (19)

To realize that in your school you can be just as friendly or distant as you wish with your fellow teachers. (47)

To feel that despite the increased demands made upon you by the school because of change you have not found it difficult to deal with the school. (53)

These three statements are not of much value in the eyes of the teachers of the six high schools.

How the Lay and Religious Populations Differ Statistically

The Written Contract

The top

It will be worthwhile to take a look at the two contracts as seen by the two sub-populations, lay and religious. Both have chosen "The Salary that will be paid to the teacher" (2) as their first choice. There is a difference in the score given to this statement in Table 8. From Table 9, it can be
seen that this is a statistically significant difference. The level of confidence is at the .001 level. Clearly, despite the equally chosen rank of first place, the two populations see the statement on salary differently. It can be presumed that the religious faculty would be less concerned about money. The religious faculty does think money the most important part of the written contract, but it does not rate it as high as the lay faculty members do.

TABLE 8
OPINIONNAIRE MEANS, WRITTEN CONTRACT

<table>
<thead>
<tr>
<th>Code: RK - Rank</th>
<th>CD</th>
<th>SCR</th>
<th>CD</th>
<th>SCR</th>
<th>CD</th>
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</thead>
<tbody>
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<td>SCR Raw score meanb</td>
<td>SCR Raw score mean</td>
<td>SCR Raw score mean</td>
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<sup>a</sup>The written and unwritten contract statements corresponding to the code numbers can be found on pp. 175-77.

<sup>b</sup>N for the total sample was: 131.

<sup>c</sup>N for the lay teachers was: 72.

<sup>d</sup>N for the religious teachers was: 59.

<sup>e</sup>Statistically significant. See Table 9.
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<td>Unwritten Contract: &quot;Your Top Ten&quot;</td>
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<tr>
<td>UCST</td>
<td>Unwritten Contract: &quot;School's Top Ten&quot;</td>
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<tr>
<td>WC</td>
<td>Written Contract</td>
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<tr>
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<td>Written Contract: &quot;Your Top Ten&quot;</td>
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### Written Contract

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### Unwritten Contract

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TABLE 9--Continued

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<td>20.</td>
<td>50</td>
<td>.001</td>
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<tr>
<td>23.</td>
<td>61</td>
<td>.050</td>
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<sup>a</sup>N was 131
<sup>b</sup>N was 123
<sup>c</sup>N was 127

Notes:

Statements corresponding to the Questionnaire and Opinionnaire code numbers can be found on pp. 175-77.
The choices of the lay and religious teachers were tested to see if there were any statistically significant differences. The degree of statistical difference and the categories where differences were shown are presented in this table.

"Provisions for increase in salary" (5) is ranked second by the lay teachers and fourth by the religious teachers. Again there is a statistically significant difference between the two sub-populations and once again the degree of confidence is at the .001 level. Even in ranking, the two populations differ. They both agree that a raise is important, but one certainly places far more value on money than the other. This result confirms and strengthens the hypothesis drawn at the start of the study; lay and religious will rate the written contract differently.
Looking into the physical working conditions in the school, "Your teaching load: number of periods, free periods, substitutions" (15) were ranked fairly close by both lay and religious teachers. The lay teachers placed it fourth in importance and the religious placed it third. This is not what might have been expected. It would seem more logical to suppose that the religious would be less concerned about working conditions. The statement might have been in a different position if both sub-populations agreed on the value of money in their work. The fact is that there is no statistically significant difference in the two scores given to the statement on work load. Despite the difference in rank it can be concluded that work load means about the same for all teachers.

It is useful to take a look at how the teachers feel about the statement concerning seniority. Table 8 shows that it was given equal rank by both groups. From Table 8, it can be seen that even when the two groups are combined, seniority remains in the same relative position, (ranked in fifth place by all). "The manner in which past teaching experience in other schools will be credited for salary purposes, tenure, seniority" (6) is identical for both groups. There is a raw score difference of only .029 between the lay and religious teachers on this statement. Clearly, seniority for both populations is of equal value.

"The duration of the contract between the school and the teacher" (3) was ranked in sixth place by the religious and in
third by the lay teachers. Both ranked it in the "Top Ten" of the written contract. There is no statistically significant difference in the two groups' choice. The raw score difference here was .817. Although there is a slight difference, it is in the direction that would be expected. It is actually surprising that there is so little difference. Since the religious teachers were not under contract, its duration would seem to be of less interest than to the lay teachers. Actually there is some slight difference, but much less than one might expect from the facts in the case. This leads to the surmise that duration of contract may have some symbolic value.

Duration of contract could represent for both lay and religious some of the values that money represents. It could be seen as a sign of acceptance and value placed upon the teacher's work and accomplishments.

The religious teachers ranked "The assignment of teaching subjects based on certification or qualification" (13) second, but lay faculty ranked it seventh. Both are in the "Top Ten." In this case there is a statistically significant difference. The level of significance is at the .002 level. In Table 8, it can be seen that the combined rankings of both populations place qualifications in third place. Except for teaching load, all the statements chosen by the lay faculty in preference to certification and qualification are concerned with security needs. The Jesuits depend on their order, not the school, for their fulfillment.
When the two bottom statements in Table 8 are examined there is clear agreement. The difference of the means of their raw scores is not very great. "Regulation of outside employment" (19) and "Length of the school day and of the school year" (20) are not important to either group. "Standards of teacher conduct in and out of school" (18) was ranked third from the bottom by the lay faculty and tenth from the bottom by the religious faculty. This is a statistically significant difference at the 5 percent level. This is what might be expected. The religious faculty consider conduct of a faculty member important in a private school. Good example is one of the reasons for their being in education.

"Tuition benefits for children of the teacher" (11) was a puzzler for the public school teachers answering the Questionnaire. Tuition does not make much sense in their context, but it will be noted that it is not much more important for the private school teacher where it does make sense. It is obviously a fringe benefit for the lay teachers if they have any male children, but curiously it received almost the same low ranking by the religious faculty. It would be a mistake for the administration of these six schools to think that this benefit holds much power of attraction for their lay faculty. Even the religious put it low, and obviously the religious would not receive any benefit from free tuition for their offspring. The religious do, in fact, rank it lower without,
however, any significant difference; the raw score mean for lay teachers is only .094 higher. For all intents and purposes, this provision can have little value in keeping lay teachers. In individual cases it may attract teachers; but, in general, it would be better to leave it out of the written contract.

As has been seen, "The assignment of teaching subjects based on certification or qualification" (13) was high in the estimation of the religious and high in the estimation of the lay teachers. Their rankings did differ, however, significantly from one another at the .002 level. Fifth from the bottom in the lay teachers' list, a related statement can be found, "Certification requirements" (22). It will be observed here that assignment by qualification is much more important to the whole Opinionnaire population than certification. The lay teachers put certification with the bottom five. The religious teachers' long academic training has lead them to put greater stress on academic qualifications. The drive to certify teachers in the six high schools was seen as a threat by many of the lay faculty. For the religious, it was accepted since many of the religious teachers were in fact certified by the state. For the religious, the new emphasis on certification presented no threat.

"The time of salary payments" (4) could not be of any concern to the religious faculties. It comes as no surprise to find that the religious teacher would put this in the bottom five, nor is it surprising to find that the lay teachers rank
it in eighteenth place. There is no statistically significant difference in these two rankings. "Regulation of absences other than sick leave" (10) comes in for about the same treatment by both populations; it is ranked in twentieth place by the religious and fifteenth place by the lay teachers. This difference is not significant. Since time of payments and absences other than sick leave are rated within the bottom ten by both populations of the Opinionnaire, it is reasonable to conclude to their relative insignificance. Both statements are relatively more important to the lay teachers, but they do not really distinguish the two populations from one another. Both statements would be classified as dissatisfiers. In the six high schools, these two provisions of the written contract were not a great source of dissatisfaction.

The Unwritten Contract

The top

When Table 10 is considered, a striking agreement between the two populations of the Opinionnaire is found. "To feel that the school gives you appropriate responsibility commensurate with your ability" (32) is ranked first by both. Unlike the written contract, there is no significant difference in their mean raw scores. In second place, both populations put "To find that your training and background fit in well" (33). In Table 3, both of these statements are classified as satisfiers.
TABLE 10

OPINIONNAIRE MEANS, UNWRITTEN CONTRACT

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<tr>
<th>TOTAL SAMPLE b</th>
<th>LAY b</th>
<th>RELIGIOUS b</th>
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<td>RK    CD  SCR</td>
<td>RK    CD  SCR</td>
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<td>1.  32  21.655</td>
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<tr>
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<td>2.  33  20.565</td>
<td>2.  33  19.879</td>
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<tr>
<td>4.  58  18.339</td>
<td>4.  58  17.928</td>
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<td>5.  30  17.261</td>
<td>5.  60  18.517 c</td>
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<td>7.  30  16.866</td>
<td>7.  38  17.130</td>
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<td>8.  38  16.772</td>
<td>8.  61  16.725</td>
<td>8.  44  17.034</td>
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<td>11. 60  16.126</td>
<td>12. 44  15.739</td>
<td>12. 40  16.103</td>
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<td>13. 55  15.937</td>
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<td>28. 47  8.441</td>
<td>28. 49  8.638</td>
<td>28. 47  7.431 c</td>
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</table>

a The written and unwritten contract statements corresponding to the code numbers can be found on pp. 175-77.

b The N for the total sample was 137, for the lay faculty it was 79, and for the religious it was 58.

c Statistically significant. See Table 9.
"To know your responsibilities and to know who is in charge" (36) is put in third place by the lay teachers, sixth by the religious teachers. "To find that your teaching gives you a sense of accomplishment" (58) is ranked in the top five by the Opinionnaire population. These certainly are an important part of the unwritten contract.

The statement on supervision is more important to the lay teachers than it is to the religious teachers. This statement, "To see that supervision of you by the school is helpful and reasonable" (3) is ranked in tenth place by the religious. The difference in ranking between lay and religious teachers is not significant.

"To find your teaching exciting and to experience growth and change in your work" (61) was ranked highest by the religious teachers and lowest by the lay teachers. This is an interesting difference since all ranked exciting teaching and the experience of growth and change in the "Top Ten." There was no statistically significant difference between lay and religious teachers. This statement is an important part of the psychological contract.

The lay teachers ranked "To feel that you and the school are working together to confront common problems" (60) in fifteenth place while, as it can be seen in Table 10, the religious ranked it fifth. This is a statistically significant difference at the .001 level of confidence. It does lead to the speculation that another factor may be operating in the
choice of statements. It can be speculated that the religious teachers have a tendency to identify with the school administration even when they are not administrators themselves. Since the schools under study were founded and are run by the Jesuits it does seem to be a likely hypothesis. One of the factors then that may explain the difference of the lay teachers and the religious teachers could be this identification with the school. There may well be an administrative bias in the religious faculty member; these are, after all, their schools.

Summary

Unlike the written contract, there is only one statistically significant difference in the top five of either of the populations in the Opinionnaire. What seems surprising is that there should be such large agreement on the psychological contract in both populations of the Opinionnaire. It would be expected that matters covered in the written contract would generate consensus. Were there any significant differences, the expectation would be to find them at the top. The differences at the extremes of the distribution should be most noticeable. There is a larger measure of agreement at the top on the psychological contract than there is on the written contract. In the unwritten contract the religious and lay teachers can more readily agree. The religious teachers tend to identify more with the school than the lay faculty. Some
of this agreement is based on the emphasis on academic training and certification of the religious teacher. Many of the lay teachers in the six high schools came to teach there in order to avoid the certification requirements of the public schools.

The bottom

The first thing that comes to mind while looking at the lay teachers' and the religious teachers' bottom five choices in Table 10 is that only one is classified as a satisfier (see Table 3, page 64). The fifth choice of the lay faculty, "To be able to influence the school and its policies," (56) has been put under Recognition in Table 3. This is exactly the opposite pattern that was found in the top five choices. "To see that supervision by the school is helpful and reasonable" (30) is the only dissatisfier in the top five. This would tend to confirm Herzberg's theory on satisfiers and dissatisfiers.

It would be expected that teachers will be very concerned with interpersonal relations. It is with some surprise, therefore, that "To realize that in your school you can be just as friendly or distant as you wish with your fellow teachers" (47) is found ranked as second from the bottom by the lay teachers and at the bottom by the religious teachers. What is even more surprising is that there is a statistical difference between the lay and religious teachers' choice of this statement at the 2 percent level. A glance at Table 10 shows that the difference between the raw score means is 1.859. In fact
it can be seen that the religious tended to rate the bottom five lower than the lay teachers. The range of the religious' raw score means is 1.828 for the bottom five. The lay teachers' range is 2.333 for their bottom five. This is a difference of only .505 between them, yet the difference between the fifth from the bottom position for both is 1.712. This confirms the observation that the religious teachers rated the bottom statements lower than the lay faculty.

When the last choice of the lay faculty is considered, "To sense that changes in the school have not interfered with the staff's reactions to one another" (49), and it is discovered to be the fifth from bottom choice for the religious, the expectation is that there is a statistical difference. Table 9 (page 80) does not include this statement's code number. There is no statistical difference between the laymen's and the religious' choice. The difference in the raw score means shows the reason. The difference is only .621, and it is not significant. This only points out more strongly the difference between the religious and lay faculty members. Where so much agreement was found at the top of the psychological contract, considerable disagreement is now found at the bottom of this same contract. The two populations look at the unwritten contract differently.

"To realize that despite change, the school is not requiring more of you than was agreed upon the first day; to know each day what is expected of you" (52) was given third
place from the bottom by both groups of teachers. Despite the change going on in the schools, the teachers feel that what is expected of them is reasonable. There is a consensus here. This statement is not important to teachers. If change were not a part of their expectations, the teachers would have certainly placed it higher in their estimation. "To feel that despite the increased demands made upon you by the school because of change you have not found it difficult to deal with the school? (53) is very similar to statement 52. It was ranked in fourth place from the bottom by the lay faculty and in the sixth from bottom by the religious faculty. These two dissatisfiers do not seem to be of great importance to either group in the Opinionnaire populations.

Two other statements chosen for the bottom five are shown in Table 10 to have statistically significant differences. The second from the bottom choice of the religious is "To know that in the school your fellow staff members respect your privacy" (46). This has a level of statistical difference at the .001 level. This statement was ranked in sixth place from the bottom by the lay teachers. Despite their common agreement that it is a relatively unimportant statement, the religious clearly see it as even more unimportant than the lay faculty. The mean raw score difference is 3.827. Clearly, our two populations do not feel the need for privacy.

"To find qualities worthy of imitation in your superiors" (42) was chosen for the fourth place from the bottom
by the religious teachers and ninth place from the bottom by the lay teachers. Here a statistically significant difference is found at the two percent level. It would have seemed more likely to expect the religious teacher to rate this statement higher. Actually the school administrators were not the superiors of the religious in these six schools, and this may be the reason the religious faculty felt no need to find qualities worthy of imitation in their superiors. For the lay faculty, the school administrator was their superior. This is not true of the religious faculty member. The religious teachers do not expect to find models in their school superiors.
CHAPTER VI

YOUR TOP TEN AND THE SCHOOL'S TOP TEN

Both Lay and Religious

The Top

From Table 11, it can be seen that both groups pick salary as their number one choice for "Your Top Ten." Here for the first time in the Opinionnaire there is the opportunity to compare the two contracts. As a matter of fact, salary comes out as the top choice in both "Your Top Ten" and the "School's Top Ten." "The salary that will be paid to the teacher" (2)\(^1\) is clearly the most important statement of either contract for the total Opinionnaire population.

Table 11 shows that "The assignment of teaching subjects based on certification or qualification" (13) is ranked second for the "School's Top Ten" and fifth for "Your Top Ten." The high school teachers feel it has greater importance for the school even though it is very important for themselves.

When Table 12 is studied, it can be seen that there is a consistent pattern for this statement. Both lay and religious put assignment of teaching subjects based on certification and

\(^1\)Numbers in parentheses refer to Opinionnaire statement code number. See Appendix I.
TABLE 11

WRITTEN CONTRACT AND UNWRITTEN CONTRACT
"YOUR TOP TEN" AND "SCHOOL'S TOP TEN"
BOTH POPULATIONS

<table>
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<th>SCR - Raw score mean</th>
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\(^a\)The written and unwritten contract statements corresponding to the code numbers can be found on pp. 175-77.

\(^b\)The N for the lay and religious teachers was 123.
## TABLE 12

WRITTEN CONTRACT AND UNWRITTEN CONTRACT
"YOUR TOP TEN" AND "SCHOOL'S TOP TEN"
LAY AND RELIGIOUS

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### LAYb

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<sup>a</sup>The written and unwritten contract statements corresponding to the code numbers can be found on pp. 175-77.

<sup>b</sup>The N for the lay teachers was 66; for the religious it was 57.

<sup>c</sup>Statistically significant. See Table 9.
qualification (13) in second place in the "School's Top Ten." The lay faculty ranks it lower than the religious, seventh and fourth places respectively in "Your Top Ten." When looking on the general results of the Opinionnaire in Chapter V, it was observed that this same statement was ranked third in Table 6. At that time the statement was viewed only in the context of the written contract. In the context of the written contract this is an important statement. When comparing it with the psychological contract in Table 12, it is apparent that assignment of teaching subjects by qualification is seen as more desirable from the school's point of view than from the teacher's, but all of the teachers in the Opinionnaire ranked it near the top in their choice of "Your Top Ten."

The lay and religious teachers place almost equal value on "Your teaching load, number of periods, free periods, substitutions" (15); in "Your Top Ten," it is ranked fourth. In the "School's Top Ten" it is ranked fifth. For some reason, the religious faculty ranked this item much lower. In Table 12, the religious made this statement their seventh choice for "Your Top Ten" and fifth in the "School's Top Ten." There is no statistically significant difference in this ranking. This statement on teaching load is seen as about as important to the school as the teacher, but there is more value put upon it from the lay teacher's point of view. Both lay and religious teachers agree on the value of teaching load for the school.
What is noticeable when Table 11 is looked at is the fact that "Your Top Ten" contains two unwritten contract statements in the first five ranks. The "School's Top Ten" contains no statements descriptive of the psychological contract until the sixth place. There are five written contract statements in the top five choices for the school. The teachers do not think that the school considers the psychological contract as important as they do! "To find that your teaching gives you a sense of accomplishment" (58) was ranked second by both groups in the Opinionnaire. A sense of accomplishment was placed in ninth place in the "School's Top Ten." This statement is more important for the teachers. They do not feel that a sense of accomplishment in teaching is nearly as important to the school.

Third in "Your Top Ten" in Table 11 is "To find your teaching exciting and to experience growth and change in your work" (61); the "School's Top Ten" places it in twelfth place. These two statements, taken from the unwritten contract for first and second place in "Your Top Ten," are classified in Table 3 (page 64) as satisfiers. Next to salary, which can be either a satisfier or a dissatisfier, these two statements from the unwritten contract rank highest. These differences in "Your Top Ten" and the "School's Top Ten" point out the importance of these two statements for administrators. Whatever the administration can do to give the teachers a feeling of achievement and growth in their teaching will lead to greater job
satisfaction. The greater stress put on the psychological contract in "Your Top Ten" and the lesser stress put on it in the "School's Top Ten" underlines the importance for the administrator of the unwritten contract. The teachers are saying that they think it is important, but that the school does not.

"Degree requirement" (23) and "Certification requirements" (22) were ranked third and fourth in the "School's Top Ten" in Table 11. They were ranked seventeenth and thirty-third respectively in "Your Top Ten." All the teachers look on degree requirement and certification as rather unimportant, but they think that the school values them very highly. When the written contract alone is being considered, the Opinionnaire population gives degrees and certification relatively more importance. If the unwritten contract statements are left out, statement 23 would be ninth and statement 22 would be thirteenth in Table 11. This is not so when ranking them against statements in the psychological contract. The teachers think that degree requirements are much more important than certification. All of them feel that both are very important to the school, but far less important to themselves.

Some interesting differences

"Your Top Ten" contains some interesting differences from the choices made when only one contract was ranked at a time. Table 6 (page 71) in Chapter V has ranked, "Provisions
for increase in salary" (5) as second. This statement is in sixth place in Table 11. The third choice in Table 6, "The assignment of teaching subjects based on certification or qualification," (13) is ranked fifth in Table 11. The fourth choice in Table 6, "Your teaching load: number of periods, free periods, substitutions," (15) is ranked fourth in Table 11. The assignment of teaching subjects according to qualification (13) has reversed its position with teaching load (15) when it is ranked with the unwritten contract. For the written contract there is considerable consistency between "Your Top Ten" in Table 11, and the original ranking of the written contract recorded in Table 6. Provisions to increase salary (5) was dropped out of the second place and put in sixth, and assignment of teaching subjects (13) and teaching load (15) were simply reversed. The teachers ranked the statements just a little differently from their point of view, in "Your Top Ten," than when simply ranking the written contract by itself.

Comparing the unwritten contract choices in Table 6 with "Your Top Ten" in Table 11 much more of a discrepancy can be seen. "To find that your teaching gives you a sense of accomplishment" (58) is ranked second in "Your Top Ten," but only in fourth place in Table 6. Three other statements in the psychological contract were put ahead of it. "To find your teaching exciting and to experience growth and change in your work" (61) is third in "Your Top Ten," but only fifth in the unwritten contract rankings of Table 6. In Table 3, (page 64)
these two statements from the unwritten contract included in the first five of "Your Top Ten" are included under the category of "Achievement." The statements put before them in Table 6 from the unwritten contract are classified under "Responsibility" and "Work Itself." This leads to the conjecture that "Achievement" is a more important satisfier than either "Responsibility" or "Work Itself."

Bottom Five

When the bottom choices are considered in Table 11, the fact that three statements are not chosen for "Your Top Ten" is immediately evident. Of one hundred twenty-three people not one chose these statements to be included in his choice of "Your Top Ten."

"To feel that despite the increased demands made upon you by the school because of change you have not found it difficult to deal with the school." (53)

"To realize that in your school you can be just as friendly or distant as you wish with your fellow teachers." (47)

"Regulation of outside employment." (19)

These all have a score of zero! Two of these statements were in the bottom five in the "School's Top Ten." "Regulation of outside employment" (19) and "To realize that in your school you can be just as friendly or distant as you wish with your fellow teachers" (47) are considered of little more importance from the school's point of view. They were chosen by some for the "School's Top Ten." Clearly, for both teacher and school
they have very little value.

"To feel that despite the increased demands made upon you by the school because of change you have not found it difficult to deal with the school" (53) is in the eighth place from the bottom in the "School's Top Ten." This seems to indicate that this statement on change and demands is of no concern to teachers, but of some interest to the school and to administrators. This statement is classified as a dissatisfier in Table 3 (page 64). It can be concluded that the six high schools were not having any problems with change or the increased demands made by the school because of this change. The fact this statement was ranked so low in "Your Top Ten" would indicate that there are few problems in this area as far as the teachers are concerned.

"To know that in the school your fellow staff members respect your privacy" (46) was the first statement in the bottom five of Table 11 to receive any score in "Your Top Ten." It was ranked last in the "School's Top Ten" and fourth from the bottom in "Your Top Ten." The difference in their raw score means is insignificant. Respect for privacy in the school is not an important consideration for teachers, and they do not think that it is important to the school either.

"Regulation of absences other than sick leave" (10) is ranked fifth from the bottom by both populations in "Your Top Ten" and ranked in thirty-fourth place by them in the "School's Top Ten." It would be thought that the teachers might be
concerned with regulation of absences, but here they clearly indicate that they think the school is more concerned than they. In fact neither school nor teacher places much value on regulation of absences.

It has been seen (Table 6, Chapter V) that tuition benefits (11) were considered to be of very little importance when the written contract was considered by itself. Many of the schools did have provisions for educating children of the teachers without charge. Tuition benefits for children of the teacher were ranked seventh from the bottom in "Your Top Ten" and second from the bottom in the "School's Top Ten." The high school teachers did place some small value on this provision in the written contract, but what is interesting is that they thought the school would rate it even lower. They obviously felt that tuition benefits were of only minimal concern to the school. Put simply, it did not cost the school very much and the teachers felt that it did not give them much either.

"To realize that despite change, the school is not requiring more of you than was agreed upon the first day; to know each day what is expected of you" (52) is the fifth statement from the bottom in the "School's Top Ten." It is ranked forty-fifth in "Your Top Ten" by the lay and religious populations together. This statement was one of five in the unwritten contract that concerned change. Its Opinionnaire code number was fifty-two. The five statements on change were
coded in the Opinionnaire from forty-nine through fifty-three. From Table 11, it can be seen that only one "change" statement was ranked near the middle of the distribution; the rest were all ranked lower. "To feel that even though routines are changing, better ones are developing to take their place" (50) is twenty-sixth. All the other statements about change are ranked quite low. Change is not of great concern to the teachers in the six high schools.

The Two Populations

Comparison

The Top Tens

There is a very striking agreement when Table 12 (page 97) is again considered. The lay and religious faculties of the six high schools are in perfect agreement in their first five choices for the "School's Top Ten." Salary (2), assignment of teaching subjects based on qualification (13), degrees (23), certification (22), and teaching load (15) are right at the top in the teacher's judgment of the "School's Top Ten." When "Your Top Ten" is viewed that kind of clear agreement can not be found. The lay and religious teachers agree that salary (2), accomplishment in teaching (58), and excitement and growth in teaching (61) are in the top five. There is a difference in how they rank these statements. The religious teachers put all three in first, second, and third place. The two statements chosen from the unwritten contract are ranked
third and fifth by the lay faculty. Here, too, even the order of the statements has been reversed. Sense of accomplishment (58) is ranked above excitement and growth (61) by the lay faculty. The religious faculty put excitement and growth before a sense of accomplishment. Although both groups ranked salary at the top, a statistical difference is found between the two groups of teachers. The level of significance was .001. It would be expected that salary would be less significant to the religious faculty member, and it is.

"Your teaching load: number of periods, free periods, substitutions" (15) was put in "Your Top Ten" in fourth place and in fifth place in the "School's Top Ten" by the laymen. The religious teachers put it in seventh place in their "Your Top Ten." There is no significant difference here. The second choice of the lay faculty for "Your Top Ten," "Provisions for increase in salary," (5) was not chosen by the religious for the top five ranks, nor was it included in the top five in the "School's Top Ten." The level of significance was at .001 in the statistical analysis. In Table 12 (page 97), it can be seen that the religious put this statement in twelfth place. This item is very much like salary, and the finding here is consistent with the previous findings: money is more important to the lay faculty than it is to the religious faculty.

Like the lay faculty, the religious faculty chose one of the items in the "School's Top Ten" that was not included in their opposites' first five choices in "Your Top Ten." "The
assignment of teaching subjects based on certification or qualification" (13) was ranked fourth by the religious in "Your Top Ten." In the written contract, the two populations had ranked this statement differently at a statistically significant level of .002 (Chapter V, Table 9). There was no such statistically significant difference in "Your Top Ten" in Table 12. In "Your Top Ten" the lay faculty placed this statement in seventh place.

In the case of the lay faculty, both items that they chose for "Your Top Ten" in Table 12 that the religious faculty did not choose were taken from the written contract. In the case of the religious faculty one was from the written contract and the other from the unwritten contract. "To feel that the school gives you appropriate responsibility commensurate with your ability" (32) was ranked by the religious in fifth place in "Your Top Ten." The lay teachers had placed it in tenth place. Table 12 (page 97) points out an even more glaring contrast between the two populations. The religious faculty ranked appropriate responsibility in ninth place in the "School's Top Ten." The lay faculty ranked it thirty-fourth in the "School's Top Ten." In Table 9 (page 80), this difference is discovered to be statistically significant at the .010 level. This is, in fact, one out of three statements of the "School's Top Ten" that is at a statistically significant level. On all of the other statements in the "School's Top Ten" the religious and lay faculties failed to differ at a
statistically significant level. This is quite a contrast when the written and unwritten contract statements for "Your Top Ten" are looked at in Table 9 (page 80). There were thirteen statements in "Your Top Ten" in which the two populations differed at a statistically significant level. This is exactly 25 percent of the statements used to describe the written and unwritten contract.

The lay teachers and the religious teachers obviously felt that appropriate responsibility was quite important. They both differed markedly on how they thought the school looked at this same value in the unwritten contract. There is reason to suspect that, at the time this research was done, the lay faculty did not feel it was being given the responsibility that was appropriate to its ability. This statement is classified as a satisfier and can thus be seen as important in a teacher's job satisfaction.

The Bottom

Still looking at Table 12, it will be seen that the bottom choices of the religious and lay faculties agree this time much more on their "Your Top Ten" than on their "School's Top Ten." Four out of five statements were chosen by both groups to be in the bottom five. "To sense that changes in the school have not interfered with the staff's reactions to one another" (49) was chosen by the lay faculty for the bottom five, but not by the religious. The religious, on the other hand,
chose "The manner in which renewal is to be negotiated" (25) for their bottom five and the lay faculty did not. Negotiation of renewal differed at a statistically significant level of .020.

The four statements upon which they agreed were:

"To feel that despite the increased demands made upon you by the school because of change you have not found it difficult to deal with the school." (53)

"To realize that in your school you can be just as friendly or distant as you wish with your fellow teachers." (47)

"Regulation of outside employment." (19)

"To know that in the school your fellow staff members respect your privacy." (46)

Curiously enough, all of these statements come out around the fiftieth place in Table 11 (page 95).

In contrast, Table 12 shows that the "School's Top Ten" presents almost unanimous disagreement for the bottom five. Only one of the five statements was chosen by both groups for the bottom of the "School's Top Ten." This statement was also picked by both for "Your Top Ten's" bottom five. "To know that in the school your fellow staff members respect your privacy" (46) is ranked lower for the "School's Top Ten" than for "Your Top Ten." Privacy is not a very important element of the psychological contract for either group in the six high schools.

"Regulation of outside employment" (19) was also seen as unimportant for the school by the lay faculty. It was put
in the sixth place from the bottom by the religious teachers. Regulation of outside employment (19) and privacy (46) are the only two statements at the bottom in the lay teachers "Your Top Ten" that are also included by them at the bottom in the "School's Top Ten."

The religious teachers did a little better than this. They included three of the statements from the bottom of "Your Top Ten" in the "School's Top Ten." Increased demands because of change (53), comfortable distance between your fellow teachers (47), and privacy (46) were statements chosen by the religious faculty for the bottom in "Your Top Ten" and the "School's Top Ten." All three of these statements were included by the lay faculty at the bottom in "Your Top Ten." Only privacy (46) was included in the bottom of the "School's Top Ten" by the lay faculty.

Two of the statements chosen by the lay teachers for the bottom of the "School's Top Ten" are classified as satisfiers. These statements were:

"To be able to influence the school and its policies." (56)

"To find that satisfying the demands of your school gives you a feeling of accomplishment." (59)

To influence policies is placed midway in the ranking of statements by both populations in "Your Top Ten." This again points out the need to give more responsibility to the lay faculty members. The lay faculty put this statement at the bottom of the list of the "School's Top Ten." Its position
certainly indicates the need to look into the lay faculties' opportunity to influence school policies.

A feeling of accomplishment that comes from working for the school (59) is also right in the middle of the distribution for both groups of teachers in "Your Top Ten." Both lay and religious faculty members rank this statement much lower in their estimation of the "School's Top Ten" as compared with "Your Top Ten." In general, however, it must be said that the lay teachers feel less accomplishment from fulfilling the demands of the school than do the religious teachers. This looks like another area for consideration by the administrators.

In theory, at least, the demands of the schools should lead to satisfaction for all the teachers. If the demands of the school do not lead to better teaching, then something is wrong. If the demands of the school lead to better teaching and the faculty does not receive a feeling of accomplishment from them, then again something is wrong.

It is interesting that the religious faculty put four dissatisfiers (46, 47, 52, and 53) from the unwritten contract in the bottom of their "School's Top Ten" and the lay faculty included two satisfiers (56, 59) from the unwritten contract in their bottom five. This difference between the lay faculty and the religious seems very important in the light of the lay teachers' report given at the Jesuit Secondary Education Association's first meeting in Chicago.
The lack of respect for the vocation of laymen to a commitment of Christianity and excellence in academics was especially in evidence at this Convention. For example, the writing of the Preamble, the planning of the Convention, the papers submitted, the leadership of the convention, point out a conspicuous absence of the lay influence.  

The Opinionnaire has in several places brought out a disagreement between the two faculty groups. The statement just quoted reinforces the findings of this study. There is a felt need by the laymen to be part of the institutions with which they have thrown in their lot. They feel that they have a contribution to make, and they think that they are not presently being given an opportunity to make it.

Three of the choices given by the religious teachers for the bottom in the "School's Top Ten" have already been considered. They were all from the psychological contract. They were discussed when "Your Top Ten" for the layman and religious was considered earlier in this section. The religious faculty also included another dissatisfier in their last five choices for the "School's Top Ten." "To realize that despite change, the school is not requiring more of you than was agreed upon the first day; to know each day what is expected of you" (52) was ranked fifth from the bottom. A glance at the bottom of Table 12 (page 97) shows that there were really four statements that tied for forty-sixth place. This statement (52) was ranked

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near the bottom by both populations. As noted before, change does not seem to be a problem in the six high schools.

"Length of the school day and of the school year" (20) was interestingly enough put in the bottom five by the religious for the "School's Top Ten." The laymen on the faculty ranked this statement much higher in "Your Top Ten." Time like money is much more of a concern for the laymen than for the religious.
CHAPTER VII

THE TOP TEN STATEMENTS

Total Agreement

Table 13 is an attempt to discover what sort of agreement and disagreement can be found for the two populations in their first ten choices. From this table it is evident that there are seventeen statements needed to make up the ten highest rankings given by the laymen and the religious for "Your Top Ten" and the "School's Top Ten." About some statements there is total agreement. There are three statements chosen by both populations in all six columns for the Top Tens, and all are from the written contract. These statements are:

"The salary that will be paid to the teacher." (2)

"The assignment of teaching subjects based on certification or qualification." (13)

"Your teaching load: number of periods, free periods, substitutions." (15)

Salary received first place in all categories. Assignment on the basis of certification or qualification was ranked in second place for the "School's Top Ten" but was ranked lower in all cases in "Your Top Ten." The teachers saw this statement about qualification as of greater interest to the school and its administration, but their own personal concern was very close
behind the school's. Teaching load followed a similar pattern, but the difference in the "School's Top Ten" and "Your Top Ten" was less marked.

**TABLE 13**

**STATEMENTS CHOSEN FOR THE TOP TENS AND THEIR RANKINGS, TOTAL SAMPLE**

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<tr>
<th>Code:</th>
<th>YR - Rank on &quot;Your Top Ten&quot;</th>
<th>SH - Rank on &quot;The School's Top Ten&quot;</th>
<th>CD - Opinionnaire statement code numbera</th>
</tr>
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<td>RELIGIOUS</td>
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<tr>
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<td>YR</td>
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<tr>
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<td>(61)</td>
<td>3</td>
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aThe written and unwritten contract statements corresponding to the code numbers can be found in Appendix I.

bStatistically significant. See Table 9.

Notes: This Table is based on Tables 11 and 12.
Table 13 gives the ten top choices for both populations for "Your Top Ten" and the "School's Top Ten." "Your Top Ten" will be considered first. There is considerable agreement between the two populations. When the three columns that contain the choice for "Your Top Ten" are viewed, the laymen are seen to place "To feel that you and the school are working together to confront common problems" (60) in eighteenth place. The religious in a similar manner placed "Provisions for increase in salary" (5) in twelfth place. The two groups thus agreed in their choice in nine, out of ten statements for the top rankings. They disagreed in many places on just what was to be ranked most important, but they do come very close to one another in their choice of "Your Top Ten."

This is not the case when the three columns that give the ranks of these statements in the "School's Top Ten" are noted. When the combined rankings for lay and religious are reviewed, four of the statements ranked in the top ten for "Your Top Ten" are seen to rank lower than tenth place in the "School's Top Ten." For the layman alone, the "School's Top Ten," when compared to "Your Top Ten," places six of these same statements out of the ten top places. For the religious alone, making the same comparison, there are only three statements included in the top ten of "Your Top Ten" that are not also in their choice of the "School's Top Ten." The religious teachers
are more consistent in their choice of "Your Top Ten" and the "School's Top Ten." It can be concluded that the religious teachers are in greater agreement with what they think the school sees as important and what they themselves consider important.

Only four of the top ten statements chosen by both groups were from the written contract. The psychological contract comes out ahead in the choice of "Your Top Ten." All six statements from the psychological contract are classified in Table 3 (page 64) as satisfiers. Salary (2) and increase in salary (5) are ambiguous. They could be either satisfiers or dissatisfiers. Teaching load (15) and the assignment of subject according to qualifications (13) are both dissatisfiers.

Eight out of ten statements chosen in "Your Top Ten" can therefore be classified as satisfiers. This gives a large measure of support to Herzberg's theory on job satisfaction.

The School's Top Ten

"Provision for increase in salary" (5) and "To find that your training and background fit in well" (33) are tied for tenth place in both populations' choice of the "School's Top Ten." There are eleven statements, therefore, needed to make up the "School's Top Ten."

There are two statements not chosen by the laymen for the "School's Top Ten" that are included in the total population's choice.
"To feel that you and the school are working together to confront common problems." (60)

"To find that your teaching gives you a sense of accomplishment." (58)

For the laymen, confronting problems together with the school was not too significant. They rank it even lower in "Your Top Ten." That they want their teaching to give them a sense of accomplishment is apparent since they have put this statement in third place in "Your Top Ten." They evidently feel that the school is much less concerned with something that they rate very highly. This underlines what has been said before: this needs looking into. Improvement in this area could lead to much greater satisfaction for the laymen on the faculties of the six high schools.

Four out of the eleven statements\(^1\) in the top ten ranks of the "School's Top Ten" for the total population, were placed lower than that by the religious. This is the exact opposite of what would have been expected after looking at "Your Top Ten" for both lay and religious. There the religious seemed to be in greater agreement with the "School's Top Ten" than the lay teachers. Here the laymen are more in agreement with the "School's Top Ten" ranks. The lay teachers are more consistent here in what was the choice of both populations for the top ten positions in the "School's Top Ten."

\(^1\)Statements number 5 and 33 were tied for tenth place.
Here are the four statements that the religious faculty ranked lower than the tenth place, but which are chosen for the first ten places by the entire population for the "School's Top Ten."

"The duration of the contract between the school and the teacher." (3)

"Standards of teacher conduct in and out of school." (18)

"Provisions for increase in salary." (5)

"To find that your training and background fit in well." (33)

Duration of contract and increase of salary are both important for the school. Provisions for increase in salary and duration of contract are important to the lay teachers. From what evidence has been presented it can be concluded that they feel that the two provisions should be important to the school, too.

It can be surmised that regulation of conduct in or out of school could be a real sore point (18). The two populations rank this statement very low when they pick "Your Top Ten." The laymen see it as important to the school. The religious are not far behind in this estimate of what they think the value of this provision is for the school. Only two of the six high schools have standards of teacher conduct in or out of school in their written contract. If these statements are not needed in the other schools, maybe this provision in the written contract could be dropped altogether. At the very least, it should be carefully reworded. Beyond all doubt, this
is a dissatisfier.

"To find that your training and background fit in well" (33) was a borderline case. It just made it into the top ten statements. What is interesting about this statement is the general agreement on its placement. Looking at the six columns of Table 13, it can be seen that there is only a few points difference between any one of the categories in which it is classified. It is a satisfier, and everyone places it relatively high in his ranking.

The Two Populations

The Layman

Your Top Ten

In Table 13 can be seen the ten statements that the laymen chose to rank in the first ten places in "Your Top Ten." "The duration of the contract between the school and the teacher" (3) was the only statement that was not included in the top ten for the whole population. This statement along with "To find reasonable freedom in your job; for example, to plan your teaching program without interference" (55) was tied for eighth place. Duration of the contract is one of the areas in which it could be predicted that there would be a difference between the religious and lay teachers. There is such a difference at the 2 percent level.

When the religious' ranking of these same ten statements is viewed, it will be noted that there were only two that the
religious did not include in their top ten ranks. "Provisions
for increase in salary" (5) was ranked in twelfth place by
them. On this statement, there was a statistical difference
between the two populations of .001. Duration of the contract
was the second statement; it was mentioned in the paragraph
just preceding.

The School's Top Ten

What is striking at first about the laymen's choice for the
"School's Top Ten" is that only one statement from the
psychological contract was included. "To find that your train-
ing and background fit in well" (33) was ranked in ninth place
in the laymen's the "School's Top Ten." This is a satisfier,
but it could also be looked upon as very important to the
school. Certainly the school is interested in finding teachers
who have the training and background to fill the school's
needs. The lay teachers are observed to have chosen many more
statements from the unwritten contract for "Your Top Ten."
Fifty percent of the statements are from the unwritten contract,
but the one from the psychological contract chosen for the
"School's Top Ten" is not among them. All of the written
contract statements in "Your Top Ten" are also included in the
"School's Top Ten." It is precisely in the psychological
contract that the layman's two top tens differ. It can be
concluded from this that the unwritten contract is considered
by the laymen as of much more importance to them than it is to
the school. It might be worthwhile at this juncture to simply list the statements that were important enough to be included in the top ten positions in "Your Top Ten," but which the laymen did not feel the school looked upon with equal favor.

"To find that your teaching gives you a sense of accomplishment." (58)

"To find your teaching exciting and to experience growth and change in your work." (61)

"To know your responsibilities and to know who is in charge." (36)

"To find reasonable freedom in your job; for example, to plan your teaching program without interference." (55)

"To feel that the school gives you appropriate responsibility commensurate with your ability." (32)

All five of these statements are satisfiers. In so far as the administration of the six schools could find ways to fulfill these needs, it can be hypothesized that an increase in job satisfaction for the schools' teachers would result.

Only one statement that was included in the laymen's the "School's Top Ten" was not also chosen by the total population. "Manner and reason for which contract can be terminated" (26) was ranked thirteenth by both populations together. It was ranked in tenth place by the laymen. This difference is hardly worth mentioning.

When the top five statements are considered, the fact becomes evident at once that there was unanimous agreement in the choice and the ranking of the first five statements by the whole population for the "School's Top Ten." It can be seen
that this is not at all the case in the following five statements. The religious teachers disagree on every one of the last five. The duration of the contract (3), standards of teacher conduct (18), provisions for increase in salary (5), to find your training fits in well (33), and how the contract is to be terminated (26) are all ranked lower by the religious faculty.

The Religious

Your Top Ten

What do the religious have to say about the two contracts when choosing their "Your Top Ten"? It will be noted at first that seven out of ten statements are from the unwritten contract in "Your Top Ten." As it may be recalled, the laymen had chosen only five statements for "Your Top Ten" from the unwritten contract. What is even more striking, because of its contrast with the lay teachers, is the fact that five statements chosen for the "School's Top Ten" are from the psychological contract. It is interesting to find that statement number thirty-three, "To find that your training and background fit in well," was not among the choices of the religious for the "School's Top Ten." This was the only statement from the unwritten contract put in the "School's Top Ten" by the lay population. It is clear from this brief glance that the religious faculty members think that the school is much more concerned with the psychological contract than the laymen.
The religious teachers also agree much more in what they chose for "Your Top Ten" and the "School's Top Ten." Only three of the statements in each group are not included in the other. The following statements were chosen for "Your Top Ten" but were not included in the "School's Top Ten":

"To know your responsibilities and to know who is in charge." (36)

"To find that your training and background fit in well." (33)

"To find reasonable freedom in your job; for example, to plan your teaching program without interference." (55)

Statements included in the "School's Top Ten" but not included in "Your Top Ten" by the religious teachers were:

"To feel that those in authority do a good job interpreting school policies as well as in understanding your point of view of what is expected of you." (41)

"Certification requirements." (22)

"Degree requirement." (23)

Even though the religious teachers felt that the school is more concerned with the unwritten contract than the laymen do, nevertheless, the written contract clearly comes out ahead in these last three statements.

Only one statement is found in the choice of the total population that was not included in "Your Top Ten" by the religious. Statement number thirty-three, "To find that your training and background fit in well," is ranked eleventh by both populations. It is so close that the difference is negligible.
There are two statements that the laymen rank lower than the religious. Statement thirty-three, your training fitting in well, has just been mentioned. "To feel that you and the school are working together to confront common problems" (60) was ranked eighteenth by the laymen. A common purpose is viewed by the religious faculty as quite important. The laymen do not deny this, they simply see it as less valuable than their religious confreeres. The level of statistical significance for this statement was at the .001 level.

The School's Top Ten

What can be learned from the religious' choice of the "School's Top Ten"? As was noted before, the religious' choice of "Your Top Ten" and the "School's Top Ten" were very similar. Seven out of ten statements were placed in both categories. Only the three last statements do not find a place in the "School's Top Ten" of both populations. They are:

"To find your teaching exciting and to experience growth and change in your work." (61)

"To feel that the school gives you appropriate responsibility commensurate with your ability." (32)

"To feel that those in authority do a good job interpreting school policies as well as in understanding your point of view of what is expected of you." (41)

The reason for this low ranking, of course, was due to the laymen. They ranked these statements twentieth, thirty-fourth and twenty-first, respectively. Statement number thirty-two was the only one that shows up with a statistically significant
difference; it is at the 1 percent level. This is the first and only time that the statement on appropriate responsibility shows up on Table 9 (page 80), the table of statistical significance. It is in these areas covered by these three statements that it would be recommended that special attention be given. The administrators of the six high schools should place special emphasis on these concerns when dealing with the lay faculty.

In addition to the three statements that have just been considered, there are two others upon which the two populations do not agree. These two statements are:

"To feel that you and the school are working together to confront common problems." (60)

"To find that your teaching gives you a sense of accomplishment." (58)

The religious faculty seems to feel that the school is concerned with the sense of accomplishment that teachers receive from their teaching. This is certainly a very important factor in job satisfaction. Although the correlation given in Table 17 (page 136) is far from significant, statement fifty-eight's inclusion in the "School's Top Ten" by the religious faculty certainly helps to explain the .15 positive correlation. The choice of statement number sixty for inclusion in the "School's Top Ten" by the religious seems to point to their feeling that teamwork is important in the school. The laymen ranked this statement even lower in "Your Top Ten." There is a
statistically significant difference here at the 1 percent level. This seems to be inconsistent with the lay teachers need previously pointed out to share more in the responsibility for the school. It may be only a reflection on the school's failure up to now to make them feel part of the team. The religious feel that way, the laymen do not. Again this is in an area that bears consideration by the administrators of the six schools.

Summary Table

Table 14 is merely a summary table based on Table 13; it gives an overview of the statements. It tells when the statement was chosen for one of the top ten positions. Looking at this table it can be seen how the choices tend to cluster around one or the other contracts. "Your Top Ten" choices have many more x's in the unwritten contract statements. The "School's Top Ten," on the other hand, tends to emphasize the written contract. This table gives a visual summary of what has been discussed in the last few pages. It can be concluded from this that the teachers look upon the written contract as of concern to the school. On the other hand, they see the unwritten contract as being more their concern.
TABLE 14

STATEMENTS CHOSEN FOR THE TOP TENS
TOTAL SAMPLE

<table>
<thead>
<tr>
<th>Code: YR - Rank on &quot;Your Top Ten&quot;</th>
<th>SH - Rank on &quot;The School's Top Ten&quot;</th>
<th>CD - Opinionnaire statement code numbera</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAY &amp; RELIGIOUS</td>
<td>LAY</td>
<td>RELIGIOUS</td>
</tr>
<tr>
<td>CD</td>
<td>YR</td>
<td>SH</td>
</tr>
<tr>
<td>1.</td>
<td>(2)</td>
<td>X</td>
</tr>
<tr>
<td>2.</td>
<td>(3)</td>
<td>X</td>
</tr>
<tr>
<td>3.</td>
<td>(5)</td>
<td>X</td>
</tr>
<tr>
<td>4.</td>
<td>(13)</td>
<td>X</td>
</tr>
<tr>
<td>5.</td>
<td>(15)</td>
<td>X</td>
</tr>
<tr>
<td>6.</td>
<td>(18)</td>
<td>X</td>
</tr>
<tr>
<td>7.</td>
<td>(22)</td>
<td>X</td>
</tr>
<tr>
<td>8.</td>
<td>(23)</td>
<td>X</td>
</tr>
<tr>
<td>9.</td>
<td>(26)</td>
<td>X</td>
</tr>
<tr>
<td>10.</td>
<td>(32)</td>
<td>X</td>
</tr>
<tr>
<td>11.</td>
<td>(33)</td>
<td>Xb</td>
</tr>
<tr>
<td>12.</td>
<td>(36)</td>
<td>X</td>
</tr>
<tr>
<td>13.</td>
<td>(41)</td>
<td>X</td>
</tr>
<tr>
<td>14.</td>
<td>(55)</td>
<td>X</td>
</tr>
<tr>
<td>15.</td>
<td>(58)</td>
<td>X</td>
</tr>
<tr>
<td>16.</td>
<td>(60)</td>
<td>X</td>
</tr>
<tr>
<td>17.</td>
<td>(61)</td>
<td>X</td>
</tr>
</tbody>
</table>

aThe written and unwritten contract statements corresponding to the code numbers can be found in Appendix I.

bStatements 5 and 33 were tied for tenth place.
See Table 13.

Notes: This Table is based on Table 13.
CHAPTER VIII
ADDITIONAL RESULTS

Written and Unwritten Contract Scores

A score was devised based on "Your Top Ten" that would tell which of the two contracts was in fact selected more frequently. Whenever a statement was picked from one of the contracts, this contract was given a point score relative to the statement's position. In this case the study was interested only in the statements chosen for "Your Top Ten." This information was to be used to discover the relationship between the two contracts for the total population and for each individual population. In the computer program devised to do this, a simple tally of the number of times each contract was chosen was also made. The results of this scoring and tally are presented in Table 15.

It had been predicted that the statements descriptive of the psychological contract would be picked more frequently than the statements of the written contract for "Your Top Ten." Such was indeed the case. The raw scores and the tally clearly show that the psychological contract came out ahead when the entire population was considered. It was also

1See Chapter III, Statistical Procedures, for a discussion of how this score was derived.
TABLE 15
WRITTEN AND UNWRITTEN CONTRACT SCORES<sup>a</sup><br>BASED ON "YOUR TOP TEN"

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RAW SCORES</td>
<td>PERCENTAGES&lt;sup&gt;b&lt;/sup&gt;</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>B</td>
<td>C</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WCM</td>
<td>26.081&lt;sup&gt;c&lt;/sup&gt;</td>
<td>30.773</td>
<td>20.649</td>
<td>47.42</td>
<td>55.94&lt;sup&gt;a&lt;/sup&gt;</td>
<td>37.54&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>UCM</td>
<td>28.919</td>
<td>24.227</td>
<td>34.351</td>
<td>52.58</td>
<td>44.05&lt;sup&gt;a&lt;/sup&gt;</td>
<td>62.46&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>WCT</td>
<td>4.772</td>
<td>5.606</td>
<td>3.807</td>
<td>47.72</td>
<td>56.06&lt;sup&gt;a&lt;/sup&gt;</td>
<td>38.07&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td>UCT</td>
<td>5.228</td>
<td>4.394</td>
<td>6.193</td>
<td>52.28</td>
<td>43.94&lt;sup&gt;a&lt;/sup&gt;</td>
<td>61.93&lt;sup&gt;a&lt;/sup&gt;</td>
<td></td>
</tr>
</tbody>
</table>

<sup>a</sup>An explanation of how these scores were devised is given in the first paragraph of this chapter. These scores should be carefully distinguished from the "Top Ten Scores" discussed later in this chapter. The highest possible raw score for either contract was 55.

<sup>b</sup>The percentages in Columns A, B, and C in the second half of the Table correspond to the respective Raw Scores in the first half of the Table.

<sup>c</sup>When the written contract scores and the unwritten contract scores for the total populations are compared statistically, the degree of significances is at the .10 level.

N.B. Lay N = 66; Religious N = 57.
predicted that the laymen would pick the written contract much more frequently than the religious. As a result, the religious would give the unwritten contract a higher score. Again Table 15 bears this out. Table 16 shows that these differences are statistically significant. The level of significance is far beyond the .001 level.²

The unwritten contract was chosen 53 percent of the time by both populations together. The written contract was chosen 47 percent of the time. These percentage figures give a much better understanding of the real difference between the contracts. Note that the tally count gives about the same results as the weighted score. The tally score gives the unwritten contract 52 percent and the written contract 48 percent. These two different methods tend to bear out one another.

When the two populations are looked at separately, there is a significantly different story. The lay teachers chose the written contract 56 percent of the time. The religious teachers chose it only 38 percent of the time. Clearly, in the selection of "Your Top Ten," the written contract was much more of a concern to the laymen. This was again in line with the study's expectations.

²Please note that the computer program that was used to compile the data for Table 15 read in the data cards differently from that used for Table 16. The slight differences in means and tallies are due to a difference in N of two. This was entirely due to the way the two computer programs were set
### TABLE 16

**STATISTICAL SIGNIFICANCE FOR THE WRITTEN AND UNWRITTEN CONTRACTS**

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WRITTEN CONTRACT</strong>&lt;br&gt;Scores on the Top Ten</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lay</td>
<td>30.544</td>
<td>12.907</td>
<td>4.216</td>
</tr>
<tr>
<td>Religious</td>
<td>20.649</td>
<td>13.259</td>
<td></td>
</tr>
<tr>
<td><strong>WRITTEN CONTRACT</strong>&lt;br&gt;Tally of the Top Ten</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lay</td>
<td>5.574</td>
<td>1.987</td>
<td>4.873</td>
</tr>
<tr>
<td>Religious</td>
<td>3.807</td>
<td>2.057</td>
<td></td>
</tr>
<tr>
<td><strong>UNWRITTEN CONTRACT</strong>&lt;br&gt;Scores on the Top Ten</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lay</td>
<td>24.456</td>
<td>12.907</td>
<td>-4.216</td>
</tr>
<tr>
<td>Religious</td>
<td>34.351</td>
<td>13.259</td>
<td></td>
</tr>
<tr>
<td><strong>UNWRITTEN CONTRACT</strong>&lt;br&gt;Tally of the Top Ten</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lay</td>
<td>4.426</td>
<td>1.987</td>
<td>-4.873</td>
</tr>
<tr>
<td>Religious</td>
<td>6.193</td>
<td>2.057</td>
<td></td>
</tr>
</tbody>
</table>

**N.B.** Lay N - 68; Religious N - 57; Degrees of freedom - 123.

---

This Table takes the raw scores of Table 15 and shows their t-values when the lay and religious are compared. The N for the lay teachers is 66 in Table 15. Two cards were dropped from the computer run from which Table 15 was devised; this accounts for the slight variations in means between the two Tables. (See footnote 2). Clearly the lay and religious differ markedly on their choice of the two contracts.
When the written contract and the unwritten contract scores are compared statistically, the degree of significance for the lay teachers is at the 0.01 level.

When the written contract and the unwritten contract scores are compared statistically, the degree of significance for the religious teachers is at the 0.00 level.

The psychological contract was chosen much more frequently than the written contract by the religious teachers. They chose it 62 percent of the time. On the other hand, the laymen in the six high schools picked it only 44 percent of the time. Once again the tally gives the same results as the weighted scores. The psychological contract is obviously much more important to the religious population of the six schools. This was what had been expected, but the degree to which this was true was considerably beyond expectations.

The Top Ten Scores and the Satisfaction Scores

One of the major expectations of this research was that it would be able to find some relationship between the score on the unwritten contract and the teachers' rating of their own job satisfaction. It had been speculated at the beginning of the study that the more similar the choice of "Your Top Ten" and the "School's Top Ten" the greater the job satisfaction score. It had been assumed that the greater the job satisfaction the better a teacher would teach. The study had hoped up. Two of the respondees did not complete the "School's Top Ten." Since these data were needed in one of the programs and not the other, two cards had to be dropped for one program.
to show that greater knowledge of the unwritten contract would be useful. If it could be shown that there is a relationship between job satisfaction and the choice of the unwritten contract, it would demonstrate for the administrator the value of the unwritten contract. With knowledge of the psychological contract, he would be better able to consciously increase job satisfaction. On the assumption that job satisfaction will lead to better teaching, the administrator could justify his emphasis on the unwritten contract.

Table 17 shows that there was no statistically significant difference between the "Top Ten Scores" for the two populations. The "Top Ten Scores" were derived so that they would show a relationship between "Your Top Ten" and the "School's Top Ten." This score reflected an identity of choice between "Your Top Ten" and the "School's Top Ten." It also represents the rank position of the identical choices. As an example: if the first statement in "Your Top Ten" was found to be the third choice in the "School's Top Ten," the program would have multiplied ten by eight. This process was followed for every statement. The sum of these multiplications was the "Top Ten Score" for the individual. The greater the agreement between "Your Top Ten" and the "School's Top Ten" in both choice and position the higher the "Top Ten Score." The lowest possible score would be zero, the highest possible score would be 393.

The satisfaction score was simply the teachers estimation of his job satisfaction. It was a general global rating
TABLE 17
CORRELATIONS AND t-VALUES FOR TOP TEN SCORES\textsuperscript{a} AND JOB SATISFACTION

<table>
<thead>
<tr>
<th></th>
<th>Standard Mean</th>
<th>Standard Deviation</th>
<th>Correlation</th>
<th>t-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL SAMPLE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOP TEN SCORES</td>
<td>2.0475</td>
<td>1.1649</td>
<td></td>
<td>0.03264</td>
</tr>
<tr>
<td>SATISFACTION SCORE</td>
<td>3.0080</td>
<td>1.5476</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAY</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOP TEN SCORES</td>
<td>2.0032</td>
<td>1.1688</td>
<td>-0.05444</td>
<td></td>
</tr>
<tr>
<td>SATISFACTION SCORE</td>
<td>3.0441</td>
<td>1.6248</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RELIGIOUS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOP TEN SCORES</td>
<td>2.1003</td>
<td>1.1684</td>
<td>0.15122</td>
<td></td>
</tr>
<tr>
<td>SATISFACTION SCORE</td>
<td>2.9649</td>
<td>1.4634</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LAY AND RELIGIOUS t-STATISTIC\textsuperscript{b}</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOP TEN SCORES</td>
<td></td>
<td></td>
<td>-0.462</td>
<td></td>
</tr>
<tr>
<td>SATISFACTION SCORE</td>
<td></td>
<td></td>
<td>0.283</td>
<td></td>
</tr>
</tbody>
</table>

\textsuperscript{a}Do not confuse these top ten scores (see explanation on previous page) with the written and unwritten contract scores discussed in the beginning of this chapter.

\textsuperscript{b}The top ten scores and the satisfaction scores of the lay and religious teachers were tested. The results of the t-tests showed that the top ten scores and the satisfaction scores of both populations could be treated as if they were from the same population.
on a scale from zero to five.

Table 17 shows that the average satisfaction score was three for both religious and lay teachers for all the schools. On the satisfaction score scale this means that the teachers were satisfied. They have put their combined rating right in the middle of the scale. The t-statistic given in Table 17 also shows that there is no reason to consider the two populations separately. So far as the "Top Ten Scores" and the "Satisfaction Scores" are concerned, this study must consider them to be from the same population.

Correlation

Table 17 also gives the results of this study's correlation program. There is a slight correlation of .03 for the general population. This does not indicate any significant relation between job satisfaction and the "Top Ten Scores." When the two sub-populations are viewed, a similar story is discovered. The lay teachers have a negative correlation between their "Top Ten Scores" and their "Satisfaction Scores" of -.05. On the other hand, the religious have a correlation of .15 between their "Top Ten Scores" and their "Satisfaction Scores." The positive correlation of .03 is clearly due to the religious population. The evidence here leads to acceptance of the negative hypothesis. There is no significant difference in the scores derived from "Your Top Ten" and the "School's Top Ten" when correlated with the teacher job satisfaction scores.
Written contract alone

A number of the statements descriptive of the written contract showed statistically significant differences when the religious' and lay teachers' rankings were compared. "The salary that will be paid to the teacher" (2) was placed in first place by both populations; but it still proved to have a statistically significant difference at .001 percent level. "Provisions for increase in salary" (5) was statistically significant at the .001 level when the written contract alone was considered. For this statement, however, there was also a slight difference in rank. In ranking the written contract alone, the lay faculty placed this descriptive statement in second place and the religious faculty placed it in fourth.

That there should be a statistically significant difference in the two populations' choice of "Sick leave benefits" (9) comes as no surprise. After all, this statement is in the general category of remuneration for work done. Salary, increase in salary, and sick leave benefits are alike in that they concern money. Sick leave benefits were not ranked at

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3Numbers refer to Opinionnaire statement code. See Appendix I.

4See Table 9, "Table of Statistical Significance" for all of the statistically significant statements of both contracts.
quite as high a level as salary and its increase. The level of statistical significance was at the 1 percent level. The lay population placed sick leave benefits in the ninth place and the religious placed it in the thirteenth place.

Three statements that might be placed in the general area of teacher qualification were found to have statistically significant differences when the two populations were compared. At the .002 level of significance was "The assignment of teaching subjects based on certification or qualification" (13). The lay population put this descriptive statement in seventh place, but the religious placed this same statement in second place. "Certification requirements" (22) and "Degree requirement" (23) were at a much lower rate of significance, the 5 percent level. Certification was ranked in twentieth place by the lay teachers and twelfth by the religious teachers. Degree requirement was placed in thirteenth by the lay population and ninth by the religious population. These three statements taken together point to an important area of difference between the two populations of the high school. This difference in attitude could be very significant in the administration's dealing with the lay faculty. Since almost all of the administrator in the six schools were religious, the difference in attitude could very easily lead to misunderstandings. In the interviews, there was notable dissatisfaction among the lay faculty about the push for certification of teachers. The statistical evidence only reinforces the evidence discovered in
Many teachers come to the private school in order to avoid the red tape of certification or to avoid the necessity of degree requirements.

The last statement that showed a statistically significant difference when the written contract was ranked alone concerned teacher conduct. "Standards of teacher conduct in and out of school" (18) was ranked twenty-second by the lay teachers and fifteenth by the religious. The level of significance was 5 percent. Neither population considered this statement to be of very great importance. Since it is a statement in the written contract, it could be a source of misunderstanding between the teachers and the administrators. In a time when individual rights are so strongly defended by the courts, it would seem wise to drop this provision from the written contract.

Your Top Ten

There were no statistically significant differences between the religious and the lay teachers when they chose statements descriptive of the written contract for the "School's Top Ten." In the choice of "Your Top Ten," however, there were five statistically significant descriptive statements. Two of these statements have been seen previously: salary and increase in salary were again statistically significant at the .001 level. The three other descriptive statements appear for the first time in Table 9. Interestingly enough, all of them
are at the 2 percent level of significance. The statements are:

"The duration of the contract between the school and the teacher." (3)

"Retirement provisions." (8)

"The manner in which renewal is to be negotiated." (25)

All three of these statements are closely related to security needs and are also closely related to the first: salary and salary increases.

The lay faculty put the duration of the contract in eighth place in "Your Top Ten," and the religious faculty put it in twenty-second. Provisions for retirement were ranked eleventh by the laymen and twenty-eighth by the religious. Negotiation of contract renewal was ranked in thirty-second place by the lay teachers and forty-eighth place by the religious teachers. It comes as no surprise that these security provisions should be of less concern to the religious. Duration of contract, retirement, and contract renewal have not really touched the religious faculty members. If and when the religious teachers are put on a contractual basis by the six high schools, these security provisions will become of much greater concern to them.

Summary

The difference between the two populations in their ranking of money and security needs is understandable. The very fact that the religious faculty members were not on contract would tend to make them less concerned in these areas. These
needs are in fact provided for by the religious community to which these teachers belong; they do not look to the school as the means of satisfying these needs.

The differences discovered with respect to certification, degree requirements, and assignment of teaching subjects by qualification were unexpected. On reflection, it is easy to see why there would be statistically significant differences in this area. The vast majority of religious faculty members had been given academic training specifically aimed at qualifying them for high school teaching and state certification. Most of the lay faculty were equally well qualified academically, but many lacked courses that were required for certification. Many of the lay faculty seemed to feel that stress on certification or education requirements was sometimes unjust. They could not see why an academically qualified teacher should be forced to take education courses that had no relevance in his subject matter area.

Certification requirements have done a great deal to upgrade the quality of teachers in the high schools of this country. There is no question that standards set for teacher certification still are a powerful influence for good. Unquestionably, however, many of these lay high school teachers felt that these regulations sometimes were really a hindrance. They had fled the red tape of the public school systems. Part of the unwritten contract for them was freedom from state certification requirements. As good teachers, why did they
have to be subjected to what they saw as needless regulation?

Unwritten Contract

Unwritten contract in general

When the unwritten contract is considered in relation to the statistical differences between the two populations, the first category (Unwritten Contract) shows two out of five statements with statistical differences. This is 40 percent of the statements in this classification. "To feel that the school gives you appropriate responsibility commensurate with your ability" (32) was statistically significant at the 1 percent level in the "School's Top Ten." "To realize that the school's economic stability also gives you security" (34) shows the statistical differences both in the unwritten contract alone and in "Your Top Ten." In the unwritten contract alone, economic stability was at the 2 percent level and in "Your Top Ten" it was at the 5 percent level of statistical significance.

Responsibility commensurate with ability was ranked in thirty-fourth place by the lay teachers and in ninth place by the religious teachers. Economic stability was ranked in ninth place by the lay faculty and in twentieth place by the religious faculty when the unwritten contract was ranked alone. In "Your Top Ten," economic stability was ranked fifteenth by the laymen and thirty-third by the religious.
Interdependence

In the area of interdependence, three out of seven statements showed a statistically significant difference. This means that 43 percent of the statements in this category were ranked significantly differently. Two of the descriptive statements were at the 5 percent level of significance, and they were both statistically significant in "Your Top Ten." They are:

"To see that your superiors know their job, perform it, and demand performance of their subordinates." (38)

"To feel that those in authority do a good job in interpreting school policies as well as in understanding your point of view of what is expected of you." (41)

Superior and subordinate performance was ranked thirty-first and fourteenth respectively by the lay and religious teachers. Interpretation of school policies and understanding the teacher's point of view was ranked thirty-fifth by the lay faculty and sixteenth by the religious faculty members.

"To find qualities worthy of imitation in your superiors" (42) was statistically significant at the 2 percent level of confidence. Qualities worthy of imitation was ranked twentieth by the lay teachers and twenty-fifth by the religious teachers.

Distance

In the category of distance, 100 percent of the descriptive statements proved to be statistically significant when the
lay and religious rankings were tested together. One of the statements was statistically significant at the 5 percent level in "Your Top Ten," the other at the .001 percent level of confidence in the same category. They were:

"To be able to get along well with other members of the faculty and to feel that they get along well with you." (44)

"To feel that members of the faculty like one another and get along well with each other." (45)

To get along well with other members of the faculty was ranked twenty-fourth by the lay teachers and thirteenth by the religious teachers. The level of confidence was at the 5 percent level. To feel that members of the faculty like one another showed a statistically significant difference at the .001 percent level of significance. In this case the lay faculty had placed this statement (45) in forty-sixth place and the religious had placed it in nineteenth place.

Three of the statements descriptive of "Distance" were statistically significant when the unwritten contract was ranked alone. "To feel that members of the faculty like one another and get along well with each other (45) was one of these statements. It was the only descriptive statement that was statistically significant in both "Your Top Ten" and the unwritten contract considered alone. This time, however, the level of significance was lower: at the 5 percent level of confidence. To feel that members of the faculty like one another was ranked seventeenth by the lay faculty and
thirteenth by the religious in the category of Distance.

"To know that in the school your fellow staff members respect your privacy" (46) was ranked in twenty-third place by the lay teachers and twenty-seventh by the religious. Despite the closeness in rankings there was a statistical difference here at the .001 level of confidence. Both populations ranked this statement low, but the religious population ranked the top descriptive statements much higher than the lay population. Consequently the raw scores of the lowest ranks were much lower than the lay populations.

The last statement in this category was similar to the descriptive statement discussed in the previous paragraph. "To realize that in your school you can be just as friendly or distant as you wish with your fellow teachers" (47) was ranked twenty-seventh by the lay faculty and twenty-eighth by the religious. Nevertheless, there was still a statistically significant difference between the two populations at the 2 percent level of confidence.

**Change**

The category of change proved to be the one where both populations disagreed the least. In this category, only one out of five descriptive statements showed any statistical difference. The level of confidence was also low; the level of confidence was 5 percent. "To feel that even though routines are changing, better ones are being developed to take their
place" (50) was ranked eighteenth and twenty-fifth respectively by the lay and religious populations. Only 20 percent of the statements showed any significant difference in the category of change.

Reciprocation

Of the seven statements used to describe reciprocation, three statements showed statistically significant differences. That is, 43 percent of the statements showed disagreement between the two high school populations. When the unwritten contract alone was discussed, responsibility commensurate with your ability was discovered to be statistically significant at the 1 percent level in the "School's Top Ten." For the first time since discussing this statement we discovered two additional rankings in the "School's Top Ten" that showed a significant difference between the two populations. Thus, only three statements out of the twenty-eight unwritten contract statements showed any kind of significant difference between the lay and religious populations in the "School's Top Ten." The two statements significant in the "School's Top Ten" under reciprocation are:

"To be able to influence the school and its policies." (56)

"To feel that you and the school are working together to confront common problems." (60)

To be able to influence school policies was statistically significant at the 2 percent level. Of the fifty-two statements
descriptive of the two contracts, the lay teachers put this statement in fifty-second place. The religious population ranked this statement in thirtieth place.

"To feel that you and the school are working together to confront common problems" (60) is the only statement in the unwritten contract to show a statistical difference in all three categories: Unwritten Contract Alone, "Your Top Ten," and the "School's Top Ten." The level of statistical significance was lowest of all in the "School's Top Ten," 1 percent. The lay population ranked this statement sixteenth in the "School's Top Ten" and the religious ranked it sixth.

Confronting problems together with the school showed a statistically significant difference when the unwritten contract was considered alone and in "Your Top Ten" at the .001 level of confidence. In the unwritten contract alone, the lay population ranked it fifteenth and the religious fifth. In "Your Top Ten" the lay faculty ranked it eighteenth and the religious faculty ranked it sixth.

"To find your teaching exciting and to experience growth and change in your work" (61) is the last statement to show a statistical difference between the two populations. In "Your Top Ten" the level of confidence was at the 5 percent level. This statement was ranked in fourth place by the lay teachers and in second place by the religious teachers.
Summary

Of the twenty-eight statements describing the unwritten contract, 46 percent of them were statistically significant. In the written contract, 42 percent of the statements showed statistical differences between the two populations. A larger measure of agreement was expected on the unwritten contract. This did not prove the case. Although the 4 percent difference is small, still the unwritten contract proved to be the area of most disagreement.

The three major categories in which these statistical differences fell vary considerably in the number of statements they contain. The largest category was "Your Top Ten." It contained eight of the statistically significant statements; this is 47 percent of the total number of statistically significant rankings. Next in number of statistically significant rankings was the unwritten contract alone. There were six statistically significant rankings in this category. This was 35 percent of the total. The last major category, the "School's Top Ten," contained only three statements that were statistically significant; this is 17 percent of the total. From this it must be concluded that the two populations agreed most on what they thought the school considered most important. The lay and religious disagreed most on what they chose for their "Your Top Ten."

The biggest surprise, however, was in the area of interpersonal relationships. Here, in the category of distance,
there is 100 percent disagreement between the lay and religious teachers. When the unwritten contract is considered alone, three out of four statements describing distance had statistically significant differences. In "Your Top Ten," two statements showed statistically significant differences. Since teachers are very much involved with people, it had been conjectured that interpersonal relationships would be high in the rankings and present a common ground of agreement between the two populations. In all cases but one, the religious population ranked the descriptive statements above the rankings of the lay population. The rankings given to these statements proved to be extremely low in almost every instance. It must be concluded that Distance, the interpersonal relationship between the school and between the teachers, is of little importance to the faculties of the six high schools.

The area of most agreement between the two faculty populations was Change. Only one out of five statements proved to have a statistically significant difference. The religious and lay teachers agreed on the relative rankings of some 80 percent of the descriptive statements in this category. Thus, while Distance was at one end of the continuum, Change took its place at the other. The remaining categories (Unwritten Contract, Interdependence, and Reciprocation) all fall in about the middle so far as agreement and disagreement are concerned.
CHAPTER IX

SUMMARY, FINDINGS, CONCLUSIONS, RECOMMENDATIONS

Restatement of Aim and Procedures

Aim

The aim of this research has been primarily to validate the concept of the unwritten contract. It is postulated that the conceptual model developed by Dr. Levinson and his associates is a useful tool for the school administrator. This model was developed while doing research in a large industrial concern. There is every reason to feel that the concept of the unwritten contract will be as useful for schools as it is for business.

This study's concern was to verify the usefulness of the unwritten contract in the schools. Teachers readily admit that they have a number of concerns besides those that appear in the written contract. Once a teacher has an adequate salary and satisfactory working conditions, these other concerns can loom very large. The type of student he teaches, his relationship to fellow faculty members, and the feeling of accomplishment he receives from his teaching can all influence him as strongly as any item in the written contract. It was this intuition that provided the stimulus for this research.
In the process an instrument would hopefully be developed that would enable administrators to discover what concerns are uppermost in the teacher's mind. If an administrator could discover the important concerns of his faculty, he would take part of the guesswork out of his task. In so far as the administrator can consciously fulfill the expectations of the faculty, he will prove himself a better practitioner of the science of administration: the art of getting things done through other people.

If nothing else is accomplished, it is hoped that this research will help administrators become aware of an additional administrative dimension. Knowledge of the psychological contract will broaden an administrator's perceptions. Sometimes awareness is half the battle. The very knowledge of the existence of the unwritten contract will add new insight to the administrator's task. This will help take some of the speculation out of the school administrator's task. In a day of increasing pressure in the area of school-teacher relations, a knowledge of teacher expectations can not but be a help.

Procedures

The first task in development of the Opinionnaire was to write statements that were descriptive of both the written and unwritten contract. The statements for the unwritten contract are based upon the book *Men, Management, and Mental Health* by Harry Levinson. The descriptive statements of the psychological
contract were revised and evaluated by a group made up of one elementary school principal, a lawyer, and two teachers. The written contract statements were developed from the contracts then extant in the six high schools. The same group revised the written contract statements.

Two methods were used to validate the Opinionnaire statements. First, search of the relevant literature was undertaken to find if the concept of the psychological contract was supported by other research. Second, the Questionnaire was devised and administered as a means of validation. Both methods give positive support to the concept of the psychological contract.

The Opinionnaire was designed to be self-administered. In order to obtain some of the values inherent in individual administration, an interview was scheduled with all the participants after completion of their Opinionnaire. The instrument was first introduced to the faculties of the six high schools. Several weeks were allowed for the leisurely taking of the Opinionnaire, and then the researcher returned to collect the results and interview the participants.

Summary

Interviews

Seventy-one percent of the interviewees finished the Opinionnaire in one and one-half hours. Of the 137 people who took the Opinionnaire some 73 percent were later interviewed.
Failures to be interviewed were due to chance factors as far as can be discovered.

All of the teachers found the Opinionnaire easy to take. There were no problems with the mechanics of the instrument. The vast majority of the teachers felt that the Opinionnaire was comprehensive.

There was an unusually good return on the Opinionnaire. Some 81 percent of the teachers returned their answer sheets. The high rate of return can be attributed in part to the interviews. The fact that the teachers later had an opportunity to discuss the statements with the researcher was an added incentive. The opportunity to criticize and to make a personal contribution to the research project helped.

Findings

Hypothesis I

There is no difference between the teachers' choice of the written contract and their choice of the unwritten contract.

Table 15 and 16 clearly indicate that the null hypothesis must be rejected. There is no question that the combined sample of the Opinionnaire clearly did distinguish in their choice between the two contracts. As a matter of fact they chose the psychological contract over the written contract. The hypothesis that the teachers chose the unwritten contract over the written contract must be accepted.
Hypothesis II

The choice of the written contract and the choice of the unwritten contract by the religious teachers will show no statistical significance.

Again, Tables 15 and 16 show that the religious teachers favored the psychological contract. Table 15 reveals that they chose the unwritten contract 62 percent of the time. The hypothesis that the religious teachers will rate the unwritten contract higher must also be accepted.

Hypothesis III

The difference between the lay teachers' choice of the written contract and the unwritten contract will be statistically insignificant.

Tables 15 and 16 reveal that again the study's results force rejection of this null hypothesis. The laymen did in fact choose one contract over the other. In this case, however, the results also force rejection of the original positive hypothesis: The lay teachers will rate the unwritten contract above the written contract. The data reveal that the laymen in this sample chose the written contract 56 percent of the time and the unwritten contract only 44 percent of the time. For the lay teachers, the written contract is more important than the unwritten contract. The original hypothesis was incorrect.

Hypothesis IV

There is no difference between the lay teachers' choice of the written contract and the religious teachers' choice of this contract.
It has been assumed that the difference in attitudes and interests of the laymen and the religious would be reflected in a difference of choice in the two contracts. The supporting evidence in Table 15 and 16 clearly bears this out. The lay teachers did indeed rate the written contract much higher than the religious. The religious teachers did indeed favor the psychological contract. The null hypothesis must be rejected and the assumption of a difference between the two populations must be accepted as valid.

**Hypothesis V**

There is no difference in rankings between the lay teachers and the religious teachers of the unwritten contract.

Basing the conclusion on the same data and tables, this null hypothesis must be rejected. The fact that the religious teachers consider the unwritten contract more important than the written contract must be accepted. Once again the assumption has proved correct.

**Hypothesis VI**

There is no significant difference in the correlations between "Your Top Ten" and the "School's Top Ten" and teacher job satisfaction.

The relationship between the two contracts and job satisfaction has been touched upon several times. Table 17 lends no supporting evidence to the study's positive hypothesis. It had been conjectured that the unwritten contract alone would be a significant factor in job satisfaction for the teacher.
This now appears to be an overly simplistic point of view. The fact that the religious population did show a slight positive correlation is encouraging; this lends some support to the original conjecture. The evidence in this study, however, leads to the retention of this negative hypothesis.

**Analysis and Conclusions**

The written contract

What do the two sub-populations of the Opinionnaire say about the written contract? They agree in four out of five statements when choosing the top five. Two of these statements surprisingly enough show statistically significant differences (2 and 5). Both of these statements concern salary. The religious teachers considered salary important, but they did not rate it as high as the laymen.

The laymen did not put assignment of teaching subjects by qualification (13) in the top five. The religious did put this statement in the top five and so did the Questionnaire sample. One of the reasons lay teachers join private school faculties is to get away from certification requirements. Many laymen include in their personal unwritten contract the right to teach without the red tape of certification. When the rankings are considered, certification requirements (22) are placed in the bottom by the lay teachers. Agreement was not as great in the last five places as in the first five. Here there was agreement on three out of five statements.
The unwritten contract

The religious and lay teachers agreed on three out of five unwritten contract statements for the top five. The lay teachers rank appropriate responsibility (32) in first place. This is an indication that lay teachers want to be given more responsibility. There are indications that the religious teachers have an administrative bias; since the schools were run by their order, this is no surprise. There is considerable agreement on the top rankings by both populations.

There was a three out of five agreement on unwritten contract statements for the bottom five. Only one satisfier was picked by either population for the bottom (56). In the top five, the laymen had chosen one dissatisfier (30), and the religious none. This contrasts with their choice for the bottom. Satisfiers are ranked high by the teachers. The religious teachers ranked the unwritten contract lower than the lay teachers in the bottom five statements, but this is in keeping with the higher rankings the religious gave the unwritten contract in the top five. There is much greater agreement between the populations at the top than there is at the bottom. Three of the statements in the bottom ranks (42, 46, and 47) have statistically significant differences. In the top five there was only one (60). The psychological concepts of distance and change do not come out too well. Most of the statements descriptive of these two areas have found their way down to the bottom of the distribution.
Both lay and religious

Both populations put salary right at the top of their lists. They see certification and qualification for teaching (13) as mainly the school's concern. Statements descriptive of the psychological contract are found in second and third place in the top five in "Your Top Ten." This is the first opportunity to rank the two contracts against each other. A sense of accomplishment (58) and a feeling of excitement and of growth (61) are put at the top of the list by teachers. Degrees (23) and certification (22) are ranked high for the school but comparatively low for the teachers. Assignment of teaching subjects by certification and qualification (13) is at the top.

The written contract statements show up in about the same order as they do when they are ranked by themselves. The unwritten contract statements change their order when ranked in "Your Top Ten." When ranked alone, appropriate responsibility (32) and knowing who is in charge (36) come out ahead. When ranked in "Your Top Ten" with the written contract, achievement (58) and exciting teaching and experience of growth (61) are ranked higher. It can be concluded that these are of greater personal concern to the teachers. Privacy (46) is ranked in the bottom and is apparently of little value for teachers.
The two populations

There is a real surprise here. In the "School's Top Ten," 100 percent agreement is discovered in the first five choices. Both lay and religious teachers picked out the same statements for the first five ranks and put them in exactly the same order. Salary (2), assignments of teaching subjects by qualification (13), degree requirements (23), certification requirements (22), and teaching load (15) were seen as the top concerns of the school. In "Your Top Ten," the lay teachers and the religious agree that salary (2), accomplishment in teaching (58), and a feeling of excitement and growth in teaching (61) should be in the top five. The laymen put accomplishment first and the religious put excitement and growth first. There was a statistically significant difference in "Your Top Ten" in the two populations' choice of salary. This in spite of the fact that salary was put in first place by both. Appropriate responsibility (32) was ranked high by the religious in "Your Top Ten." Although appropriate responsibility was not ranked in the top five, the laymen placed it high in "Your Top Ten." Appropriate responsibility was ranked low by the laymen in the "School's Top Ten" and high by the religious. This was a statistically significant difference at the 1 percent level. This supports the conclusion that greater responsibility is sought by the laymen.
At the top of the distribution, the teachers agreed perfectly on what they thought the school considered important, but at the bottom some disagreement is found. Both agree on four out of five statements for the bottom five in "Your Top Ten." The statement chosen by the religious and not chosen by the laymen was negotiation for renewal of contract (25). This statement was different at a statistically significant level. The religious teachers are not concerned with contract negotiations.

Both agree that privacy (46) is not a problem for the teachers or for the school. Regulations of outside employment (19) are seen as unimportant to both the school and to the teachers. To be able to influence the school and its policies (56) was placed at the very bottom of the list by the laymen in the "School's Top Ten." The lay teachers feel that the school does not allow them to influence it or its policies.

A feeling of accomplishment (58) is ranked high by both groups of teachers, yet they do not think that it is important to the school. A feeling of accomplishment that comes from satisfying the demands of the school (59) is ranked low in the "School's Top Ten" and above the median in "Your Top Ten."

The Top Ten Statements

Total agreement

Seventeen statements were needed to make up the list of the "Top Ten Statements." Three statements appear in every
category of the "Top Ten Statements": salary (2), assignment of subjects by qualification (13), and teaching load (15) appear in every column. All three are part of the written contract. In this respect the written contract is ahead of the unwritten contract.

Both populations

The lay teachers and the religious teachers agree in eight out of ten statements on "Your Top Ten." The order varies, but this certainly makes these eight statements very important. (See Tables 13 and 14.) When the choice for the "School's Top Ten" for the general population is compared, it is discovered that four of the statements found in "Your Top Ten" do not appear. Looking at the laymen's choice of the "School's Top Ten" and comparing it with their "Your Top Ten" it is found that six of their statements do not appear. Making the same comparison for the religious it will be seen that three statements do not appear in their "School's Top Ten." This supports the conclusions that the religious teachers tend to have an administrative bias.

Four of the statements chosen by both populations for the category, "Your Top Ten," were taken from the written contract (2, 5, 13, and 15). The other statements were all drawn from the unwritten contract (32, 36, 55, 58, 60, and 61). On this measure, the unwritten contract is ahead. All six of these psychological contract statements are classified
as satisfiers. Two statements chosen from the written contract are ambiguous. Salary (2) and an increase in salary (5) can be classified as satisfiers or dissatisfiers. Thus eight out of the ten statements that the teachers have identified as "Your Top Ten" can be considered satisfiers.

As was pointed out earlier, accomplishment (58) was ranked high in "Your Top Ten" by the lay and religious teachers. In Table 13, it can be seen that the laymen rank it third in "Your Top Ten" but only fourteenth in the "School's Top Ten." Two statements not chosen by the laymen for the "School's Top Ten" (58 and 60) were chosen by the total population for this category. Three statements chosen by the religious for the "School's Top Ten" (32, 41, and 61) failed to make this same category for the whole population. Regulation of conduct outside of school (18) was picked for the "School's Top Ten." It comes in for a very low mark when the teachers choose what they think is important. Neither laymen nor religious look upon regulation of outside conduct with much favor.

The two populations

In the laymen's choice of statements descriptive of the "School's Top Ten," they picked only one statement from the unwritten contract. This same statement, dealing with training and background (33), does not appear in the laymen's "Your Top Ten." This choice of only one statement from the psychological contract to describe the "School's Top Ten" compares with a
choice of five out of ten for "Your Top Ten." This indicates that the laymen see the unwritten contract as more their concern than the school's. It can be said that the written contract looks to them like the school's contract. An administrator's interest in the statements left out of the "School's Top Ten" but included in "Your Top Ten" would be worthwhile. Accomplishment (58), growth (61), responsibility (32 and 36), and freedom (55) are big factors in the teachers' eyes. Emphasis placed on the realities behind these statements would show the teachers that the school is interested in their concerns.

There is perfect agreement between the lay teachers and the religious teachers for the first five statements in the "School's Top Ten." The ranks of these statements are even the same. This agreement is followed by equally perfect disagreement in the last five statements.

Seven of the statements picked by the religious for their "Your Top Ten" were from the unwritten contract. This contrasts with the laymen's choice of only five. Seven out of ten statements chosen for "Your Top Ten" by the religious teachers were also included in their choice of the "School's Top Ten," and four of these seven are from the unwritten contract. This indicates that the religious teachers think that the school is much more concerned with the psychological contract than the lay teachers do. The religious faculty felt that the effort to solve common problems (60) was important to
them and also to the school. The laymen ranked this statement in sixteenth place. Interpreting school policy and understanding the teacher's point of view (41) was placed in the "School's Top Ten" by the religious. The laymen put this statement far down in their list for "Your Top Ten."

There is justification for saying that in the eyes of the teachers the written contract is the school's contract. The teachers see the written contract as chiefly the school's concern. On the other hand the teachers look on the unwritten contract as much more their own. The provisions of the psychological contract express needs that the teachers expect to fulfill in their work.

Written and Unwritten Contract Scores

In an attempt to discover the relationship between the written and the unwritten contracts, a score was devised that would tell which contract was favored by the Opinionnaire population. A simple tally of the two contracts and this score gives the same results. The unwritten contract was picked more frequently by the teachers. When the two sub-populations were taken separately, it was discovered that the lay teachers favored the written contract above the psychological contract; and the religious chose the unwritten contract above the written.
The Top Ten Scores and the Satisfaction Score

One of the basic expectations of this research has not been fulfilled. It was hypothesized that there would be a strong relationship between the unwritten contract and job satisfaction. It was thought that the more the school fulfilled the unwritten contract the more satisfied the teachers would be. The "Top Ten Scores" were devised to test this relationship. The greater the congruence between the teachers' choice of statements and their judgment of the school's choice of statements the higher it was thought their job satisfaction would be. The Top Ten Scores have shown no such relationship between themselves and job satisfaction. The research has failed to prove that there is a relationship between job satisfaction and the unwritten contract.

Correlation

The correlation of the "Satisfaction Score" and the "Top Ten Scores" was slightly positive for both populations. It was slightly negative for the laymen and just a shade more positive for the religious teachers. There is, therefore, some foundation for feeling that the "Top Ten Scores" and job satisfaction are related. This relationship, however, remains to be proven.
Statistical Significance

Written contract

There were no statistically significant differences between the two populations when choosing written contract statements for the "School's Top Ten." Only four of the written contract statements (42 percent of the statistically significant statements) showed any statistically significant differences when the lay and religious faculties ranked descriptive statements for "Your Top Ten." When the written contract was ranked alone, the lay and religious teachers disagreed most. In this category, seven statements (58 percent of the statistically significant statements) were significant at a statistical level.

True to what might be expected, the lay and religious took quite different attitudes toward salary and things related to it. The religious tended to rank anything connected with money much lower than the lay teachers. There also proved to be a significant difference between the two populations so far as certification and degrees were concerned. Here, the religious ranked such statements higher while the laymen ranked them lower. Many of the lay teachers were teaching in private schools just to get away from the red tape of certification. For these teachers, any stress by the six high schools of certification was tantamount to a breach in the unwritten contract.
Unwritten Contract

The written contract had 42 percent of its statements show statistical differences. The unwritten contract was higher in percentage of disagreement between the lay and religious teachers; 46 percent of the statements were discovered with statistically significant differences. In the three major categories (Unwritten Contract, "Your Top Ten," and the "School's Top Ten"), again it was the "School's Top Ten" that demonstrated the least disagreement between the two populations. Three statements (17 percent of the statistically significant statements) in the "School's Top Ten" showed significant levels of difference. Unlike the written contract, the next category with the least significant differences was "Your Top Ten." Six of the descriptive statements in the unwritten contract alone showed statistical differences; this is 35 percent of the total statements. In the unwritten contract, the place of most disagreement between the religious and the lay faculties was in "Your Top Ten" (47 percent of the statistically significant statements).

Of the five categories (Unwritten Contract, Interdependence, Distance, Change, and Reciprocation), Change presented the most agreement (80 percent agreement) and Distance the least agreement (100 percent disagreement). The remaining categories (Unwritten Contract, Interdependence, and Reciprocation) all showed about 40 percent disagreement.
Recommendations

The following recommendations are based upon the results of the Opinionnaire discussed in the body of the text:

In General

1. Administrators should be conscious of the fact that the teachers feel the school is much more concerned with the written contract than they are.

2. On the other hand, the teachers feel that the provisions of the unwritten contract are of greater concern to themselves than to the school.

3. A more comprehensive written contract is recommended for most of the six high schools.

4. The lay teachers should be given a chance to feel a real part of the school and its administration.

5. The administration should be aware of the difference in attitudes toward the school of the two faculty groups; the religious and lay faculties.

Written Contract

1. Each of the six high schools should look into its policies in reference to the time of salary payments (4).

2. Each of the six high schools should look into its policy about non-sick leave absences (10).

Numbers in parentheses refer to the Opinionnaire Code. See Appendix I, page 175-77.
3. The clause about the regulation of conduct in and out of school should be dropped in those schools where this provision is in the written contract (18).

4. Care must be taken in handling the problems of the lay teaching faculty resulting from increased stress on accreditation within the six high schools (22).

Unwritten Contract

Unwritten contract

1. An effort should be made by the school administrators to give greater responsibility to the teachers commensurate with their abilities (32, 33).

2. The religious teachers need to be made more aware of the school's economic facts of life (34).

Interdependence

1. The teachers should know who has responsibility and authority for each area within the school. The teachers should also be clearly aware of what is expected of them personally by the administration (36).

2. Administrators should be sure that school policies are clearly interpreted for the faculty, especially the lay faculty (41).

Reciprocation

1. Insofar as possible, teachers should be allowed reasonable freedom in their work (55).
2. Administrators should try to help teachers find a sense of accomplishment in their teaching (58).

3. The demands made by the school administration should be made in such a manner that they lead the teachers to a feeling of accomplishment (59).

4. The lay teachers should be made to feel that they are working together with the school to solve common problems (60).

5. Insofar as possible, the administration should help teachers to discover excitement in their teaching and help them to experience growth and change in their work (61).

**Future Research**

The following statements summarize possible areas of research that are derived from the discussion and suggestions in Chapters IV through IX.

**In General**

1. Greater job satisfaction results from better fulfillment of the Unwritten Contract. This still remains an unproved assumption.

2. Test other samples to confirm the findings on the curve of distribution for the Written Contract and the Unwritten Contract.
Statements

1. Make a study of the high school teachers to see if they are now being given greater responsibilities in the schools (32).2

2. Research the possibility that the high school teachers are being utilized according to their abilities (33).

3. Conduct a study to discover the reasons why interpersonal relations are so unimportant in the schools (37-40).

4. Study the reasons why change is seen as so insignificant in the high schools (41-54).

Population

1. Research the differences between high school and elementary teachers and between public and private school teachers using the Opinionnaire.

2. Study the individual school faculties to see in what ways they differ from one school to another.

3. Test the school populations at different times of the year to see how changes in circumstances affect the results of the Opinionnaire.

Top Tens

1. Run t-tests for the religious faculty between their "Your Top Ten" and their "School's Top Ten" to discover what statements are statistically significant.

2Numbers in parentheses refer to the Opinionnaire Code. See Appendix I, page 175-77.
2. Run similar t-tests for the lay faculty between their choice of "Your Top Ten" and the "School's Top Ten."

3. Research the effects of such factors as age, sex, and so forth, on teachers' choice of the Top Ten.

Herzberg's Theory

1. Try to verify Herzberg's theory of satisfiers and dissatisfiers using the Opinionnaire.

2. Test to see if there is a positive correlation between the Satisfaction Scores and satisfiers in "Your Top Ten."

3. Run correlations with the Satisfaction Score and satisfiers alone and then use the same procedure with the dissatisfiers for the written and unwritten contract.

4. Run correlations of the Satisfaction Score with the number of times the written contract is used and then use the same procedure with the number of times the unwritten contract is used.
APPENDIX I

THE WRITTEN AND UNWRITTEN CONTRACTS

Code:  OP - Opinionnaire statement code number
       QQ - Questionnaire statement code number

The Written Contract

<table>
<thead>
<tr>
<th>QQ</th>
<th>OP</th>
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<tbody>
<tr>
<td>1</td>
<td>2.1 The salary that will be paid the teacher.</td>
</tr>
<tr>
<td>2</td>
<td>3. The duration of the contract between the school and the teacher.</td>
</tr>
<tr>
<td>3</td>
<td>4. The time of salary payments.</td>
</tr>
<tr>
<td>4</td>
<td>5. Provisions for increase in salary.</td>
</tr>
<tr>
<td>5</td>
<td>6. The manner in which past teaching experience in other schools will be credited for salary purposes, tenure, seniority.</td>
</tr>
<tr>
<td>7</td>
<td>8. Retirement provisions.</td>
</tr>
<tr>
<td>8</td>
<td>9. Sick leave benefits.</td>
</tr>
<tr>
<td>9</td>
<td>10. Regulation of absences other than sick leave.</td>
</tr>
<tr>
<td>10</td>
<td>11. Tuition benefits for children of the teacher.</td>
</tr>
<tr>
<td>11</td>
<td>13. The assignment of teaching subjects based on certification or qualification.</td>
</tr>
<tr>
<td>12</td>
<td>14. Your non-instructional duties, such as prefecting, proctoring and co-curriculars.</td>
</tr>
<tr>
<td>13</td>
<td>15. Your teaching load: number of periods, free periods, substitutions.</td>
</tr>
<tr>
<td>14</td>
<td>16. Activities related to instruction, such as preparation of examinations, syllabi, conferences with students and parents.</td>
</tr>
<tr>
<td>15</td>
<td>17. Service on faculty committees, attendance at school functions and department meetings.</td>
</tr>
<tr>
<td>16</td>
<td>18. Standards of teacher conduct in and out of school.</td>
</tr>
</tbody>
</table>

Numbers 1, 12, 21, 28, 29, 35, 43, 48, and 54 are not used in the Opinionnaire to name statements in the written and unwritten contract since they were used to name instruction cards. See Appendix III, pp.188-212.
17. Regulation of outside employment.
18. Length of the school day and of the school year.
19. Certification requirements.
20. Degree requirement.
21. The manner in which contract changes are to be made.
22. The manner in which renewal is to be negotiated.
23. The manner and reasons for which contract can be terminated.
24. The way tenure is gained.

The Unwritten Contract

25. To see that supervision of you by the school is helpful and reasonable.
26. To feel that the school demands of you no more than a fair day's work.
27. To feel that the school gives you appropriate responsibility commensurate with your ability.
28. To find that your training and background fit in well.
29. To realize that the school's economic stability also gives you security.
30. To know your responsibilities and to know who is in charge.
31. To realize that your relationships with the other members of the school staff are a source of support to both you and the staff.
32. To see that your superiors know their job, perform it, and demand performance of their subordinates.
33. To have your superiors show positive interest in you and your work even when there are no problems to solve.
34. To realize your suggestions or complaints will be heard by the school.
35. To feel that those in authority do a good job in interpreting school policies as well as in understanding your point of view of what is expected of you.
36. To find qualities worthy of imitation in your superiors.
37. To be able to get along well with other members of the faculty and to feel that they get along well with you.
38. To feel that members of the faculty like one another and get along well with each other.
39. To know that in the school your fellow staff members respect your privacy.
40. 47. To realize that in your school you can be just as friendly or distant as you wish with your fellow teachers.

41. 49. To sense that changes in the school have not interfered with the staff's reactions to one another.

42. 50. To feel that even though routines are changing, better ones are being developed to take their place.

43. 51. To know that despite change you can rely on the school now as you have relied on it in the past.

44. 52. To realize that despite change the school is not requiring more of you than was agreed upon the first day; to know each day what is expected of you.

45. 53. To feel that despite the increased demands made upon you by the school because of change you have not found it difficult to deal with the school.

46. 55. To find reasonable freedom in your job; for example, to plan your teaching program without undue interference.

47. 56. To be able to influence the school and its policies.

48. 57. To be able to rely on the help and support of the school when they are required in teaching and related areas.

49. 58. To find that your teaching gives you a sense of accomplishment.

50. 59. To find that satisfying the demands of your school gives you a feeling of accomplishment.

51. 60. To feel that you and the school are working together to confront common problems.

52. 61. To find your teaching exciting and to experience growth and change in your work.
APPENDIX II

QUESTIONNAIRE

Written and Unwritten Contract

Introduction. The following questionnaire deals with teacher-school relationships. The statements which you will be asked to rate as to their importance are based upon written contracts and upon the unwritten contract. These statements drawn from the two contracts will be used to describe the teacher-school relationship in a later study. Those statements that express the obligations that are freely agreed upon by the teacher and by the school, the written contract, will comprise the first section of the questionnaire. After filling out the personal data below turn to the first section and give your personal evaluation of these statements on the six-point scale of importance.

Personal Data. Please print your replies in the spaces provided on the answer sheet. DO NOT MARK THE QUESTIONNAIRE.

1. Sex. 1. ________
2. Age. 2. ________
3. What is the highest degree you hold now? 3. ________
4. What is the highest degree you hope to hold? 4. ________
5. What type of teaching certificate do you hold? 5. ________
6. What is your present position? 6. ________
7. How many years have you been a teacher? 7. ________
Section One: The Written Contract

First Party Obligations. In exchange for the work of the teacher, the school undertakes certain obligations in the written contract. These written obligations can be designated "First Party Obligations." The following statements based on actual contracts concern these obligations. They are general and are intended to give a broad overview of the school's responsibilities to its teachers. In your personal judgment, please rate these statements in the order of their importance from "of no importance" to "extremely important" on the six-point scale from zero to five. Indicate your choice by blacking out the zero in the column that contains your choice. PLEASE DO NOT MARK THE QUESTIONNAIRE. USE THE ANSWER SHEET.

Code: 0. Of no importance 1. Of little importance 2. Of some importance 3. Important 4. Very important 5. Extremely important

0 1 2 3 4 5

1. The salary that will be paid to the teacher. 0 0 0 0 0 0

2. The duration of the contract between the school and the teacher. 0 0 0 0 0 0

3. The time of salary payments. 0 0 0 0 0 0

4. Provisions for increase in salary. 0 0 0 0 0 0

5. The manner in which past teaching experience in other schools will be credited for salary purposes, tenure, seniority. 0 0 0 0 0 0

6. Insurance benefits (life, health, hospitalization). 0 0 0 0 0 0

7. Retirement provisions. 0 0 0 0 0 0

8. Sick leave benefits. 0 0 0 0 0 0

9. Regulation of absences other than sick leave. 0 0 0 0 0 0

10. Tuition benefits for children of the teacher. 0 0 0 0 0 0
Second Party Obligations. In exchange for the obligations undertaken by the school, the teacher in his turn as the second party in the written contract accepts certain responsibilities. The statements that follow are based upon actual written contracts and give the broad outline of second party obligations under these contracts. Please rate these obligations on the six-point scale of importance. Indicate your choice by blacking out the zero in the column that contains your selection. PLEASE DO NOT MARK THE QUESTIONNAIRE. USE THE ANSWER SHEET.

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11. The assignment of teaching subjects based on certification or qualification.
   0 0 0 0 0 0

12. Your non-instructional duties, such as prefecting, proctoring and co-curriculars.
   0 0 0 0 0 0

13. Your teaching load: number of periods, free periods, substitutions.
   0 0 0 0 0 0

14. Activities related to instruction, such as preparation of examinations, syllabi, conferences with students and parents.
   0 0 0 0 0 0

15. Service on faculty committees, attendance at school functions and department meetings.
   0 0 0 0 0 0

16. Standards of teacher conduct in and out of school.
   0 0 0 0 0 0

17. Regulation of outside employment.
   0 0 0 0 0 0

18. Length of the school day and of the school year.
   0 0 0 0 0 0
Other Aspects of the Written Contract. The statements below deal with the written contract itself, requirements for employment that precede the contract and other miscellaneous matters. These statements too should be rated upon the six-point scale of importance. Indicate your choice by blacking out the zero in the column that contains your selection.

PLEASE DO NOT MARK THE QUESTIONNAIRE. USE THE ANSWER SHEET.

Code: 0. Of no importance  3. Important
       1. Of little importance  4. Very important
       2. Of some importance  5. Extremely important

19. Certification requirements.  
   0 0 0 0 0 0

20. Degree requirement.  
   0 0 0 0 0 0

21. The manner in which contract changes are to be made.  
   0 0 0 0 0 0

22. The manner in which renewal is to be negotiated.  
   0 0 0 0 0 0

23. The manner and reasons for which contract can be terminated.  
   0 0 0 0 0 0

24. The way tenure is gained.  
   0 0 0 0 0 0
Section Two: The Unwritten Contract.

Unwritten Contract. In the relationship that exists between the teacher and the school, there are many expectations that each has of the other that are not expressed in the written contract. These expectations are frequently of such a nature that the teacher or the school looks upon failure of performance as if they were violations of a written agreement. You are asked to rate the following statements in your estimation of importance on a six-point scale from "of no importance" to "extremely important." These first statements reflect general aspects of these unexpressed expectations. Indicate your choice by blacking out the zero in the column that contains your selection. PLEASE DO NOT MARK THE QUESTIONNAIRE. USE THE ANSWER SHEET.

Code: 0. Of no importance 3. Important
1. Of little importance 4. Very important
2. Of some importance 5. Extremely important

25. To see that supervision of you by the school is helpful and reasonable. 0 0 0 0 0 0
26. To feel that the school demands of you no more than a fair day's work. 0 0 0 0 0 0
27. To feel that the school gives you appropriate responsibility commensurate with your ability. 0 0 0 0 0 0
28. To find that your training and background fit in well. 0 0 0 0 0 0
29. To realize that the school's economic stability also gives you security. 0 0 0 0 0 0
Interdependence. One of the problems that faces the teacher and the school is the problem of dependence. Both parties need one another. A person can accept his need to be dependent upon an organization if he feels that the organization is in turn dependent upon him. To become an adult is to accept this reality of dependence upon one another; it is to be interdependent rather than dependent or independent. The following seven statements reflect this interdependence of the teacher and the school. In your judgment rate them on the six-point scale of importance as you did above. Indicate your choice by blacking out the zero in the column that contains your selection. PLEASE DO NOT MARK THE QUESTIONNAIRE. USE THE ANSWER SHEET.

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5. Extremely important

30. To know your responsibilities and to know who is in charge.  

31. To realize that your relationships with the other members of the school staff are a source of support to both you and the staff.  

32. To see that your superiors know their job, perform it, and demand performance of their subordinates.  

33. To have your superiors show positive interest in you and your work even when there are no problems to solve.  

34. To realize your suggestions or complaints will be heard by the school.  

35. To feel that those in authority do a good job in interpreting school policies as well as in understanding your point of view of what is expected of you.  

36. To find qualities worthy of imitation in your superiors.
Distance. Our expectations of rewarding and satisfying relationships with other members of the organization are also an important part of the unexpressed contract. The word "Distance" may be used to describe this interaction between staff members in which each person attempts to find appropriate relationships to others that are neither too intimate nor too isolated for comfort. The following statements reflect these expectations and are to be rated on the same six-point scale of importance. Indicate your choice by blacking out the zero in the column that contains your selection. PLEASE DO NOT MARK THE QUESTIONNAIRE. USE THE ANSWER SHEET.

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37. To be able to get along well with other members of the faculty and to feel that they get along well with you.

38. To feel that members of the faculty like one another and get along well with each other.

39. To know that in the school your fellow staff members respect your privacy.

40. To realize that in your school you can be just as friendly or distant as you wish with your fellow teachers.
Change. Change is a fact of life. Each of us must cope with changes in ourselves and in our environment. The unwritten contract is no exception to this rule. The initial expectations in the unexpressed contract are subject to change during the duration of the relationship between teacher and school. The five statements below deal with change in the unwritten contract. Once again you are asked to rate these statements on the six-point scale of importance. Indicate your choice by blacking out the zero in the column that contains your selection. PLEASE DO NOT MARK THE QUESTIONNAIRE. USE THE ANSWER SHEET.

Code: 0. Of no importance 3. Important
1. Of little importance 4. Very important
2. Of some importance 5. Extremely important

41. To sense that changes in the school have not interfered with the staff's reactions to one another. 0 0 0 0 0 0

42. To feel that even though routines are changing, better ones are being developed to take their place. 0 0 0 0 0 0

43. To know that despite change you can rely on the school now as you have relied on it in the past. 0 0 0 0 0 0

44. To realize that despite change the school is not requiring more of you than was agreed upon the first day; to know each day what is expected of you. 0 0 0 0 0 0

45. To feel that despite the increased demands made upon you by the school because of change you have not found it difficult to deal with the school. 0 0 0 0 0 0
Reciprocation. The interdependence of the teacher and the school, interpersonal relationships between staff members (Distance) and the change that must accompany all human endeavors are all a part of the unexpressed contract. Each of these is an aspect of the continuous process of fulfilling the unwritten contract and may be called reciprocation. In the six statements that follow, various aspects of this process are described. Indicate your choice by blacking out the zero in the column that contains your selection. PLEASE DO NOT MARK THE QUESTIONNAIRE. USE THE ANSWER SHEET.

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46. To find reasonable freedom in your job; for example, to plan your teaching program without undue interference. 

47. To be able to influence the school and its policies. 

48. To be able to rely on the help and support of the school when they are required in teaching and related areas. 

49. To find that your teaching gives you a sense of accomplishment. 

50. To find that satisfying the demands of your school gives you a feeling of accomplishment. 

51. To feel that you and the school are working together to confront common problems. 

52. To find your teaching exciting and to experience growth and change in your work.
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APPENDIX III

OPINIONNAIRE

Written and Unwritten Contract

Introduction.

Purpose. Fundamental to this study is the underlying assumption that teachers teach better when they are satisfied with their job. This opinionnaire has been developed to help the school discover what the teachers consider important in their job. It has been developed not just to discover if the relationship that exists between the teacher and the school is a good one, but will also help point out to the school some of the areas where there is work to do in order to improve teacher satisfaction.

By taking some of your valuable time to do this opinionnaire, you will be helping future administrators make better decisions about teachers and the things that concern teachers. Ultimately this will help to improve teacher-school relations and thus improve the climate for instruction within the school.

Secrecy. In order to keep the identity of your answers anonymous, all materials needed for the administration of the opinionnaire have been given to you in a plain, large envelope. When you have finished the opinionnaire, please put your answer sheet along with the other materials in this same envelope and leave it in the place designated.

Overview.

The Written and Unwritten Contracts. The following remarks are a brief overview of what is contained in this opinionnaire. You should find this brief outline of the two contracts helpful in working out this opinionnaire.
The Written Contract.

First Party Obligations. In exchange for the work of the teacher, the school undertakes certain obligations in the written contract. These written obligations can be designated "First Party Obligations." The statements used in this section are all based upon actual contracts used in high schools.

Second Party Obligations. In exchange for the obligations undertaken by the school, the teacher in his turn as the second party in the written contract accepts certain responsibilities. The statements used in this section of the opinionnaire are all from actual contracts and help to give a broad outline of the teacher's obligations under written contracts.

Other Aspects of the Written Contract. This is a group of statements that deal with the written contract itself, requirements for employment that precede the contract and other miscellaneous matters. Taken together with the first two sections the twenty-four (24) statements contained in "The Written Contract" present in a general way most of the items treated in contracts between teachers and schools.

The Unwritten Contract.

Unwritten Contract. In the relationship that exists between the teacher and the school, there are many expectations that each has of the other that are not expressed in the written contract. These expectations are frequently of such a nature that the teacher or the school looks upon failure of performance AS IF they were violations of a written agreement.

Interdependence. One of the problems that faces the teacher and the school is the problem of dependence. Both parties need one another. A person can accept his dependence on an organization if he feels that the organization in turn is dependent on him. To become an adult is to accept this reality of dependence upon one another; it is to be interdependent.

Distance. Our expectations of rewarding and satisfying relationships with other members of the organization are also an important part of the unexpressed contract. The word "Distance" may be used to describe the interaction between staff members in which each person attempts to find appropriate relationships to others that are comfortable, neither too intimate nor too isolated.
Change. Change is a fact of life. Each of us must cope with changes in ourselves and our environment. The unwritten contract is no exception to this rule. The initial expectations in the unexpressed contract are subject to change during the duration of the relationship between teacher and school.

Reciprocation. The interdependence of the teacher and the school, interpersonal relationships between staff members (Distance) and the change that must accompany all human endeavors are all a part of the unexpressed contract. Each of these is an aspect of the continuous process of reciprocation. Reciprocation is the process of fulfillment of the unwritten contract that exists between the teacher and the school.

Now turn to the next page and read the instructions there.
Instructions and Questions

Instructions. You will find along with your answer sheet two sets of cards containing various statements about your teaching situation. The statements that you will be asked to rank as to their importance are based upon written contracts and upon the unwritten contract. These statements drawn from the two contracts are being used to describe the teacher-school relationship. Those statements that express the obligations that are freely agreed upon by the teacher and by the school, the written contract, will comprise the first set of cards. The expectations that are not expressed but that nevertheless are treated AS IF they had been expressly agreed upon, the unwritten contract, will be the subject of the second set of cards.

Personal Data. Before you begin to sort either of the two sets of cards, please answer the following questions on your answer sheet in the space provided. PLEASE DO NOT WRITE ON THESE PAGES OR ON THE CARDS.

1. Sex
2. Age
3. What is the highest degree you now hold?
4. What is the highest degree you hope to hold?
5. Do you have a valid state teacher's certificate for this state?
6. How many years have you taught?
7. How many years have you taught at this school?
8. State whether you are a Jesuit, lay person, member of a religious congregation, diocesan priest, etc.

1. ___________
2. ___________
3. ___________
4. ___________
5. ___________
6. ___________
7. ___________
8. ___________
Satisfaction. Now think about your work, the school and related areas and make an overall judgment of your personal satisfaction with the school, including the teaching and all that goes with it. From the code below choose the statement that best fits your judgment of your present job satisfaction and mark it on the answer sheet. Mark your choice by blacking out the zero in the correct column on the answer sheet. PLEASE DO NOT MARK THIS SHEET.

0. Not satisfied.  
1. Not too satisfied.  
2. More or less satisfied.  
5. Extremely satisfied.  

0 0 0 0 0 0

Ranking. Now take the first set of cards entitled "The Written Contract" and read the explanation and instructions that go with it. PLEASE DO NOT RECORD ANY OF THE RANKINGS ON YOUR ANSWER SHEET UNTIL YOU HAVE BEEN INSTRUCTED TO DO SO.
The Written Contract.  

First Party Obligations. In exchange for the work of the teacher, the school undertakes certain obligations in the written contract. These written obligations can be designated "First Party Obligations." The following statements based on actual contracts concern these obligations. They are general and are intended to give a broad overview of the school's responsibilities to the teachers.

Rank these statements in the order of their importance from the most important to the least. When you have ranked this first set of cards (number two (2) through eleven (11) entitled "First Party Obligations"), go to card twelve (12) entitled "Second Party Obligations" and read the explanation and follow the instructions given there.

DO NOT RECORD YOUR RANKING ON THE ANSWER SHEET UNTIL TOLD TO DO SO.

The Written Contract.  

First Party Obligations. 

The salary that will be paid to the teacher.

The Written Contract.  

First Party Obligations. 

The duration of the contract between the school and the teacher.
The Written Contract.

First Party Obligations.

The time of salary payments.

The Written Contract.

First Party Obligations.

Provisions for increase in salary.

The Written Contract.

First Party Obligations.

The manner in which past teaching experience in other schools will be credited for salary purposes, tenure, seniority.

The Written Contract.

First Party Obligations.

Insurance benefits (life, health, hospitalization).

The Written Contract.

First Party Obligations.

Retirement provisions.
The Written Contract.

First Party Obligations.

Sick leave benefits.

The Written Contract.

First Party Obligations.

Regulation of absences other than sick leave.

The Written Contract.

First Party Obligations.

Tuition benefits for children of the teacher.

The Written Contract.

Second Party Obligations. In exchange for the obligations undertaken by the school, the teacher in his turn as the second party in the written contract accepts certain responsibilities. The statements that follow give a broad outline of the second party obligations under written contracts.

Rank these statements in the order of their importance from the most important to the least. When you have ranked this second set of cards (number thirteen (13) through twenty (20) entitled "Second Party Obligations"), go to card twenty-one (21) entitled "Other Aspects of the Written Contract" and read the explanation and follow the instructions given there.

DO NOT RECORD YOUR RANKING ON THE ANSWER SHEET UNTIL TOLD TO DO SO.
Second Party Obligations.

The assignment of teaching subjects based on certification or qualification.

Second Party Obligations.

Your non-instructional duties such as prefecting, proctoring and co-curriculars.

Second Party Obligations.

Your teaching load: number of periods, free periods, substitutions.

Second Party Obligations.

Activities related to instruction such as preparation of examinations, syllabi, conferences with students and parents.
The Written Contract.

Second Party Obligations.

Service on faculty committees, attendance at school functions and department meetings.

The Written Contract.

Second Party Obligations.

Standards of teacher conduct in and out of school.

The Written Contract.

Second Party Obligations.

Regulation of outside employment.

The Written Contract.

Second Party Obligations.

Length of the school day and of the school year.
The Written Contract.

Other Aspects of the Written Contract. The statements given on the cards that follow deal with the written contract itself, requirements for employment that precede the contract and other miscellaneous matters.

Rank these statements in the order of their importance from the most important to the least. When you have ranked this third set of cards (number twenty-two (22) through twenty-seven (27), take the first two sets of cards that you have ranked previously and rank these two sets together with the last set so that you will have one complete ranking of all cards containing statements about the written contract.

When you have finished this task, turn to card twenty-eight (28) and read and follow the instructions given there.

DO NOT RECORD YOUR RANKING ON THE ANSWER SHEET UNTIL TOLD TO DO SO.
The Written Contract

Other Aspects of the Written Contract

The manner in which contract changes are to be made.

The Written Contract.

Other Aspects of the Written Contract

The manner in which renewal is to be negotiated.

The Written Contract.

Other Aspects of the Written Contract.

Manner and reason for which contract can be terminated.

The Written Contract.

Other Aspects of the Written Contract.

The way tenure is gained.
The Written Contract

When the total ranking has been completed to your satisfaction, record the numbers of the cards that contain the statements on the answer sheet in the space provided under the section entitled "Written Contract." Place the card number of the most important statement in the space marked number one (01), the second most important in the space marked number two (02) and so on until you have recorded all twenty-four (24) statements about the written contract on your answer sheet.

When you have finished recording your ranking of all statements about the written contract on your answer sheet, take the second set of cards entitled "The Unwritten Contract" and read the explanation and follow the instructions given on card number twenty-nine (29).
The Unwritten Contract.

Unwritten Contract. In the relationship that exists between the teacher and the school, there are many expectations that each has of the other that are not expressed in the written contract. These expectations are frequently of such a nature that the teacher or the school looks upon failure to performance AS IF they were violations of a written agreement.

Rank the following statements in the order of their importance from the most important to the least important. When you have ranked this first set of cards in "The Unwritten Contract" (number thirty (30) through thirty-four (34)) entitled "Unwritten Contract," go to card thirty-five (35) entitled "Interdependence" and read the explanation and follow the instructions given there.

DO NOT RECORD YOUR RANKING ON THE ANSWER SHEET UNTIL TOLD TO DO SO.

The Unwritten Contract.

Unwritten Contract.

To see that supervision of you by the school is helpful and reasonable.

The Unwritten Contract.

Unwritten Contract.

To feel that the school demands of you no more than a fair day's work.
The Unwritten Contract.

Unwritten Contract

To feel that the school gives you appropriate responsibility commensurate with your ability.

The Unwritten Contract.

Unwritten Contract

To find that your training and background fit in well.

The Unwritten Contract.

Unwritten Contract

To realize that the school's economic stability also gives you security.
The Unwritten Contract. Card 35

Interdependence. One of the problems that faces the teacher and the school is the problem of dependence. Both parties need one another. A person can accept his dependence on an organization if he feels that the organization in turn is dependent on him. To become an adult is to accept this reality of dependence upon one another; it is to be interdependent.

Rank the following statements in the order of their importance from the most important to the least important. When you have ranked this second set of cards in "The Unwritten Contract" (number thirty-six (36) through forty-two (42)) entitled "Interdependence" go to card forty-three (43) entitled "Distance" and read the explanation and follow the instructions given there.

DO NOT RECORD YOUR RANKING ON THE ANSWER SHEET UNTIL TOLD TO DO SO.

The Unwritten Contract. Card 36

Interdependence.

To know your responsibilities and to know who is in charge.

The Unwritten Contract. Card 37

Interdependence.

To realize that your relationships with the other members of the staff are a source of support to both you and the faculty.
The Unwritten Contract.

**Interdependence.**

To see that your superiors know their job, perform it and demand performance of their subordinates.

---

The Unwritten Contract.

**Interdependence.**

To have your superiors show positive interest in you and your work even when there are no problems to solve.

---

The Unwritten Contract.

**Interdependence.**

To realize your suggestions or complaints will be heard by the school.

---

The Unwritten Contract.

**Interdependence.**

To feel that those in authority do a good job in interpreting school policies as well as in understanding your point of view of what is expected of you.
Interdependence.

To find qualities worthy of imitation in your superiors.

Distance. Our expectations of rewarding and satisfying relationships with other members of the organization are also an important part of the unexpressed contract. The word "Distance" may be used to describe the interaction between staff members in which each person attempts to find appropriate relationships to others that are comfortable, neither too intimate nor too isolated.

Rank the following statements in the order of their importance from the most important to the least important. When you have ranked this third set of cards in "The Unwritten Contract" (number forty-four (44) through forty-seven (47)) entitled "Distance," go to card forty-eight (48) entitled "Change" and read the explanation and follow the instructions given there.

DO NOT RECORD YOUR RANKING ON THE ANSWER SHEET UNTIL TOLD TO DO SO.

Distance.

To be able to get along well with other members of the faculty and to feel that they get along well with you.
The Unwritten Contract.

Distance.

To feel that members of the faculty like one another and get along well with each other.

The Unwritten Contract.

Distance.

To know that in the school your fellow staff members respect your privacy.

The Unwritten Contract.

Distance.

To realize that in your school you can be just as friendly or distant as you wish with your fellow teachers.
The Unwritten Contract.

Change.

To sense that changes in the school have not interfered with the staff's reactions to one another.

The Unwritten Contract.

Change.

To feel that even though routines are changing better ones are developing to take their place.
The Unwritten Contract.

Change.

To know that despite change you can rely on the school now as you have relied on it in the past.

The Unwritten Contract.

Change.

To realize that despite change, the school is not requiring more of you than was agreed upon the first day; to know each day what is expected of you.

The Unwritten Contract.

Change.

To feel that despite the increased demands made upon you by the school because of change you have not found it difficult to deal with the school.
The Unwritten Contract.

Reciprocation. The interdependence of the teacher and the school, interpersonal relationships between staff members (Distance) and the change that must accompany all human endeavors are all a part of the unexpressed contract. Each of these is an aspect of the continuous process of reciprocation. In the six statements that follow various aspects of this process are described.

Rank the following statements in the order of their importance from the most important to the least important. When you have ranked this fifth set of cards in "The Unwritten Contract" (number fifty-five (55) through sixty-one (61)) entitled "Reciprocation," go to card sixty-two (62) and follow the instructions given there.

DO NOT RECORD YOUR RANKING ON THE ANSWER SHEET UNTIL TOLD TO DO SO.

The Unwritten Contract.

Reciprocation.

To find reasonable freedom in your job; for example, to plan your teaching program without interference.

The Unwritten Contract.

Reciprocation.

To be able to influence the school and its policies.
The Unwritten Contract. Card 57

Reciprocation.

To be able to rely on the help and support of the school when they are required in teaching and related areas.

The Unwritten Contract Card 58

Reciprocation.

To find that your teaching gives you a sense of accomplishment.

The Unwritten Contract Card 59

Reciprocation.

To find that satisfying the demands of your school gives you a feeling of accomplishment.

The Unwritten Contract Card 60

Reciprocation.

To feel that you and the school are working together to confront common problems.
Reciprocation.

To find your teaching exciting and to experience growth and change in your work.

When you have ranked this last set of cards (fifty-five (55) through sixty-one (61)) entitled "Reciprocation," take all five sets of cards (number thirty (30) through sixty-one (61)) that you ranked in "The Unwritten Contract" and rank these cards together so that you will have one complete ranking of all cards containing statements about the unwritten contract.

When the total ranking has been completed to your satisfaction, record the numbers of the cards that contain the statements on the answer sheet in the space provided under the section entitled "Unwritten Contract." Place the card number of the most important statement in the space marked number one (01) and so on until you have recorded all twenty-eight (28) statements about the unwritten contract on your answer sheet.

Now turn to card sixty-three (63).
The Written and the Unwritten Contracts.

You now have two sets of ranked cards, one for the written contract and one for the unwritten contract. Now from both sets of ranked cards (i.e., the written contract cards two (2) through twenty-seven (27), and the unwritten contract cards thirty (30) through sixty-one (61)) choose the ten most important statements from both sets combined and rank them from one to ten. Place this "Top Ten" on the answer sheet in the order of your choice from first to tenth in the space on the answer sheet entitled "Your Top Ten."

Return the ten cards that made up "Your Top Ten" in the order in which they were before. Now place yourself in the position of the school and from both sets of ranked cards once again choose the ten most important statements from both sets combined and rank them from one to ten. Place this "Top Ten" on the answer sheet in the order of the school's choice from first to tenth in the space on the answer sheet entitled "The School's Top Ten."

This completes the opinionnaire. Thank you for your cooperation.
Answer Sheet.

Personal Data

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02. ____________________________
03. ____________________________
04. ____________________________
05. ____________________________
06. ____________________________
07. ____________________________
08. ____________________________

Unwritten Contract

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02. __________ 16. __________
03. __________ 17. __________
04. __________ 18. __________
05. __________ 19. __________
06. __________ 20. __________
07. __________ 21. __________
08. __________ 22. __________

Satisfaction

0. 1. 2. 3. 4. 5.
09. 0 0 0 0 0 0

Written Contract

01. __________ 13. __________
02. __________ 14. __________
03. __________ 15. __________
04. __________ 16. __________
05. __________ 17. __________
06. __________ 18. __________
07. __________ 19. __________
08. __________ 20. __________

Your Top Ten:

01. __________ 06. __________
02. __________ 07. __________
03. __________ 08. __________
04. __________ 09. __________
05. __________ 10. __________
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APPROVAL SHEET

The dissertation submitted by Robert C. Atkinson, S. J. has been read and approved by members of the School of Education.

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 with reference to content and form.

The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

January 15, 1973

Date

Signature of Advisor