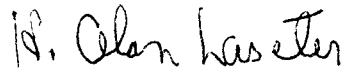


To the Graduate Council:

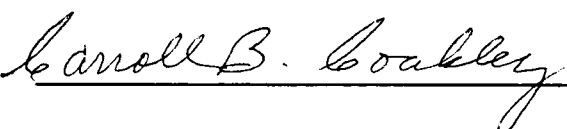
I am submitting herewith a dissertation written by Rodolphe J. Savoie entitled "The Job Satisfaction Level of New Brunswick's French Business and Trade and Industrial Education Teachers in Relation to Attitudes and Other Demographic Variables." I have examined the final copy of this dissertation for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Vocational-Technical Education.


George W. Wieggers, Jr.,
Major Professor

We have read this dissertation
and recommend its acceptance:







Accepted for the Council:



The Graduate School

THE JOB SATISFACTION LEVEL OF NEW BRUNSWICK'S FRENCH
BUSINESS AND TRADE AND INDUSTRIAL EDUCATION
TEACHERS IN RELATION TO ATTITUDES AND
OTHER DEMOGRAPHIC VARIABLES

A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville

Rodolphe J. Savoie

August 1983

ACKNOWLEDGMENTS

The author wishes to express his appreciation to those who offered their assistance for this dissertation and especially throughout the doctoral degree program. Without their assistance, this study would have been extremely difficult to conduct.

Grateful acknowledgment is made to the graduate committee of The University of Tennessee, Knoxville, for their fine understanding and their guidance. The members of the committee are Dr. George W. Weigers, Jr., Major Professor; Dr. Donald V. Brown, Dr. Carroll B. Coakley, and Dr. H. Alan Lasater.

A sincere note of appreciation is offered to several of the author's colleagues who have given different kinds of help: Mr. Robert Beaudoin, assistant professor, for his help in SPSS programming; Dr. Gilles G. Nadeau, full professor, for his help in statistical analyses; Dr. John Tivendell, associate professor and industrial psychologist, M. Jean-Claude Ladouceur, associate professor and management expert; Dr. Simone Rainville and Mad. Yolande LeBlanc, associate professors and linguist specialists who have helped on a panel for the evaluation of the content validity and quality of the translated version of the MSQ and to Edmond Bastarache, programmer, for his constant help in getting programs to run smoothly at the computer center. A note of acknowledgment is

also sent to the Vocational Psychology Research department of the University of Minnesota for their permission to translate and to use the Minnesota Satisfaction Questionnaire--Short Form.

The author also wishes to express his appreciation to a group of graduate students and to the staff of the Evolve Beausejour for their role in the pilot testing of the instruments. As well, a sincere note of appreciation is being sent to all Business and Trade and Industrial teachers of New Brunswick's French teaching personnel. Without their fine professional attitude, it would have been very difficult to gather all the data found in this study.

Finally, and of utmost importance, the author cannot find the appropriate words to properly thank his wife, Carmelle, and his family of four children, Paulette, Rodrigue, Rolande and Cleo. Without their help and especially their wonderful understanding, this study would not have been possible. It is to them that I proudly dedicate this study.

ABSTRACT

The purposes of the study were (1) to gather descriptive data on the French Business Education and Trades and Industrial Education teachers of New Brunswick, (2) to determine the relationship between selected demographic variables and the overall job satisfaction of these teachers and (3) to determine whether any or all of the chosen variables can predict overall job satisfaction.

A mail survey technique was used to collect the data for this study. A set of three questionnaires was sent to each teacher via his/her chairperson. One of the questionnaires was used to collect the demographic data. Another, the Minnesota Teacher Attitude Inventory was used to measure the teachers' attitudes. The third questionnaire, the Minnesota Satisfaction Questionnaire - short form, was used to measure the overall job satisfaction. The collected data was analysed by means of the SPSS program (Statistical Package for the Social Sciences).

The major findings of this study were that the percentage of the satisfied teachers was similar to that of other major studies although there was a large shift in the population from the Very satisfied group to the Satisfied group. Also the Business Education teachers were found to be more satisfied than the Trades and Industrial Education teachers.

Other findings were that the overall job satisfaction was not related to sex, age, tenure status, experience, education, the number of teaching positions or the type of background experience. However, a number of these variables were found to predict the overall job satisfaction. Working conditions, length of tenure, the attitude score and the program of the teacher, combined together to form a predictor, accounted for a little over 50% of the variance of the overall job satisfaction.

Finally, the study revealed that a low number of the teachers possessed a graduate degree while a high percentage of them (75%) said that they wanted further professional development. The first recommendation would be made to the training institutions. They should try to find out what kind of training these teachers want.

Other recommendations to be made for a future study are: (1) a monitoring study to measure the job satisfaction level all through the year in order to make sure that the final results are not influenced by some brief external influence such as an announcement of a budget cutback, (2) to include both the original and the translated versions of the questionnaires. (3) to include the entire teaching population rather than only part of the Vocational Education teachers. Lastly, the teachers' union would do well to look at which working conditions these teachers are not satisfied

with so as to consider them as a part of the next collective agreement.

In conclusion, the study did gather some useful data which were not available before. It also provided some information as to which variables were related to job satisfaction as well as to which one could predict the overall job satisfaction.

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CHAPTER I

INTRODUCTION

New Brunswick is no different than the rest of Canada. Presently, this province is going through a difficult time due to the poor economic conditions. High unemployment rates, especially in the northeastern part of the province, a large number of industries closing down and the provincial government's budgetary deficits have been the key reasons for the cutbacks in the educational spending. Teachers are being laid off and optional courses in many instances will not be offered.

A second factor hitting the province's educational system is the declining enrollment. This phenomenon is not a local problem as it is generally the same all across North America. A special committee was formed at the provincial level to study this problem and make recommendations so as to alleviate it. The committee has completed its tasks and made its recommendations to the government but, it seems, only the ones with no price tags were considered. The recommendations, which the committee considered would have improved the system, of lowering the pupil/teacher ratio or giving additional paid sabbatical leaves were shelved. Even worse, there is a strong possibility that in the coming collective agreement the teachers could lose the clause which limits the class size to a maximum of 35 students.

Still another factor which causes some concern for the teachers is the specialist versus the generalist concept. Some school districts are favoring the specialist or competency approach when deciding on whom should be laid off. This approach favors the teacher who has taken a number of courses in the subject matter area which is hit by the lay-off over the teacher who has very little or no courses in that subject area. Other school districts use the seniority method which does not consider the specialization of the teacher but rather the length of time that teacher has been with the school district. Generally the teacher with the least experience is the first to go.

Lastly, but not least, the teachers involved in this study were primarily preparing their students for the immediate world of work. As stated earlier, there is a very high unemployment rate in this province and especially in the 18-25 age group. If placement of students is a necessary condition to job satisfaction then few teachers would meet this criterion.

Therefore, having all these factors present, is it still possible for a teacher to show signs of satisfaction? If so, what are the factors for which they are the most satisfied and what are the ones for which they're the least satisfied? The answers to those questions, it is hoped, will be found in this study.

Another area of concern lies with the recruitment of potential candidates. Until now, the selective process has mainly been based on academic achievement. It appears that some members of the teaching profession do not have the right attitude and even worse, the training institutions are turning out more candidates with poor attitudes. It appears that what would have prevented a student-teacher from ever teaching in this province a decade ago is now a laughing matter. If it were possible to correlate positively an attitude score with the satisfaction level then such a score could be used in the selection process. If any of the other demographic factors of this study were found to be positively related to satisfaction, it could also be used in the selection of future candidates.

This does not imply that a highly satisfied teacher is assuredly a high performer. The satisfaction versus performance controversy is still not settled. Yet it sounds only logical that students in the presence of a satisfied teacher inside a classroom would likely enjoy a better learning atmosphere than being in the presence of a dissatisfied teacher. Cooper (1978) once said:

The evidence points consistently to the fact that teacher morale and high educational achievement are closely related. Where teacher morale is high, student achievement is high and teaching is well done.

Since the job market is fairly well saturated with the recent cutbacks, it would be an opportune time to train only

those who would eventually become satisfied teachers. To achieve this end, the present study will have to demonstrate that job satisfaction can be predicted by certain factors.

A final concern is the lack of a data base on teaching personnel in this province. Even an accurate salary average is very difficult to obtain. The descriptive information obtained through this study will partially fill that void. With the advent of computer technology, such a condition should no longer exist.

Since little is known about the French teaching population, it will be interesting to find out more about them, especially the teachers in Business and Trades and Industrial Education. These two groups differ slightly from the academic teachers because they are made up of a good number of persons who have had work experience other than teaching. Conversely, the academic group is made up of a large majority of individuals who have had no other work experience but that of teaching.

By choosing the Business Education and the Trades and Industrial teachers, it made it possible to study the entire population rather than just a sample to provide the descriptive data for the two groups. They also served as a sample to provide some indication as to the level of job satisfaction of New Brunswick's French teachers in general. Additional information will be found concerning their level of attitudes and the demographic composition of the groups.

I. PROBLEM

Statement of the Problem

To determine whether significant differences exist in the job satisfaction level of Business and Trades and Industrial teachers as well as that of teachers in general in the French comprehensive high schools of New Brunswick in relation with several demographic variables.

Analysis of the Problem

This study proposed to provide additional data which could be of use to consultants in those respective fields as well as for future studies. In order to further define the problem, the following questions were to be answered:

1. Are male teachers more satisfied than female teachers?
2. In this group, does age have any relationship with the job satisfaction level?
3. Does the fact that a teacher is tenured or not have any relationship on his/her job satisfaction level?
4. Will the length of teaching experience make a difference in the job satisfaction level?
5. Will a teacher who has changed teaching jobs be more satisfied than one who has had only one teaching position?

6. Do teachers who have a work experience background other than teaching enjoy a higher level of job satisfaction?

7. Does the type of degree a teacher possesses have any influence on the level of job satisfaction?

8. Are teachers who show a desire for further professional development more satisfied than those who don't?

9. Do working conditions affect teachers' satisfaction?

10. Are these teachers satisfied overall and what are their levels of intrinsic and extrinsic levels of satisfaction?

The answers to the foregoing questions should provide some useful information, thus making it possible to do comparisons between this group of teachers and other groups of teachers as well as other occupational and professional groups found in previous studies done elsewhere.

Assumptions

A few basic assumptions were made in this study.

1. Satisfaction is an important state of being for teachers.

2. The fact that the teachers were getting ready to negotiate a new collective agreement did not affect the satisfaction level of teachers.

3. The time of year at which this study was conducted did not influence the job satisfaction level of teachers.

4. Teachers who are satisfied will provide a better learning atmosphere for the students. This does not mean necessarily that teachers will give a better performance or that students will have better results. The reason for that is because the satisfaction-performance relationship is still controversial and not well defined.

5. Participating teachers can be openly honest on questions such as job satisfaction and attitudes.

Scope of the Problem

The researcher is the director of the teacher education programs for the two groups of teachers involved, which was one of the reasons why the study was limited to those subpopulations. Secondly, the total number of French teachers in New Brunswick is approximately 2700; therefore, those subpopulations made up a 6% sample of the entire French teaching population. By using only these two groups, it was possible to use the entire subpopulations to provide the descriptive data.

In 1963, the public school system of New Brunswick was modified. Up until that time, the responsibility of public education was mainly the responsibility of local school boards who perceived special school taxes to provide additional services which the small provincial budget could not maintain. Some school boards were doing fairly well,

especially those in larger urban centers, but others were on the verge of bankruptcy. For this reason, the richer school boards were able to offer a variety of programs such as vocational education and physical education while the poorer ones could hardly pay for the basic academic programming. Public education then became a provincial responsibility with school boards having only to administer funds provided by the central office. The number of school boards dwindled from 422 to 33 to become new school districts. These school districts were subdivided into 7 regions labelled alphabetically from A to G. This study was to be limited to four of those regions, namely region A, region B and region C-D, where the totality of the French Business and Trade and Industrial teachers are employed.

One of the reasons for including a measure of teacher attitude in the study was simple. The College of Education at the University of Moncton has been administering the Minnesota Teacher Attitude Inventory (MTAI) to all first-year students for the last decade. No follow-up has ever been done. If a correlation were to be found between attitude and job satisfaction, some appropriate adjustments could be suggested to first-year students depending on the score they would obtain on the MTAI.

More demographic factors could have been included but it was decided otherwise in this initial attempt to gather empirical data.

Limitations

In this study, there were a few limitations. The first one was the lack of a solid theory. The traditional theory, as the name implies, exists because of no other generally accepted theory. Herzberg's dual-factor theory has been around for some time but not too many studies have supported it. Therefore, the traditional theory will form the basis of this study.

Another limitation was the timing of the study. One would be tempted to say, like Strong (1959) that satisfaction is cyclical and revolves around different situations. In this province, teachers are getting ready to negotiate a new collective agreement. The economic condition in New Brunswick, as well as that of Canada in general, has been depressing of late for many reasons. High levels of unemployment, high interests and high rates of business failures could be the cause for varying levels of satisfaction and yet they have no direct relationship with the job of a teacher. Therefore, it is difficult to say when would be an appropriate time to conduct such a study.

Not using a random sample of the population was a limitation. In an effort to have accurate descriptive data about the two subpopulations, the researcher did not use the appropriate randomization of the overall population. Therefore when inferences were made from the sample for the

entire population the reader has to keep in mind that it was not a random sample.

The interaction of all the variables was another limitation. It is almost impossible to control all of them thus making it difficult to explain certain results. An attempt to have more accurate results was made by controlling a few variables in certain instances and by using those same variables as moderators in other instances. Another limitation was the coincidence of the announcement of teacher cutbacks at the same time as the teachers were responding to the questionnaires.

II. DEFINITION OF TERMS

Attitude. Collier's Encyclopedia defines attitude as "a positive or negative feeling (or affect) associated with a specific psychological object." Therefore, a person is known to have a level of attitudes towards a particular job. In this study, the measurement of those attitudes towards teaching was measured by the Minnesota Teacher Attitude Inventory also known as the MTAI.

Job satisfaction. In this study, job satisfaction was defined as a pleasurable or positive emotional state resulting from one's appraisal of his or her job or job

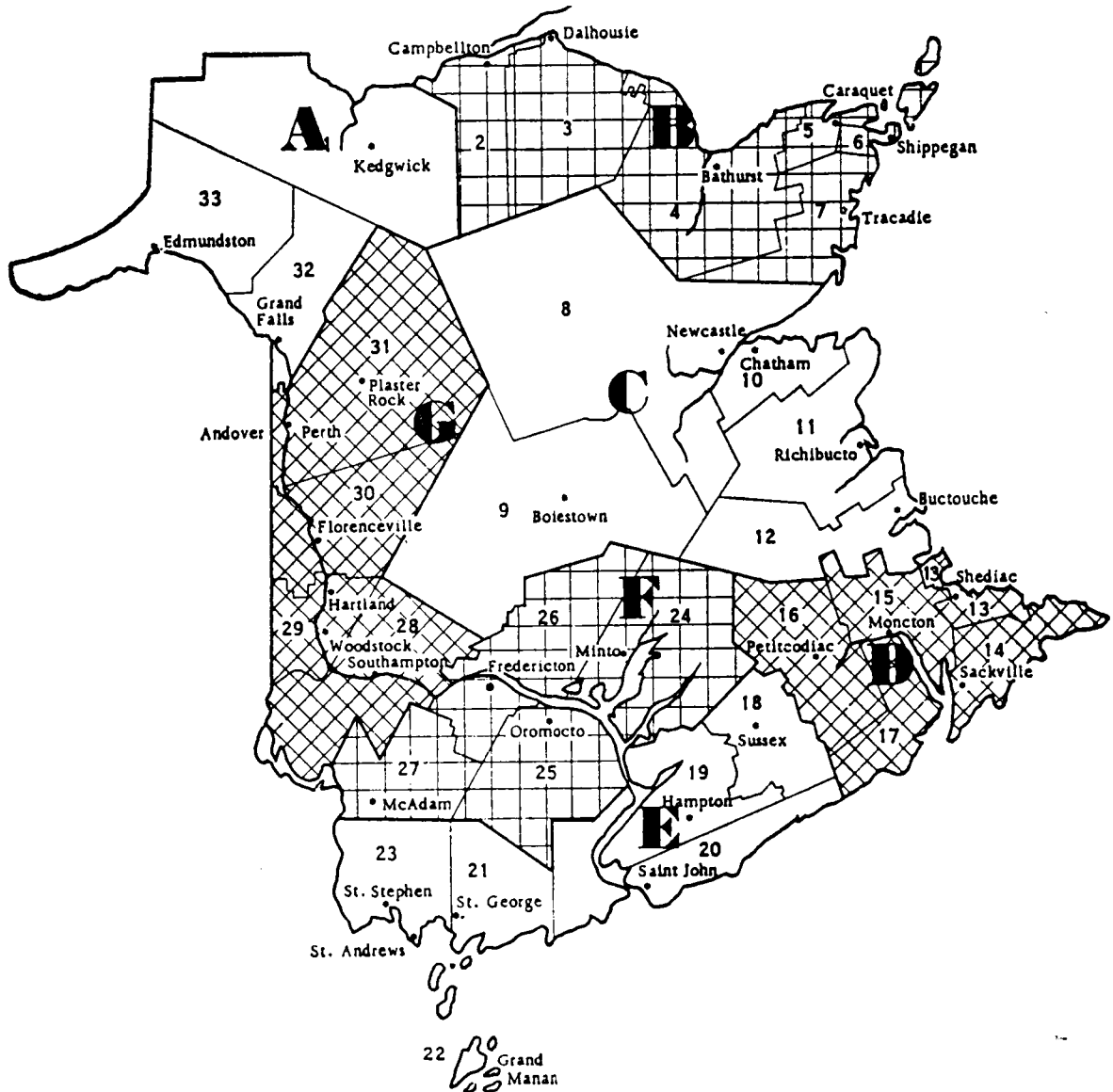
experiences. The level of satisfaction was to be determined by summing up the 20 scales of the short-form of the Minnesota Satisfaction Questionnaire (MSQ).

Intrinsic job satisfaction. It is a dimension of job satisfaction that refers to those elements that are a function of the content of work (e.g. achievement, work itself). The level of intrinsic satisfaction was to be determined by summing up the scores on scales 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16 and 20 of the MSQ.

Extrinsic job satisfaction. It is the dimension of job satisfaction that refers to the elements that are a function of the context of the work (e.g. salary, supervision). The level of extrinsic satisfaction was determined by summing up the scores on scales 5, 6, 12, 13, 14 and 19 of the MSQ.

Demographic variables. These are the variables that are related to the personal background and the characteristics for each subject (e.g. sex, education, age).

Region. As explained earlier, the province was divided in 1963 in seven different regions. A region is made up of a number of school districts and each has a different number of school districts, (see figure 1). Since 1973, a number of bilingual districts have become unilingual. Thus, the school districts 2, 3, 4, and 11 have been subdivided and have become the new unilingual districts 37, 35, 41 and 39.



NOUVEAU-BRUNSWICK Districts et Régions Scolaires

FIGURE 1

Map of New Brunswick's School Districts and Regions

Reprinted from: Profile of Education in New Brunswick, 1973,
12, 3, p. 3.

Region A. This region is generally recognized as the northwestern part of the province and includes school districts numbers 1, 32 and 33. The population there is also predominantly French speaking and the school districts are unilingual French districts.

Region B. This is the region known as the northeastern part of the province. It is also predominantly French speaking and includes the school districts numbers 5, 6, 7, 35, 37 and 41. Similar to region A, these districts are unilingual and French.

Region C-D. These are located in the southeastern part of the province. Although these regions are separate, they are generally considered as one for the French speaking population and include school districts numbers 12, 13 and 39.

III. IMPORTANCE OF THE STUDY

Few studies have been done involving teachers as subjects in the province of New Brunswick. It follows that little is known about them. This study claimed to fill such a void for it had multiple purposes. A first purpose was to provide some useful descriptive data such as the number of teachers who have had previous work experience other than teaching, the percentage of those who want additional training, the average age of this population group, their average

degree of satisfaction, the educational composition of the group as well as other information which were not available at the present time. Secondly it was to be a predictive study in that it would attempt to find the variables that could predict the job satisfaction level of a teacher. Thirdly, it would provide a better knowledge of whether teachers were satisfied or not and whether they were more extrinsically or intrinsically satisfied. The results could probably have a direct bearing on bargaining agreements by indicating what teachers want more in order to be satisfied. Lastly but not least, the knowledge of whether teachers want more professional training or not and the areas for which they were not satisfied would make it easier for the College of Education to know what kind of training to offer. If the training institution knows what makes a teacher satisfied, it will be in a better position to provide the most appropriate type of training.

IV. HYPOTHESES

Although this was to be a descriptive study, a number of hypotheses were stated. Earlier in this proposal, the majority of these hypotheses were formulated in question forms. In this section, most of them were stated in a null form and were not necessarily in the same direction as what is supported by the literature of studies on teachers.

1. There is no significant difference between the sexes and job satisfaction.
2. There is no significant difference between the number of teaching jobs and job satisfaction.
3. There is no significant difference between the types of background experience of the teacher and job satisfaction.
4. There is no difference between the program groups of teachers and job satisfaction.
5. There is no significant difference between the tenure statuses and job satisfaction.
6. There are no significant differences among the various regions and the job satisfaction.
7. There are no significant differences among the various educational levels and job satisfaction.
8. There are no significant differences among the expressed need for professional development and job satisfaction.
9. There are no significant differences among the various salary levels and job satisfaction.
10. There are no significant differences among the various lengths of experience and job satisfaction.
11. There are no significant differences in satisfaction and among the various age groups.
12. There are no significant differences among the various lengths of tenure and job satisfaction.

13. There are no significant differences among the various MTAI scores and job satisfaction.

14. There is no significant difference between teachers who are satisfied with the intrinsic factors of their job and those who are satisfied with the extrinsic factors.

15. There is no significant relationship between selected demographic variables and the level of overall job satisfaction.

V. CHAPTER SUMMARY

One of the purposes of this study was to contribute to the present body of knowledge in relation to job satisfaction and to measure the degree of satisfaction of Business and Trade and Industrial teachers in the French schools of New Brunswick.

This chapter included the setting of the problem, the problem and its scope, the underlying assumptions, the limitations and the importance of the study. It also contained the definition of terms and the hypotheses.

CHAPTER II

REVIEW OF LITERATURE

I. THEORIES OF JOB SATISFACTION

Thousands of studies have been done on job satisfaction. Although Hoppock started it all in 1935, job satisfaction does not yet have a generally accepted definition or a theory. There are almost as many definitions as there are studies. Although fewer theories exist, there are two which are better known and a few others, lesser known. The first two theories, the two-factor theory and the traditional theory present opposing viewpoints. The lesser known theories neither oppose nor support the other two theories.

Probably the most controversial of these theories is the Herzberg's two-factor theory. It was first introduced in The Motivation to Work (Herzberg, Mausner, and Snyderman, 1959). Briefly, it is described in the following manner:

1. Job satisfaction and job dissatisfaction are viewed as two separate and parallel continua.

2. The opposite of job satisfaction is not dissatisfaction but rather no satisfaction. In the same manner, the opposite of dissatisfaction is no dissatisfaction.

3. The feelings a person has for work-content related factors determine his/her level of satisfaction.

4. The feelings one has about the work-context related factors of his/her job determine his/her job dissatisfaction.

This theory was tested by several researchers. Even though it received support from a few studies, the majority did not support it. For instance, Landy and Trumbo (1980 say:

Due to the conceptual and empirical problems in supporting Herzberg's propositions, there has been a substantial decrease in research on the two-factor theory (p. 407).

Earlier, Dunnette, Campbell and Hakel (1967) had this to say: "It seems that the evidence is now sufficient to lay the two-factor theory to rest, and we hope that it may be buried peaceably."

The main criticisms offered are directed at the method used by those who support this theory. It has been called by Dunnette (1966) the "storytelling method." In the literature, there are fewer and fewer studies using the two-factor theory.

The traditional theory of job satisfaction is still the most commonly used approach. In opposition to Herzberg's theory, this theory implies that job satisfaction and job dissatisfaction share the same continuum. Halfway between satisfaction and dissatisfaction there is a point of neutrality. It also implies that if you decrease the dissatisfaction level, you are then increasing the satisfaction level. This theory has evolved over time and no one person

is responsible for it. It has received more support than the two-factor theory. In fact, some support has been provided to this theory by researchers who were attempting to support Herzberg's theory (Graen, 1966).

An interesting article was written by Hazer (1976) in which he explained a theoretical integration of those two theories. Realizing the controversy that existed, he gave a rationale which would help someone decide which theory to use for employees having different levels of satisfaction. He claimed that the traditional theory applied only to those who are moderately satisfied or dissatisfied. In the case of extremely satisfied or dissatisfied employees, the two-factor theory would take over. This rationale would be worth investigating and until now no study has been done to test its value or its plausibility.

Some of the most recent and lesser known theories have been the Lawler's Facet Satisfaction theory, the Locke's Value theory and the Landy's Opponent-Process theory.

In Lawler's model, satisfaction is based on the difference between perceived equitable rewards and actual rewards. Satisfaction is only present when perceived equitable rewards are equal to the actual rewards. If the perceived equitable rewards exceed or are less than the actual rewards, then dissatisfaction arises.

Locke's Value theory makes the distinction between values and needs. It can be defined as a pleasurable

emotional state which one has from the perception that his/her job fulfills his/her job values providing these values are compatible with his/her needs (Dunnette 1976).

Needs are considered to be objective while values are considered to be subjective. Needs are those elements that ensure an individual's survival; values are what a person desires at either a conscious or subconscious level. For instance, if one considers fringe benefits as very important then the variety of fringe benefits one has will affect greatly his/her satisfaction; on the other hand, if one places little importance on fringe benefits then variations in fringe benefits will not affect his/her satisfaction. Few studies have been done to test this theory.

Another recent theory is the Opponent-Process theory (Landy, 1978). This theory implies that a person's satisfaction with a particular facet will change over time even though the reward is held constant. It also implies that there are opposing processes for dealing with emotional states. When one is extremely unhappy, there is a mechanism that automatically attempts to prevent it from getting out of control. Whether it is a case of positive or negative emotion, this automatic mechanism comes into play. This theory as well as Locke's theory are too recent to have generated any decent amount of research. Further research would be required before any decision could be taken on either one.

It is therefore obvious that, instead of getting closer to a generally accepted theory, the experts in the field tend to diverge and formulate their own theories. However, another concept has surfaced of late and is called the Quality of Work Life (QWL). This concept has shifted the emphasis away from the controversial methods of measuring job satisfaction over to what constitutes the Quality of Work Life. The proponents of this concept talk about measuring all the different aspects which affect a worker's life rather than just measuring the satisfaction on the job. In the literature, it seems to be the newest craze.

II. OVERALL JOB SATISFACTION

Several national surveys, both American and Canadian, have measured the percentage of satisfied workers. Quinn, Staines and McCullough (1974) reported the results of seven national surveys and eight Gallup polls. The national surveys spanned a period of fifteen years and the last five report almost identical percentages, approximately 90% of workers are satisfied. Similar findings were found in the seven Gallup polls from 1963 to 1973. Weaver (1980) examined more national surveys done between 1972 to 1978 and again found the overall satisfaction level of workers to be close to 90%.

Lesage and Rice (1978) reported that close to 90% of all working Canadians claim to be satisfied with their work

although they would like to have more complex work to do so they could make full use of their potentials. Lemelin and McNeil (1982), in their book on the quality of work life, reported one of their studies and said the results showed that 88% of the workers from Quebec are either satisfied or very satisfied. In general, it can be said that the great majority of workers are satisfied.

A few authors claimed otherwise and said that dissatisfaction was on the rise or that the number of satisfied workers was getting smaller. Carey (1982) reported the results of studies that were made in Ontario in 1977 and in 1981 and said that Canadians were less satisfied now than they were five years ago. In an Editorial (1982) of Metropolitan Toronto Business, a similar claim was made and the reasons cited for the decrease were the reduced opportunities for advancement and fewer chances to influence superiors in their decisions.

Similar claims of decreases in the satisfaction level of workers were also made in the U. S. However, Chelte, Wright and Tausky (1982) did an analysis of the many national studies to see if such a trend existed. After completing their analysis, they were able to conclude that job satisfaction did not drop during the 1970's.

The results of those national surveys showed that the percentage of dissatisfied workers varied from 8 to 12% at the most.

III. TEACHER JOB SATISFACTION

Almost every segment of the population has been studied. Researchers have tried to find possible differences in job satisfaction between white-collar and blue-collar workers, professionals and manual workers, males and females, older and younger workers, and amongst various occupational groups.

One segment of the population that has attracted a lot of attention during the last 10 to 15 years has been the teaching profession. Hoppock's study in 1935 involved teachers but it was in the seventies before the largest number of studies involving teacher job satisfaction were made. Therefore, the better part of this literature review was made up of more than 100 studies that have been done with teachers as subjects. Additional studies were reviewed and considered because of their relation with the demographic variables used in this study such as age, sex, salary, educational level, experience, tenure and attitudes.

Davis (1981) says "The epidemic problems of teacher stress and 'burnout' indicate an obvious need for job satisfaction research in our profession." He also says that overall satisfaction is the sum of an equal weighted index of intrinsic and extrinsic satisfaction. Stephen Truch (1980) in his book "Teacher Burnout and What to do About it" says that "...there is a close association between job

dissatisfaction and stress" (p. 42). These two statements would lead someone to believe that teachers are a highly dissatisfied group. Yet this review has found the opposite since the studies analysed gave strong indications that teachers are a satisfied group of workers.

Sykes (1982) analysed national surveys and found that teachers in 1973 and 1978 were the most satisfied group and were only 2nd to non-farm managers in the 1969 survey. He reported that those findings corresponded to the ones found by Kilpatrick in an earlier study. According to Sykes, Kilpatrick had found the teachers to be next to the college professors as the most satisfied workers. Lacy (1968), Lee (1972), Tirado (1979), Nederveen (1982) and Fedler and Counts (1982) found that better than 80% of the teachers were satisfied. A great number of other studies such as Hogan (1968), Messerschmidt and Barnhardt (1972), Hallum (1974), Talbot (1974), Muncrief (1979) Cohen and Friedlander (1980), Coley (1980), Lytle (1980), Ornstein (1981), Ellis, Frey and Thompson (1982), Wangberg, Metzger and Livitov (1982) reported that 60% of teachers or better are satisfied. Rudd and Wiseman (1962) did their study in England and found those teachers to be highly satisfied. The Canadian studies on job satisfaction such as Aikenhead (1960), Giard and Therrien (1976), Rainville (1977), Schoeman (1978) and Friesen, Holdaway and Rice (1981) all reported that a very large percentage of teachers are satisfied. A study by

DesRoches (1979) done with community college instructors and another by Onuoha (1980) with university professors reported similar findings.

In more than 100 studies analysed, only a few claimed that there was teacher dissatisfaction. Napier (1966) found almost 74% of the teachers in the York public school system to be below average in satisfaction or dissatisfied with 39% and 34% in each group respectively. Owens, Mundy and Harrison (1980) talked of widespread dissatisfaction amongst Georgia teachers. They did not give any percentages so it was difficult to interpret why they felt it was widespread. The only other studies to report a high level of dissatisfaction were Frataccia and Hennington (1982) and Aven (1968). Both of these studies were done with teachers who had already left the profession.

A number of other studies have reported that teachers, in general, were satisfied even though no percentages were given. Wangberg, Metzger and Levitov (1982) found dissatisfaction to be on the rise. Their study involved elementary female teachers only in a national sample. Cooke, Kornbluh and Abramis (1982) found that Michigan teachers were significantly less satisfied than the 1977 national sample in a study conducted by the Institute for Social Research. Could it be that the different male-female proportions of both samples 63% females in the Michigan study and 59% males in the national sample, made the difference in the results?

In summary, the majority of the studies reveal that teachers, on the whole, are a satisfied group of workers. Even though a few studies said that dissatisfaction was on the rise for certain groups, one can still say that teachers are amongst the most satisfied group of workers.

IV. DIFFERENT VARIABLES AND JOB SATISFACTION

Age and Job Satisfaction

In the many studies analysed that had age as a variable, varying results were obtained. Five different kinds of results could be found. One result was that no significant relationship exists between age and job satisfaction. Another result showed a linear increase of job satisfaction with age. A third result showed a curvilinear relationship between age and job satisfaction. Yet another recent result was a sort of S-shape relationship which combines the curvilinear relationship up to the age of 60 and a dip between 60 and 65, called the pre-retirement dip. Finally, some studies have found a negative relationship between age and job satisfaction.

Several studies have found no significant relationship between age and job satisfaction. Arvey and Gross (1977) did a study on the satisfaction of the homemaker's job with an all female population and did not find a relationship. Adair (1968) tried to find the relationship between age and job satisfiers rather than the age and overall job satisfaction and found none. His study included eighty one evenly

distributed male and female teachers. In a survey of 100 agriculture teacher educators, Bowen (1981) reported no significant difference. Although he found that the intrinsic satisfaction lowered with age, Cohn (1979) found that the overall satisfaction did not change with age. In a follow-up survey of graduates in education, Hogan (1968) found a slight positive relationship but it was not significant. Similarly, Indiresan (1976) found a small positive relationship and it also was not significant. His subjects were engineering professors in India. Lee (1972), Messerschmidt and Barnhardt (1972) and Kaufman (1976) surveyed Industrial Arts teachers and teacher educators and found no correlation between age and job satisfaction. Finally, Wickstrom (1973), came to the same conclusion in his study of Canadian teachers in Saskatchewan.

The linear increase of job satisfaction with age has been made popular by Hulin and Smith (1964). They attempted to support the Herzberg's U-shape relationship of age, tenure and job satisfaction. Their findings did not support Herzberg's hypothesis but instead reported a linear increase of job satisfaction with age. Earlier, Johnson (1951) and Vollmer and Kinney (1955) had found similar results but with a few notable differences.

In a study involving nine Central New York urban districts, Johnson found a general trend for a linear increase except for married women whose age and job satisfaction

relationship was curvilinear. Vollmer and Kinney used three groups of people. One was college-trained, another was high school trained and the latter was at the grammar school level. The last group demonstrated an S-shape relationship.

Since the Hulin-Smith study, others such as Gibson and Klein (1970), Glenn, Taylor and Weaver (1978), Schoeman (1978), Weaver (1980), Janson and Martin (1982), King, Murray and Atkinson (1982), Fedlar and Counts (1982), Nederveen (1982), Sykes (1982) found similar results. The Weaver and the Glenn, Taylor and Weaver studies were analyses of several other studies. The Schoeman, the Sykes and the Nederveen studies used teachers as subjects while Fedler and Counts studied journalism professors. King, Murray and Atkinson's study involved over 3000 Canadians in a 1977 survey. Besides finding a higher level of satisfaction in Atlantic Canada of which New Brunswick is a part, they found older workers to be more satisfied.

Something different was tested by Janson and Martin. On the assumption that the older worker was more satisfied, they attempted to explain why it was so. Two views were studied: (1) the relationship in satisfaction is explained by generational differences and (2) the relationship is explained simply by the fact that older workers have moved to other newer and better jobs. Both views were not supported and the causes that make older workers more satisfied on their jobs are still unexplained. Finally Gibson and

Klein found a linear relationship when tenure was not controlled but when it was controlled, the relationship was no longer completely linear.

The curvilinear relationship was hypothesized by Herzberg in 1959. Johnson (1951), as stated earlier, had found a curvilinear relationship of age and job satisfaction for married women. Since then, other researchers have reported somewhat similar findings. Giard and Therrien (1976) studied two groups of teachers, one at the high school level and one at the collegiate level. Both groups showed a curvilinear relationship of job satisfaction to age. Schwab and Heneman III (1977) indicated that age and job satisfaction had an approximate linear relationship and that intrinsic satisfaction was consistently related to age. Bamundo and Kopelman (1980) used age as a moderating variable between job satisfaction and life satisfaction and found age to have a curvilinear moderating effect. Teachers in northwestern Ohio and western Pennsylvania showed the same relationship (Feithler and Tokor, 1981). Finally, Quinn, Staines and McCullough (1974) in their study, found a slight dip in 45-54 age group which lent support to the curvilinear hypothesis.

An attempt by Gibson and Klein (1970) was made to explain the curvilinear relationship. Having found a positive linear relationship between age and satisfaction, they also found a negative linear relationship between tenure and

satisfaction. A combination of the slopes resulted in a curve which they said was a possible explanation for the U-shape relationship.

A few other studies such as those by Super (1939), Saleh and Otis (1963) and Miller (1976) supported the U-shape relationship with an added twist. It could be called the S-shape curve. They found a U-shape relationship up to age 60 and found a slight dip again in a period called the pre-retirement stage. This light drop in the curve gave it an S-shape on its side. Strong (1959) went beyond this reasoning and gave a different rationale by saying that satisfaction was cyclical. He claimed for various reasons that satisfaction was like a cycle and varied often during the course of a single year.

A number of other studies such as Hoppock (1960), Bruce, Bonjean and Williams (1968), Karolat (1971), Belasco and Alutto (1972), Fedler and Counts (1982) reported they had found older workers to be more satisfied than younger workers although they had made no attempt to support the age-satisfaction linear relationship.

Finally, some studies claimed a negative relationship between age and job satisfaction. In a study of academic employees in a college of allied health science, Buhmeyer and Hunt (1982) found the older faculty to be less satisfied. Similar findings were reported by Fraser (1970) in a

study of teachers from New Zealand, Australia and the United States.

The studies analysed did not give a conclusive evidence as to whether the linear or the curvilinear relationship was the most accurate. One thing which was evident in almost all the studies was that older workers were more satisfied. The few studies that had chosen to include an age group of 60-65 have all found a slight decrease during that period. Therefore this study chose the S-shape relationship which is the curvilinear relationship plus the pre-retirement dip.

Sex and Satisfaction

Another variable commonly associated with job satisfaction is sex. A good number of studies on job satisfaction were not able to compare between sexes for they had used either an all-male or an all-female population. However the ones that did compare sexes do report different findings.

Very few studies have found the males to be the more satisfied of the two sexes. Berman (1980) and Lovano-Kerr and Fuchs (1982) reported female university professors to be less satisfied than their male counterparts. University teaching, claimed to be a male bastion, was said to be the reason why female professors were less satisfied. Albrecht (1981) conducted a study involving 296 CPA's. He reported that the male accountants were more satisfied. Another

study by Hulin and Smith (1964) involving electronic workers and one by Hogan (1968) on teachers obtained similar results. They did not offer any explanation why male workers would be more satisfied.

A larger number of studies did claim a greater satisfaction for women. Female teachers were reported more satisfied by Chase (1951), Karolat (1971), Belasco and Alutto (1972), Wickstrom (1973), Lortie (1975), Schoeman (1978), Chapman and Lowther (1982) and Nederveen (1982). Siegel (1969) and Schwab and Wallace (1974) reported similar findings for non-teaching workers and so did Buhmeyer and Hunt (1982) for college professors. Giard and Therrien (1976) included in their population high school teachers and college instructors. The latter study found female teachers more satisfied than their male counterparts but found no significant differences in the satisfaction level of the college instructors.

Yet another set-up would be to compare the sexes along the professional and the non-professional lines. In doing so, Shapiro and Stern (1975) found female non-professionals to be more satisfied than male non-professionals while the male professionals were more satisfied than their female counterparts thus leaning in the same direction as the studies reported earlier by Berman (1980) and Lovano-Kerr and Fuchs (1982). Since teachers are classified in the

professional group, it would seem then that female teachers differ from other professionals.

Many other studies reported no differences in the job satisfaction level of both sexes. Adair (1967), Lacy (1968), Hallum (1974), Tirado (1978), King, Murray and Atkinson (1982) and Sweeney (1982) did not find female teachers to be more satisfied than male teachers. Similarly, in studies involving non-teaching personnel, no differences were found by Burke (1966) Allen (1967a), Perron and Robichaud (1977) and Voydanoff (1980). Other studies had been undertaken to analyse existing studies or national surveys and the results had been compared. Quinn, Staines and McCullough (1974), Weaver (1977 and 1980) and Glenn, Taylor and Weaver (1978) found no differences in the level of job satisfaction of both sexes.

In some studies, although they did not report differences on the overall level of job satisfaction, they found variations between the groups. For instance, the study by Voydanoff reported earlier, found females to be more satisfied intrinsically and less extrinsically than male teachers. Cohn (1979) found that in older males, the level of intrinsic satisfaction lowers while the level of extrinsic satisfaction increases. A sharpest decline in work satisfaction was reported by Worklife (1982) for females but the author did not give a comparison of the two sexes.

The difference in the satisfaction level of men and women was not in sex but in the complete gamma of factors that were related to sex such as pay, possibilities for advancement, etc... Such a claim was made by Fournet, Distefano and Pryer (1966). They claimed that females have lower pay, fewer chances of advancement, etc., and for these reasons they were less satisfied. These reasons would not hold for teachers since the pay is the same for both sexes and chance for advancement is almost non-existent in either case.

There were neither convincing results to prove that female workers were more satisfied than male workers nor were there any more proving that there was no difference between them. However in the case of teachers, the almost totality of studies reported that female teachers were more satisfied than male teachers and yet teachers are professionals according to Weiss, Dawis, England and Lofquist (1967). If this were so, then according to Shapiro and Stern, female teachers should be less satisfied than male teachers. In this study, the direction of the hypothesis for teachers' satisfaction and sex was the same for both sexes.

Educational Level and Job Satisfaction

Very few factors have been studied for which the satisfaction relationship was either positive, negative or unrelated. Such was the case of education's relationship

with job satisfaction. Of the studies reviewed, they were about evenly divided amongst the three types of relationship.

Arvey and Gross (1977) compared the level of satisfaction for the homemaker job between homemakers and other job holders. The educational level of the subjects had no relationship with the level of job satisfaction. A similar comparison was made by Indiresan (1976) with engineering professors in India. His findings were the same as Arvey and Gross. Messerschmidt and Barnhardt (1972) and Wickstrom (1973) studied industrial teachers and Canadian teachers respectively and found the same results. In an earlier survey of literature by Fournet, Distefano and Pryer (1966), it was reported that Sinha Sarma had found no relationship. Finally, Arvey and Dewhirst (1976), using education as a moderating variable between goal-setting attributes and job satisfaction, did not find education to have a moderating impact.

In Fournet, Distefano and Pryer, they said that Vollmer and Kinney had found a negative relationship. Verifying Vollmer and Kinney (1955), they reported that the educated workers were likely to be more dissatisfied. Dissatisfied was meant to be at the opposite end of the satisfaction-dissatisfaction scale.

Others that have found a negative relationship were Gross and Napior (1967), Perkes (1968), Bruce, Bonjean and

Williams (1968), Perron and Robichaud (1977), Schoeman (1978) and Gruenberg (1980). In the case of Perron and Robichaud, the difference in education level meant different types of training thereby making it difficult to compare. They compared university graduates and high school graduates in completely different types of jobs. A negative curvilinear relationship was found by Gross and Napior. Comparing bachelor's, master's and doctoral degrees they found that those who held a bachelor's degree had the highest intrinsic satisfaction followed by the doctoral degree holders. No mention was made of the general satisfaction. In three separate groups, Bruce, Bonjean and Williams found in their worker's group a negative relationship between education and job satisfaction. However, for their independent businessman and their managers groups, no relationship was found between education and job satisfaction.

In his analysis of the International Time Use Study, Gruenberg (1980) reported that if one looked at workers who had equal levels of intrinsic and extrinsic satisfactions and had different educational levels, satisfaction would tend to be lower for those at the higher educational level. For Perkes (1968), the difference was found in the teacher's level of satisfaction with their students. He found that teachers who had the most training in their specialty were the most dissatisfied with their students.

The last group of studies included the ones that had found a positive relationship between job satisfaction and education. The studies reviewed and belonging to this group were those by Allen (1967), Klein and Maher (1968), Lacy (1973) Quinn, Staines and McCullough (1974), Kaufman (1976), Bamundo and Kopelman (1980), Quinn and Baldi de Mandilovitch (1980) and Weaver (1980), King, Murray and Atkinson (1982). Like in the previous groups, a good cross-segment of the population was represented.

Bankers made up the population in Allen's study. Klein and Maher studied first level managers in electronics manufacturing plants. Business education teachers formed Lacy's group while Industrial Arts educators made up Kaufman's group. They all found a positive relationship between education and job satisfaction.

Quinn, Staines and McCullough analysed a number of previous studies and found a positive relationship although they said increases were different for college and non-college workers. The size of each increment was larger for the college group than the non-college group. In a similar analysis done on eleven national studies, Quinn and Baldi de Mandilovitch found a statistically significant positive relationship. Doing a follow-up of Quinn, Staines and McCullough, Weaver analysed studies made after 1973 and found the same relationship. Lastly, Bamundo and Kopelman used education as a moderating variable and found that it

had a moderating effect on the job satisfaction - life satisfaction relationship.

In summary, it could as easily be said that the relationship was positive or negative or that there was no relationship between these two variables. For the purpose of this study, the last alternative was accepted; that is, there are no differences in job satisfaction scores among the various educational levels of teachers.

Experience and Tenure Versus Job Satisfaction

Two other variables closely related to age and education level are experience and tenure. The more experienced teachers are generally older; so if older workers are more satisfied, chances are that more experienced teachers would also be more satisfied.

The relationship between experience and job satisfaction can be expected to be positive, negative or simply non-existing. Only a couple of studies have found a negative relationship between those two variables. Chase (1951) and Giard and Therrien (1976) were the only two studies found to report a negative relationship and both were done with teachers. Chase said that the level of job satisfaction decreased with increasing length of teaching experience but he did not say whether his findings showed a significant difference. However, Giard and Therrien reported their findings to be significantly different.

It was suggested earlier that the more experienced workers are likely to be more satisfied. Although more studies could be found to support a positive relationship rather than a negative relationship, they were still few in numbers. All of the studies that do report a positive relationship involved teachers. Lacy (1968), Karolat (1971), Muncrief (1979), Schoeman (1978) and Nederveen (1982) found a positive correlation. Having found age and total years of experience to be significantly related to job satisfaction, Nederveen held age as a covariate and still found a positive relationship.

Most of the studies, however, reported a non-significant relationship between experience and job satisfaction. Allen (1967a) with bank employees, Gross and Napior (1967) with school principals, Fraser (1970), Lee (1972), Messerschmidt and Barhardt (1972), Wickstrom (1973) with teachers, Indiresan (1976) with Indian professors, Cortis (1979), Berman (1980), Bowen (1981) and Wangberg, Metzger and Levitov (1982) all reported a non-significant relationship. Therefore, the literature seemed to point towards a non-significant relationship between job satisfaction and experience.

Tenure can often be found in the literature to be associated with age and/or experience. Using the same rationale as was done previously for age and experience, one would say that because tenured workers tend to be older than

non-tenured workers the former group would be more satisfied than the latter group. A few studies have supported this rationale. Such was the case for the findings reported by Schwab and Wallace (1970), Buhmeyer and Hunt (1982) and Fedlor and Counts (1982).

However, a greater number of studies have found otherwise. Fournet, Distefano and Pryer (1966), Bruce, Bonjean and Williams (1968), Kaufman (1976), Gould (1979), Bowen (1981), and Worklife (1982) reported no significant relationship between tenure and job satisfaction. A negative relationship was found by Hulin and Smith (1964b), Fraser (1970) and Gibson and Klein (1970). Not only did Gibson and Klein find a negative linear relationship but they also found a positive linear relationship between age and job satisfaction. Combining those two results, they claimed to have a partial answer for the curvilinear relationship between age and job satisfaction. Figure 2 is a graphic demonstration of their interpretation.

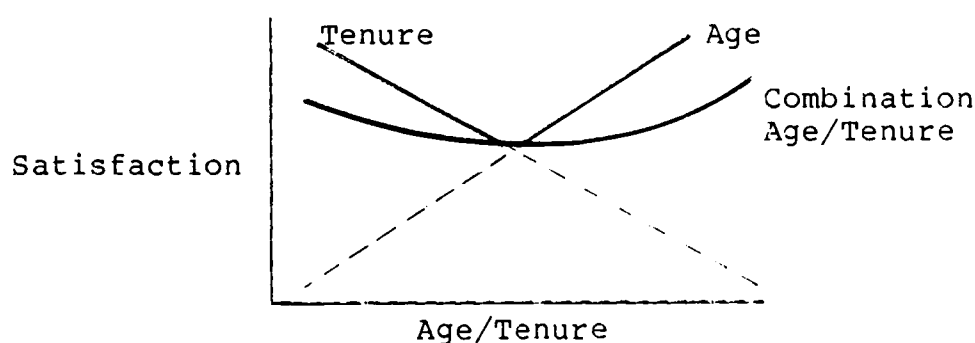


FIGURE 2

Relationship Between Age, Tenure and Satisfaction

Although their rationale seemed to be logical, there was a greater tendency for tenure not to be related significantly with job satisfaction.

Salary and Job Satisfaction

Another variable often associated with job satisfaction is salary. Many studies have been done either on satisfaction with pay or the relationship of salary with job satisfaction. Unlike other variables previously associated with job satisfaction, no studies reported a negative relationship between salary and job satisfaction. Probably this was so for it is difficult to think of someone becoming less satisfied because of having salary increases. Still another possibility would have been for low salaried workers to be more satisfied than high income workers. Such was not the case in the literature reviewed.

Studies were fairly well divided between the ones that did report no significant differences in the job satisfaction level of high and low income workers and those that said there was a positive relationship because the highest salaried workers reported the highest level of satisfaction. The scale seemed to sway in favor of the positive relationship.

Bourn (1972) says "It is because the intrinsic satisfaction to be gained from job enlargement are not at the forefront of the worker's aspirations that although he may appreciate and respond to those changes, this does not

ensure an end to labor troubles." One can conclude from the above statement that if workers receive more money they will be more satisfied. That idea has had support from Kenneke (1968), Lacy (1968), Pallone, Hurley and Rickard (1971), Lee (1972), Kaufman (1976), Weaver (1980) and Fedler and Counts (1982). Each study reported findings to support a positive relationship between income and job satisfaction.

Such a relationship was not supported by Hoppock (1935), Armstrong (1966), Fournet, Distefano and Pryer (1966), Wernimont (1966), Armstrong (1970), Ellenburg (1972), Fitzpatrick (1972), Hallum (1974) Indiresan (1976) and Worklife (1982). No significant differences were found for the various income levels and job satisfaction. Hayes (1979) in his article titled "When money is not the answer" says: "One of the big mistakes many supervisors make is to assume a raise is all their employees need to work harder." He was not saying that money is not important but that other non-financial rewards may be just as important. Some examples of other rewards given were early time off with pay, personal time off with pay and extended break or lunch periods.

In the studies done with teachers who had left the profession, findings indicated salaries as the prime reasons for leaving (Nelson and Thompson, 1963, Aven, 1968 and Maddux, Henderson and Darby, 1980). However, Aven's findings showed that reason to hold true for men only. Women

left primarily for homemaking reasons. Finally, Hulin and Smith (1964) found differences for men and women in the relationship of salary to job satisfaction. For men, the relationship was positively linear while there was no significant relationship between these two variables for women. They did not say whether an effort had been made to identify if both men and women were the major breadwinner in the household. That could have been the reason for the different results obtained.

Although Hayes says that money is not the answer, one would definitely say that it helps. This study will attempt to provide additional support to the findings of no significant differences between various salary levels and job satisfaction.

Experience Other Than Teaching and Various Teaching Positions versus Job Satisfaction

Very few studies have tried to find the relationship between "the number of teaching positions" or "experience other than teaching" and job satisfaction. For instance, no studies could be found where the variable "more than one teaching position" was used.

As a variable "experience other than teaching" was studied in various ways by researchers. In a longitudinal study, Hoppock (1960) found that subjects who had changed jobs reported higher increases in job satisfaction. Bowen (1981) did attempt to find a correlation between the length of her subjects' experience as high school agriculture

teachers and their level of job satisfaction as agricultural teacher educators. She did not find any significant differences. In her study of Business Education teachers, Lacy (1968) compared teachers who had had previous work experience other than teaching to those who hadn't. The two groups did not show a significant difference in their level of job satisfaction.

Adair (1967) used a slightly different approach. Using two groups as mentioned earlier, he wanted to know if the groups would differ in the selection of job factors that act as satisfiers. His results did not show a difference in the two groups.

This study attempted to find the difference in the job satisfaction level of teachers who have had more than one teaching position and those who have not changed their teaching position. It also tried to show that teachers who have had other work experience other than teaching will not be more satisfied than teachers who taught only.

Working Conditions versus Job Satisfaction

The traditions of teaching make people who seek money, prestige or power somewhat suspect; the characteristic style in public education is to mute personal ambition. (Lortie, 1975)

In this study, only a few factors made up the working conditions. The main reason for including those factors was to find out with which set of factors these teachers were less satisfied. Five of these factors belong to what some authors would classify as work-context factors while the

other five would be classified as work-content related factors. Other authors say that work-content related factors are what causes the intrinsic job satisfaction of workers while context related factors are responsible for the extrinsic job satisfaction.

Those who supported the Herzberg's two-factor theory said that work-context factors are hygiene factors while the work-content factors are called motivators. They all seem to agree that these are two sets of factors but they identify them differently. Where the major difference exists is in the way they affect the worker's satisfaction. This study used the intrinsic and extrinsic rationale and furthermore said that overall satisfaction is the sum total of the intrinsic, the extrinsic and the general satisfaction.

Some findings were reported in the literature about working conditions and intrinsic versus extrinsic satisfaction. Kaufman (1976) reported a 0.82 correlation between intrinsic and overall job satisfaction and a 0.88 correlation between extrinsic and overall job satisfaction for a group of teachers. Earlier, Wernimont (1966) did a study involving accountants and engineers. He measured the intrinsic and extrinsic satisfaction separately from the overall job satisfaction. High levels of satisfaction were found to be due to intrinsic factors while dissatisfaction was caused by low levels of satisfaction with intrinsic

factors. He went on to say that extrinsic factors caused both satisfaction and dissatisfaction but less readily than did the intrinsic factors.

Oreilly and Caldwell (1980) did a follow-up study on MBA graduates immediately after accepting a job and again six months later. Their study revealed that decisions made on intrinsic job features were likely to be associated with job satisfaction and attitudinal commitment. It was also found that decisions made for extrinsic reasons were inversely related to job satisfaction and commitment.

Gruneberg (1978) reported a study by Ewen et al. that had found intrinsic factors to be the most important sources of both satisfaction and dissatisfaction. Nelson and Thompson (1963) in a study of teachers who had left the profession, gave extrinsic factors as reasons for which teachers left the profession.

Many other studies have obtained other results. This was probably the variable for which most different results had been mentioned. It was next to impossible to try and match the various studies. Therefore, this study, as it was stated before, attempted to identify working conditions with which these teachers were more or less satisfied. It also tried to find out which factors, intrinsic or extrinsic, had the highest correlation with either the one item satisfaction scale or the overall job satisfaction as measured by the MSQ.

V. CHAPTER SUMMARY

To measure accurately job satisfaction is no simple task. To know what to measure in job satisfaction or what constitutes job satisfaction is not any simpler. That did not stop thousand of researchers to try and find the answer. From those studies, the following conclusions were drawn:

1. Workers in general are satisfied; teachers are amongst the highest satisfied group.
2. Older workers are more satisfied except for the studies who have used a 60-65 age interval. Such studies reported a slight decrease in the pre-retirement period.
3. There does not seem to exist convincing results to say either one of the two sexes is more satisfied than the other. However, in the case of teachers, almost all the studies reported female teachers to be more satisfied.
4. Education and job satisfaction is probably the only situation where one can find as equally a non-relationship, a positive or a negative relationship. The studies read were fairly well divided amongst the three situations.
5. Experience and tenure are not related significantly to job satisfaction.
6. Job satisfaction is positively related to salary.
7. Teachers who have had work experiences other than teaching are not necessarily more satisfied than those who had taught only. No studies have done an analysis of

teachers who have had more than one teaching position but the few studies that have analysed workers who have changed jobs, have found these workers to be more satisfied.

8. Finally, whether they have called them motivators and hygienes, satisfiers and dissatisfiers, work-content and work-context factor, intrinsic and extrinsic factors, most studies do breakdown the working conditions into two groups. The great majority of these studies pointed to the intrinsic group (same as motivators, satisfiers and work-content factors) as the one contributing most to the overall job satisfaction.

No matter in which occupational group you're in, these general findings do apply. It will now be interesting to find out if New Brunswick's French Business and Industrial teachers are any different.

CHAPTER III

METHODOLOGY

I. SUBJECTS

As mentionned earlier, the population of this study was made up of all the French teachers in the Business Education and the Trades and Industrial Education programs of New Brunswick. In all, teachers from thirteen schools in twelve school districts were involved in the study. An official list was obtained from the Industrial Arts and Industrial Education consultant of the province of New Brunswick-French division. His list is updated annually and also includes the names of the Industrial Arts teachers. In the 1982-83 list, there were 103 teachers who identified as Trades and Industrial teachers.

It was impossible to obtain a similar list from the Business Education consultant of the French division. However, the researcher of this study had made a survey the previous year and had compiled an unofficial list. Working from that list, it was thus possible, after numerous phone calls to different schools, to update that list and confirm the accuracy of the names included. The final results indicated that there were 60 French Business Education teachers.

From both subpopulations, the teachers on sabbatical leaves were left out of the respective lists. The overall population for the study was 163 teachers who were actually teaching. This number represented a 6% sample of the entire French teaching population of New Brunswick.

II. INSTRUMENTS

Three different kinds of information were sought in the study. One type of information was demographic in nature. The other two types were the level of satisfaction and the attitude level. Several methods were possible to gather those kinds of information. One of those methods was the use of questionnaires and it was the one chosen by the author.

The decision to use the questionnaire method was enhanced by Berdie and Anderson (1974). They give the following advantages for using questionnaires:

1. Cost
2. Reaching subjects - sometimes it is very difficult to arrange appointments for interviews.
3. Larger population.
4. Could be worldwide.
5. Ease of completion.
6. Less bias.
7. Ease of tabulation.
8. Method familiarity.

9. Catch that opinion - if given a short period of time to answer, chances are that the entire group will be in the same reference of mind.

10. Uniform question presentation.

They also give a number of limitations in reference to the utilization of questionnaires. First and foremost is the low response rate associated with mailed questionnaires. This limitation as well as another limitation also given by Berdie and Anderson, impersonalization, did not change the researcher's decision. He felt that the good rapport he had with the two subgroups would offset those two limitations. Also, another limitation which is hardly even mentioned is the number of questionnaires. This population is very often flooded with a number of questionnaires for various studies and very often, they have to prioritize the ones to which they'll answer. Again the researcher was confident that his questionnaires would receive top priority.

After analysing all the advantages and limitations of questionnaires and studying the different alternatives, it was decided that the questionnaires were by far the most advantageous. The next task was then the development and/or selection of the different instruments.

Demographic questionnaire. The first instrument to be developed was the one intended to gather demographic data (see Appendix C). In the review of the literature, none were

found to be appropriate for this study. After deciding which factors would be interesting to associate with the job satisfaction of teachers, it was then an easy task to develop this instrument. It was made up of two parts and part I contained twelve items of demographic nature such as sex, age, education, geographic region, etc.

Part II resembled a job satisfaction survey. It included ten different work factors for which each one was to be judged as being satisfying, neutral or unsatisfying to the respondent. Another single item which measured the overall job satisfaction was also included.

The rationale for including part II was to allow for the comparisons of the responses to these items to those in a standardized instrument on job satisfaction. If a high correlation were to be found then one could dispense the use of a longer instrument and substitute it with a one-item measure in future studies.

Minnesota Teacher Attitude Inventory (MTAI). One of the variables included in the study which would be difficult to measure in a demographic instrument was the construct, teacher attitude. While reviewing the literature the researcher noted that for the greatest majority of studies on teacher attitude the MTAI had been used. Only one of those studies attempted to correlate teacher attitude and job satisfaction. It was a study done by Hogan (1968) and although he

found a slight positive correlation between the two variables, it was not significant. Villeme and Hall (1980) also attempted to correlate the same two variables but used their own instrument to measure the attitude level of their subjects. They found no relationship between those two variables.

A decision was taken to use the MTAI for two reasons. The first reason had to do with the fact that it was by far the best known and the most commonly used instrument in the literature, dealing with the measurement of teacher attitudes. Secondly and probably the best reason was because it was the only instrument of its kind to have a French translated version.

The original version was developed in 1951 as a result of the work done by three researchers in education: Cooke, Leeds and Callis. In the manual for the MTAI it says:

It is designed to measure those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships, and indirectly how well satisfied he will be with teaching as a vocation.

It also makes mention that one of the direct uses of the instrument would be for the selection of students for teacher preparation.

The "Inventaire Minnesota des Opinions de l'Enseignant" was published in 1972. The translation and the adaptations were made by Dr. Jean-Marc Chevrier for the Institut de Recherches Psychologiques, Inc. Since then, it has widely

been used in French Canada. However there is no reliability or validity coefficients available for the French version. The English version has no coefficients in the manual either.

In Canada, two validation studies were conducted, one in English and one in French. Stein and Hardy (1957) did a study in Manitoba with student-teachers. They found a stability coefficient of 0.92 of the instrument and 0.56 correlation between the MTAI scores and outside criteria. They thus claimed the instrument to have a fair degree of reliability and validity.

The French study, conducted by Bhushan (1973) did not obtain similar results. His efforts were oriented towards the validation of the translated version. He claimed that the only way to cross-validate an instrument was by comparing it with another well-known instrument. Since no other known instrument existed in French, he chose to cross-validate it with a method of scoring developed by Yee and Kriewall in 1969. He found no correlation between the two sets of scores and said the translated version was not valid. Rather than disclaiming the translated instrument on its validity rating, one could question seriously the rationale for his using the Yee and Kriewall method as a cross-validation index.

Despite the negative results brought forth by Bhushan, the decision was maintained to use the translated version

in the measurement of the teachers' attitudes for the purpose of this study (see Appendix C).

Minnesota Satisfaction Questionnaire (MSQ). Job satisfaction was to be measured. Several instruments were available such as the Brayfield-Rothe Index, the Faces Scales, the Hoppock Job Satisfaction Blank, the Job Description Index and the Minnesota Satisfaction Questionnaire to name a few. Which instrument could do a better job?

Again, the researcher analysed the review of literature. A wide variety of measures were being used. Some of them were better known, such as the ones already mentioned, and others lesser known. The two instruments that seemed to crop up most often were the Job Descriptive Index, also known as the JDI, and the Minnesota Satisfaction Questionnaire, also known as the MSQ.

Several authors claimed the MSQ to be superior to the JDI. While validating their own instrument, the "Index of Organizational Reactions," against the JDI, the MSQ and the Faces Scales, Dunham, Smith and Blackburn (1977), found that the MSQ had the highest convergent validity and was the least affected by sex and job differences. Earlier, Roberts and Savage (1973) in an article called "Twenty Questions: Utilizing Job Satisfaction Measures," listed the major instruments in the measurement of job satisfaction and said the MSQ makes it possible to compare different workers.

Heneman III, Schwab, Fossum and Dyer (1980) in a book titled "Personnel/Human Resource Management" describe different satisfaction measures. Of the MSQ, they say that it measures a more detailed set of facets than the JDI scale. They also say that studies which have used both instruments have found them to be highly related. Two such studies were those of Cheloha and Farr (1980) and Schwab and Wallace (1974). Both studies found the two scales to be highly correlated.

The MSQ was developed at the University of Minnesota in 1967. It came about through the Work Adjustment Project. The authors were David J. Weiss, René V. Dawis, George W. England, and Lloyd H. Lofquist. In the Eight Mental Measurement Yearbook, Guion had this to say:

In summary the MSQ is well developed, it holds up well in comparison with a major alternate instrument, and it can give detailed diagnostics or parsimonious summary statements according to an investigator's needs.

There are two forms of the MSQ, a long and a short-form. The short-form was used in this study due to the fact that the subjects would have already two other questionnaires to answer. Also, the instrument would have to be translated and the short-form would be easier to do.

Reliability and validity coefficients for the two instruments can be found in the "Manual for the Minnesota Satisfaction Questionnaire" by Weiss, Davis, England and Lofquist (1967). For the short-form the median reliability

coefficient was 0.86 for the Intrinsic Satisfaction, 0.80 for the Extrinsic Satisfaction and 0.90 for General Satisfaction. A stability coefficient was not available for the short-form but the one for the long-form was given as 0.89 over a one-week period and 0.70 over a one-year span. Similarly, no validation studies have been made for the short-form items; the authors of the test infer the validity of the short-form from that of the long-form.

Since no French version of the MSQ exists, it had to be translated (see Appendix C). A permission to translate the instrument was requested from the Vocational Psychology Research of the University of Minnesota. The permission was granted; a copy of their letter can be found in Appendix A.

Testing the instruments. Two instruments had to be tested, the demographic questionnaire and the translated version of the MSQ. A panel of experts was formed to study the initial draft both for form and content. On the panel, the members were: the Head of the Psychology department, an industrial psychologist; the Head of the Translation department, an expert translator; the Assistant-dean of the College of Business Administration, a management expert involved in several "Quality of Work Life" projects; two other professors from the Curriculum and Instruction department, both language specialists.

After submitting the two instruments for their analysis and comments, they were modified according to the suggestions made by the panel. The two instruments were then ready for a pilot test. A test for stability and a test of internal consistency were to be made on the MSQ (Appendix D).

A group of Masters in Education students provided the setting for the test run. It had a class enrollment of 30 students who were either teachers on a sabbatical leave or teachers in the school system taking a part-time class. A first administration of the tests was made on a Thursday and a second administration was made on the following Thursday. The scores on the first test were used to calculate the Cronback's alpha and the scores on both sittings were used to calculate a Pearson's product-moment correlation coefficient. The internal consistency was found to be 0.82 and the stability coefficient to be 0.75.

Of the 30 students enrolled, only 20 answered both times. After the analyses were done, the researcher had made aware that some of those respondents had never had a job and were not even teachers. It was then decided to pilot test with an entire school staff of teachers in the local area. A school was chosen and it happened to be a junior high school with a staff of 20 teachers. A similar pattern was used at that school by having the teachers to respond to the questionnaires twice with a one-week interval. Nineteen teachers participated in the study. For that group the

internal consistency was 0.91 and a 0.95 stability coefficient was found for the two sets of scores.

A possible explanation for the higher coefficients was probably due to the fact that the last group were all teachers and were at it full time. By combining the two groups, 39 subjects in all, the resulting internal consistency coefficient was 0.89 and the stability coefficient also became 0.89. Based on those results, a decision was made to use the questionnaires for the study without further modifications.

III. DATA COLLECTION PROCEDURES

The data for this study were collected partly through the mail survey technique. The questionnaires and a cover letter (Appendix B) were inserted in separate envelopes and the appropriate number of envelopes to be sent to each school were put into a larger envelope. They were mailed to the respective chairperson of each department. Some of them, those in the local area, were distributed personally by the researcher.

The initial distribution and mailing began on April 30th, 1983. A provincial meeting of the Industrial Arts and Industrial Education subject council was held on May 12, 1983 in Bathurst, New Brunswick. The department chairpersons brought back the completed questionnaires at that meeting where the researcher collected them.

A good rate of response was obtained with 82% of the subjects responding. A follow-up letter was sent to the chairpersons to (1) extend the researcher's sincere appreciation of their strong participation and (2) ask them to remind the non-respondents that they still had time to fill out the questionnaires and return them (see Appendix B). A single set of questionnaires was received as a result of that follow-up letter thus increasing the number of responses to 135, making it close to an 83% response rate. It was then decided to proceed to the analysis of the data.

IV. DATA ANALYSES AND REPORTING

The statistical analysis and the compilation of data were made via the program, Statistical Package for the Social Sciences--SPSS (Nie, et al., 1975). Wherever it applied, the SPSS Update 7-9 (Hull and Nie, 1981) was used.

A frequency count was made on all variables to show the distribution of the group on each variable. A series of cross-tabulations were also made so it would be possible to observe subgroups within the entire group.

For a number of demographic variables that had only two levels, the t-test was used to determine whether any significant differences existed between the means. Such variables as sex, more than one teaching position, work experience other than teaching, the program-Business or Industrial and tenure were two-level variables.

The analysis of variance was used for the remainder of the variables and in some cases the analysis of covariance was used where it was deemed necessary to hold one or more variables constant. Some of the proposed covariates were sex, age, salary and years of experience. Scheffé's test was used as the post hoc test rather than the Tukey's test because of the unequal n's in the groups. It is also the most conservative of the two tests.

Part II of the demographic questionnaire measured the satisfaction of the teachers. Some items in part II measured the intrinsic satisfaction, some measured the extrinsic satisfaction and there was a one-item general satisfaction measure. The MSQ gives scores on all those three kinds of satisfaction. In order to find out if any relationship existed between part II of the demographic questionnaire and the MSQ, the Pearson's product moment correlation coefficient was calculated for the various scores.

Finally, an attempt was made to find out if any of the variables could predict the job satisfaction of teachers. A multiple regression was done by including all variables the first time; by rearranging them on the basis of the R squared value, from the highest to the lowest; and including only the four or five highest indicators. An alpha test was

also run to determine the internal consistency coefficient of the MSQ.

CHAPTER IV

RESEARCH FINDINGS

This study was designed to provide descriptive data pertaining to the job satisfaction of French Business and Trades and Industrial Education teachers of New Brunswick. However, fifteen different hypotheses were stated in reference to the teaching population in general. Throughout this chapter all fifteen hypotheses are presented, along with the respective statistical analyses used in each situation. The chapter begins with some data presented by frequencies and by percentages.

I. PRESENTATION OF THE DATA

One hundred and sixty-three teachers were sent the questionnaires used in this study. One hundred and three sets of questionnaires were sent to the Trades and Industrial teachers and sixty sets of questionnaires were sent to the Business Education teachers. Of those sent, one hundred and thirty-five questionnaires were returned for an 82.8% rate of return. Business Education teachers had an 83.6% return rate while the Trades and Industrial education teachers had an 81.6% return rate. The usable return rate was 79.1% since six sets of the questionnaires had some important information lacking.

Since one of the purposes of this study was to gather useful descriptive data about this population, the first

series of tables will present such data. The distribution of the respondents by program, by sex and by region can be found in Table 1.

Almost half of the respondents were from Region B, the northeastern part of the province. Over 44% of the respondents were from that area and the two reasons are that (1) the heaviest concentration of the French speaking population lives in that area; (2) there are six comprehensive high schools in that Region while there are only three in Region A and four in Region C-D.

TABLE 1

Distribution of Respondents by Program, by Sex
and by Region

Regions	Business Education				Trades and Industrial				Total	
	Male		Female		Male		Female			
	f	%	f	%	f	%	f	%	f	%
Region A	7	38.9	5	16.7	22	27.2			34	26.4
Region B	8	44.4	13	43.3	36	44.4			57	44.2
Region C & D	3	16.7	12	40.0	23	28.4			38	29.5
Total	18	100.0	30	100.0	81	100.0			129	100.0

The Business Education teachers's population is made up of 30 (62.5%) males and 18 females (37.5%). It is interesting to note that the table shows a female-dominated population in two regions and a male-dominated one in the other region. Region A (7 males - 5 females) has the only male-dominated population while in Region C and D (3 males -

12 females), 80% of the Business Education teachers are females. The Trades and Industrial Education group is strictly an all male population.

It was mentioned earlier that this population differed from the academic teachers in their background experience. As can be seen in Table 2, 52% of these teachers have had

TABLE 2

Distribution of the Population by Type of Working Background, by Program and by the Number of Districts Taught

Background Experience	Business Education				Trades and Industrial				Total	
	2 or more		One		2 or more		One			
	f	%	f	%	f	%	f	%	f	%
Working Experience	9	56	10	31	15	60	33	51	67	52
Teaching Only	7	44	22	69	10	40	23	41	62	48
Total	16	100	32	100	25	100	56	100	129	100

work experience other than teaching while the remaining 48% taught only. If the number of districts taught is a sign of mobility, the type of work background has very little to do with teacher's mobility. While 36% (9+15) of those who have background work other than teaching have taught in more than one school district, 27% (7+10) of those who have taught only have also taught in more than one district. The two groups are very similar in their distribution.

Table 3 represents a descriptive breakdown of teachers' educational level. Again, as can be seen, both groups are

TABLE 3

Distribution of Respondents by Educational Level,
by Program and by Sex

Education Level	Business Education						Trades and Industrial						Total						Grand	
	Males			Females			Males			Females			Males			Females			Total	
	f	%		f	%		f	%		f	%		f	%		f	%		f	%
Less than a	1	5.6	3	10.0			12	14.8					13	13.1	3	10.0			14	12.4
Baccalaureate degree																				
Baccalaureate degree	6	33.3	14	46.7			25	30.9					31	31.3	14	46.7			45	34.9
(Cert. IV)																				
Bachelor of Education	7	38.9	11	36.7			35	43.2					42	42.4	11	36.7			53	41.1
(Cert. V)																				
Masters in Education	1	5.6	2	6.7			7	8.6					8	8.1	2	6.7			10	7.8
(Cert. VI)																				
Masters of Arts in	1	5.6											1	1.0					1	0.8
Education (Cert. VI)																				
Other ¹	2	11.1					2	2.5					4	4.0					4	3.1
Total	18	100.0	30	100.0			81	100.0					99	100.0	30	100.0			129	100.0

¹Three of the four have a Master's degree. One is a local license teacher with no university credits.

very similar. Over 88% of the teachers have undergraduate degrees or less. Although the difference is not that great, the female population is more heavily concentrated at the baccalaureate level or less (56.7%) while the male population is mainly above the baccalaureate level (55%). One surprising observation is the small number of this population who possess a graduate degree. Only 11% have a Master's degree and that includes two teachers who had indicated "other" since they possessed a Master's degree other than in education. Could this be because there is not a Master's degree in vocational education offered in the French teacher education institution?

It is always interesting to know the salary distribution of any group of workers. In this study, Table 4 displays such a distribution combined with the need for professional development as well as the tenure status for the two subgroups. There are 23% in the \$26,101 or less bracket, 37% in the \$26,102 - 31,900 bracket and 40% in the \$31,901 and over. As can be observed, there are more subjects in the higher salary scales. A simple explanation for this has to do with the questionnaire itself. When the demographic questionnaire was developed, the average teacher salary, according to the "Association des enseignants francophones du Nouveau-Brunswick" was \$27,094 (January 1982) plus a 7 percent increase. When the questionnaire was answered, the average salary had gone up to approximately \$30,000 a year.

TABLE 4

Distribution of Respondents by Salary, by Need for Professional Development, by Tenure Status and by Program

Salary Levels	Need for professional development												Total						
	Yes						No							Undecided					
	Tenured			Non-tenured			Tenured			Non-tenured				Tenured		Non-tenured			
	BE		T & I	BE		T & I	BE		T & I	BE		T & I		BE		T & I	BE		T & I
	f	%	f	%	f	%	f	%	f	%	f	%		f	%	f	%	f	%
26101 or less	5	4	5	7	1	1	1	1	1	1	1	1	1	1	1	29	23		
26102 - 31900	13	16	1	7	2	6	1	1	1	1	1	1	1	1	1	48	37		
31901 and more	10	26	1	1	2	5	2	2	2	2	2	2	1	1	1	51	40		
Total			96				20					12				128			
Percentage			75				16					9					100.0		

Note. BE = Business Education; T & I = Trades and Industrial.

The scales were initially divided at 10% above or below the average salary. Since the average salary was no longer the same, it meant a shift in the population toward the higher scales. The fact that 77% of the population is at the middle scale or higher is not an indication that this group has a salary equal or better than the average provincial salary. Due to the difference in the two averages, it is impossible to compare this group with the actual salary average in the province.

An encouraging observation is the strong percentage of teachers who want further development. Almost 75% of the respondents answered in the affirmative to the need of further development and another 9% were undecided. Only 16% said they did not want further training. Although this number is low, it is very surprising to know that there are still some teachers who do not feel a need to update their training.

Two other observations to be made are that the percentage of the tenured staff (75%) who want further professional development is almost identical to that of the non-tenured staff (76%) and the ones who want such training are mainly in the two highest salary levels (37% and 40%). Thus, it means that even though teachers are tenured they are still looking for further training even if they are at the top of the salary scale.

The age distribution of the population is shown in Table 5. Gould (1979) had divided the age spectrum in three groups. He said that he had been largely influenced by the earlier work of Donald E. Super. The three groups he chose were:

1. Trial stage - (ages 22 to 30). At the onset of a career, a person will try a job. This person may try several other jobs before he/she settles down.

2. Stabilization stage (ages 31 to 44). At this time in the career, the pattern becomes clearer and the person will look for security in the career.

TABLE 5

Distribution of Respondents by Age

Age	f	%
Trial Stage (22-30)	24	19.2
Stabilization Stage (31-44)	78	64.2
Maintenance Stage (45-54)	18	14.4
Pre-retirement Stage (55-65)	5	4.0
Total	125	100.0

3. Maintenance (ages 45 to 65). More importance is placed on what a person has already accomplished. There is a tendency to just coast along.

For this study, the latter stage was modified. Since some studies indicated a drop in the satisfaction level as individuals got nearer to the retirement stage, a fourth stage was decided upon. It was called the pre-retirement stage. It also modified the maintenance stage for it took away ten years from it. The newer stage is from 55 to 65 and includes that period prior to retirement. A recent change in New Brunswick Teachers' Pension Act makes it possible for teachers to retire at age 55. Possibly the maintenance stage could have been altered even more.

As can be observed, very few teachers were in this new age group (4%). Since the building program for comprehensive high schools only started in 1967, very few teachers of this group were in the system prior to that year. It was also the likely reason why the largest percentage (64%) of teachers was found in the stabilization stage. However the average age of this group, 37.6 years, is almost identical to the provincial average teachers' age which is said to be 38 years of age. One reason for this similarity is because a large number of these teachers had a working experience prior to entering the teaching profession thus offsetting the recency of the vocational education programs.

Similarly in Table 6, it can be observed that the largest group of teachers (35%) was the 11-15 years' group. Only 22% have 16 or more years of experience. This can be explained by the fact that some teachers were in the system

TABLE 6

Distribution of Respondents by Years of Experience

Years of Experience	f	%
0 to 5 yrs	23	17.8
6 to 10 yrs	33	25.6
11 to 15 yrs	45	34.9
16 to 20 yrs	18	14.0
20 yrs or more	10	7.8
Total	129	100.0

in the few districts which were privileged enough to have vocational programs prior to 1967 and others had taught either in Trades schools or for the English school districts.

Table 7 presents descriptive data for a number of variables included in the study. These are age, attitude, levels of intrinsic and extrinsic satisfaction and the overall satisfaction score. As reported earlier, the average age was 37.6 years of age. The attitude score average was -18.20 which is lower than the score given for the 50th percentile in the Minnesota Teacher Attitude Inventory Manual (Cook, Leeds and Callis, 1951).

In years of experience, they averaged 11.71 and this corresponds with the recency of the comprehensive vocational high school programs.

TABLE 7

Descriptive Statistics of the Variables Age, Attitude, Years of
Experience, Intrinsic Satisfaction, Extrinsic Satisfaction
and Overall Satisfaction

Statistics	Age	Attitude	Years of Experience	Intrinsic Satisfaction	Extrinsic Satisfaction	Overall Satisfaction
N	126	116	123	124	124	124
M	37.6	-18.20	11.71	47.45	18.39	73.97
S. D.	8.47	2.75	5.76	4.86	4.35	9.01
Min.	22.00	-68.00	1.00	33.00	8.00	54.00
Max.	60.00	50.00	28.00	60.00	27.00	95.00

The average scores obtained for the intrinsic, the extrinsic and the overall satisfaction are 47.45, 18.39 and 73.97 respectively. The corresponding standard deviations for the three sets of scores are 4.86, 4.35 and 9.01.

A Cronback's alpha was done for the entire group. A coefficient of 0.83 was found and it is lower than the 0.896 Hoyt's average for the seven groups reported in the above-mentioned manual. It is also lower than the one obtained in the pilot study. It must be noted that the Hoyt and the Cronback are two different reliability coefficients.

It was mentioned earlier that the average attitude score was low. A breakdown of those scores is given in Table 8 for the two subgroups as well as between males and females. For the entire population, one can see that 86% of the teachers had a score less than the 50th percentile.

When comparing both groups, the Business Education group had 21% of its teachers with a higher score than the 50th percentile while the Trades and Industrial group had only 10%. That difference is explained by the female presence in the former group. When looking at the male population's scores for both groups under the 50th percentile, the percentages were almost identical, being 89% for the Business

TABLE 8
Distribution of MTAI Scores by Program and by Sex

MTAI Scores	Business Education				Trades and Industrial				Subtotal			
	Males		Females		Males		Females		Males		Females	
	f	%	f	%	f	%	f	%	f	%	f	%
Under 25th percentile	8	44.4	9	30.0	36	44.4			44	44.4	9	30.0
25th to 49th percentile	8	44.4	13	43.3	37	45.7			45	45.5	13	43.3
50th to 74th percentile	2	11.1	7	23.3	6	7.4			8	8.1	7	23.3
75th percentile and over			1	3.3	2	2.5			2	2.0	1	3.3
Total	18	100.0	30	100.0	81	100.0			99	100.0	30	100.0
											129	100.0

Education males and 90% for the Trades and Industrial group. For the female population, almost 27% have a score better than the 50th percentile.

Earlier, the averages for the various satisfaction scores were given. The distribution of the respondents for the various scales is reported in Table 9. The greatest number of unsatisfied teachers, 45 in all, is on the extrinsic satisfaction score. Only 65.1% of the teachers are satisfied extrinsically. For the intrinsic scale and the one-item scale, 95.1% and 80.2% of the teachers respectively are satisfied. However, when a sum is made of the intrinsic scale, the extrinsic scale and the two other items that comprise the overall satisfaction scale, the resulting scores show that 88.4% of the teachers are satisfied overall.

When looking at Table 9, one can observe that the distribution for the overall satisfaction results and the One-item scale is different in the Satisfied and Very Satisfied categories. Although the sum total for those two levels is smaller for the One-item scale (80%) than the overall satisfaction scale (88%), there are a lot more teachers in the Very Satisfied category for the One-item scale (19%) than for the overall satisfaction scale (3.1%).

It is also interesting to compare the results of this study against those of previous studies. Table 10 presents such a comparison. For all the surveys, the percentage of satisfied workers is from 87% to 88% for all five groups.

TABLE 9
Distribution of Respondents on the Various
Satisfaction Scales

Degree of Satisfaction	Intrinsic Satisfaction		Extrinsic Satisfaction		Overall Satisfaction		One-item Scale	
	f	%	f	%	f	%	f	%
Very satisfied	11	8.5			4	3.1	23	19.0
Satisfied	112	86.8	77	59.7	110	85.3	74	61.2
Neutral			7	5.4	1	0.8	17	14.0
Unsatisfied	19	14.7	39	30.2	9	7.0	7	5.6
Very unsatisfied	5	3.9	6	4.7	5	3.9		
Total	129	100.0	129	100.0	129	100.0	121	100.0

TABLE 10
Comparisons of the Job Satisfaction Results for
Various Studies

Degree of Satisfaction	Surveys				
	United States (1)		Canada (2)	Quebec (3)	Present Study
	1973 %	1978 %	1975 %	1978 %	1983 %
Very satisfied	49	48	46	36	3
Satisfied	38	39	42	52	85
Neutral					1
Unsatisfied	8	10	9	10	7
Very unsatisfied	4	3	2	2	4
Total (approx.)	100	100	100	100	100

Note. (1) as reported by Chelte, Wright and Tausky (1982); (2) as reported by Lesage and Rice (1978); (3) as reported by Lemelin and McNeil (1982).

Although the overall percentage of satisfied workers has not decreased, it is noteworthy to observe the shift of the population from the Very Satisfied group over to the Satisfied group. Even though a shift has occurred in the group of satisfied workers, the proportions in the dissatisfied workers have been fairly constant. It may be said that the level of satisfaction is decreasing but it can also be said that the level of dissatisfaction is not on the rise. The distribution of the teachers in this study do compare with those of other national surveys on the satisfaction-dissatisfaction continuum.

This concludes the presentation of the data. The next section will cover the various tests performed and their results in relation to the study's hypotheses.

II. ANALYSIS OF THE DATA

Various satisfaction scores were obtained as well as a measure of attitude. Part II of the demographic questionnaire consisted of three measures: 1. five items (recognition, achievement, work itself, advancement and responsibility) were summed up to give an intrinsic satisfaction score; 2. five others (salary, policies, supervision, interpersonal relationship and working conditions) which were summed up also provided an extrinsic satisfaction score; 3. a one-item scale which gave an overall satisfaction measure. The MSQ generated three other scores:

intrinsic, extrinsic and overall satisfaction. An attitude score was obtained through the use of the MTAI. A series of Pearson's product-moment correlations were made to determine the amount of relationship amongst those different scores. As can be seen in Table 11, almost all of the coefficients are positive and significant. Other than the ones associated with the intrinsic and extrinsic scores derived from the MSQ instrument, the correlations, although positive, are fairly low. However, the significantly positive correlation (0.20) between the MTAI score and the overall satisfaction is interesting. This means that if one were to increase the average attitude score in the positive direction, then there would also be a positive increase in the overall job satisfaction.

At the beginning of the study a number of hypotheses were stated including variables for which there were only two groups in each. Those hypotheses were:

1. There is no significant difference between the sexes and job satisfaction.
2. There is no significant difference between the number of teaching jobs and job satisfaction.
3. There is no significant difference between the types of background experience of the teacher and job satisfaction.
4. There is no difference between the program group of the teacher and job satisfaction.

TABLE 11
Correlation Matrix of the Various Satisfaction Scales
and the MTAI (n = 129)

Variables	Intrinsic (1) Satisfaction	Extrinsic (1) Satisfaction	Intrinsic (2) Satisfaction	Extrinsic (2) Satisfaction	Overall (2) Satisfaction
One-item scale	0.55**	0.48**	0.47**	0.40**	0.52**
MTAI	-0.11	0.12	0.27*	0.02	0.20*
Intrinsic (1) Satisfaction	1.00	0.58**	0.38**	0.53**	0.54**
Extrinsic (1) Satisfaction	-	1.00	0.34**	0.60**	0.57**
Intrinsic (2) Satisfaction	-	-	1.00	0.46**	0.85**
Extrinsic (2) Satisfaction	-	-	-	1.00	0.83**

Note. (1) Derived from part II of the demographic questionnaire; (2) Derived from the Minnesota Satisfaction Questionnaire.

* p < .01

**p < .001

5. There is no significant difference between the tenure statuses and job satisfaction.

5. In order to test these hypotheses, a series of t-tests were made. A t-test has the function of comparing two separate means and show whether they are significantly different or not. A summary of the t-test results is displayed in Table 12.

TABLE 12

Summary of t-Tests for the Variables Sex, Number of Districts Taught, Work Background, Program and Tenure Status with the Overall Satisfaction

Variable	N	M	S. D.	t (1)
Sex				
Females	28	76.04	9.20	1.39
Males	96	73.36	8.91	
Number of Dist. Taught				
More than one Dist.	40	72.95	9.51	-0.87
One District Only	84	74.45	8.78	
Work Background				
Work other than Teaching	65	73.42	9.14	-0.72
Teaching Only	59	74.58	8.89	
Program				
Business Education	45	77.04	8.54	-2.90*
Trades and Industrial	78	72.28	8.88	
Tenure Status				
Tenured	95	73.65	8.80	-0.71
Non-tenured	28	75.04	9.93	

Note. (1) Pooled-variance estimate.

*p < 0.01

The first three hypotheses and the last one were supported by the results of this study. There are no significant differences in job satisfaction between the two sexes, with the number of teaching jobs one has had, whether one has had previous work experience other than teaching and whether one is tenured or not. However, as part of this subpopulation, female teachers are more satisfied than male teachers but the means are not significantly different as a sample of a larger population.

However, the fourth hypothesis was not supported by this study. A difference was found between the average job satisfaction score of Business Education teachers and the one for the Trades and Industrial teachers. Business Education teachers had an average score of 77 and the Trades and Industrial teachers had a 72.3 average. Therefore as a group, Business Education teachers were more satisfied than the Trades and Industrial teachers.

Since a difference was found between these two groups of teachers, another set of t-tests were made. The reason for this was to find out if these groups differed only in the overall satisfaction score or if they differed as well in intrinsic and extrinsic satisfaction. By looking at Table 13, one can readily see that the two groups were similar for one set of scores but differed significantly on the other set of scores. In the case of extrinsic satisfaction the two groups were

similar. The Business Education group had a higher average on the intrinsic scale.

TABLE 13

Summary of t-Tests for the Variable Program and the
Intrinsic and Extrinsic Components of the
Overall Satisfaction

Source	N	M	S. D.	t (1)
Intrinsic Satisfaction				
Business Education	45	49.333	4.705	3.38*
Trades and Industrial	78	46.372	4.677	
Extrinsic Satisfaction				
Business Education	45	20.044	4.710	1.21
Trade and Industrial	78	19.064	4.113	

Note. (1) Pooled variance estimate.

*p < .01

In making those t-tests, the assumption of equal variances was made for the groups. Since the groups were uneven in number, an F-ratio was made to test that assumption of equal variances. The resulting F-ratios for the significant t-tests, 1.08 and 1.04 respectively, did not allow to reject the null hypothesis of equal variances. Therefore, the results of the t-tests were accepted.

The next series of hypotheses involved more than two groups for each variable. The hypotheses were:

6. There are no significant differences among the various regions and job satisfaction.

7. There are no significant differences among the various educational levels and job satisfaction.

8. There are no significant differences among the indicated needs of professional develop and job satisfaction.

9. There are no significant differences among the various salary levels and job satisfaction.

10. There are no significant differences among the various lengths of experience and job satisfaction.

A series of oneway analyses of variance were made to test these hypotheses. Table 14 presents a summary of the results. In the case where significasnt differences were found, a Scheffe's post hoc test was one in order to determine where the differences were.

As can be noted, the study supports the first two and the last two hypotheses. Regions, education, salary and experience had no significant influence on job satisfaction. For each of these four variables, no two groups differed significantly in their level of job satisfaction.

One variable, the need for professional development, had a significant F-ratio at the 0.03 level. The post hoc test revealed that the two groups that differed significantly were those who said "No" and those who were "Undecided." The "Undecided" group had the highest average of the three groups while the "No" group was the lowest of all three.

TABLE 14

Summaries of Analyses of Variance for the Variables Region,
Education, Professional Development Need, Salary,
Teaching Experience and Overall Satisfaction

Source	SS	df	MS	F Ratio
Region				
Between Groups	10.038	2	5.019	0.061
Within Groups	9969.888	121	82.396	
Education				
Between Groups	681.817	5	136.363	1.731
Within Groups	9298.097	118	78.797	
Prof. Dev. Need				
Between Groups	563.767	2	281.884	3.622*
Within Groups	9416.158	121	77.820	
Salary				
Between Groups	56.788	2	28.394	0.346
Within Groups	9923.132	121	82.009	
Experience				
Between Groups	275.012	4	68.753	0.843
Within Groups	9704.905	119	81.554	

*p < .05

Although the analysis of variance did yield a significant F-ratio, the "Yes" and "No" group did not differ significantly in their level of job satisfaction. Therefore, the study did not support the stated hypothesis.

Another set of hypotheses were stated at the beginning of the study. These hypotheses included the variables age,

length of tenure, teacher attitude, working conditions, intrinsic and extrinsic factors. The following hypotheses were stated:

11. There are no significant differences in satisfaction among the various age groups.

12. There are no significant differences among the various lengths of tenure and job satisfaction.

13. There are no significant differences among the various MTAI scores and job satisfaction.

14. There is no significant difference between teachers who are satisfied with the intrinsic factors of their job and those who are satisfied with the extrinsic factors.

Another series of oneway analyses of variance were done to test this last group of hypotheses. Table 15 summarizes the results. One can see another number of hypotheses supported in this study. No significant differences existed among various age categories, the length of tenure, and the different groups of attitude scores. Therefore the null hypotheses for variables age, length of tenure and attitude could be rejected. None of the F-ratios was significant at the .05 level.

Hypothesis 14 was tested with a t-test but prior to testing it, a oneway analysis was done on the variable working condition. This variable was made up of five factors-- recognition, achievement, work itself, advancement and responsibility - called intrinsic factors, and five more

factors - salary, policies, supervision, interpersonal relationship and working conditions - called extrinsic factors. Each one of those groups of factors was subdivided into three groups being "Unsatisfied," "Neutral" and "Satisfied." Again, from Table 15, it can be seen that Working

TABLE 15

Summaries of Analyses of Variance for the Variables Age, Length of Tenure, MTAI, Working Conditions, Intrinsic Factors, Extrinsic Factors and Overall Satisfaction

Source	SS	df	MS	F Ratio
Age				
Between Groups	408.359	3	136.120	1.674
Within Groups	9431.530	116	81.306	
Length of Tenure				
Between Groups	422.917	3	140.971	1.770
Within Groups	9556.973	120	79.641	
MTAI				
Between Groups	455.061	3	151.687	1.911
Within Groups	9524.817	120	79.764	
Working Conditions				
Between Groups	2464.911	2	1232.455	19.844**
Within Groups	7514.972	121	67.107	
Intrinsic Factors				
Between Groups	2381.886	2	1190.943	18.966**
Within Groups	7598.038	121	62.794	
Extrinsic Factors				
Between Groups	2287.749	2	1143.875	12.993**
Within Groups	7692.150	121	63.572	

**p < .001

Conditions, Intrinsic factors and Extrinsic factors had groups within them who differed significantly at the 0.001 level.

After doing a post hoc Scheffé test, it was found that in all three cases, the groups which differed significantly were the Neutral and the Satisfied groups. The job satisfaction means for the Satisfied groups were 76.2, 76.0 and 76.3 for Working Conditions, Intrinsic factors and Extrinsic factors respectively. Meanwhile the averages for the Neutral groups were 64.7, 64.3 and 66.0 respectively.

However, the hypothesis to be tested was the difference between those satisfied with the intrinsic factors and those satisfied with the extrinsic factors. Table 16 not only

TABLE 16

Summaries of t-Tests for the Intrinsic and Extrinsic Groups and Overall Satisfaction

Source	N	M	SD	t (1)
Dissatisfied Groups				
Intrinsic	3	66.000	7.211	-0.286
Extrinsic	4	67.500	6.608	
Neutral Groups				
Intrinsic	19	64.316	6.937	-0.744
Extrinsic	25	66.000	7.789	
Satisfied Groups				
Intrinsic	102	76.000	8.101	-0.394
Extrinsic	95	76.337	8.059	

Note. (1) Pooled-variance estimate

reports the results for Satisfied level but it also includes a comparison of two other levels, the Neutral and the Unsatisfied. As can be observed, the means between the two groups at the three levels are not significantly different.

Although two groups differ significantly on Intrinsic factors and two groups also differ significantly on the Extrinsic factors, each corresponding pairs of Intrinsic and Extrinsic levels do not differ significantly. In other words, Unsatisfied groups for the Intrinsic factors do not have an average job satisfaction score lower or higher than the Unsatisfied group of the extrinsic factors. The same thing can be said for the Neutral and Satisfied levels for both variables. The null hypothesis of no significant difference in the average job satisfaction of the Satisfied teachers on both the Intrinsic and Extrinsic factors was not rejected.

The third purpose of the study was to try to discover which variables, if any, would predict best the overall job satisfaction of a teacher. The last hypothesis to be tested was the following.

15. There is no significant relationship between selected demographic variables and the level of overall job satisfaction.

A multiple regression equation was computed and the contribution that each selected demographic variable made was measured by using the Overall Job Satisfaction as the dependent variable.

The initial model had Y (Overall job satisfaction) as the dependent variable and X_1 to X_{14} as the independent variables. Therefore the model was:

$$Y = a + bX_1 + cX_2 + dX_3 + eX_4 + fX_5 + gX_6 + hX_7 + iX_8 + jX_9 + kX_{10} + lX_{11} + mX_{12} + nX_{13} + oX_{14}$$

X_1 = sex

X_8 = salary

X_2 = region

X_9 = tenure status

X_3 = numbers of districts taught

X_{10} = length of tenure

X_4 = type of background experience

X_{11} = teaching

experience

X_5 = educational level

X_{12} = age

X_6 = program

X_{13} = teacher attitude

X_7 = professional development need

X_{14} = working conditions

After using a forward regression design, the model became

$$Y = 44.17613 + 1.33320X_{14} + 0.48362X_{10} - 3.38120X_6 + 1.15264 X_{13}$$

As can be seen from Table 17, the F-ratio for the analysis of variance is 19.926 at a 0.000 significant level. It thus means that the R^2 is different from 0 and the null hypothesis is rejected. This model explains 50% of

the variance in the prediction of the overall job satisfaction.

TABLE 17

Analysis of Variance of the Multiple Regression
Equation for the Overall Satisfaction

Source	SS	df	MS	F Ratio	SIGNIF. F
Regression	3187.401	4	796.850	19.926	0.000
Residual	3119.249	78	39.990		

The only variables kept in the model are shown in Table 18. Working conditions accounted for 40% ($\text{beta}^2 \times 100$) of the predicted variance; length of tenure accounted for another 7%; program and teacher attitude accounted for 3.6% and 3% respectively. All of these contributions were significant at the 0.05 level or less.

Since the variable working conditions accounted for 40% of the predicted variance, a second multiple regression equation was computed by substituting for working conditions a subset of ten variables that were initially combined together to create the variable working conditions. Those variables were: (1) recognition, (2) salary, (3) policies, (4) achievement, (5) work itself, (6) advancement, (7) competency of supervisors, (8) interpersonal

TABLE 18

The Partial Regression Coefficients, the Standard Partial Regression Coefficients, the Standard Errors of the Partial Regression Coefficients, and the t Values of the Multiple Regression Equation and the Signif. t of Overall Satisfaction

Variable	B	BETA	Standard Error B	t	Signif. t
Working Conditions	1.33220	0.63050	0.16862	7.901	0.0000
Length of tenure	0.48362	0.26489	0.14595	3.314	0.0014
Program	-3.38120	-0.18983	1.44038	-2.347	0.0214
MTAI	0.05264	0.17348	0.02452	2.147	0.0349
(Constant)	44.17613		4.82720	9.152	0.0000
Multiple R	0.71092				
R Square	0.50541				
F (df = 4,78) =	4.60948*				
Standard Error	6.32379				

* $p < .05$

relationships, (9) responsibility and (10) general conditions.

Table 19 shows that after inserting these variables in the model, the correlation still was significantly different from zero and still the null hypothesis was rejected. The F-ratio was 13.424 at a 0.000 significance level.

TABLE 19

Analysis of Variance of the Multiple Regression Equation
for the Overall Satisfaction with the Sub-Variables
of the Variable Working Conditions

Source	SS	df	MS	F Ratio	SIGNIF. F
Regression	3471.354	7	495.908	13.424	0.000
Residual	2512.054	68	36.942		

The reason for making the switch was to determine which of the variables in the subset was contributing significantly to the 40% accounted for by the variable working conditions. Table 20 reports the data for the new model. The new prediction equation for the overall job satisfaction was

$$Y = 36.11676 + 4.43094 (\text{salary}) + 4.399996 (\text{work itself}) + 2.60237 (\text{general conditions}) + 4.27632 (\text{competency of superiors}) + 4.27632 (\text{length of tenure}) - 3.45650 (\text{program}).$$

TABLE 20

The Partial Regression Coefficients, the Standard Partial Regression Coefficients, the Standard Errors of the Partial Regression Coefficients, and the t Values of the Multiple Regression Equation and the Signif. t of Overall Satisfaction with the Sub-Variables of the Variable Working Conditions

Variable	B	BETA	Standard Error B	t	Signif. t
MTAI	0.04401	0.14244	0.02511	1.753	0.0842
Salary	4.43094	0.26707	1.34847	3.286	0.0016
Work itself	4.39996	0.28798	1.34630	3.268	0.0017
General Conditions	2.60237	0.20333	1.27893	2.035	0.0458
Competency of Superiors	4.27632	0.31241	1.20617	3.545	0.0007
Length of Tenure	0.46211	0.24864	0.14754	3.132	0.0026
Program	-3.45650	-0.18644	1.50681	-2.294	0.0249
(Constant)	36.11676		5.69880	6.338	0.0000
Multiple R	0.76168				
R Square	0.58016				
F (df = 7,68) =	1.79772				
Standard Error	6.07799				

With this newer model, teacher attitude did no longer contribute significantly at 0.05 level. In the previous model, teacher attitude contributed only 3% of the total job satisfaction. Only four of the ten variables in the subset contributed significantly in the model. Of the 40% of the contribution made by working conditions, 29% was explained by competency of supervisors (10%), work itself (8%), salary (7%) and general conditions (4%). Three of those sub-variables were extrinsic in nature while the other, work itself, was intrinsic in nature.

Therefore, depending on which model one wants to use, the prediction equation could consist of either four variables or two variables and four sub-variables. The second model has the advantage of giving a more precise account of which working conditions are important.

III. CHAPTER SUMMARY

This concludes the analysis of the findings for the study. The chapter covered the presentation of the data and the analysis of the data. Only three of the fifteen null hypotheses were rejected. The first was the significant difference found between the groups of teachers and the level of job satisfaction. The second was the significant difference found among the different groups of expressed need for professional development and job satisfaction. The ability of variables to predict job satisfaction was the reason to reject the null hypothesis of the non-relationship between selected variables and the level of overall satisfaction.

CHAPTER V

SUMMARY AND DISCUSSION

I. INTRODUCTION

This study was designed to examine the overall job satisfaction of teachers in the Business Education program, in the Trades and Industrial Education program, as well as those of French teachers in general.

The problem of this study was to determine whether significant differences exist in the overall job satisfaction among the various groups for the different demographic variables.

The purposes of this study were: (1) to gather descriptive data on this population, (2) to determine the relationship between a number of demographic variables and the overall job satisfaction, and (3) to determine whether any or all of the variables can predict overall job satisfaction.

Three questionnaires were used to collect the data required for the study. one of the instruments, the demographic questionnaire, was developed and pilot tested by the researcher with a group of teachers and a group of graduate students. A second instrument was translated by the

researcher and also pilot tested. It was used to measure the teachers' overall job satisfaction. The third questionnaire was already developed, translated and tested and it was used to measure the attitude of the teachers on teaching.

The mail survey technique was used. A number of questionnaires were sent in separate envelopes to the chairpersons of each department for him/her to distribute to his/her staff. They were each sent a checklist where they could mark off each name as the questionnaires were returned. That made it easier and reduced the cost of a follow-up. The researcher then met each of the chairpersons to collect the returned questionnaires. Some teachers had preferred to mail theirs directly to the researcher.

A follow-up was made in the form of a thank you letter for those who had participated and a reminder to those who hadn't, that they still could participate if they wanted. That follow-up procedure only brought in one additional questionnaire.

This study chose to use two sub-populations as a sample. They consisted of all the French teachers (60) in the Business Education program and all the French teachers (103) in the Trades and Industrial Education program. One hundred and thirty-five teachers participated but only

129 questionnaires were usable, 48 in Business Education and 81 in Trades and Industrial Education.

The treatment of the data was done through the use of the SPSS - Statistical Package for the Social Sciences. Frequencies, crosstabs, correlations, t-tests, oneway analysis of variance and the new regression methods were used to compute and analyse the results.

II. FINDINGS-DESCRIPTIVE

Of the 48 Business Education teachers, 30 were females and 18 were males. The Trades and Industrial Education teachers were all males. Of the entire population, 34 (36.4%) were in Region A, 57 (44.2%) were in Region B and 38 (29.5%) were in Region C and D. Region B had only one school less than the other two regions combined; therefore it explained why it had almost twice as many teachers.

Less than a third (31.8%) of the population had taught in more than one school district. Over half of the teachers (51.9%) had had other work experience besides teaching.

Forty-seven percent of the teachers had a baccalaureate degree or less. Another 41% had university courses and/or a second baccalaureate degree but only 10% or so had a graduate degree. Also, it was found that over half of the female population (56.7%) had only a baccalaureate degree or less while it was only so for 45.9% of the male population. Probably the males were the only or the major breadwinner in

the family and consequently got higher certificate in order to increase their annual income.

Regarding the question of professional development need, 75% of the teachers said they felt a need for it. Another 9% were undecided while a little over 15% said no.

The salary was divided into three categories built around the provincial average. Over 37% said they were in the middle bracket where the provincial average is located and another 40% said they were above that category. A simple explanation for this was that from the time the questionnaire was developed and the time it was answered the provincial average had gone up by more than \$2,000. That made it look as if that population was at or above the provincial average whereby if the scales had been accurate, a different distribution would have been found.

Over 76% of the teachers were tenured and the average length of tenure was 8.6 years. The average number of years of experience was 11.7 while the provincial average is approximately 18 years. This population had a lower average experience than their provincial counterparts and this was partially explained by the recent building program of comprehensive high schools. However, since a number of these teachers had had other work experience before entering the teaching profession, their average age, 37.6 years of age, was the same as the provincial average of 38 years since

this latter figure had probably been given as a rounded off number.

The attitude score for the teachers was obtained through the use of the MTAI. An average score of - 18.2 was calculated and that is located somewhere between the 25th and the 30th percentiles. A t-test was done to determine whether there was a difference or not between the females' average and the males' average and no significant difference was found.

Finally, the average score for the overall job satisfaction for this group was 74.0 with an S. D. of 9.0. A little over 3% were Very Satisfied, 85.3% were satisfied, 7% were Dissatisfied and close to 4% were Very Dissatisfied. If one compared the proportions of satisfied and dissatisfied teachers against the proportions found in other national surveys, they were almost the same. However the major difference lay in the satisfied groups where in this study there were few Very Satisfied teachers in comparison with the number of Very satisfied workers in those surveys.

III. FINDINGS-STATISTICAL

A number of statistical tests were done in order to determine the correlation between certain scores and the relationship between various variables and the overall job satisfaction.

The first test done was a Pearson product-moment correlation to determine the correlation between a certain number of variables and the overall job satisfaction. The One-item scale, the teachers' attitude score, the intrinsic and the extrinsic component of the demographic questionnaire correlated positively and significantly with the overall satisfaction scale.

The One-item scale had a 0.52 correlation coefficient with the overall satisfaction scale and this was significant at the 0.001 level. The coefficient between the MTAI scores and the overall satisfaction was 0.20 and was significant at the 0.01 level.

The next series of findings centered around the study's hypotheses. In all, fifteen hypotheses were stated.

Five of those were tested by means of the t-test. There were no significant differences found between sex and job satisfaction, number of districts taught and job satisfaction, work background and job satisfaction and the tenure status and job satisfaction.

Business Education teachers had a 77.04 average job satisfaction with an S.D. of 8.54 which was higher than the Trades and Industrial teachers' average of 72.28 with and 8.88 S.D. Therefore, the Business Education teachers were more satisfied than the Trades and Industrial teachers.

Nine other hypotheses were tested using the oneway analysis of variance. Of those, seven were found to have no significant differences in job satisfaction. They were age, education, salary, experience, region, length of tenure and the MTAI score.

Working conditions were significantly related to job satisfaction. However the hypothesis stated that there was no significant difference between the means of the intrinsic factors and the extrinsic factors of the working conditions. A t-test was used for this hypothesis, and no significant difference was found for these two groups.

The last hypothesis to be tested was the relationship of all the variables and job satisfaction. A multiple regression equation was computed with job satisfaction as the dependent variable. The null hypothesis was rejected because some variables contributed significantly to the prediction of job satisfaction.

The first model indicated that the MTAI, the program of the teacher, the length of tenure and the working conditions accounted for almost 51% of the variance of the dependent variable.

When substituting working conditions by a subset of variables, the new model indicated that the MTAI score was no longer contributing significantly but four of the new variables were now in the model. They were salary, the work itself, general conditions and competency of the

supervisors. Together they explained 39% of the new R^2 which was 0.58016.

In summary, there were significant differences in job satisfaction depending on the expressed need of further development. There was also a difference between the two groups of teachers in their level of job satisfaction. Finally, a number of variables, combined as a predictor, explained almsot 51% of the dependent variable job satisfaction.

IV. DISCUSSIONS

This summary has presented a description of the results obtained in the study. Twelve of the fifteen hypotheses were supported by the study. However, the results did not always support the results found in the literature.

The great majority of these teachers were found to be satisfied and that corresponded with the trend in the literature. Although a very large percentage were satisfied, there was a much smaller percentage of very satisfied teachers. Possible reasons for this decline could be (1) the proposed teacher cutbacks, (2) a proposed salary freeze (3) and a modified educational system without the teachers' input.

This population differed from the ones in previous teacher studies. The literature reported female teachers to be more satisfied teachers. Although the females in this study were more satisfied than the males, the difference was not

significant. Therefore the findings of this study were similar as those found in the literature in general, i. e. no difference in satisfaction between both sexes.

Other results which were consistent with the literature were those related to education, experience and tenure. None of these variables did show any significant differences in the levels of job satisfaction. To find such a low number of teachers who possessed a graduate degree was surprising. There are two possible explanations for this. The first has to do with the fact that there is no specialized Master's degree offered in vocational education in any of the French universities. A second possible explanation centres around a notion that circulated a few years ago that there would be a reclassification of teaching certificates. Most teachers stopped taking university courses until the reclassification. However, since then, that idea has been shelved.

Salary and age, in this study, did not show significant differences in the level of job satisfaction. In the literature, both had a positive relationship. Even though age was not related to job satisfaction it is interesting to demonstrate graphically the distribution of satisfaction along the age dimension. Figure 3 shows this distribution as well as the distribution of satisfaction along the length of tenure dimension. As can be seen, the two curves are directly opposite.

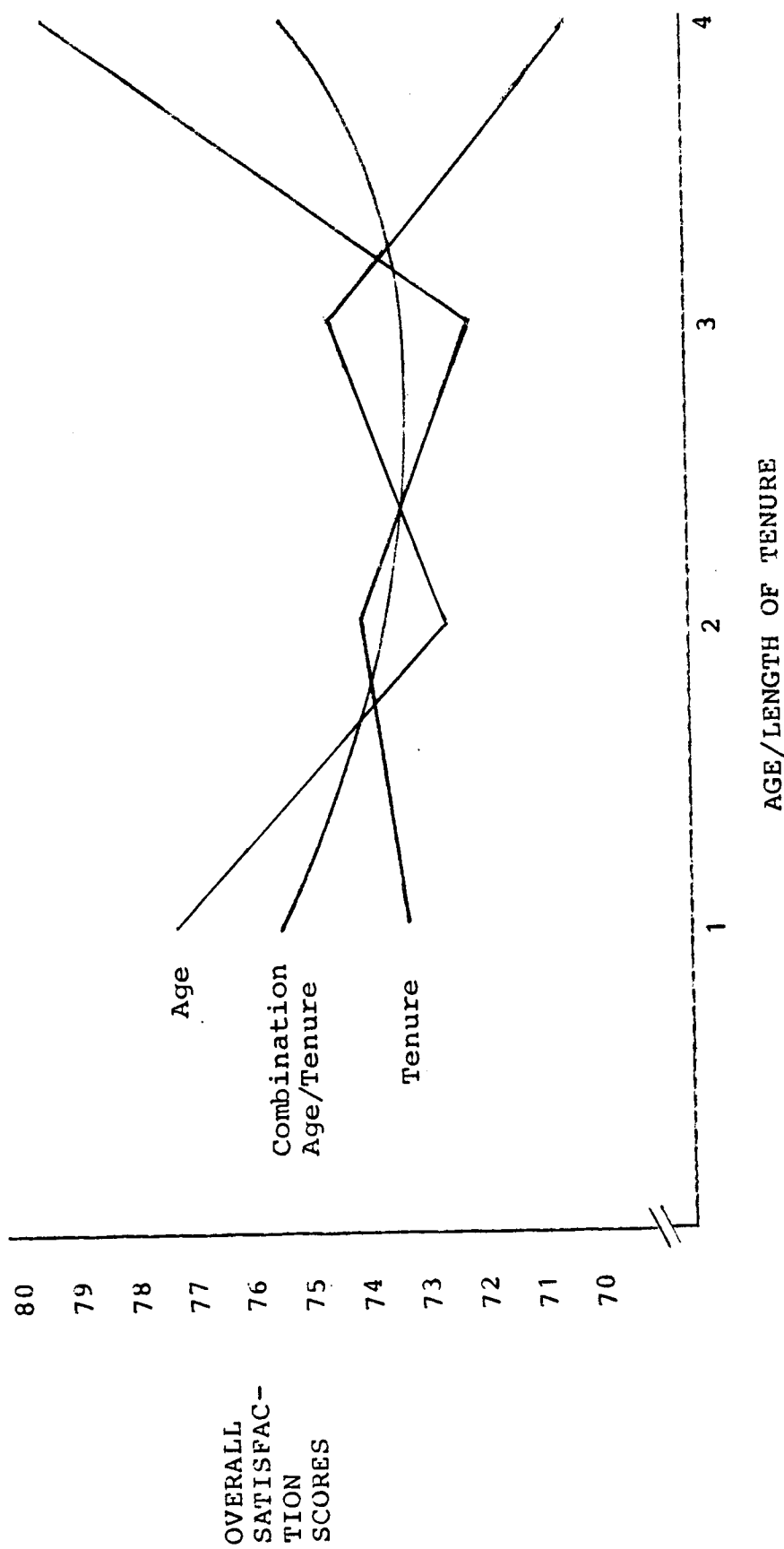


FIGURE 3

The Age/Length of Tenure and Job Satisfaction Curve

In the review of literature, Gibson and Klein (1970) claimed to have a partial explanation for the curvilinear relationship between age and job satisfaction. They claimed that the curve was the sum of two linear relationships, a positive relationship between age and job satisfaction and a negative relationship between tenure and job satisfaction.

In this study instead of a linear relationship for those two variables, each distribution had an S-shape curve. The resulting curve was curvilinear for the age/tenure and satisfaction relationship. One must be reminded that neither age nor length of tenure was significantly related to job satisfaction. The S-shape curve for the age-job satisfaction combination was similar to that which had been reported by Miller (1976), Saleh and Otis (1963) and Super (1939).

The difference in the average job satisfaction of the Business Education teachers and the Trades and Industrial teachers was interesting. It was the first time that two groups of teachers were found to be significantly different. Some possible reasons for the higher average for the Business Education teachers are sex and attitude. Although no significant difference was found between males and females, the females average was still higher. Since there were no female teachers in Trades and Industrial Education, the average of this group tended to be lower. Attitude scores were also found to be not significantly related to

job satisfaction. However, the females had a higher average attitude score than the male teachers. In a crosstabulation analysis, a higher percentage of females were satisfied with their salary than males. It could be possible that all these factors put together accounted for the difference between the teachers in the respective programs and job satisfaction.

Finally, there was no significant difference found between those who were satisfied with intrinsic factors and those who were satisfied with extrinsic factors. While testing for this hypothesis, a few incidental findings were made. First, the average satisfaction of those Unsatisfied with working conditions was significantly lower than those Satisfied with working conditions. A bit of probing did indicate some particular conditions with which teachers were not satisfied (see Appendix E).

Two of those particular conditions were intrinsic in nature while the others were extrinsic factors. The intrinsic factors were not surprising since recognition and advancement were generally known to be weak areas in teaching. Not enough recognition is offered to teachers for a job well-done. It was also a well-known fact that teaching has little place for advancement.

In a time of budget restraint, it was not surprising to find two extrinsic factors such as policies and the tendencies of the superiors to be at the top of the list as being the two factors with which the teachers were

dissatisfied the most. In most studies, not only those involving teachers, a constant cry for a greater participation of workers in the decision-making area was heard.

All in all, the findings in this study were interesting and do provide a springboard for further research in the teaching profession of this province.

V. WEAKNESSES OF THE STUDY

Some of the main weaknesses of the study are worth mentioning for they may explain partly the results.

The researcher had a chance to talk to a large number of the subjects after the questionnaires had been returned. The main feedback was the difficulty they had in understanding the questionnaires. A large number of these teachers had trained in the English language and sometimes had difficulty in handling some French educational jargon. It probably would have been wiser to have sent both the English and the French versions of the questionnaires.

To know at which time of the year to send such a questionnaire is rather difficult. It is almost impossible to forecast what lies in the future. It should have been supplemented by a monitoring study where a sample group would have been measured on a monthly basis to determine if the time of the year had anything to do with job satisfaction.

By using this group of teachers, it made it impossible to have a good distribution of subjects across all four age

groups. Because vocational education programs are fairly new in the French schools of New Brunswick, very few subjects were in the pre-retirement stage. It also limited the inferences which could be made about the teacher's population in general. A true random sample would have provided a better population for the age factor.

Lastly, the use of an open question for the salary variable would have been preferable to the three categories. These could have been made during the analysis rather than at the onset. This would have made a better comparison possible between this group's average and the provincial average.

VI. CONCLUSIONS

In order to further define the problem, several questions were formulated. The study attempted to find the answers to those questions. It is now possible to say that most of them, if not all, were answered.

The study revealed that female teachers were not more satisfied than male teachers; that older teachers were not more satisfied than younger teachers; that tenured teachers were not more satisfied than non-tenured teachers; that the more experienced teachers were not more satisfied than the least experienced teachers; that teachers who have had a job other than teaching were not more satisfied than those who had taught only; that the education level was not related to job satisfaction; that teachers who expressed a need for

further professional development were not more satisfied than those who said no; and that the teachers in Business Education and Trades and Industrial Education as a whole were a satisfied group of workers.

Business Education teachers were more satisfied than Trades and Industrial teachers. A very high percentage of these teachers did want further professional development. Finally, working conditions, length of tenure, the attitude and the program could be combined together to form a predictor that would account for a little over 50% of the variance of the job satisfaction of teachers.

VII. RECOMMENDATIONS

As a result of this study, a few recommendations can be made. They are:

1. In future studies of job satisfaction, use a monitoring study to insure that the satisfaction measured is influenced by the group rather than by external circumstances.
2. Whenever possible, include both versions of the questionnaires, original and translated.
3. In another study, include all teachers and include more precise working conditions.
4. The teachers' union would do well to look into the working conditions for which the teachers are not satisfied and consider them for future collective agreements.

5. The University of Moncton should implement a Master's program for these two groups of teachers in order to fulfill their request for further professional needs.

Finally, the possibility of including more aspects of the work life such as those found in a Quality of Work Life project would be something to think about in a future study.

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APPENDIXES

APPENDIX A

Dept of Voc. Teacher Education
University of Moncton
Moncton, NB
E1A 3E9
CANADA

1983 03 09

Mr. George A. Henly
Vocational Psychology Research
N620 Elliott Hall
University of Minnesota
75 East River Road
Minneapolis, Minnesota 55455

Dear Mr. Henly:

A few years ago, I wrote to you asking permission to use the short form of the Minnesota Satisfaction Questionnaire. In your reply you granted such a permission.

Since then, the intended population has changed. What was to be Tennessee's Vocational teachers is now the New Brunswick's French Business and Industrial Education teachers. This population needed a French version of the questionnaire, so I have translated yours. Included is a copy of the translated version. Will you now authorise me to use it? I plan to administer it twice to a group of 27 teachers enrolled in a masters degree course, within a week's interval in order to find the stability coefficient. One of the testing occasions will be used to establish the content validity and the internal consistency of the instrument.

The questionnaire will be part of a doctoral dissertation study of which I am sending you a copy of the abbreviated proposal.

An early reply will be deeply appreciated for I would like to send the questionnaires out by mid-April. Let me thank you for the attention you will give to this request.

Yours very sincerely,

Rodolphe J. Savoie,
Director



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Psychology
Elliott Hall
75 East River Road
Minneapolis, Minnesota 55455

Rodolphe J. Savoie
Department of Vocational Teacher Education
University of Moncton
Moncton, NB
ELA 3E9
CANADA

March 31, 1983

Dear Mr. Savoie:

Thank you for your interest in instruments published by Vocational Psychology Research. I have reviewed your proposal and translation of the Minnesota Satisfaction Questionnaire and am pleased to be able to grant you permission to administer this form of the MSQ to your research population.

Since the Minnesota Satisfaction Questionnaire is a copyrighted instrument, the administration of your translated copies will be subject to royalty fees at the rate of \$.06 per copy. Also, copies should carry the following: "Reproduced by permission of Vocational Psychology Research, University of Minnesota, copyright 1977."

You may pay your royalty fees at any time that is convenient to you to do so. If there is any further information or service that we can provide to you during your research, please do not hesitate to contact me. I will be happy to do whatever I can to make your dissertation as painless as it can be.

Sincerely,

A handwritten signature in cursive script that reads "Nancy Holt".

Nancy Holt
Coordinator, Vocational Psychology Research

A handwritten signature in cursive script that reads "David J. Weiss".

David J. Weiss
Director, Vocational Psychology Research

APPENDIX B

1983 04 25

Cher(e) enseignant(e):

Je sais qu'à ce temps-ci de l'année, il y a bien des choses que vous préféreriez voir arriver sur votre bureau plutôt qu'un questionnaire. Etant en mesure d'apprécier votre situation, j'ai été hésitant à vous demander quelques minutes de votre temps. Cependant, connaissant votre professionnalisme et votre grande générosité, j'ai pris la liberté de le faire.

Présentement, je suis en instance de thèse de doctorat. Les questionnaires auxquels je vous demande de répondre font partie de cette thèse. Comme vous pourrez le constater, mon étude porte sur la satisfaction des enseignants en commerce et en industriel.

A l'intérieur de cette enveloppe, vous trouverez trois questionnaires différents. Le tout devrait se répondre en moins d'une demie-heure. Le premier questionnaire a pour but de recueillir des données démographiques sur vous. Le degré de votre satisfaction au travail sera mesuré par le "Questionnaire du Minnesota sur la satisfaction". L'autre questionnaire, l'"Inventaire Minnesota des opinions de l'enseignant", a pour but de mesurer votre attitude face à l'enseignement.

Votre participation à cette étude qui comprend tous les enseignants francophones en commerce et en industriel de la province du Nouveau-Brunswick servira à trois buts. Le premier but, évidemment, est celui de me permettre de compléter une thèse de doctorat. Cependant, le deuxième et le troisième buts vous touchent de plus près. Les réponses que vous donnerez vont permettre de connaître le niveau de satisfaction de votre groupe d'enseignants. De plus, il sera possible de connaître avec quels facteurs vous êtes plus ou moins satisfaits. Ceci permettra donc aux personnes intéressées de prendre les décisions conséquentes avec les résultats.

Vos réponses seront traitées de façon strictement confidentielle puisqu'il n'y a aucune raison d'identifier qui que ce soit ou encore d'identifier une école ou un district en particulier. La région sera la plus petite unité à être identifiée dans les tableaux. Vos questionnaires complétés et retournés seront pour moi une indication comme quoi vous participez volontairement à cette étude.

Cher(e) enseignant(e)
Page 2

Vous ne pouvez probablement pas apprécier à sa juste valeur votre participation à cette étude. Quant à moi, je ne puis vous dire combien j'apprécie les quelques minutes que vous m'accorderez en ce temps aussi chargé de l'année. Daignez accepter l'expression de mes sentiments les plus sincères. Je sais combien votre temps est précieux, mais j'apprécierais que vous retourniez les questionnaires avant le 9 mai 1983.

Rodolphe J. Savoie
Candidat au doctorat en
éducation professionnelle

(Translated version)

1983 04 25

Dear teacher:

I know that at this time of the year, there are many things which you'd rather see arrive on your desk than a questionnaire. Being in a position to appreciate your situation, I was hesitant to ask you a few minutes of your time. However, knowing your professional nature and your great generosity, I took the liberty to do it.

Presently, I am at the dissertation stage of my doctoral program. The questionnaires to which I ask you to respond are a part of that dissertation. The first questionnaire has the purpose of gathering demographic data about you. Your degree of satisfaction will be measured by the "Minnesota Satisfaction Questionnaire". The other questionnaire, the "Minnesota Teacher Attitude Inventory" will measure your attitude towards teaching.

Your participation in the study which includes all French Business and Trades and Industrial teachers of New Brunswick will fulfill three purposes. The first purpose, of course, will be that of allowing me to complete a doctoral dissertation. However, the second and third purposes are of more value to you. The answers that you will supply will make it possible to know the average degree of job satisfaction for your group of teachers. On top of this, it will thus be possible to know with which working conditions you are more or less satisfied. This will allow the interested parties to take the appropriate actions in concordance with the results.

Your answers will be kept strictly confidential for there is no reason for identifying any individual or any school or even any district in particular. The region will be the smallest unit identified in the tables. Your returned and completed questionnaires will be for me an indication of the fact that you are participating voluntarily in this study.

You are probably not able to appreciate to its full value your participation in this study; as for me, I cannot tell you

Dear teacher
Page 2

how much I appreciate the few minutes you will be giving me in such a busy time of the year. Please accept the expression of my most sincere feelings. I know how much your time is valuable, but I would appreciate it very much if you could return the questionnaires before May 9, 1983.

Rodolphe J. Savoie
Doctoral candidate
in Vocational Education

1983 05 19

Cher(e) directeur(trice):

Je désire féliciter votre département de la façon dont ils ont répondu aux questionnaires. Sans aucun rappel, J'aurais suffisamment de données pour faire ma recherche. Ce geste est fort apprécié de ma part. A l'automne, je vous enverrai un résumé des résultats ainsi qu'un tableau de votre école comparée à l'ensemble.

Cependant, un chercheur essaie toujours d'avoir le meilleur retour possible afin de laisser le moins possible au hasard. S'il y en avait chez vous qui n'avait pas encore répondu, il serait encore temps de le faire. Il faudrait que ce soit fait avant le 27 mai 1983. Même si il/elle laissait le plus long questionnaire de côté et ainsi répondait aux deux petits, qui ensemble ne prennent que 5 minutes, cela m'aiderait grandement.

Encore une fois, je vous remercie sincèrement de votre participation, car vous avez fait preuve d'un grand professionnalisme. Daignez accepter l'expression de mes meilleurs sentiments.

Rodolphe J. Savoie

APPENDIX C

PARTIE I

Usage du
bureau

Directives: Veuillez indiquer vos réponses en
cochant (✓) les cases appropriées.

1. Sexe:

- a) Féminin
- b) Masculin

1

2. Dans quelle région enseignez-vous?

- a) Région A (Districts 1, 32 et 33)
- b) Région B (Districts 5, 6, 7, 35, 37 et 41)
- c) Régions C et D (Districts 12, 13 et 39)

2

3. Avez-vous travaillé dans plus d'un district
scolaire?

- a) Oui
- b) Non

3

4. Avez-vous déjà eu un travail plein temps
(5 mois consécutifs ou plus) en dehors de
l'enseignement dans les écoles publiques?

- a) Oui
- b) Non

4

5. Quel est le diplôme universitaire le plus
élevé que vous détenez?

- a) aucun
- b) Baccalauréat
- c) Baccalauréat en éducation - 1 an (Cert. V)
- d) Maîtrise en éducation
- e) Maîtrise ès arts en éducation
- f) Autre (spécifiez) _____

5

		Usage du bureau
6. Vous enseignez principalement au secteur:		
a) Commercial	☐	6
b) Industriel	☐	
c) Autre (spécifiez) _____	☐	
7. Sentez-vous que vous avez besoin de perfectionnement professionnel plus avancé?		
a) Oui	☐	7
b) Non	☐	
c) Indécis	☐	
8. Votre salaire est de:		
a) 26100 et moins	☐	8
b) 26101 - 31900	☐	
c) 31901 et plus	☐	
9. Avez-vous la permanence d'emploi?		
a) Oui	☐	9
b) Non	☐	
Directives: Veuillez remplir les cases en y mettant les informations demandées.		
10. Si vous avez répondu oui à la question 9, depuis combien d'années avez-vous la permanence d'emploi?	☐	10-11
11. Combien d'années d'expériences vous reconnaît-on pour fin de salaire?	☐	12-13
12. Quel est votre âge actuel?	☐	14-15

PARTIE II

Usage du bureau

Satisfaction au travail:

1. Pour chacun des facteurs ci-dessous, indiquez votre niveau de satisfaction.
- a) La reconnaissance démontrée pour le travail accompli.
 - b) Le salaire.
 - c) Les politiques du conseil scolaire.
 - d) Le succès au travail.
 - e) Le travail d'enseignant.
 - f) Les possibilités d'avancement dans la carrière.
 - g) La compétence de mes supérieur(e)s.
 - h) Les relations interpersonnelles à mon travail.
 - i) Le genre de responsabilités que j'assume.
 - j) Les conditions générales de travail à l'école.

Satisfait	Ni satisfait Ni insatisfait	Insatisfait

16-25

2. Quel degré de satisfaction éprouvez-vous dans votre emploi actuel? Indiquez par un X le point sur la ligne qui illustre le mieux votre degré de satisfaction.

Très satisfait	Satisfait	Ni satisfait Ni insatisfait	Insatisfait	Très Insatisfait
5	4	3	2	1

26-27

DEGRÉ DE SATISFACTION

PART I

Office
use

Instructions: Please indicate your answers by checking (✓) the most appropriate boxes

1. Sex:

- a) Female
b) Male

1

2. In what region do you teach?

- a) Region A (Districts 1, 32 and 33)
b) Region B (Districts 5, 6, 7, 35, 37, 41)
c) Regions C and D (Districts 12, 13 and 39)

2

3. Have you taught in more than one school district?

- a) Yes
b) No

3

4. Have you had previously a full time job (5 months or more) other than public school teaching?

- a) Yes
b) No

4

5. What is the highest university degree you have?

- a) None
b) Bachelor's degree
c) Bachelor of Education - 1 year (Cert. V)
d) Masters in Education
e) Masters of Arts in Education
f) Other (specify) _____

5

		Office use
6. You teach mainly in:		
a) Business Education	☐	6
b) Industrial Education	☐	
c) Other (specify) _____	☐	
7. Do you feel a need for further professional development?		
a) Yes	☐	7
b) No	☐	
c) Do not know	☐	
8. Your salary is:		
a) 26100 and less	☐	8
b) 26101 - 31900	☐	
c) 31901 and more	☐	
9. Do you have tenure?		
a) Yes	☐	9
b) No	☐	
Instruction: Fill in the boxes by inserting the informations requested.		
10. If you have answered yes to item 9, how many years have you been tenured?	☐	10-11
11. How many years of experience do you have recognized for salary purpose?	☐	12-13
12. What is your present age?	☐	14-15

PART II

Office
use

Work Satisfaction:

1. For each of the factors below, show your level of satisfaction or dissatisfaction.

- a) The recognition I get for a job well-done.
- b) The salary.
- c) The school board policies.
- d) The success on the job.
- e) The teacher's work.
- f) The chances for promotions.
- g) My superiors' competence.
- h) The interpersonal relationship on the job.
- i) The type of responsibilities which are given to me.
- j) The general working conditions.

Satisfied	Neutral	Dissatisfied

16-25

2. What is your level of satisfaction for your present job? Indicate by placing an X on the line where it corresponds best with your level of satisfaction.

1 Very Satisfied	2 Satisfied	3 Neutral	4 Dissatisfied	5 Very Dissatisfied
------------------------	----------------	--------------	-------------------	---------------------------

26-27

LEVEL OF SATISFACTION

minnesota satisfaction questionnaire

(short-form)



Vocational Psychology Research
UNIVERSITY OF MINNESOTA

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minnesota satisfaction questionnaire

The purpose of this questionnaire is to give you a chance to tell **how you feel about your present job**, what things you are **satisfied** with and what things you are **not satisfied** with.

On the basis of your answers and those of people like you, we hope to get a better understanding of the things people **like and dislike about their jobs**.

On the next page you will find statements about your **present job**.

- Read each statement carefully.
- Decide **how satisfied you feel about the aspect of your job** described by the statement.

Keeping the statement in mind:

—if you feel that your job gives you **more than you expected**, check the box under **"Very Sat."** (Very Satisfied);

—if you feel that your job gives you **what you expected**, check the box under **"Sat."** (Satisfied);

—if you **cannot make up your mind** whether or not the job gives you what you expected, check the box under **"N"** (Neither Satisfied nor Dissatisfied);

—if you feel that your job gives you **less than you expected**, check the box under **"Dissat."** (Dissatisfied);

—if you feel that your job gives you **much less than you expected**, check the box under **"Very Dissat."** (Very Dissatisfied).

- Remember: Keep the statement in mind when deciding **how satisfied you feel about that aspect of your job**.
- Do this for **all** statements. Please answer **every** item.

Be frank and honest. Give a true picture of your feelings about your **present job**.

Ask yourself: How **satisfied** am I with this aspect of my job?

Very Sat. means I am very satisfied with this aspect of my job.

Sat. means I am satisfied with this aspect of my job.

N means I can't decide whether I am satisfied or not with this aspect of my job.

Dissat. means I am dissatisfied with this aspect of my job.

Very Dissat. means I am very dissatisfied with this aspect of my job.

On my present job, this is how I feel about . . .	Very Dissat.	Dissat.	N	Sat.	Very Sat.
1. Being able to keep busy all the time	☐	☐	☐	☐	☐
2. The chance to work alone on the job	☐	☐	☐	☐	☐
3. The chance to do different things from time to time	☐	☐	☐	☐	☐
4. The chance to be "somebody" in the community	☐	☐	☐	☐	☐
5. The way my boss handles his/her workers	☐	☐	☐	☐	☐
6. The competence of my supervisor in making decisions	☐	☐	☐	☐	☐
7. Being able to do things that don't go against my conscience	☐	☐	☐	☐	☐
8. The way my job provides for steady employment	☐	☐	☐	☐	☐
9. The chance to do things for other people	☐	☐	☐	☐	☐
10. The chance to tell people what to do	☐	☐	☐	☐	☐
11. The chance to do something that makes use of my abilities	☐	☐	☐	☐	☐
12. The way company policies are put into practice	☐	☐	☐	☐	☐
13. My pay and the amount of work I do	☐	☐	☐	☐	☐
14. The chances for advancement on this job	☐	☐	☐	☐	☐
15. The freedom to use my own judgment	☐	☐	☐	☐	☐
16. The chance to try my own methods of doing the job	☐	☐	☐	☐	☐
17. The working conditions	☐	☐	☐	☐	☐
18. The way my co-workers get along with each other	☐	☐	☐	☐	☐
19. The praise I get for doing a good job	☐	☐	☐	☐	☐
20. The feeling of accomplishment I get from the job	☐	☐	☐	☐	☐
	Very Dissat.	Dissat.	N	Sat.	Very Sat.

Name _____ Today's Date _____ 19____
Please Print

1. Check one: ☐ Male ☐ Female

2. When were you born? _____ 19____

3. Circle the number of years of schooling you completed:

4 5 6 7 8

Grade School

9 10 11 12

High School

13 14 15 16

College

17 18 19 20

Graduate or
Professional School

4. What is your present job called? _____

5. What do you do on your present job? _____

6. How long have you been on your present job? _____ years _____ months

7. What would you call your **occupation**, your usual line of work? _____

8. How long have you been in this line of work? _____ years _____ months

QUESTIONNAIRE DU MINNESOTA SUR LA SATISFACTION
(forme abrégée)

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Traduit par: Rodolphe Savoie

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QUESTIONNAIRE DU MINNESOTA SUR LA SATISFACTION

Le but de ce questionnaire est de vous donner l'occasion de dire **comment vous vous sentez à propos de votre emploi actuel**, quels sont les facteurs dont vous êtes satisfait(e) et quels sont ceux dont vous n'êtes pas satisfait(e).

Grâce à vos réponses et à celles d'autres personnes comme vous, nous espérons mieux comprendre ce que les personnes aiment et n'aiment pas dans leur travail.

Sur la page suivante vous trouverez des énoncés à propos de votre emploi actuel.

* Lisez attentivement chaque énoncé.

* Décidez votre degré de satisfaction à l'égard de l'aspect de votre travail décrit par l'énoncé.

En gardant l'énoncé en tête:

- si vous pensez que votre travail **dépasse vos attentes**, cochez la case **"TR SAT"** (satisfait).
 - si vous pensez que votre travail **répond à vos attentes**, cochez la case **"SAT"** (satisfait).
 - si vous **n'arrivez pas à décider** si votre travail répond à vos attentes ou non, cochez la case **"N"** (neutre).
 - si vous pensez que votre travail **ne répond pas à vos attentes**, cochez la case **"INSAT"** (insatisfait).
 - si vous pensez que votre travail **ne répond vraiment pas à vos attentes**, cochez la case **"TR INSAT"** (très insatisfait).
- * Rappelez-vous: Gardez toujours l'énoncé en tête lorsque vous décidez de votre degré de satisfaction à l'égard de cet aspect de votre travail.

* Faites cela pour tous les énoncés. Veuillez répondre à chaque point.

* **Soyez franc et sincère.** Dites réellement comment vous vous sentez dans votre emploi actuel.

Demandez-vous: Quel est mon degré de satisfaction à l'égard de cet aspect de mon travail?

- TR SAT** - signifie que je suis très satisfait(e) de cet aspect de mon travail.
- SAT** - signifie que je suis satisfait(e) de cet aspect de mon travail.
- N** - signifie que je ne sais pas si je suis satisfait(e) ou non de cet aspect de mon travail.
- INSAT** - signifie que je suis insatisfait(e) de cet aspect de mon travail.
- TR INSAT** - signifie que je suis très insatisfait(e) de cet aspect de mon travail.

	TR				TR
	SAT	SAT	N	INSAT	INSAT
Dans mon emploi actuel, voici comment je me sens à l'égard des aspects suivants:					
1. Etre capable de me tenir occupé(e) tout le temps.	☐	☐	☐	☐	☐
2. Avoir l'occasion de travailler seul(e).	☐	☐	☐	☐	☐
3. Avoir l'occasion de faire quelque chose de différent de temps à autre.	☐	☐	☐	☐	☐
4. Avoir la chance d'être quelqu'un dans la communauté.	☐	☐	☐	☐	☐
5. La façon dont mon patron traite ses employé(e)s.	☐	☐	☐	☐	☐
6. La capacité de mon supérieur à prendre des décisions.	☐	☐	☐	☐	☐
7. Etre capable de faire les choses qui ne vont pas à l'encontre de ma conscience.	☐	☐	☐	☐	☐
8. La façon dont mon emploi m'assure un travail continu.	☐	☐	☐	☐	☐
9. L'occasion de faire quelque chose pour les autres.	☐	☐	☐	☐	☐

- | | | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 10. | L'occasion de dire à d'autres
quoi faire. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 11. | L'occasion de faire appel à
mes capacités. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 12. | La façon dont les politiques
de la compagnie sont mises en
application. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 13. | Mon salaire et la quantité de
travail que je fais. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 14. | Les chances d'avancement. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 15. | La liberté d'utiliser mon
propre jugement. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 16. | L'occasion d'essayer mes
propres méthodes de travail. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 17. | Les conditions de travail. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 18. | La façon dont mes collègues
s'entendent. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 19. | Le feedback positif pour
avoir fait du bon travail. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 20. | Le sentiment d'accomplissement
que je tire de mon travail. | ☐ | ☐ | ☐ | ☐ | ☐ |

Nom _____ Date d'aujourd'hui _____ 19__

1. Cochez la case voulue: ☐ Sexe masculin ☐ Sexe féminin

2. Quant êtes-vous né(e)? _____ 19__.

3. Encerclez le nombre d'années de scolarité:

4 5 6 7 8	9 10 11 12	13 14 15 16	17 18 19 20
Primaire			2ième cycle
Secondaire	Secondaire	1er cycle	ou école
1er cycle			professionnelle

4. Quel est le titre de votre emploi actuel? _____

_____.

5. Quelles sont vos fonctions dans votre emploi actuel? _____

_____.

6. Depuis combien de temps occupez-vous votre emploi actuel?

_____ années _____ mois.

7. Comment appelleriez-vous votre occupation, votre type
habituel de travail? _____

_____.

8. Depuis combien de temps faites-vous ce type de travail?

_____ années _____ mois.

NE TOURNEZ PAS LA PAGE AVANT LE SIGNAL

INVENTAIRE MINNESOTA DES OPINIONS DE L'ENSEIGNANT

Variante A

WALTER W. COOK
Université du Minnesota

CARROLL H. LEEDS
Université de Furnam

ROBERT CALLIS
Université du Missouri

Traduit et adapté sous la direction du
Dr Jean-Marc Chevrier

DIRECTIVES

La présente brochure renferme 150 énoncés permettant d'apprécier l'opinion qu'on se fait du rapport entre élève et maître. Il faut dire que les avis sont passablement divisés quant à la relation élève-maître idéale; par conséquent, on ne saurait se tromper en répondant. On s'intéresse d'abord et avant tout à votre façon personnelle de réagir à ces énoncés. Il s'agit de lire chacun des énoncés et d'exprimer votre sentiment personnel à ce sujet. Il ne vous reste plus qu'à noter votre réponse dans les espaces ménagés à cet effet sur la Feuille de réponse. Ne faites aucune marque dans la présente brochure.

- Si vous êtes tout à fait d'accord, noircissez le rectangle coiffé des lettres "TA"
- Si vous êtes simplement d'accord, noircissez le rectangle coiffé de la lettre "A"
- Si vous hésitez, noircissez le rectangle coiffé de la lettre "H"
- Si vous n'êtes pas d'accord, noircissez le rectangle que coiffent les lettres "PA"
- Si vous êtes d'un avis diamétralement opposé, noircissez le rectangle que coiffent les lettres "DO" .

TA	A	H	PA	DO
☐	☐	☐	☐	☐
TA	A	H	PA	DO
☐	☐	☐	☐	☐
TA	A	H	PA	DO
☐	☐	☐	☐	☐
TA	A	H	PA	DO
☐	☐	☐	☐	☐
TA	A	H	PA	DO
☐	☐	☐	☐	☐

Songez plutôt à la règle qu'à l'exception ou au cas d'espèce. Bien qu'il n'y ait pas de temps prescrit, tâchez de travailler le plus rapidement possible. **PRIÈRE DE RÉPONDRE À TOUS LES ARTICLES SANS EXCEPTION.**

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TA - Tout à fait d'accord
A - D'accord

H - Hésitant
ou incertain

PA - Pas d'accord
DO - Diamétralement opposé

- | | |
|--|---|
| 1. Les enfants sont pour la plupart obéissants. | 17. Il y a des cas où l'on ne saurait tenir rigueur au maître d'être à bout de patience avec un élève. |
| 2. L'élève qui fait le malin est sans doute rempli de lui-même. | 18. En tout temps, le maître se gardera de s'entretenir de problèmes sexuels avec ses élèves. |
| 3. Il est parfois préférable de régler sur le ton de la plaisanterie les menus accrocs faits à la discipline. | 19. À l'école moderne, les élèves ont la vie trop facile. |
| 4. Il faut préférer la réserve à la hardiesse. | 20. On aurait tort d'exiger du maître qu'il porte le fardeau des problèmes personnels de l'élève. |
| 5. L'enseignement ne tourne jamais à la monotonie. | 21. Dans son travail scolaire, l'élève attend beaucoup trop d'aide du maître. |
| 6. Les élèves ne font pour la plupart aucun cas du mal que le maître se donne pour eux. | 22. On aurait tort d'exiger du maître qu'au lieu de passer la soirée à se détendre, il aille rendre visite à l'élève et à sa famille. |
| 7. Devant une situation cocasse, la classe est portée à la dissipation sitôt que le maître s'en amuse avec elle. | 23. Pour la plupart, les élèves ne fournissent pas suffisamment d'effort à la préparation de leurs leçons. |
| 8. Il se peut que le choix que l'élève fait de ses camarades fasse l'objet d'une surveillance trop étroite. | 24. De nos jours, il y a trop d'enfants qu'on laisse libres d'agir à leur guise. |
| 9. Il faut engager l'enfant à ne point s'ouvrir de ses goûts. | 25. Les besoins de l'enfant comptent tout autant que ceux de l'adulte. |
| 10. À l'occasion, il est salutaire de réprimander l'élève en présence de ses condisciples. | 26. Le plus souvent, c'est au maître qu'il faut imputer l'impuissance de l'élève à suivre des directives. |
| 11. On se gardera d'exiger de l'enfant l'obéissance aveugle. | 27. Il faut que l'enfant apprenne à obéir aux adultes aveuglément. |
| 12. Il faut exiger qu'au retour à la maison, l'enfant consacre plus de temps à l'étude. | 28. D'ordinaire, le jeune vantard ressent une confiance exagérée en ses capacités. |
| 13. D'abord et avant tout, l'enfant doit apprendre qu'il lui faut obéir au maître au doigt et à l'oeil. | 29. L'enfant est naturellement porté à la dissipation. |
| 14. De nos jours, on a du mal à comprendre la jeunesse. | 30. Le maître ne saurait ajouter grande foi aux déclarations de l'élève. |
| 15. On insiste trop sur l'importance de "faire régner l'ordre" dans la classe. | |
| 16. Ce n'est qu'exceptionnellement qu'il faudra imputer au maître l'échec de l'élève. | |

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| 31. Certains enfants posent trop de questions. | 46. De nos jours, il faut "déterrer le fouet" plus souvent. |
| 32. On se gardera d'exiger de l'élève qu'il se tienne debout pour réciter sa leçon. | 47. L'enfant doit apprendre que c'est le maître qui est le meilleur juge. |
| 33. On ne doit pas s'attendre à ce que le maître maîtrise l'enfant dont les parents eux-mêmes ne viennent pas à bout. | 48. Une plus grande liberté en classe engendre le désordre. |
| 34. Le maître se gardera de reconnaître devant ses élèves qu'il ignore tout de telle ou telle question. | 49. Il ne faut pas s'attendre à ce que le maître se montre bienveillant à l'égard des élèves qui font l'école buissonnière. |
| 35. À l'école moderne, la discipline n'est pas aussi stricte qu'elle le devrait. | 50. Les professeurs doivent faire montre de plus d'autorité en classe. |
| 36. Pour la plupart, les élèves manquent d'imagination créatrice. | 51. Ce sont les problèmes de discipline qui causent le plus de soucis au maître. |
| 37. Il faut adapter les exigences scolaires aux possibilités de l'élève. | 52. Si le rendement de l'élève laisse à désirer, c'est sans doute en raison de son indolence et de son peu d'application. |
| 38. Pour la plupart, les élèves prennent leurs responsabilités au sérieux. | 53. On insiste à l'excès sur le passage d'une classe à une classe supérieure. |
| 39. Le maître ne saurait tenir sa classe en main à moins d'être un dur à cuire. | 54. Pour la plupart, les enfants manquent de la courtoisie la plus élémentaire envers les adultes. |
| 40. Le succès est un aiguillon plus puissant que l'échec. | 55. Les cas les plus sérieux sont les enfants agressifs. |
| 41. Qui forge les explications de toutes pièces mérite la même punition que le menteur. | 56. Le maître doit parfois punir toute la classe lorsqu'il n'arrive pas à découvrir le coupable. |
| 42. Tout élève de sixième année doit lire aussi couramment que l'exigent les normes de la sixième année. | 57. Bon nombre de maîtres ne se montrent pas assez stricts dans leurs rapports avec les élèves. |
| 43. Pour aiguillonner l'élève, il est bon de faire la comparaison critique de son travail avec celui de ses condisciples. | 58. Il faut qu'ordre et silence règnent en classe. |
| 44. Mieux vaut que l'enfant se montre timide au lieu de se laisser tourner la tête par les enfants de l'autre sexe. | 59. Le maître doit nécessairement faire face à quelques échecs au moins. |
| 45. Il ne faut jamais réduire les notes en guise de punition. | 60. On a moins de mal à régler les problèmes de discipline qu'à les prévenir. |

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| <p>122. On a peine à comprendre que certains enfants préfèrent se rendre à l'école de si bon matin, avant même que celle-ci n'ouvre ses portes.</p> <p>123. Il faut renvoyer tout élève qui ne satisfait pas aux exigences académiques de l'école.</p> <p>124. Les enfants sont d'ordinaire trop curieux.</p> <p>125. On est parfois contraint de manquer aux promesses qu'on fait aux enfants.</p> <p>126. De nos jours, l'enfant jouit d'une trop grande liberté.</p> <p>127. Il faut savoir s'entendre avec presque tout enfant.</p> <p>128. L'enfant n'a pas la maturité qu'il lui faut pour prendre ses décisions personnelles.</p> <p>129. Il faut piquer l'amour-propre de l'enfant porté à se ronger les ongles.</p> <p>130. Pourvu qu'on lui en donne l'occasion, l'enfant pensera par lui-même.</p> <p>131. Chez certains enfants, l'hypersensibilité est inexcusable.</p> <p>132. Il est tout simplement impossible de se fier aux enfants.</p> <p>133. Il faut expliquer à l'enfant ce pourquoi on lui impose certaines contraintes.</p> <p>134. Les élèves pour la plupart ne se soucient pas de s'instruire.</p> <p>135. Ce sont d'ordinaire les matières les plus arides et les plus ardues qui profitent surtout à l'élève.</p> <p>136. Il faut qu'à tout moment, l'enfant soit bien conscient de ce qu'on attend de lui.</p> | <p>137. Les activités parascolaires sont l'occasion d'un commerce excessif entre individus des deux sexes.</p> <p>138. Il faut multiplier les occasions qu'a l'enfant bête de s'exprimer oralement.</p> <p>139. Il ne faut pas que le maître prête l'oreille à l'enfant qui passe son temps à se plaindre de maux imaginaires.</p> <p>140. Sans doute le maître fait-il trop grand cas de l'élève qui se complait à écrire des obscénités.</p> <p>141. Le maître ne doit pas compter sur l'estime de l'élève.</p> <p>142. L'enfant se conduit plus correctement que bien des adultes.</p> <p>143. Il faut surtout s'occuper des enfants au caractère agressif.</p> <p>144. Le maître, autant que l'élève, peut se tromper.</p> <p>145. La jeunesse d'aujourd'hui vaut celle de la génération précédente.</p> <p>146. Maintenir la discipline n'est pas un problème aussi sérieux que certains maîtres le prétendent.</p> <p>147. L'élève a le droit de dire ouvertement à ses maîtres qu'il ne partage pas leur opinion.</p> <p>148. Le plus souvent, l'inconduite de l'élève a pour but d'importuner le maître.</p> <p>149. Il ne faut pas s'attendre à ce que l'élève aime l'école.</p> <p>150. Dans l'appréciation du rendement de l'élève, on ne doit pas dissocier le travail fourni du succès obtenu.</p> |
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| 91. Les maîtres sont pour la plupart avarés d'explications dans leur enseignement. | 106. On ne peut attendre d'un maître qu'il fournisse plus de travail que celui pour lequel il est payé. |
| 92. On charge le programme de l'école moderne de trop d'activités qui n'ont rien à voir avec la formation scolaire. | 107. Il y a des élèves qui ont le don de faire damner le maître. |
| 93. Il faut accorder à l'enfant plus de liberté qu'il n'en a d'ordinaire en classe. | 108. Les échecs s'expliquent sans doute pour la plupart par le "manque d'application". |
| 94. Les enfants font pour la plupart trop peu de cas des désirs du maître. | 109. De nos jours, la jeunesse est trop étourdie. |
| 95. Les enfants ne doivent pas s'attendre à ce qu'on leur cède la parole lorsque les adultes veulent parler. | 110. Règle générale, le maître se montre trop indulgent à l'égard de ses élèves. |
| 96. D'ordinaire, l'enfant met du temps à saisir ce qu'il vient tout juste d'aborder. | 111. L'élève peu doué met sûrement la patience du maître à l'épreuve. |
| 97. Le maître doit connaître le milieu familial de chacun de ses élèves. | 112. Les notes scolaires ont de la valeur parce qu'elles se basent sur le principe d'émulation. |
| 98. Il arrive parfois que les élèves soient particulièrement ennuyants. | 113. L'élève aime bien importuner le maître. |
| 99. L'enfant ne doit pas se mêler de poser des questions sur la sexualité. | 114. Il est rare que l'enfant pense par lui-même. |
| 100. Il faut que l'élève sache exactement à quoi s'en tenir et quant au travail et quant à la méthode à suivre. | 115. Il faut qu'en classe, les statuts et règlements passent pour inviolables. |
| 101. Les élèves sont pour la plupart pleins d'égards envers le maître. | 116. Les élèves ont pour la plupart la tâche trop facile, de sorte qu'ils n'acquiescent pas l'habitude du travail assidu. |
| 102. Il faut bannir le chuchotement. | 117. L'enfance est si charmante qu'on lui passe le plus souvent ses imperfections. |
| 103. On exigera surtout de l'élève timide qu'il se tienne debout pour réciter sa leçon. | 118. Il faut châtier l'élève qu'on surprend à écrire des obscénités. |
| 104. Il faut que le maître s'occupe encore plus sérieusement des problèmes de comportement. | 119. Il est rare qu'un maître trouve les enfants agréables. |
| 105. Le maître ne doit en aucun cas donner carte blanche à la classe. | 120. Il existe généralement une méthode, meilleure que toute autre, d'accomplir son travail scolaire, et tout élève doit s'astreindre à la suivre. |
| | 121. En pratique, on ne saurait axer le travail scolaire sur les intérêts des enfants. |

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| 61. En classe, les enfants se montrent d'ordinaire trop "sociables". | 76. De nos jours, on traite les enfants avec trop d'indulgence. |
| 62. Lorsqu'ils sont livrés à leurs propres ressources, les élèves savent pour la plupart se tirer d'affaire. | 77. Il est rare que les problèmes de discipline graves soient imputables au maître. |
| 63. De nos jours, la classe est le théâtre de trop d'enfantillages. | 78. Les caprices et les désirs irréfléchis des enfants méritent d'ordinaire qu'on s'y arrête. |
| 64. Il arrive souvent que l'école soit responsable des cas d'école buissonnière. | 79. Le plus souvent, l'enfant a beaucoup de mal à se plier aux directives. |
| 65. Les enfants manquent de sérieux. | 80. De nos jours, les enfants jouissent à l'école d'une trop grande liberté. |
| 66. Il faut retenir à l'école et y faire travailler tout élève qui n'étudie pas ses leçons au jour le jour. | 81. Il faut que tout enfant commence à lire dès l'âge de sept ans. |
| 67. Les élèves d'origine étrangère rendent la tâche du maître souvent désagréable. | 82. La promotion universelle des élèves ravale souvent les normes de rendement. |
| 68. Les enfants sont pour la plupart désireux de s'exprimer correctement en français. | 83. L'enfant est incapable de raisonner juste. |
| 69. Il arrive souvent qu'un pensum soit une excellente punition. | 84. Le maître ne saurait tolérer les expressions argotiques dans la bouche de l'élève. |
| 70. Sous forme de tricherie, la malhonnêteté est sans doute l'une des plus graves atteintes à la morale. | 85. Il faut inspirer à l'enfant qui a des écarts de conduite un sentiment de culpabilité et de honte. |
| 71. Il faut accorder à l'élève une plus grande latitude dans l'exécution des activités d'apprentissage. | 86. Dès que l'élève veut parler ou quitter sa place durant la classe, il lui faut nécessairement en obtenir la permission du maître. |
| 72. Ne fût-ce qu'en vertu de ses fonctions, le maître a droit au respect de l'élève. | 87. L'élève ne doit pas au maître plus de respect qu'à n'importe quel adulte. |
| 73. Il n'est pas toujours indispensable que l'enfant comprenne le bien-fondé de la bienséance. | 88. Il faut châtier tout élève qui se permet de lancer bâtons de craie et gommes à effacer. |
| 74. D'ordinaire, l'élève n'est pas en mesure de choisir lui-même le sujet d'une narration ou d'un exposé. | 89. Le maître qu'on préfère est sans doute celui qui sait le mieux comprendre ses élèves. |
| 75. Nul enfant ne doit se révolter contre l'autorité. | 90. Les élèves s'efforcent pour la plupart de faciliter la tâche du maître. |

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APPENDIX D

Internal Consistency Reliability Test
Translated MSQ - Graduate Students

N of cases = 20

N of items = 20

Alpha = 0.82

Internal Consistency Reliability Test
Translated MSQ - Beauséjour School

N of cases = 19

N of items = 20

Alpha = 0.89

Internal Consistency Reliability
Translated MSQ - Study's population

N of cases = 118

N of items = 20

Alpha = 0.95

Test-retest reliability
Translated MSQ - Graduate Students

	N	M	S. D.
1 st administration	20	78.25	7.26
2 nd administration	20	78.40	5.01
Pearson Corr. = 0.75			

$p = 0.000$

Test-retest reliability
Translated MSQ - Beauséjour School

	N	M	S. D.
1 st administration	15	72.53	12.40
2 nd administration	15	70.53	11.25
Pearson Corr. = 0.95			

$p = 0.000$

Test-retest reliability
Translated MS - Combined Pilot Studies

	N	M	S. D.
1 st administration	35	75.80	10.05
2 nd administration	35	75.02	9.04
Pearson Corr. = 0.89			

$p = 0.000$

APPENDIX E

Level of Satisfaction with Various Working Conditions

Factors	Unsatisfied		Neutral		Satisfied	
	f	%	f	%	f	%
Intrinsic						
Recognition	23	18.3	44	34.9	59	46.8
Achievement	4	3.2	24	19.0	98	77.8
Work itself	8	6.3	19	15.1	99	78.6
Advancement	33	26.4	48	38.4	44	35.2
Responsibility	7	5.6	32	25.4	87	69.0
Extrinsic						
Salary	10	8.0	14	11.2	101	80.8
Policies	23	18.4	53	42.4	49	39.2
Supervision	14	11.2	49	39.2	62	49.6
Interpersonal Rel.	12	9.7	28	22.6	84	67.7
Working Conditions	19	15.1	40	31.7	67	53.2

VITA

Rodolphe J. Savoie was born in Neguac, New Brunswick, on July 28, 1939. He attended elementary, junior high and high school in that small community and graduated in June 1958. In the fall of the same year he entered the New Brunswick Institute of Technology in Moncton, New Brunswick and completed a one-year training in Radio and Television servicing.

Upon completion of his training he went to work as a Radio and TV repairman. He did this type of work for about four years. His interests shifted to the field of electricity and so he worked for a while as a construction electrician and then as an industrial electrician. This kind of experience qualified him as an interprovincial electrician.

In 1967, he returned once again to the New Brunswick Institute of Technology but this time he entered the Trades Instructor program. Upon completion of this one-year training, he was hired as an electricity teacher in Shippegan, New Brunswick and taught there from 1969 to 1973. The University of Moncton created a Vocational Teacher education department in 1973 and he was then recruited to be on their staff.

He is a member of the Canadian Vocational Association, the Canadian Association of University Teachers, the Federation of the New Brunswick Faculty Associations, the newly formed New Brunswick Association for Continuing Education, the Association des professeurs et bibliothécaires de

l'Universite de Moncton, and an associate member of the Association des enseignants francophones du Nouveau-Brunswick.

The author is married to the former Carmelle Breau of Neguac, New Brunswick, and they have four children: Paulette, Rodrique, Rolande and Cleo.