Teachers' Perceptions of Job Satisfaction and School Climate in an Era of Accountability: A Mixed Methods Study of Two High Schools on Tennessee's High Priority List

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Abstract

This mixed methods study examines how teachers and administrators react when the school is under the stress of an accountability system. In this study, teacher job satisfaction and school climate are measured as these often overlooked variables have a great impact on student academic achievement (Goddard, Sweetland, & Hoy, 2000). Accountability systems such as No Child Left Behind need to be explored for negative unintended consequences such as the lowering of teacher job satisfaction and school climate. Questionnaires, interviews, and observations are used to measure teachers' job satisfaction and school climate of two high schools that have been on Tennessee's High Priority List but have not yet experienced restructuring with alternative governance. This study uses sequential intermethod mixing with the qualitative component being the dominant portion.

The quantitative data came from Lester's (1987) TJSQ assessment of teacher job satisfaction and Hoy et al.'s (1991) OCDQ-RS assessment of school climate. In the two high schools, 148 teachers responded to both questionnaires. Qualitative data, in the form of interviews and observations, were obtained to further explore the results of the quantitative portion of the study. The researcher performed interviews with a purposive sampling of 30 teachers who had worked at the schools since placement onto the HPL.

Although the two schools were demographically and academically very similar, they had very different levels of job satisfaction and school climate. The teachers at both schools had high confidence in their coworkers and took great pride in the cohesiveness of the faculty. Teachers in School A explained the levels of job satisfaction and school climate have lowered in result of the new principal's controlling management style and the high pressure

environment created through frequent teacher reprimands. The job satisfaction and school climate levels were significantly higher at School B, but teachers complained about non-instructional duties and blamed the school district's supervisors for extra workload that distracted from their instructional duties.

Dedication

For Lindsay, who has shown more support and compassion than I could ever deserve.

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I would like to thank all the teachers who have helped support and guide me throughout my education. Many teachers have taken extra time to help me and it is not forgotten. I would like to extend a special thank you to Dr. Anfara for all the countless hours teaching me to be a better writer and helping me achieve what seemed impossible at times. Your high standards have not only helped me become a better writer but also a better person. I would also like to thank all my friends and family members who have always encouraged me and maintained high expectations while providing continual support.

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Chapter 1

Introduction

Since No Child Let Behind (NCLB) was developed in 2001, the United States federal government has required states to evaluate schools according to several criteria to receive federal funding. To meet the criteria, Tennessee has created the High Priority List (HPL), a posting of schools not meeting Adequate Yearly Progress (AYP) criteria set by national and state guidelines. School consequences are based on the number of years a school remains on this list (Tennessee Department of Education [DOE], 2008a). This study analyzes the possible unforeseen consequences of the list. These include the prospect that placement on this list will cause teachers to have low job satisfaction or a poor school climate due to the fear instilled from the placement on the list.

The NCLB law was designed to improve education by ensuring all groups of students, including economic levels and ethnicities, were given opportunities to excel academically (see Chapter 2 for a complete explanation). The federal government set expectations which states must meet or surpass in order to receive federal funding (Dillon & Rotherham, 2007). The AYP status is calculated each year for the following student subgroups: White, Hispanic, African American, Native American, Asian/Pacific Islander, Economically Disadvantaged, Students with Disabilities and English Language Learners. These groups must meet state benchmarks in math, reading and attendance for grades three through eight and math, English, and graduation rates for high schools. Schools that do not meet these expectations for two consecutive years are placed on the HPL. Placing a school on this list is designed to increase awareness of the school's shortcomings and to help find ways to improve the school while providing families options in school placement.

Tennessee's HPL tracks schools that fail to meet performance guidelines with a progression of consequences designed to help the school meet the performance benchmarks. Schools that fail to meet the state criteria are placed on the list and progressed a step on the list each year that there is a lack of sufficient progress. The state consequences increase with each step from analysis of the school improvement plan to reconstitution with alternative governance for the school.

Although the plan of the HPL is to locate areas of weakness and provide support, it is possible that this list has some rather unfortunate unintended consequences. Schools with a poor climate have inferior student outcomes as low climate lowers student academics and social-emotional interactions among children (Cook, Murphy, & Hunt, 2000). Chrispeels and Daly (2005) found that individuals under stress are less likely to respond to complex problems with creative approaches. If placement of a school on the HPL creates teacher stress, it is less likely the teachers will respond with creative teaching approaches and new methodologies. A high-pressure system can contribute to effective work, but stress can also decrease job satisfaction (Ostroff, 1992). An intense work environment can also reduce the school climate to a point that unhappy teachers put less effort into their teaching, thereby, lowering their performance (Stiggins, 1999). As stress, low teacher job satisfaction, and poor climate have the probability to negatively affect student academic achievement, school systems and policy makers need to analyze the laws that can affect these important factors. Low levels of job satisfaction has gotten public attention recently as Gibbons (2010) found that only 45% of Americans are satisfied with their work and job satisfaction rates are lower than they have been in 20 years.

It needs to be explored whether placement on this list actually improves schools or

jeopardizes students by lowering teacher job satisfaction and school climate. Using questionnaires, interviews, and observations, this mixed methods study explores teachers' job satisfaction and school climate of schools that have been on the HPL but have not yet experience restructuring with alternative governance.

Statement of the Problem

Increased accountability resulting from actions such as being placed on the HPL can influence schools to change. These changes sometimes result in unintended consequences (Valli & Buese, 2007). It is many of these unintended consequences that researchers are discovering even as the nation moves into NCLB one decade later. Researchers are still uncovering unintended consequences for policy that was designed to move education in the United States into the realm of excellence with every child succeeding.

Not enough is known about the unintended consequences of high accountability systems. It is clear that job satisfaction and school climate have an impact on student achievement (Brookover & Lezotte, 1979; Latham, 1998; Mertler, 2002; Rutter, 1981; Wynne, 1980). Little research exists examining job satisfaction and school climate in high priority schools. This study used quantitative methods examining the level of school climate and job satisfaction in high priority schools. This mixed method study also includes a qualitative component that investigates teacher perceptions relative to their job satisfaction and school climate.

Purpose of the Study

The purpose of this study was to gain a better understanding of teacher job satisfaction and school climate in schools not making adequate yearly progress according to NCLB and on Tennessee's High Priority List. The NCLB policy was designed to help raise

academic standards by making teachers, schools, systems, and states accountable for the academic achievement of students. Although there are several aspects of this law, this research will focus on the HPL, Tennessee's AYP list for schools. A school not meeting expectations is placed on the HPL with consequences for the school escalating with each consecutive year of placement on the list (to be more fully explained in Chapter 2). After seven years of not making AYP, a school creates a reconstitution plan that includes replacing all or most relevant faculty (Tennessee Department of Education, 2008b). The purpose is not to determine a cause and effect relationship, but to determine the level of job satisfaction and school climate in these schools.

Research Questions

In writing a research question, it is necessary to consider the purpose of the research and those who would be interested in the results (Newman, Ridenour, Newman, & DeMarco, 2003). The research questions were chosen due to the importance of the topic: teacher job satisfaction and school climate among schools on HPL. The first two questions are quantitative in nature and the last two are qualitative. The first question gains the information from Lester's (1987) Teacher Job Satisfaction Questionnaire (TJSQ). The information from the second question is gained from the study of Hoy, Tarter, Kottkamp (1991) Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS). The third and fourth questions are qualitative in nature and information has been gathered from teacher interviews and school observations to more fully explore the concept of job satisfaction and school climate in high priority schools.

(1) What is the level of teacher job satisfaction at two secondary schools not making adequate yearly progress according to NCLB and on Tennessee's HPL list

(a) as measured by the TJSQ (Lester, 1987) (quantitative)?

(b) as measured by interview and observation data (qualitative)?

(2) What is the level of school climate at two secondary schools not making adequate yearly progress according to NCLB and on Tennessee's HPL list

(a) as measured by the OCDQ-RS (Hoy et al., 1991) (quantitative)?

(b) as measured by interview and observation data (qualitative)?

Definitions of Terms

In this section, specific terms are defined that are pertinent to understanding this study. As literature uses the following terms differently, a concise definition is used to clarify the terminology.

(1) Adequate Yearly Progress (AYP): AYP is the minimum level of improvement that school districts and schools must achieve each year.

(2) High Priority School (HPS): A HPS is a school that did not obtain AYP in the same benchmark for two or more consecutive years.

(3) Job satisfaction: The extent to which a teacher perceives and values various factors including: evaluation, collegiality, responsibility, and recognition (Bogler, 2001; Butt & Lance, 2005; Mertler, 2002).

(4) School climate: A collective understanding held within the organization that can have a lasting impact on the operation and effectiveness of a school (Goddard, Sweetland, & Hoy, 2000; Holt & Smith, 2002; McEvoy & Welker, 2000).

Assumptions of the Study

Assumptions are important facts presumed to be true, but not actually verified. The following assumptions are described to help the reader understand the study and its

implications. The researcher assumes:

(1) that the subjects are responding honestly to the questionnaires,

(2) that incomplete data on teachers' questionnaires will not affect the overall results,

(3) the subjects will answer with no influence by researcher, and

(4) the teachers will answer truthfully and completely on all interviews.

Delimitations of the Study

The researcher has implemented several delimitations to control the size and make the study manageable. These delimitations are used to narrow the study's scope making a more focused study (Creswell, 2002). As the focus of this study is Tennessee's HPL, the following delimitations are a reasonable method to regulate the study.

(1) The study was delimited to high schools in Tennessee.

(2) To eliminate the variation between different levels of schools, the study was delimited to high schools that taught only grades 9-12 not including alternative or adult high schools.

(3) Additionally, the study was delimitated to two schools as questionnaires, interviews, and observations are used in this qualitative-driven, mixed methods study.

Limitations of the Study

This study has several limitations that identify potential weaknesses of the study. Some of these factors are environmental, while some of these limitations are created by the nature of the questionnaires used. To minimize the limitations, a mixed method design is used as the research has attributes from both the quantitative and qualitative paradigms. The research paradigms build off each others' strengths and counteract their weaknesses. By

using a mixed methods approach, the weaknesses in one portion of the study can be addressed through using data collection strategies in the other components of the study. In this study, the qualitative interviews are used to further validate the quantitative section of the study and to gain insight to the reasons of the phenomenon. The interviews and observations help validate the accuracy of the self-reported data from the quantitative component.

The limitations are also controlled by using the naturalistic setting to improve the response rate of the questionnaires and increase the depth and quality of the interviews. In this study, methodological triangulation is used to compare the results from the different methods of data collection. Triangulation may be seen as a way of ensuring comprehensiveness and encouraging a more reflexive analysis of the data. By combining multiple methods, researchers can hope to overcome the weakness or intrinsic biases and the problems that come from single method study (Gay, Mills, & Airasian, 2006).

(1) The quantitative portion of this study was self-reported by educators. The study relies on participants to report truthfully and accurately about their experience.

(2) Responses to both the quantitative and qualitative portions of this study represent teachers' perceptions of their environment. These perceptions may or may not accurately represent what actually occurred in the situations.

(3) The quantitative study was limited by the questionnaires and the completeness with which they address the issues and concerns and the closed-ended nature of the Likert-type scales.

(4) The qualitative portion of the study requires interpretation and analysis by the researcher. The observations, questioning techniques, and the analysis of the

transcripts were vulnerable to researcher bias (see Chapter 3 for a complete explanation).

Significance of the Study

This study is significant, as it will help discover possible unforeseen consequences of the NCLB law. NCLB was written with good intentions with the goal of improving education through increasing accountability. This study analyzes the implementation of one of the accountability policies, Tennessee's HPL and it's effects on teacher job satisfaction and school climate. Teachers perform better when they have higher job satisfaction and work in a positive school climate (Blase & Blase, 1998; Brookover et al., 1978; Chrispeels, 1992; Hoy, Hannum, & Tschannen-Moran, 1998; McEwan, 1998). It is crucial to discover the HPL's effects on teacher job satisfaction and school climate to help determine the success of this policy.

Organization of the Study

This study describes the effects of Tennessee's HPL on teacher job satisfaction and school climate. This first chapter provides an introduction to the dissertation by providing the reader with the background and conceptual underpinnings of the study. A statement of the problem, purpose statement, research questions, definitions of terms, assumptions, delimitations, limitations, and significance are all discussed to provide a greater understanding of the subject matter and the study.

The second chapter contains a literature review exploring job satisfaction, school climate, and accountability systems used in the United States and in Tennessee. To gain a better understanding of the evolution of pertinent laws and policies, a historical analysis of school accountability is included to give the reader an understanding of how the nation

progressed toward the modern accountability laws. Next the existing literature in the sections of teacher job satisfaction, school climate is analyzed. The final section explores Tennessee's HPL s and accountability systems and a description of the theoretical framework.

The methodology used to conduct this mixed methods study is described in Chapter 3. This chapter contains the information about the participants, research design, data collection, sampling strategy, data analysis, validity procedures, role of the researcher, and potential ethical issues. The primary purpose of the third chapter is to provide the readers with an understanding of the research plan.

The fourth chapter contains the quantitative results of the study. The data from the two questionnaires, the TJSQ and the OCDQ-RS are analyzed. The quantitative results for both schools are included in this chapter.

Chapter 5 contains the qualitative results for School A. As the qualitative component of this study was more dominant, the quantity of data to report required a separate chapter for each school. Interview and observational data is described in this chapter.

The sixth chapter contains the qualitative results for School B. Both interview and observational data were collected for the qualitative component of this study. As with the presentation of the data in other chapters, the information is presented in order of the factors described in Chapter 2. The chapter concludes with a comparison of the two schools.

Chapter 7 concludes the study with a discussion of how the findings support and extend the current research. Additionally, recommendations for future research are included. This chapter provides practical implications of the findings that can be logically drawn from answering the research questions.

Chapter 2

Literature Review

Chapter Introduction

This literature review is a critical component in the research process as it is an opportunity to explore what has and has not been investigated in the field of school accountability lists' and their effects on teacher job satisfaction and school climate. Through systematic research, a general explanation of teacher job satisfaction and school climate is developed along with a historical analysis of teacher accountability and an explanation of Tennessee's school accountability system. The relationships between variables affecting these components are explored to develop a well-rounded outlook of the field through analysis of how others have defined, measured, and studied key concepts. This literature review can be used to examine how this research project relates to existing literature to develop additional research projects and to gain an understanding of the relationships between the studies.

The purpose of this study was to gain a better understanding of the possible unforeseen consequences set forth by the NCLB policy specifically addressing job satisfaction and school climate in schools that are on Tennessee's HPL. First, a brief historical analysis of accountability in schools is provided to provide the reader with the necessary background information to understand the present accountability system and how the policy and laws evolved. Next the existing literature in the sections of teacher job satisfaction, school climate is analyzed. The literature review concludes with an explanation of Tennessee's accountability system as well as an description of the theoretical framework used in this study. These components are analyzed in order to develop an understanding for

the reader so the following research questions can be answered:

(1) What is the level of teacher job satisfaction at two secondary schools not making adequate yearly progress according to NCLB and on Tennessee's HPL list

(a) as measured by the TJSQ (Lester, 1987) (quantitative)?

(c) as measured by interview and observation data (qualitative)?

(2) What is the level of school climate at two secondary schools not making adequate yearly progress according to NCLB and on Tennessee's HPL list

(c) as measured by the OCDQ-RS (Hoy et al., 1991) (quantitative)?

(d) as measured by interview and observation data (qualitative)?

This chapter is organized in sections appropriate to the primary components of this study. The theoretical framework, explained in detail at the end of this chapter, drives the organization and will clarify the ideas and unify the work. After the chapter introduction, the literature relevant to teacher job satisfaction is reviewed. The following nine sections are used to classify the teacher job satisfaction research: supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition. School climate is the next section, which contains the following five components: supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior. A historical analysis of accountability in schools is provided in the next section in order to help readers understand the historical impacts of related policy. The next section is an overview of Tennessee's accountability system including the relation of the HPL to the federal guidelines of adequate yearly progress lists. The chapter concludes with the theoretical framework as it is the foundation that ties together different components of the study.

The research in the fields of job satisfaction and school climate is predominantly analytical. Anecdotal research is not used in this literature review. Although empirical and theoretical research can be very effective in adding to a research field, primarily analytical research is used in this literature review. In order to delimit the literature review and make the task manageable, only peer reviewed recent studies and landmark studies were analyzed. As a result, most of the studies used were analytical in nature as the researchers predominantly used quantitative data to survey employees' opinions or compare variables.

Scope

Analyzing the scope of a literature review includes the vision, comprehensiveness, length, detail, and approaches of the research. The goal of this literature review is to provide the relevant context for the new research provided in this study. Prior studies are not merely summarized; they are analyzed, evaluated, and then grouped with other studies that provide similar results. When the prominent and relevant body of literature is put through this process, a thorough understanding of what is known about the topic is developed. In addition, the gaps in the research are identified as important areas for future research. As the literature review develops, the breath of knowledge in the subject area is recognized and the influential works are highlighted.

In each of the sections of this literature review, it was critical to ensure that the search was wide enough to include all relevant material, yet narrow enough to exclude extraneous material. To ensure this, a significant number of works were analyzed and a great number of sources were used as appropriate to the length and nature of the study. Throughout the research process, it was evident that some sources were more relevant than others. The less relevant works were not simply discarded as they were used to provide a broad background

to the more relevant literature in each section. The studies that were less relevant still had impact on the field and by highlighting these works, an awareness of the scope and limits of the study was developed.

More attention was given to studies that sharply focused on the questions of interest. Through the foundation of the prominent studies, supported by the sharply focused studies, the range of literature was developed along with the gaps in the literature. Through the discovered gaps, the basis of the theoretical framework was developed and this study could be shaped in response to the identified gaps.

Recent studies were vital to the literature but the older landmark studies were not overlooked. As this study analyzes the effects to teacher job satisfaction and school climate from placement on the HPL, it is important that newer studies were analyzed. As accountability in schools is increasing and becoming more and more a factor in legislation and policy development, newer studies can be more significant in this field. Conversely, landmark studies were critical in the development of the study of teacher job satisfaction and school climate, particularly Herzberg, Mausner, and Snyderman (1959) and Maslow's (1954) studies.

Process

Multiple processes and avenues were used to ensure a complete literature review. Primarily, existing literature reviews, landmark studies, and keyword database searches were used to find literature related to the field. In researching the two primary fields, teacher job satisfaction and school climate, background knowledge was learned by reading textbooks on the subjects. Next, landmark studies provided in the books were read and analyzed. By this time, a solid foundation of understanding was built and keyword searches through the

following databases were performed: Wilson Web full text, ERIC, psycINFO, PsycARTICLES, and ProQuest. These searches provided thousands of hits so relevant materials were found by using specific keywords learned through reading the textbooks. Preference was given to articles that were peer reviewed and from reputable sources. Books, reference materials, journals, conference papers, dissertations, and government publications were all used as part of database searches to ensure a comprehensive literature review.

In the job satisfaction and school climate portions of the literature review, the researchers and authors who are in agreement are clustered into the appropriate sections (i.e., multiple paragraphs) organized according to the theoretical framework. As these clusters contain a collection of studies with consistent results, the citations can be found at the conclusion of the cluster and the beginning and end of longer sections. Each of the sections contains a definition to clarify the terminology. These definitions do not originate from one author, but are a combination of the definitions of the authors used in that cluster.

Methodological and theoretical approaches along with qualitative and quantitative research were all studied for this literature review. Most of the research fell into the methodological and quantitative categories and was empirical in nature. The basis of research was scientifically based and many of the studies analyzed the variables that raised or lowered levels of job satisfaction or school climate. In many cases, teacher or student performance was measured with the level of job satisfaction or school climate as the variable.

The goal of the literature review is to establish a compressive analysis of the relevant research covering the subjects of teacher job satisfaction and school climate. After reading this literature review, the reader should be familiar with what is known about the subject and the gaps in the literature. Areas that need further study are identified.

It is evident that an overall consensus about the topics does not exist; therefore an understanding of the varied beliefs is recognized. Additionally, the problems and disputed aspects in the two fields are identified. As the literature review concludes, the reader should understand the current status of the research in this area and will be able to find sources of information to further develop the research field.

Historical Impacts of Related Policy

To understand the role of accountability in schools, it is necessary to understand the historical impacts of related policy. History is the base for the analysis of society as the past influences the present and likewise the future. To understand the cause of an event, it is necessary to study the history of a phenomenon to comprehend the factors that contributed to the changes (Neustadt & May, 1986). A greater understanding of policy regarding school accountability and effects on teacher job satisfaction and school climate can be gained by the understanding of previous legislation and policies that led to the current circumstances.

Dating back to the 1950s, increased expectations have been placed on teachers to improve students' performance. Although the constitution does not guarantee education as a right, the legislatures and justices have emphasized the importance of education in America through laws, funding, and court rulings. As more money is spent on education, the expectations have also increased for teachers to improve student performance.

The following section is not designed to be an extensive review of all the factors, policies, laws, and court rulings that influenced the modern state of school accountability. It is designed to be a quick overview of the major influences that brought about the modern policies. To understand the complexities of what schools are confronted with in the 21st century, an understanding of previous policy and influential decisions must be obtained. This

quick overview is designed help the reader understand the historical impacts of the modern policies without the hindrance of excessive and distracting information.

The Sputnik Era

The Soviet Union launched Sputnik 1 as the first artificial satellite put into outer space on October 4, 1957. This left many Americans worrying about the results of the Cold War with the Soviet Union. As a result, an increased demand for math and science was generated throughout the United States. The demand to win "the space race" was high, and education was seen as the key to success.

In 1958, Congress responded to Sputnik with the National Defense Education Act (1959). This act was designed to improve science, mathematics, geography, and foreign languages within the public schools through appropriation of federal funds to public and private schools. K-12 schools as well as universities received federal funds and grants in which they were able to hire more teachers, build libraries, improve research, and provide capital funds for low interest student loans (Pulliam & Patten, 2006).

Federal Compensatory Programs

The Elementary and Secondary Education Act (ESEA) (Elementary and Secondary Education Act, 1965) brought financial funding and new laws to better educate disadvantaged students as a part of President Johnson's War on Poverty. The ESEA addressed the problem of inequality in education through implementation of Title I of the ESEA and Head Start. The ESEA was the most expansive federal education bill passed revolutionizing the federal government's role in education (Jennings, 1995).

Title I of the ESEA was designed to provide financial assistance to local education agencies serving low-income families. The federal funding was designed to supplement the

local spending of schools with the highest concentrations of poverty. Funding is determined by the number of enrolled students eligible for the free and reduced-price lunch program. For a school to receive Title 1 funds, 40% of the students must come from low-income families. Funding continues to increase (U.S. DOE, 2010a), and as of 2009, the federal government allocated over $14 billion to more than 50,000 public schools across the country to improve curriculum instructional activities, counseling, and parent involvement (U.S. DOE, 2008a).

Head start is a federally funded program designed to compensate education, health, nutrition, and parental involvement during the preschool years. This is the longest running program that addresses systematic poverty in the United Sates. Educational, health, nutritional, social, and other services are provided as the program promotes school readiness and enhancement of social and cognitive development. The Head Start program is currently funded with over seven billion dollars annually and serves over 900,000 children (National Head Start Association, 2008).

Objective-based Program Evaluation Models

Objectives-based testing and education models (akin to those used in NCLB) can be traced back to educator/scholar Ralph Tyler. He performed an eight-year study from 1932 to 1940 that assessed outcomes of programs in 30 secondary schools and 300 colleges. He found schools that establish instructional objectives in behavioral and measurable terms had greater academic achievement than their counterparts. After publication of his research, schools started developing learning objectives for students and steps were taken toward a uniform method of evaluation (Finder, 2004).

The National Assessment of Education Progress Model

The National Assessment of Educational Progress (NAEP), commonly referred to as the Nation's Report Card, is the national assessment of student performance. Created in 1969, assessments were administered in reading, mathematics, science, writing, U.S. history, civics, geography, and the arts. The program was originally designed to be a 10-year longitudinal study, but was continued due to its overwhelming success at providing necessary information to legislatures.

The NAEP started using Tyler's (1949) objectives-based program evaluation model to assess achievement in grades 4, 8, and 12. Over ten years, the program grew in success from 28 states reporting data to 33 of the 36 federally funded states (Pulliasm & Patton, 2006). The NAEP continues assessment in the fourth, eighth, and twelfth grade receiving over $130 million annually (U.S. DOE, 2010d).

The Goals, Standards, and Accountability Movements

In 1983, the National Commission on Excellence in Education published *A Nation at Risk,* which increased attention to education weaknesses (Cuban, 1998). The report examined education from 1964-1969 and 1976-1981 and found the curricula had become uniform and diluted to the point that only 31% of high school students complete algebra, 13% complete French, 16% complete geography, and 6% complete calculus. A Nation at Risk claimed students were choosing easy courses as 25% of credits in high school were in physical and health education, internships, remedial English, remedial math, and personal development.

The report included a set of five recommendations to improve the nation's education system. First, content needs to be improved through curriculum content and graduation requirements. Second, standards and expectations need to be improved by more rigorous and

measurable standards and higher expectations. Next, instructional time needs to be maximized by increasing the length of the school day and year. Teaching needs to be improved through improving teacher preparation, and increasing the rewards and respect toward teaching as a profession. Finally, leadership and fiscal support is necessary for educational improve. The report concluded with the importance of teacher and legislative accountability for academic leadership and fiscal support (National Commission on Excellence in Education, 1983).

In 1989, President George H. Bush and the U.S. governors attended the National Education Summit in Charlottesville, VA. During this time, a set of national education goals were developed. Six broad goals were developed with a report titled *The National Education Goals Report: Building a Nation of Learners.* These six goals were announced in President Bush's 1990 Sate of the Union Address in January 1990 (Vinovskis, 1999). After this conference, professional organizations such as the National Council of Teachers of Mathematics responded to the call by writing national standards (Gagnon, 1995).

The U.S. Secretary of Labor developed the Secretary's Commission on Achieving Necessary Skills (SCANS) report in 1990. This report recommended the skills young people need to succeed in the world of work. This document was designed as an extension of the concepts set forth in *A Nation at Risk*. As awareness was increasing, The National Council on Education Standards and Testing was developed in 1992. Urged by Lamar Alexander, U.S. Secretary of Education, the council began the ultimately unsuccessful development of bipartisan national standards and testing for K-12 education (National Council on Education Standards and Testing, 1992).

The Goals 2000: Educate America Act (1994) was designed to improve school readiness, completion, achievement, and safety. This act provided federal money to states that developed educational plans to raise academic standards, improve measurement of student progress, and increase student support. To receive the federal allocation, states were required to develop content standards and a related system of assessments.

This act created a special council to certify national and state content and performance standards, opportunity-to-learn standards, and state assessments. The Goals 2000: Educate America Act is seen as the predecessor to the NCLB act because it was based on the theory that students will reach higher levels of achievement with higher expectations (Olson, 1995). In 1994, Congress appropriated $105 million for the development of this project, but not all the goals were attained by the year 2000 as designed (Valverde & Schmidt, 2000). Federal funding for education increased with the Goals 2000: Educate America Act. By 1996, the federal government allocated over $30 billion. Federal spending increased and by 1999, over $38 billion was distributed to the DOE discretionary budget (U.S. DOE, 2010c).

The National Education Summits of 1996 and 1999 were critical to the goals, standards, and accountability movement as these conferences brought together governors, educators, and business leaders from around the nation to identify challenges facing U.S. schools. The 1996 Summit lead to the creation of Achieve, Inc., an organization designed to raise academic standards, improve assessments, and strengthen accountability. The 1999 Summit produced commitments across the states to improve quality teaching, support struggling students, and refine accountability systems.

No Child Left Behind

No Child Left Behind was signed in to law in January, 2002 and was designed to eliminate the achievement gap that exists between groups of students using accountability, flexibility, local control, and parental choice. In this law, states must meet rigorous academic standards pertaining to student assessment, teacher accreditation, and student achievement in order to receive the additional federal funding (No Child Left Behind, 2002). Although the bill had a large emphasis on accountability and national testing, it did not require national achievement standards or tests (U.S. DOE, 2007).

NCLB Act was the largest federal education reform legislation to date. The law was written as a reauthorization of the ESEA of 1965 but along with the legislation changes, it provided additional federal funding allocated to states. In 1966, the federal government spent less than 2 billion to fund the Elementary and Secondary Education Act. By 2000, $15 billion was allocated and by 2005, after implementation of NCLB, $25 billion was provided for the act (U.S. DOE, 2010a). Federal education allocation continues to increase as Congress subsidized $45.4 billion in 2009 to the DOE discretionary budget to fund NCLB along with other funds, grants, and acts.

Accountability was a primary component of NCLB as the United States DOE imposed strict standards for schools. The law required states to track student achievement and hold schools accountable for the academics. Reading, math, and science standards needed to be developed by all states and assessments in reading and math were required in grades three through eight and grades 10-12. Additionally, the law required science assessments at least once in grades three through five, six through nine, and again in grades 10-12.

Reporting of data was critical, as states must disaggregate test results by gender, English proficiency, ethnicity, migrant status, disability, and economic status. Assessment results were required to be published before the beginning of the upcoming school year. In order to compare states, fourth and eighth grade students were required to participate in the National Assessment of Educational Progress. Additionally, states must publish statewide and district report cards.

The NCLB law required states to define adequate yearly progress. A progressive system was developed by the U.S. DOE that identified schools not meeting AYP. This progressive system implemented plans to classify the weaknesses of the school and develop a strategy to get the school meeting expectations.

The law required teachers be Highly Qualified meaning they posses a state certification, obtained a bachelor's degree, and achieve subject area competency (new middle and high school teachers). Additionally, the law requires states and districts implement programs based on scientific research with a proven track record of improving student academic achievement (Crawford, 2002; NCLB, 2002).

Triggering Mechanism

According to the National Center for Educational Statistics (2007), the United States has been steadily falling behind other countries academically. Alarming mathematics statistics were found on the fourth grade TIMSS assessment and the PISA assessment for 15-year-old students. In both these categories, U.S. students were outperformed by other nations.

On the TIMSS 2003 fourth grade mathematics assessment, Japan scored significantly higher than the other G8 countries with an 89% rate testing proficient (at or above the benchmarks). In comparison, only 35% of United States students reached the high

benchmarks. Results of the PISA 2003 mathematics assessment exhibited about one-quarter of 15-year-old students in United States scored at or below the lowest proficiency level on the combined mathematics literacy scale.

As technical jobs rely heavily on a mathematical foundation, and are critical to the financial infrastructure, United States legislatures became alarmed from the disturbing numbers. A national attention to education arose and elected officials recognized the importance of education in a global economy. Awareness of competing countries' successes had made education, once again, a top priority in 2007. Policymakers knew there were economic ramifications for an undereducated population and in the age of electronic media, foreign successes were put in the spotlight.

In response to the National Center for Educational Statistics report (NCES), American legislatures analyzed the role of the federal government in education and a reauthorization of NCLB was examined and debated. The following agencies wrote proposals for reauthorization: the United States DOE, the Commission on NCLB, the Council of Chief State School Officers, the National Education Association, the American Federation of Teachers, the National Association of School Boards of Education, and the National Conference of State Legislatures (Fulton, 2007). In 2007, The No Child Left Behind Reform Act (H.R. 2087, 2007; S 1194, 2007) was introduced and referred to committee. With the upcoming presidential election and a budget shortfall, the bills were never voted upon in congress and remained in the respective education committees.

Although not a reauthorization of NCLB, President Obama announced Race to the Top, a new $4.35 billion incentive program where states compete for the federal money. This program included $4 billion for statewide grants and $350 million to support states working

together to improve the quality of their assessments. States were awarded money according to statewide education reform in standards, data systems, staffing reform, and improvement of low-performing schools (U. S. DOE, 2010b).

Historical Impacts Summary

The U.S. federal government has increased spending on education over the last 50 years (U.S. DOE, 2009). With the increased funding, comes mandates and heightened federal control. With the increased power tied to funding, legislations have continually increased accountability in schools. Competition from other nations along with awareness of weaknesses in the U.S. education system has initiated increases in funding, federal control, and school accountability in the past. Neustadt and May (1986) stressed the importance of understanding policy's affects on society and human behavior through an understanding of the past. This brief historical analysis helps the reader understand the trends of relevant factors to gain a better understanding of the current policies and create the background knowledge necessary for prognosis of future policy and educational reform.

Job Satisfaction

In the study of organizational behavior, job satisfaction is the most frequently investigated variable (Spector, 1997). Job satisfaction is studied because attitudes and feelings affect the behaviors of employees, which contribute to the organization's successes or failures. Understanding and measuring job satisfaction of teachers in schools is particularly important. Teachers have very difficult jobs as the emotional, labor, and work needs are greater compared to other professions (Chang, 2009). Teachers who experience prolonged job stress tend to have weaker relationships with the students leading to an increase in classroom management problems (Burke, Greenglass, & Schwarzer, 1996).

In the late twentieth century, debate had arisen among scholars studying the definition of job satisfaction. Researchers found differences among definitional constructs related to evaluation of jobs, beliefs about jobs, and affective experiences on jobs (Weiss, 2002). Cranny, Smith, and Stone (1992) studied the differing way that job satisfaction was defined, as there was considerable debate over the definition. After their analysis, the researchers defined job satisfaction as, "an affective (that is, emotional) reaction to one's job, resulting from the incumbent's comparison of actual outcomes with those that are desired (expected, deserved, and so on)'' (p. 1).

A study of Los Angeles teachers found that teachers scored twice as high on a depression scale than other careers (Beer & Beer, 1992). The teachers reported dissatisfaction with their jobs as a primary contributor toward their negative feelings. With an increased awareness of schools' shortcomings, increasing teacher job satisfaction is one of the best ways to strengthen schools and the teaching profession.

Increasing teacher motivation can improve teacher retention, as well as encourage the best prospects to enter the field. Teachers with high job satisfaction are more likely to desire to improve their teaching efforts and engage in continuing education. Improving job satisfaction can do more than retain quality teachers; it can help improve their teaching skills and abilities. Teacher job satisfaction is a controllable factor that administrators need to measure and understand to sustain a productive and satisfied faculty (Latham, 1998; Mertler, 2002).

Teacher retention is correlated with job satisfaction (Houchins, Shippen & Cattret, 2004). Teacher attrition rates are a concern for public education. The cumulative attrition rate of teachers is 46% by the end of five years meaning nearly half of teachers will leave the

profession after only five years on the job (Colgan, 2004). Not all the teachers left the field due to low job satisfaction, but increasing the retention of effective faculty could save time and money. When principals struggle with recruiting, hiring, and retaining good teachers, both time and money are lost (Stockard & Lehman, 2004). More effort toward increasing teachers' job satisfaction would not only save schools time and money, it would be beneficial to the students' academics (Plecki, 2000). In the 2000-2001 school year, the United States had a 15.7% teacher turnover rate. Although many of those were due to retiring, over half were teachers leaving due to dissatisfaction with the career (Ingersoll, 2003). As the nation struggles with a high teacher turnover rate, teacher retention must be addressed to adequately fill classrooms with suitable teachers (Ellis & Bernhardt, 1992).

Due to their influence on the study of job satisfaction, Maslow's (1954) and the study of Hoy et al. (1991) theories provide the theoretical framework for the job satisfaction portion of this study (see the theoretical framework section at the end of this chapter for a thorough explanation). Maslow's research on the hierarchy of personal needs, and Herzberg's focus on worker's quest for a pleasant work environment and meaningful tasks were specifically used to generate a taxonomy for the development of the Teacher Job Satisfaction Questionnaire (1987). The TJSQ instrument's subscales were used to outline the sections of the job satisfaction literature review.

The job satisfaction instrument applied in this study, the TJSQ, was used to define the parameters of this literature review (see the theoretical framework section at the end of this chapter for a thorough explanation). In the TJSQ, supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition were

subscales of an educator's job satisfaction. Each of these aspects of job satisfaction was explored to understand the current research related to each of the factors of job satisfaction.

The job satisfaction literature review was analyzed by searching the following databases: Wilson Web full text, ERIC, psycINFO, PsycARTICLES, and ProQuest. Searches were performed using combinations of the following terms as keywords for the searches: job satisfaction, teacher job satisfaction, school job satisfaction, employee happiness, and teacher retention. Every search produced hundreds or thousands of results so it was necessary to delimitate the results to find pertinent research regarding teacher job satisfaction.

When a search produced hundreds or thousands of results, newer studies were analyzed first along with peer reviewed studies. In the process of reading and reviewing the studies and research, frequently cited authors would be investigated. Herzberg and Maslow are examples of authors that were repeatedly referenced and therefore used in this literature review. Despite the age of their works, these authors have written landmark studies frequently referenced by newer researchers and critical to the understanding of teacher job satisfaction.

Another important method used in finding suitable research is the analysis of others' literature reviews. Studies that were frequently cited were examined, referenced, and mentioned in this literature review. This is a critical method for finding relevant research, as these studies referred in other researchers' work might not have been in the databases but still a significant contribution to the literature.

Recreation studies were a significant contribution to the literature. Sergiovanni (1967) is an example of a researcher who contributed by recreating other research to apply to a more specialized field. In this example, Sergiovanni recreated Herzbeg's (1959) study and applied

the principles to teachers. As Herzberg's study was generalized to all of business by studying accountants and engineers, Sergiovanni was able to specialize the research to make it applicable to teachers.

Supervision

The first aspect of the TJSQ and literature review category is supervision defined as the amount of regulation and control provided by the administration and the interpersonal relationships the employee has with the supervisor. The relationship between an employer and subordinates has been labeled functional attraction. This refers to the subordinates' perception of how the employer is assisting in the daily tasks (Locke, 1976).

The studies in analyzing supervision as a factor of teacher job satisfaction can be classified into two fields. First, feedback evolved as a primary field as the type and frequency of feedback can have great influence in a worker's level of job satisfaction. The second field is policy as the rules and procedures greatly influence the role of the teacher. These two components were chosen due to the frequency that they were mentioned in the studies related to supervision's effects on teacher job satisfaction.

Feedback. Supervisors can influence subordinates' work through the quantity, depth, appropriateness, and timing of their feedback given to their employees. Appropriate feedback regarding work performance can create a feeling of importance as the worker feels he/she has been given the support necessary for success. Effective leaders help subordinates reach their workplace goals by discussing their ambitions and purpose in the organization. A manager who can help clarify employees' goals will help motivate employees, as the worker feels more supported.

Feedback and employer comments can increase job performance. In fact, workers who received more frequent comments performed greater than their counterparts in specific job skills. By increasing the quantity and depth of feedback, job performance improves and employees develop improved self worth (Evans, 1970; Landau & Hammer, 1986).

Policy and bureaucracy. Past researchers (Herzberg et al., 1959; Ratsoy, 1973; Sergiovanni, 1967) found policy and bureaucracy were frequently mentioned in the literature review as annoyances the teachers referenced as job dissatisfiers and causes of lower job satisfaction. Supervision, specifically school policy and administration was a factor that contributed predominantly to teacher dissatisfaction. Teachers chose the profession of education for the opportunity to influence the lives of children. Often, teachers perceive paperwork, meetings, and rules as unnecessary bureaucracy and overreaching policy that distracts from their goal of educating students. Administration is often perceived as a hindrance to teachers' goal of connecting with students.

Teachers who perceive a high degree of bureaucracy and centralization within their organization have lower job satisfaction. Schools with rigid hierarchical management frequently have lower job satisfaction whereas those scores can be improved with an open management that encourages employees' role in the school's managerial decisions. A strong cooperative relationship between managers and employees can improve administrators' effectiveness, develop teacher satisfaction, and increase student achievement by decreasing student alienation.

Colleagues

Coworkers play an integral part in the job satisfaction of employees. The TJSQ uses colleagues as a subscale as the research of Herzberg et al. (1959) and Maslow (1954) found

coworkers to be important to a worker's happiness at work. When teachers feel they work with a team, they report higher job satisfaction and feel a greater sense of professionalism as a result of having the opportunity to work with other teachers (Garner, 1995; Lipsitz, 1984). Teachers who collaborate with coworkers have increased technical skills and gain confidence through teamwork within colleagues. The sense of confidence leads the employee into an increased sense of belonging, self esteem, and job satisfaction.

Colleagues are defined as a teaching work group and the definition includes the social aspects of the school setting. This work group will give and receive support as teachers adhere to similar aspirations and purpose. Coworkers provide not only friendships and relationships; they provide the social support when a person is in need. Networking is another benefit colleagues can provide. Professional support and continual learning can be gained by working alongside others (LaRocco, House, & French, 1980).

In analyzing the literature related to coworkers' effects on teacher's job satisfaction, there were two apparent categories. Related studies either analyzed effects of employees' relations with coworkers or analyzed the level of satisfaction or dissatisfaction caused by colleagues. These categories were discovered by analyzing the body of work regarding colleagues' effects on teacher job satisfaction and finding reoccurring topics.

Relations with coworkers. Previous researchers (Ashton & Webb, 1986; Kim & Loadman, 1994; Maslow, 1954; Sweeney, 1988) found a positive correlation between teachers who reported positive relationships with coworkers and employee attrition rate. Teachers were more likely to stay in the profession when teachers felt they shared positive relationships with colleagues. In addition, collaboration and a sense of community within the faculty improves when coworkers share professional relationships.

A common method of achieving positive relationships between teachers is for schools to implement teaming. This can often enhance congeniality, idea sharing, and improve teaching by giving teachers the opportunity to improve on their weaknesses and share their strengths. Teachers who are a part of a professional team have greater work satisfaction, professionalism, and efficacy than their counterparts who are not a part of a team. Teachers are found to work more effectively when they are a part of a teaching team that challenges each other to perform jobs effectively and feel pride in themselves, their job, and their team. Additionally, teachers are most likely to try new teaching methods and collaborate with peers when they feel comfortable in a positive environment.

Human beings are social creatures and need groups to meet the love, belonging, and affection needs, both in the workplace and in their personal lives. Humans possess the need to communicate and form bonds with others. Work relationships form due to various reasons, but bonding with fellow employees whether inside or outside the realms of the school, can provide the bonds that satisfy these needs (Ashton & Webb, 1986; Kim & Loadman, 1994; Maslow, 1954; Sweeney, 1988).

Colleagues and dissatisfaction. Not all studies have found coworkers improve one's job satisfaction. Herzberg et al. (1959) and Sergiovanni (1967) found interpersonal relationships with peers contributed predominantly to teacher dissatisfaction. Although interpersonal relationships with superiors improved job satisfaction, relationships with peers for teachers decreased job satisfaction as an extrinsic motivator. Teachers' focus has been found to remain on students and educators achieve the most satisfaction from work-centered activities. Relations with colleagues were not found to increase the teachers' personal success or ability to reach students that would therefore improve job satisfaction without a plan by

the administration to improve the coworking experience. The administration can improve the teachers experience with colleagues by supporting social gatherings, helping new employees feel welcomed, creating a mentoring program, and putting teachers in collaborative teams to share ideas and help solve problems (Sparks, 2002).

Differences among employees. As with many issues in the social sciences, there is rarely a constant uniform answer to a complicated problem. When working with humans having emotional needs and different backgrounds, it is critical to understand the differences among workers and the specific needs of the individuals. Some workers prefer little interaction with coworkers, while others require a high degree of interaction. An effective employer will benefit by determining the level of interaction a worker requires to increase that worker's job satisfaction. A well-qualified worker with poor performance scores might be placed in the wrong position. Having a better understanding of the employee's personality can define placement into a more suitable position (Hackman & Oldham, 1980).

Working Conditions

The working conditions include the formation of school policies by administration and the overall physical condition of work environment. In analyzing the literature related to teachers working conditions' effects on job satisfaction, two categories emerged from the studies. The research pertained to the level of dissatisfaction caused by poor working conditions and the importance of teacher empowerment caused by the school policies aspect of working conditions.

Contribution to dissatisfaction. Researchers of several studies (Herzberg et al., 1959; Schneider, 2003; Sergiovanni, 1967) found there is a direct effect on the quality of teaching and learning and the condition of the educational facility. Physical conditions of the work,

the amount of work and facilities are conditions that affect teachers' work conditions. Teachers are less likely to properly deliver adequate education to students while teaching in inadequate facilities. Not only does poor working conditions contribute to the level of happiness of teachers, it can cause them to leave their school and the profession.

Working conditions is a factor that contributes prominently to teacher dissatisfaction. Teachers expect the working conditions and job circumstances to remain consistent for all teachers. This leads to dissatisfaction because teachers perceive other educators, working for the same pay, as having better or easier jobs due to the environments in which they work. Improving the work conditions does not necessarily improve job satisfaction but a low level will decrease job satisfaction.

Part of the job satisfaction component, working conditions, includes the number of hours spent on the job. Some companies, including schools, have tried to increase employee job satisfaction by lowering the number of hours worked weekly. This does not improve employee motivation nor job satisfaction. In fact, a motivated employee is motivated to increase their time spent on the job (Herzberg, 1968).

Teachers whose instruction is limited by large class size, poor resources, lack of support, rundown facilities, and other related variables are more likely to suffer from lower job satisfaction. Most teachers joined the profession to help children learn. Those teachers who are subject to variables that will distract from instruction are likely to suffer from lower job satisfaction. The teachers who do not meet lower level needs would not be able to meet their higher level needs and therefore do not teach to their potential (Kim & Loadman, 1994; Maslow, 1954).

Teacher empowerment. Teachers need to feel they have an influence in the school environment. When they feel that all decisions are made for them, they often become dissatisfied with their job. As teachers voice opinions and makes decisions affecting the entire school, they assert their role on the school culture. People who feel they have influence on the school culture will have higher job satisfaction as well as an increased commitment to the organization.

Teachers who feel they shape the school climate are likely to feel invested in the organization. This will cause the teachers to take a greater interest in the organization as a whole, and not just show concern for their classroom (Bogler, 2001; Ebmeier, 2003; Schein, 1992).

Several studies (Jacobson, 2005; Marks & Louis, 1997; Rice & Schneider, 1994; Thierbach, 1980) found the level of job satisfaction is proportional to the level of control given to teachers. Teachers' perceived level of influence is the factor that relates to their level of job satisfaction. Teachers reported that the higher the level of involvement, the higher their satisfaction. They also reported positive effects in decision-making and instruction resulted from teacher empowerment.

For effective teacher empowerment, administrators need to clearly define the parameters surrounding the decision-making process. Additionally, teachers need to understand the limits of their authority. Teacher empowerment and distributed leadership work most effectively when teachers are given feedback on their decision-making and continual encouragement is made through the decision making and implementation processes.

Teachers who are dissatisfied with their school and lack job satisfaction will likely lose commitment and their ability to teach effectively will suffer. Teachers who shared their school's goals were more committed to their school than those who did not share their organization's goals. A schoolteacher who does not support the school culture would probably have lower job satisfaction, which would likely result in diminished student performance (Jacobson, 2005; Marks & Louis, 1997; Rice & Schneider, 1994; Thierbach, 1980).

Pay

The third job satisfaction aspect of the TJSQ is pay defined as the employee's monetary compensation for work performed. Pay includes the economic aspect of teaching including the teacher's annual income as well as financial recognition for accomplishments. This section explores theories that suggest that pay can be used as a tool to improve employee job satisfaction. Other theories are explored that suggest pay is not the most effective method to improve job satisfaction and might in fact have an adverse reaction when administered improperly.

The research regarding pay and effects on teacher job satisfaction has the two primary arguments which are explained in the next two sections. First, is that pay works as a motivator and can enhance job satisfaction. The converse argument is that pay does not improve sustained teacher job satisfaction.

Belief that pay supports job satisfaction. Researchers (Brockner, 1988; Kim & Loadman, 1994; Lawler, 1971; Maslow, 1954) found pay can be not only a source of satisfaction at work but it can also provide self-esteem. This factor is not limited to the current pay scale but also pay potential. Knowing one has the potential to make greater

income can be motivating and can increase job satisfaction. Just the desire and hope of increased pay can improve one's thoughts of self worth that translates into improved job performance.

Workers needs to know they are fiscally stable and prepared for adverse times as well as retirement. Financial stability is important in the modern era. A worker who faces financial stress is likely to react negatively to external stimuli in the workplace as pay is a component of one's security and safety needs.

There is a significant correlation between job satisfaction and pay satisfaction. Although teachers understand their immediate supervisor often does not control their level of pay, they felt higher appreciation with increased pay. Teachers felt their accomplishments should be recognized with pay and that increased professionalism deems increased salary.

Belief that pay lowers job satisfaction. Pay for teachers has been found to decrease job satisfaction as an extrinsic motivator. Pay incentives, including merit pay plans, were found unsuccessful in increasing motivation. If teachers were driven toward a financially rewarding job, they would have chose a different profession. Pay does not help a teacher meet higher-order needs, these needs are better met in the classroom by creating actively engaging lessons with less lecture (Herzberg et al., 1959; Sylvia & Hutchinson, 1985).

Some companies have reduced pay in an effort to improve job performance. The companies who tried this method hoped the workers would increase performance in order to achieve their previous salary. Decreasing pay to motivate employees or raise job satisfaction is a very risky method with very little chance of success (Herzberg et al., 1959).

Sometimes as much as 25% of a worker's salary are fringe benefits, which are typically very costly to an employer. Once a company introduces these benefits, they cannot

be reversed and therefore become an expectation rather than a motivator. To be an incentive, the benefits such as insurance, retirement, stock options, and vacation days must be continually increased (Herzberg et al., 1959).

Responsibility

Responsibility is defined as the accountability of one's work as well as the teachers' active role in the students' learning and school policy. Researchers (Herzberg et al., 1959; Kim & Loadman, 1994; Maslow, 1954; & Sergiovanni, 1967) found responsibility in the workplace has three parts according to the research used in the TJSQ. The first aspect of responsibility is accountability for one's own work. Next is the responsibility of the teacher to make and uphold appropriate working relationships with the students. The final aspect of responsibility is the teachers' participation in creating and upholding school policies.

The research in responsibility's effects on teacher job satisfaction was fairly consistent. Teachers feel motivated and respected when given responsibility and power to make decisions in their classroom and for their school. Educators desire greater responsibility in areas that effect children both in their classroom and for school policy. Teachers who were given the opportunity to make their own decisions and therefore granted greater responsibility, have higher job satisfaction. All people have the need to feel accepted and self-valued both professionally and socially. Teachers must feel that they have been given responsibilities in their workplace to gain self-esteem.

Administrators should use professional autonomy and challenge as not only a recruitment tool but also a means to retain satisfied and productive teachers. Teachers who are challenged with greater responsibilities in the job and have more autonomy in their work benefit from higher job satisfaction. Although a teacher has incredible responsibility being

accountable for all students, responsibility maintains a significant contributor to job satisfaction. Examples of responsibilities that teachers have reported as motivating include working without supervision, personal responsibility, supervision roles, and new job tasks without formal title advancement. Therefore, a teacher who is trusted with school responsibility such as a supervision role with little oversight will likely feel motivated with higher job satisfaction (Herzberg et al., 1959; Kim & Loadman, 1994; Maslow, 1954; Sergiovanni, 1967).

Communication problems within the ranks of employees are a top frustration with the job. Teachers report frustration when they do not understand their boss's expectations or when they are not informed of changes that affect their classrooms such as simple daily events such as assemblies, absences, or change in schedule. To effectively empower teachers, the supervisors must set clear expectations and boundaries for all empowerment (Nicholson, 1980).

Work Itself

Work itself is the next category used in the TJSQ that contributes to teacher job satisfaction. Herzberg et al. (1959) defined work itself as the daily tasks and routines of the workers including the level of autonomy given to the employee. Work itself involves the freedom to implement innovative materials and utilize one's skills and abilities and the autonomy of one's work (1959). Teachers' daily tasks and routines are specific to the grade-level and the content area taught. The daily tasks, routines, and activities associated with teaching, however, essentially define teachers' work. Creativity, influence, control, and freedom to experiment are also facets of work itself.

Relationships with students are often perceived as a positive aspect of teaching and an integral part of teachers' work. In fact, preservice teachers often cite this as the reason for joining the profession (Kim & Loadman, 1994). Teaching, as in any profession is a large commitment of time. If a person is going to spend eight hours a day at work, they are happier if the daily tasks and routines are enjoyable. The factor work itself encompasses the variables that make up a typical workday.

In analyzing the research, the literature fell into three categories. The research supported work itself as a satisfier, a dissatisfier, or provided aspects of work itself as predictors of job satisfaction. As work itself is a very broad category with many components, it is interesting that some of the components add to job satisfaction while others contribute to dissatisfaction.

Work itself as a satisfier. Based upon the research of Fried and Ferris (1986), Hackman and Oldham (1980), and Herzberg et al. (1959), work itself was found to be composed of the daily tasks and routines of the worker and has been found to increase job satisfaction as an intrinsic motivator. Variation of job tasks, creativity, and ownership of assignments can be more important to an employee than pay. A job can be rewarding and satisfying when the job tasks are designed well. In fact, creativity in assignments can be so important to employees, they are often willing to take pay cuts for assignments with a creative component.

Employees that perform repetitive tasks tend to demonstrate lower job satisfaction, as they become bored with their occupation. Therefore, increasing the variety of skills performed by a worker should increase their job satisfaction. Task significance is an important component of job satisfaction. Employees who feel their job is very important and

believes their job influences others will likely have higher job satisfaction. People want to know their existence is meaningful, and this can be accomplished through one's occupation. Employees gain job satisfaction when they understand their job positively influences others and the organization.

Several studies (Anderman, Smith, & Belzer, 1991; Hackman & Oldham, 1980; Fried & Ferris, 1986; Short & Rinehart, 1993, Trist & Bamforth, 1951; Woods & Weasmer, 2002) found teacher freedom and empowerment are aspects of work itself. Teacher empowerment is defined as the teacher having power in school-wide decisions and includes perceptions of status, self-efficacy, autonomy, impact, and growth opportunities. Employees lose trust, thereby lowering job satisfaction, if they do not feel free to schedule the pace of work and determine procedures used to accomplish tasks. A low degree of autonomy creates an atmosphere of discontent among workers.

Teachers believe that as their empowerment grows, so does their level of job satisfaction. Schools that emphasize accomplishment, recognition, and affiliation have a faculty with a high level of job satisfaction. This will improve the workplace collegiality and help teachers feel that they are actively participating in leadership roles, as they share decision making with others. The shared decision-making causes the teachers to have a greater investment in the school, thus increasing job satisfaction, decreasing teacher attrition, and improving school climate (Anderman, et al., 1991; Hackman & Oldham, 1980; Fried & Ferris, 1986; Short & Rinehart, 1993, Trist & Bamforth, 1951; Woods & Weasmer, 2002).

Employer comments are the catalyst that contributes to personal perception of work performance. A lack of feedback poses concern for uncertainty that causes the lack of opportunity due to the lowered confidence. Feedback and autonomy are the most prevalent

factors found to improve work satisfaction. Although critical to job satisfaction, feedback and autonomy alone are not sufficient. A worker must have a high combination of task identity, task significance, skill variety, autonomy, and feedback to gain intrinsic motivation (Fried & Ferris, 1986; Hackman & Oldham, 1980; Herzberg et al., 1959).

Work itself as a dissatisfier. Not all researchers have found work itself as a satisfier. Davis and Wilson (2000) and Sergiovanni (1992) found the component of work itself appeared frequently in teachers' reports of job dissatisfaction. The aspect of work itself for teachers is negatively affected by the repetitive nature of the job and number of routine maintenance tasks such as attendance, study hall, lunch duty, and health checks. Teachers reported working in the field of education provides opportunities in satisfaction potential but many felt negatively impacted by mundane tasks.

Herzberg et al. (1959) found interpersonal relations with students is an aspect of job satisfaction teachers found to be the most prevalent job dissatisfier. The foundation of the career of teaching is working with children but this aspect of work itself was not found to increase job satisfaction. A positive relationship with students is not in itself enough to create a source of job satisfaction. However, a poor relationship with students is sufficient to cause job dissatisfaction.

Davis and Wilson (2000) and Sergiovanni (1992) found a correlation between teachers that participate in voluntary additional commitments and job satisfaction. These additional commitments are extra duties placed on a teacher outside the traditional expectations. Examples are planning committees, peer mentoring, club management, or coaching. Teachers who accept these additional responsibilities also benefit from increased

recognition, empowerment, and meaningful work opportunities which all contribute to increased job satisfaction.

Although, many researchers have found that teacher empowerment will increase job satisfaction, contradicting results have been found. Researchers have found that administrators in an attempt to empower have lowered job satisfaction by giving teachers extra work. Empowerment was not always positively correlated with teachers' job satisfaction or their level of job stress. Principals' empowering behaviors have been found to associate individually, and not on a group level (Davis & Wilson, 2000; Sergiovanni, 1992).

Aspects of work itself as a predictor of job satisfaction. A critical aspect of a teachers' job is the relationship with students. Many educators continue to teach due to the same variables that caused them to choose the profession which is the opportunity to help others and the desire to impact the lives of children. Teachers view their interaction with students as their service to society and their opportunity to develop a child's potential (Kim & Loadman, 1994).

Internal motivation, job satisfaction, and effective performance can be effected by teachers' sense of independence and importance. Jobs that have a high level of variety, autonomy, task identity, and feedback have higher motivation and job satisfaction. In addition, workers had less absenteeism and higher performance ratings when they rated their jobs high in variety, autonomy, task identity, and feedback (Hackman & Lawler, 1971; Kim & Loadman, 1994).

Work itself summary. Work itself encompasses several aspects of a job including the daily tasks, creativity of assignments, and autonomy (Lester, 1987). The various studies found teachers were most satisfied when there were fewer distractions from teaching.

Autonomy was found important to teachers, as they desired freedom of curriculum application and teaching strategies

Advancement

Career advancement is the next category used by the TJSQ to understand teacher job satisfaction. Advancement is defined as the teacher's opportunity for promotion in pay, status, or title. In some instances, giving a teacher influence and additional responsibilities can be the equivalent to an increase in title due to the way the employee is perceived or feel he/she is perceived. Advancement references a change in status or position for the employee.

One's perceptions of the future affects job satisfaction. Employees who perceive they have few opportunities for advancement most likely feel negatively toward their work. When there is a hierarchical level in which employees understand promotions and what is required for advancement, workers are more satisfied with the employment. For greater job satisfaction, it is necessary that workers have the opportunity for continual promotion and they understand that advancement does not come solely from longevity on the job but also from performance (Kanter, 1977; Larson, 1982).

Job satisfaction can be obtained when employees believe they have an opportunity for advancement on the job. This will help them maintain satisfaction in other aspects of their life. As employees achieve promotions, they attain the esteem needs by gaining confidence and self-respect. An employee who feels respected by coworkers and employers will feel valuable. Conversely, a lack of respect will lead to feelings of frustration, inferiority, and worthlessness. Workers perceive advancement as personal achievement. People gain temporary happiness when meeting hygiene needs but a more permanent satisfaction is reached through real motivators such as achievement (Cranny et al., 1992; Maslow, 1954).

Personal achievement in a workplace can be gained through promotions. This can increase job satisfaction as the employee establishes feelings of growth, recognition, achievement, and responsibility. Achievement can be an aspect of job satisfaction as personal fulfillment that is gained through accomplishing goals is comparable to the satisfaction gained through other's recognition. (Herzberg et al., 1959; Sergiovanni, 1967).

Security

Security is the next identifier used in the TJSQ. School policies including tenure, seniority, layoffs, pension, retirement, and dismissal are all factors of a teacher's job security. Many employers believe that a worker who is confident in employment and satisfied with the pay can focus on the job and do not have to worry about layoffs, retirement, and pay scale. Increasing a teacher's job security has been claimed as cost effective, an enhancement to academic freedom, and an improvement to pedagogical quality (McGee & Block, 1991).

Safety is a foundational step in Maslow's (1954) Hierarchy of Needs. This step addresses not only physical security but also emotional and mental stability. A person who is not confident with the job security will worry about providing for family resources and bills. Medical insurance, job security, and financial reserves are modern factors that help build one's safety need. A person who feels they are in harm's way will not be able to give any attention to the higher needs.

Recognition

The final characteristic used in the TJSQ to identify job satisfaction is employee recognition. This is defined as employee attention, appreciation, and prestige. Blame and criticism are the negative aspects of this characteristic. Recognition is frequently reported to

contribute to job satisfaction. Teachers whose successes are recognized are most effective on the job as they are praised for their accomplishments.

Several researchers (Hackman & Oldham, 1980; Herzberg, 1959; Maslow, 1954; Sergiovanni, 1967) found recognition as the most prevalent indicator of job satisfaction. Sometimes called task identity, it has been found that employees worked most effectively when given feedback about their work performance. Performance feedback is beneficial on several levels. When feedback is phrased appropriately and given promptly, workers will not only perform better, they are also happier.

Recognition is acknowledged in the esteem needs as it relates to one's self-esteem, achievement, mastery, independence, status, dominance, prestige, and managerial responsibility. These factors create a sense of belonging and influence a person's self image. An employer or manager can help create this feeling through the feedback and recognition given to the worker. The manager can help increase the positive feelings by allowing the employee to achieve mastery of the work and tasks. This will increase confidence and feelings of worth and capability. Conversely, a person can lose these feelings by an employer who focuses on the failures of the employee (Hackman & Oldham, 1980; Herzberg, 1959; Maslow, 1954; Sergiovanni, 1967).

Job Satisfaction Summary

This section reviewed the literature related to teacher job satisfaction analyzing prominent studies addressing job satisfaction with teachers. This section was organized according to the characteristics used in the TJSQ, instrument used to measure job satisfaction in this study. The subscales of the TJSQ and sections used in this job satisfaction literature

review are supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition.

Analysis. Although many studies were analyzed; those conducted by Hackman and Oldham (1980), Maslow (1954), and Herzberg et al. (1959) emerged as the landmark studies. These studies prompted other researchers to replicate their research and expand on the findings. The research from Malow (1954) and Herzberg et al. (1959) was used to develop a taxonomy to create the factors of the TJSQ; the instrument which measures job satisfaction in this study.

Hackman and Oldham (1980) claimed that increasing the job characteristics of task identity, task significance, skill variety, autonomy, and feedback results in a more positive psychological state for the worker. The employee's organization benefits by having a positive influence on work outcomes including growth satisfaction, work motivation, and work effectiveness. Hackman and Oldham found teachers work most effectively when they find their work meaningful, take ownership of their school and classroom, and know the results of their work.

According to Maslow's (1954) Hierarchy of Needs, a person progresses from psychological, safety, belonging, and esteem needs and ultimately to self-actualization, the highest-level need. A lower need must be fulfilled before moving to the next level. Maslow addressed job satisfaction, as a self-actualized worker has job satisfaction through fulfillment of personal growth and development. Maslow's work provided the basis for future studies in teacher job satisfaction.

The two-factor theory of Herzberg et al. (1959) is pertinent to the study of job satisfaction. They claimed job satisfaction and dissatisfaction act independently of each

other. Improving employees' status, responsibility, and self-realization was found to improve the factor of work itself, the primary factor found to improve job satisfaction. Addressing the job environment specifically analyzing policies, procedures, supervision, and working conditions can improve Job dissatisfaction.

Synthesis. The presented literature review is complex as it analyzes various strategies used to improve job satisfaction. It would be ideal to present one proven method to improve teacher job satisfaction but one universal method does not exist. Instead, there are various methods that employers have tried and researchers tested which need further analysis.

Recognition, advancement, and security were found as the most consistent method to improve job satisfaction. Recognition and advancement are very similar as a person who receives a promotion is getting recognition for accomplishments. In most situations, advancement encompasses recognition but recognition does not ensure advancement. Security has also consistently been found to raise job satisfaction as the workers who do not fear loosing their jobs can focus on work related issues and do not worry about meeting basic needs.

Empowerment has been found to raise teacher job satisfaction. Giving teachers authority to make school wide decisions has a component in the job satisfaction factors of working conditions, responsibility, and work itself. In each of these factors, empowerment is a component that raises teacher job satisfaction when administered successfully. To be effective, teachers must feel the extra tasks they have been empowered with are useful and constructive and cannot be perceived as extra meaningless word. When teachers are a part of committees without influence, they feel their time is wasted and their job satisfaction lowers. The teachers know when the empowerment is valid and when given real authority over

policy decisions. Teachers feel valued and work harder with improved performance and job satisfaction when given true empowerment (Bogler 2001; Ebmeier, 2003; Herzberg et al., 1959; Kim & Loadman, 1994; Maslow, 1954; Schein, 1992; Sergiovanni, 1967).

Each of the nine factors of job satisfaction has attributes that have been found to raise job satisfaction. Just as there is not one method guaranteed to raise and maintain a high level of job satisfaction, there is not one method that consistently lowers job satisfaction. It is most effective for a manager to know the individual employees and treat each one independently to maintain high level of performance and job satisfaction (Hackman & Oldham, 1980).

Evaluation. The measurement and analysis of job satisfaction has been critically analyzed since the landmark studies of Maslow (1954) and Herzberg et al. (1959). Sergiovanni (1967) applied the theory of Herzberg et al. to teachers and found educators acquire job satisfaction through participation and performance. Although there is some research in the field of job satisfaction in education, school administrators could benefit from more. Just as Sergiovanni applied business principles to education, more research is needed as teachers' needs are different than the needs of traditional businessmen. Teachers enter the field of education to help children, knowing they will not make a large amount of money. As this is not a financially driven field, additional research is needed to explore methods to raise job satisfaction for teachers.

In order to close the gaps in the research, the research field needs studies pertaining to current legislation and the effects on teacher job satisfaction. There is a specific gap in the research that links accountability systems and the job satisfaction of teachers. Since the introduction of NCLB, teachers are held at a high level of accountability specifically with the

states' AYP lists. This study will help fill this gap as job satisfaction is analyzed in schools placed on Tennessee's AYP list, The High Priority List.

The next section analyzes the literature related to school climate. There is little research pertaining to school climate's affects on state AYP accountability lists. Significant research exists supporting the theory that an open school climate has positive effects on student academic achievement (Blase & Blase, 1998; Chrispeels, 1992; Goddard et al., 2000; McEwan, 1998). Therefore, it can be assumed that improving the level of a school's climate would be beneficial to improving a school's AYP status but there is not adequate research to support this theory.

School Climate

The process of analyzing the literature on school climate was similar to that of job satisfaction. First, preliminary searches were done in the following databases: Wilson Web full text, ERIC, psycINFO, PsycARTICLES, and ProQuest. Both school climate and school culture were used as keywords for the searches as some authors have similar definitions for the two terms. To delimit the results, peer reviewed studies were analyzed as well as those pertaining specifically to education (many studies were about organizational climate not just school climate). As the field of school climate was daunting, several textbooks on the subject were read in order to gain a better understanding of the topic. The research by Hoy and Miskel (1996) and Hoy, Tarter, and Kottkamp (1991) were invaluable in gaining insight in the topic which provided the information necessary to understand and organize the many studies.

After gaining content knowledge from reading the textbooks, the journal articles were ready for sorting and further analysis. Themes in the literature were then developed from the

existing studies. A second round of searches was performed using the databases in order to ensure a complete analysis of school climate was achieved.

After the second round of database searches, prominent authors emerged including Hoy, Parsons, Aldair, and Springfield. Both Hoy and Springfield wrote with other colleagues. For example, Hoy wrote with Halpin and Croft and Springfield wrote with Teddlie. These researchers' works were analyzed, as they are prominent researchers and leaders in the field of school climate. To complete the process of obtaining a comprehensive literature review, replication studies were analyzed including the study of Hoy et al. (1991) reconstruction of Halpin and Croft's (1962) OCDQ instrument and study (see Chapter 3 for a more complete explanation).

The school climate instrument applied in this study, the OCDQ-RS, was used to define the parameters of this literature review (see the theoretical framework section at the end of this chapter for a thorough explanation). In the OCDQ-RS, supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior were dimensions of school climate. Each of these aspects of school climate was explored to understand the current research related to each of the factors of school climate.

Supportive Principal Behavior

Supportive principal behavior is characterized by the administrator's role in facilitation and interaction toward employees. A school with a high level of supportive principal behavior has a principal who is helpful, concerned, and motivating. This principal sets the example of hard work and dedication as constructive criticism is used to make improvements around the school (Hoy et al., 1991).

The research in this field can be divided into two categories. First, the administrative function includes administrative expectations, facilitation, and motivation. The second category is the support and interactions between the administrators and the faculty.

Administrative function. The amount of support and time managers devote to administrative functions affect the climate within the school. An effective administrator's work level is devoted to the administrative functions of the school and its internal efforts. To be effective, the principal must create ways to develop trust, loyalty, commitment, and motivation within the faculty and students of the school. This becomes a cyclical effect and is most valuable when the faculty feeds off the principals' commitment and the school's resources are allocated and dispersed amongst the faculty. To further improve the school climate and to create an open and healthy climate, the manager should maintain high expectations for both the faculty and students (Halpin & Croft, 1962; Hoy & Feldman, 1987; Parsons, 1967).

Administrative support. A principal's relationship with the faculty can have a great influence on the climate of the school. Trust and loyalty between the principal and faculty can be fostered through an open climate, where teacher and principal behavior is supportive, genuine, and engaged. This positive interaction between teacher and principal translates to students, as the children become more engaged in an open school environment (Fraser, 2001; Goddard, Hoy, & Hoy, 2000; White, 1993).

Aldair (1988), Blase and Blase (1998), and Hoy and Miskel (1996) found that effective management of individuals entails understanding each team member as an individual and observing the worker's skills, strengths, and needs in order to develop an open and trusting school climate. An effective manager assists the employees in their plans,

problems, and challenges. The manager provides recognition and praise to individuals by rewarding with advancement in status, title, and responsibility. Capabilities and strengths must be developed in workers to develop individual freedom and authority.

Teachers perform better when principals make suggestions and give frequent feedback. They also admire a principal who models the desired behavior. Faculty empowerment, regular feedback, and continual support are suggested methods that managers can use in meetings and in the classroom to help improve teacher performance and job satisfaction. The teachers support a principal who promotes camaraderie among the faculty, and who encourages new programs.

Supportive principal behavior summary. Certain qualities in a principal were found to promote a positive school climate. Teachers perform better when principals make suggestions and give frequent feedback. Educators admire a principal who models desired behavior by showing respect in meetings and during classroom observations. Teachers respond well to administrators who empower faculty, give frequent feedback, and provide support. A principal is also appreciated when camaraderie is promoted among the faculty, and through encouragement of new programs (Aldair, 1988; Blase & Blase, 1998; Halpin & Croft, 1962; Hoy & Feldman, 1987; Hoy & Miskel, 1996).

Directive Principal Behavior

Directive principal behavior is rigid and domineering leadership. In this style of leadership, the principal is overly involved with all teachers and school activities. This style of leadership has been called ruling with an iron fist or micromanaging. Managing an organization with this method typically leads to a closed school or one with a poor climate.

This is undesirable as a closed school has a more old-fashioned viewpoint and is less accepting of new ideas and new teaching methodologies (Halpin & Croft, 1962).

The study of directive principal behavior requires the understanding and effects of the management style as well as the converse leadership style, the participative approach. Managers' leadership methods fall in a continuum between these two distinctive styles. Directive principal behavior identifies the authoritative leadership style and the participative approach is the collaborative or democratic style of leadership.

Authoritative approach. The authoritative style of leadership uses money and benefits as motivators. Managers who use this style believe the average person prefers to be directed as they avoid responsibility. This theory assumes that employees want security, due to a lack of ambition. In this theory, employees' lower level needs are met but a worker will lose motivation once these need are met (Maslow, 1954). According to the authoritative approach, a worker will meet the lower needs at work and the higher needs in leisure time. Research into this style of management has found that money may not be the most effective way to self-fulfillment and employees can be most productive if managers use the alternate theory (McGregor, 1960).

Participative approach. The participative approach is the preferred method of managing a high performing corporation as it typically produces better results. According to this theory, employees should enjoy their job, and if they do, they will put forth as much effort into their job as they do their recreational activities. People will apply self-control in pursuit of their goals without the assistance of external threats or punishment. People seek authority and responsibility and are also capable of a high degree of imagination, that when organized, can help the company solve problems.

Participative management style has benefits to the workers and the organization. Workers can meet their esteem and self-actualization needs if work is as enjoyable as play or rest. Committed and self-directed employees are more likely to meet their work objectives than those who are working under tight managerial control. When using participative management style in a place that addresses higher needs, workers are more committed to their objectives and seek responsibility through creativity and ingenuity.

Teachers who provide and receive contingent rewards, and who are in an atmosphere of inspired group purpose, will have greater efficacy. Principals' behaviors influence teachers' work and outcomes. The principals who do not ignore their teachers' sense of efficacy and environmental conditions will retain committed teachers, who increase their potential (Hipp, 1996; McGregor, 1960).

Engaged Teacher Behavior

Engaged teacher behavior describes a faculty with high morale characterized by a supporting and caring faculty. A school with a high level of engaged teacher behavior will have teachers who work with pride, are friendly with students, and make extra time to help students with individual problems. Engaged teacher behavior defines a faculty in which teachers are committed to student success, enjoy their jobs, and support colleagues and students (Hoy & Miskel, 1996).

The research in engaged teacher behavior is centered on two fields. First is academic press, which is the academic focus of the students and faculty. The second area is teacher empowerment, which is the level of ownership the teachers feel about their work.

Academic press. Academic press is an encompassing term that includes school's achievement oriented values, practices, expectations, norms, and rewards that create a

positive academic environment. Learning opportunities for students in need and a teacher who reinforces positive behavior are primary components of academic press. High expectations alone are not sufficient to promote academic press. For an academic press to be created and maintained, students should work in a supportive environment with helpful teachers who are interested in students' ideas. Teachers should help with students' problems and create a class environment of care and concern. Additionally, high expectations must be communicated to students in academic rigor, potential, and opportunity. Teachers need to model the desired behavior by planning lessons in advance, starting class on time, and staying on task (McDill, Natriello, & Pallas, 1986; Murphy, Weil, Hallinger, & Mitman, 1982; Shouse, 1996; Stern, 1962).

There is a reciprocal relationship between academic press and student achievement. As academic press increases, so will student achievement. This will, in turn, increase academic press. This positive reciprocal relationship will continue as academic leaders promote the increase of academic press. Teachers with strong positive attitudes about teaching have students with high self-esteem. Students recognize teachers who are satisfied with their teaching and respond with positive motivation themselves. Teachers exhibit the desired behavior as the role model. When the teacher demonstrates contentment, the students will mirror that behavior (Goddard, Sweetland, & Hoy, 2000; Lee, Smith, Tamara, & Smylie, 1999; Shouse, 1996).

A healthy school climate promotes an academic focus as a key to creating an effective school. An effective climate consists of students and faculty that are focused on academic plans, academic tasks, and a state of academic press. The instructional leaders have the responsibility of building and fostering a climate with an academic press. This academic

press consists of establishing inclusive classrooms where every teacher and child believes all students can learn.

To be effective, the environment must be orderly and well managed and the teacher must be able to communicate expectations through multiple methods. The academic press requires established polices relative to all aspects of the school day. When all the components of academic press are in place, the school will have a successful academic learning climate (Purkey & Smith, 1983; Stringfield &Teddlie, 1991).

Teacher empowerment. Teacher empowerment is an aspect of engaged teacher behavior as empowerment positively influences the teachers' efforts to improve instruction (Marks & Louis, 1997). An empowered teacher will feel independent and will have greater ownership and pride in the instruction (Davis & Wilson, 2000). Teacher empowerment is not the principal giving administrative duties to lighten their own workload. Empowerment is providing teachers the right to participate in development and implementation of school goals and policies and the opportunity to exercise judgment about curriculum and pedagogy (Ashcroft, 1987).

The extent of teacher empowerment varies considerably among schools. Site-based decision making structures do not sufficiently empower teachers. To be effective, teachers must believe they influence policy that affects the education of their students. This distributed leadership creates a cohesive school-based vision in which teachers work with students, parents, and administrators to develop individual goals through true collaboration and team decision making.

Empowerment positively influences the teachers' efforts to improve instruction. Although empowerment in classroom practices varies, when a teacher feels empowered,

student academic achievement improves along with the school climate and teacher job satisfaction. Teacher empowerment is an important factor in influencing school climate and the success of a school (Marks & Louis, 1997; Rice & Schneider, 1994; Thierbach, 1980).

Engaged teacher behavior summary. Increasing the level of academic press and teacher empowerment are methods to improve a school's climate. This will not only improve teacher's attitudes, it will create a culture of dedication by the students and faculty, which will raise the academic achievement. Improving the teacher behavior aspect of school climate should improve the teachers' school pride, job satisfaction, and colleague support (Hoy & Miskel, 1996).

Frustrated Teacher Behavior

Sweetland and Hoy (2000) found characteristics leading to frustrated teacher behavior include frustration due to nonteaching duties and discouragement associated with paperwork. These characteristics lead to a lower school climate. Frustrated teacher behavior is characterized by disengagement of faculty who are burdened with the routine, assignments, and extra work not directly related to teaching. Frustrated teacher behavior is associated with teacher burnout which is prevalent as 13% of teachers leave the profession every year (Viadero, 2002) and nearly 30% within the first five years of teaching (Darling-Hammond, 2001; Viadero, 2002; Wadsworth, 2001). Teacher retention is a greater problem in high poverty schools where 15% of teachers find other careers annually and a quarter of those cite dissatisfaction due to unhappiness and low pay (Ingersoll, 2001). Improving frustrated teacher behavior not only increases teacher turnover rates, but also will improve student achievement (Black, 2001).

Research in school climate pertaining to frustrated teacher behavior is separated into the two categories: work environment and teacher burnout. The study of work environment analyzes different types of workers and their personal motivation and response to varied methods of leadership. Teacher burnout analyzes the reasons educators leave the profession and investigates ways to keep workers in the vocation.

Work environment. Several researchers (Aldair, 1988, Marston, 1928; McClelland, 1989) found workers have an improved work environment if the individual's needs are being met. An administrator who better understands the individuality of the workers will lower frustrated teacher behavior. People are driven towards the need of achievement, power, or affiliation. Most people exhibit a combination of these characteristics, but must show a preference. The study of work environment in school climate analyzes different types of workers and their motivators. These different types of workers include accomplished, authority driven, and affiliation driven workers. An effective manager will identify the type of worker and respond appropriately to ensure effective and efficient work from the employee.

Accomplished and motivated people seek to attain realistic goals and advancement in the workplace. These motivated people require feedback for achievements, and look to work for their sense of accomplishment. This group regards achievement over finances and material objects. They gain their satisfaction from the praise and recognition they receive. Neither security nor status is the motivator. Inspired workers are constantly looking for ways of improvement and will favor jobs that offer flexibility and advancement. The potential weakness of motivated workers is that they expect too much from subordinates, assuming everyone possesses the same drive.

Authority driven people are motivated by influence and impact on others. These people desire to lead, and to have their ideas influence policy and other's decisions. Individuals with these characteristics drive towards status and prestige. These people will demonstrate a determined work ethic and commitment to the organization. While authority driven workers are attracted to an authority role, they often do not possess the required flexibility and people skills needed for an authority position.

Affiliation driven people have a drive towards friendly relationships and are motivated to interact with other people. These individuals are motivated by popularity, which makes them team players. These workers often make weak leaders because their desire to please affects their decision-making ability (Aldair, 1988; Marston, 1928; McClelland, 1989).

Teacher burnout. Teacher burnout can be caused by the organization, personality, and background factors. These factors often are related to a workplace climate of depersonalization, exhaustion, and a diminished sense of accomplishment. Organizational factors that contribute to teacher burnout include role conflict, role ambiguity, work overload, classroom climate, lack of involvement in decision making, and lack of social support. The amount of perceived control a teacher has on the classroom affects the personality factor of teacher burnout. The background factors found to influence burnout include the demographic variables, gender, age, and grade level (Byrne, 1999; Schwab et al., 1986)

The field of education is troubled by teacher burnout. Teachers experience more workplace stress than other professionals (Travers & Cooper, 1993). Stress is directly related to teacher burnout and schools are having a hard time retaining quality teachers. Nearly 30%

of teachers peruse other careers after only five years (Darling-Hammond, 2001; Viadero, 2002; Wadsworth, 2001) and the average cost of replacing a teacher was found to be $11,120 (Benner, 2000). Consequently, schools can benefit from lowering teacher stress to lower the burnout rate. Not only will lower teacher stress improve retention, it will improve student academic achievement. Teachers with lower stress are more likely to have task-oriented behavior which includes inquiry based learning and active learning which has positive effects on the students' education. (Black, 2001; Blase, 1986; Cox & Brockley, 1984; Koon, 1971; Rowan et al., 2002; Young, 1976)

Intimate Teacher Behavior

Intimate teacher behavior identifies the teacher behaviors that lead to a strong school climate. These behaviors are characterized by a faculty with a strong and cohesive network of social relations. Schools with strong intimate teacher behavior have teachers who are close friends and socialize outside of school hours. This research area is divided into the manager's role in influencing intimate teacher behavior and the analysis of teachers as a cohesive unit.

Manager's role. Researchers (Aldair, 1988; Friedland, 1964; Podsakoff et al., 1990; Sims, 1977; Szilagyi, 1980) found the managing of group responsibility requires establishing group norms and strong networking and communication within the faculty. Group conflicts must be resolved to balance the composition of the group. To effectively manage the group, the manager must develop cooperation and team spirit that will progressively increase group freedom. The manager should also encourage the team to work toward the goals and provide motivation. Furthermore, the manager should clearly identify the distributed leadership roles within the faculty. The feedback the employer gives the groups is an important component of the success of the organization.

The manager must oversee the three areas of the leadership model including achieving the task, managing the group, and managing individuals. When the supervisor successfully manages the responsibilities; performance results improve, morale is built, quality progresses, and the employees' sense of team is developed. The core functions of successful leadership vital to the model are planning, controlling standards, supporting contributions, informing of plans, and evaluation of ideas and performance. Collaboration and distributed leadership are the foundation of the model, as the administration does not dictate but rather oversees balance, networking, and communication of the group (Aldair, 1988; Friedland, 1964; Podsakoff et al., 1990; Sims, 1977; Szilagyi, 1980).

Teachers as a cohesive unit. Dorman (2003) and Hoy et al. (1991) found teachers and administrators should work together to reduce the pressure and burnout by creating a personalized environment. Administrators need to actively monitor the demands placed on teachers and attend to the degree of faculty collegiality. Administrators regularly ignore emotional support for teachers and downplay social faculty functions. This frequently causes lower teacher job satisfaction and motivation leading to a poor school climate. Increasing the number of informal faculty functions can improve interpersonal relations within the faculty which will likely have a positive effect on the faculty.

A faculty with a high level of teacher affiliation is likely to experience an open school climate. Teacher affiliation is the friendliness of the faculty where the teachers have a strong connection with the school. Social gatherings and team building exercises can create a faculty that enjoys spending time with each other and share a sense of accomplishment. These teachers are committed to their school, the faculty, and students. Enthusiasm is a main

characteristic found amongst the faculty who shares common goals and knows one another on a personal level (Dorman, 2003; Hoy et al., 1991).

Climate Summary

There are many benefits to the teaching and learning process that occur by establishing an open climate. A school with an open school climate is more likely to have teachers who vary instructional strategies, plan diverse lessons, monitor students, provide adequate feedback, and collaborate with colleagues. The benefits lead to positive impacts on student achievement (Armstrong, 1999; Blase & Blase, 1998; Bossert, 1988; Brookover et al., 1978; Chrispeels, 1992; Goddard et al., 2000; Good & Weinstein, 1986; Huang, Waxman, & Wang, 1995; Jansen, 1995; McEwan, 1998; Mayer, Mullens, & Moore, 2001; Munoz & Dossett, 2001; Nyhan & Alkadry, 1999; Sweetland & Hoy, 2000; Wilson, Abbott, Joireman, & Stroh, 2002).

Analysis. Although many studies were analyzed, Halpin and Croft (1962), Parsons (1967), and Aldair (1988) emerged as the landmark studies. These studies prompted other researchers to replicate the research and expand on the findings. These studies still provide a foundation for researchers to develop future academic work to add to the body of literature.

Halpin and Croft's (1962) open/closed theory addresses the effects high expectations can have in a school environment. The open/closed theory is a continuum from an open to a closed school. An open school is one with a positive climate and a closed school is one with a negative climate. This continuum is similar to that of open-minded or closed-minded individuals. Halpin and Croft found that the open schools had higher expectations for the employees and the students, which translated into increased student academic performance.

Halpin and Croft developed the Organizational Climate Description Questionnaire, a sixty-four-item Likert scale that is used to assess school climate. This measurement assessed teacher to teacher and teacher to administrator interactions based on their open/closed continuum. The climate is defined on the educators' perceptions of the leadership behavior of the principal and interactions among the teachers.

Parsons (1953, 1967) found three types of controls that drive organizations. Hoy et al. (1991) adapted this method to schools and named them the technical, managerial, and institutional controls. The climate or organizational health of a school is made up of these three levels of controls. Hoy et al. (1991) believed that when all three levels are in harmony, the school would meet its needs, regardless of external forces.

The focus of the technical level is the teaching and learning processes that occurs in schools. Teachers are responsible for the primary application of this level, as they provide the educational practices to the students. The technical core of schools is the teaching and learning in which the technical level is concerned. The teacher and the principal both have the responsibility to solve problems and to increase the level of learning in schools. Academic press and morale are factors that effect student learning, and therefore, are components of the technical level. Academic press is the extent to which the school focuses on academic achievement and high expectations. Moral is the collective sense of the faculty concerning openness, trust, accomplishments, and job satisfaction.

The managerial level is devoted to the administrative functions of the school and its internal efforts. Principals are the primary facilitator of this level, as they create ways to develop trust, loyalty, commitment, and motivation within the faculty and students of the

school. This is most effective when the faculty feeds off the principals' commitment, and the school's resources are allocated and dispersed amongst the faculty.

The dimensions within the managerial level are defined by principal influence, consideration, initiating structure, and resource support. The principal influence is the capacity of the principal to influence higher-ranking administrators for the betterment of the school. The level of consideration is the principal's concern for the overall welfare of teachers and the friendliness, approachability, supportiveness, and collegiality portrayed by the principal. Initiating structures describes task and achievement oriented principal behaviors. Resource support is the degree to which the teachers have access to classroom supplies and instructional materials.

The purpose of the institutional level is to define the connection of the school and the environment, as well as the balance of community involvement and interference. The support and financial backing from the community is crucial toward the success of a school. Unfortunately, the community can be a hindrance toward success, as pressure and interference disallow effective functionality. Institutional integrity is necessary to protect school programs from destructive external forces while maintaining beneficial relationships.

John Aldair (1988) addressed workplace climate with the Action-Centered Leadership Model. He explained that successful management requires understanding team members' motivations, skills, strengths, and needs. An effective manager assists individuals in their plans, problems, and challenges. The manager provides recognition and praise to individuals by rewarding them with extra responsibility, and advancement in status. Aldair found capabilities and strengths must be developed in members to develop individual freedom and authority.

Synthesis. A general list of strategies which raise or lower school climate is presented in this section. Unfortunately, as with most of the social sciences, one method is not effective for all humans. It should be understood, the most effective method to control school climate, is for the principals to know the faculty as individuals along with the history of the organization in order to implement effective policy.

Out of the five categories of school climate, supportive principal behavior, engaged teacher behavior, and intimate teacher behavior have been found to improve school climate. These are not guaranteed methods as school climate is a complicated combination of the feelings and attitudes students, faculty, and parents feel about the school. The level of the school climate is affected by the physical, social, affective, and academic environment.

Directive principal behavior and frustrated teacher behavior are the factors of low school climate. The two factors influence each other as often the rigid and authoritarian leadership of directive principal behavior can cause the disengagement of faculty evident with frustrated teacher behavior. A principal who manages teachers who are burdened with assignments and annoyed by the school might be tempted to manage the school in an authoritative manner which can cause an even lower school climate.

Evaluation. To develop an area of research, it is necessary to not only understand the quantity and depth of the current research, but also the direction of future research. An effective researcher will find the gaps in the research through a deep understanding of the current literature. The current gaps in this literature are the lack of a universal definition of school climate, current policy's effects on school climate, and the relationship between school climate and job satisfaction.

Definitions for school climate are broad and are often confused and combined with school culture. This results in inconsistency and inaccuracy in research which often leaves readers confused. In order to effectively implement research into policy; a single, universally accepted climate definition is needed. This can be accomplished through consensus meetings with research, policy, and practice leaders who will use that definition in their works (Cohen, McCabe, Michelli, & Pickeral, 2009).

More research is needed on how current legislation affects school climate. In this era of accountability, teachers have very high and possibly unattainable expectations. Researchers need to study the effects on teachers and the school climate to help develop policy that best impacts the students.

The relationship between school climate and job satisfaction needs further exploration. A symbiotic relationship can be expected but there are not adequate studies to support this theory. Taylor and Tashakkori (1995) found school climate had a notable relationship to job satisfaction but acknowledged the need for more research as the understanding of this relationship is limited.

A body of literature comparing teacher job satisfaction to school climate would contribute to this study, but it simply does not exist. There is plenty of research that studies a variable and its impact on job satisfaction or school climate, but there is not an adequate number of studies comparing affects of a variable to job satisfaction and school climate. As these are two critical components of education and both impact student learning, the research could be further developed from an understanding of the relationship between these two factors.

Tennessee's Accountability System

In 2002, Tennessee revised accountability measures and student achievement measurement and evaluation in accordance with NCLB mandates tied to the additional funding. The state was required to establish performance standards for literacy and mathematics. To comply with all the regulations, the state altered the Tennessee Comprehensive Assessment Program (TCAP) tests, which measure performance in math, science, social studies, reading, language arts and writing.

To comply with the mandates on data reports, Tennessee now reports student achievement on specific subgroups including economically disadvantaged, limited English proficiency, racial and ethnic groups, and disabilities (U.S. DOE, 2008a). Additionally, schools attendance and high school graduation rates. Furthermore, a report card measuring A (exemplary) through F (failed) was administered to each school according to the performance benchmarks in math, science, social studies, reading, language arts, and writing (Tennessee DOE, 2008b).

High Priority List

NCLB has requirements for schools that do not meet AYP. Tennessee's accountability meets, and exceeds, all the federal requirements. In fact, the Tennessee system has more severe consequences than the federal requirements.

Federal Requirements. The NCLB Act labels a school or system "in good standing" when it meets state mandated performance benchmarks in math, reading, and attendance for grades 3-8. The recognition applies to math, English, and graduation rates for high schools as well. Schools are categorized "high priority" when they do not meet achievement standards for two consecutive years (U.S. DOE, 2008c).

NCLB requires Adequate Yearly Progress to be determined yearly, as schools must meet benchmarks in each of the following subgroups: White, Hispanic, African American, Native American, Asian/Pacific Islander, Economically Disadvantaged, Students with Disabilities and English Language Learners. A school that does not meet the benchmarks for two consecutive years would have consequences regulated by the state and federal policies.

State Requirements

A school that is on Tennessee's High Priority List is one that has missed the same benchmark expectation in any of the criteria for two or more consecutive years. Many states call this list the AYP list but Tennessee calls this record of underachieving schools the High Priority List. A school that does not make AYP for the first year is targeted for intervention. This is a warning to the school with no immediate consequences. Once a school is on the High Priority list, it must meet AYP for two years to be on the Celebration List to return to good standing.

An annual review of AYP progress is performed by the state using criteria from the Accountability Workbook. The measurement tools used to assess student proficiency are provided in Tennessee's Accountability Workbook. This document establishes a statewide accountability system in which all schools and students must participate (Tennessee DOE, 2008b).

The number of years a school is on the High Priority List determines the level of state intervention. A school that has missed the same benchmark for two consecutive years is labeled as School Improvement One. For example, a school that does not meet the attendance requirements for two consecutive years is placed on the first level of the High Priority List. The state publicly identifies this school as needing improvement. Parents have the option to

move their children to another school within the district at the expense of the school system. The school improvement plan must be revised with at least a 10% increase in professional development. External consultants and teacher assistance should be used in the review of the school improvement plan.

A school on School Improvement Two (meaning they have been on the list for three years including the needs improvement year) will have all the same consequences as the prior year, and in addition, will have a study of the school by the State DOE (SDE). The SDE must approve all discretionary grants received by the schools and provide technical assistance through an expert. Parents must be notified of the school's placement on this level of the list, and a revision of the school improvement plan is necessary.

After four consecutive years of not achieving on the same benchmark, the school is in the Corrective Action step. The school adheres to the same consequences, but also must receive the SDE's approval for all resource allocation. The SDE will also appoint a local review committee to approve and monitor the school improvement plan. The principal must sign a performance contract, and the school must provide remediation and supplemental services for the students. A new addition of this step, as of June 2007, is the school improvement plan must include at least one of the following: replacing or reassigning faculty, new research-based curriculum, decreased management authority at the school, contract with instructional consultants, and a reorganization of the internal management structures.

On the fifth year of not making AYP, the school enters Restructuring One phase. The SDE gains control of the school's funds and personnel resources. The SDE must present

options for the school plan for alternative governance, such as state takeover, or becoming a charter school. All other consequences remain in place.

The sixth year on the High Priority List is Restructuring Two. In this phase, the commissioner of education has the authority to implement alternative governance of the school. The state remains in control of most managerial duties, and external governance of school remains an option.

The final step of the High Priority List is the State Reconstitution Plan. In this step, all parents and teachers are notified the school will reopen as a charter school or will contract with a private management company. In this step, all, or most of, relevant school faculty is replaced and the state takeover is complete. Any major restructuring should occur that has not yet been implemented.

In 2008, 85% of Tennessee's 1,714 public schools are in good standing, meaning they are not on the High Priority List. Only 8% of the schools are considered High Priority. Benchmarks have been met last year as 26% of the High Priority Schools are listed as improving. Out of the 1,714 schools, only 106 (6%) are target schools, which are the state's warning to improve or be considered High Priority. In 2007, 142 schools came off the Target List, and 10 schools came on the Celebration List, meaning they have improved and are no longer on the High Priority List (Tennessee DOE, 2008c). Figure 1 presents the percentages of schools on the HPL.

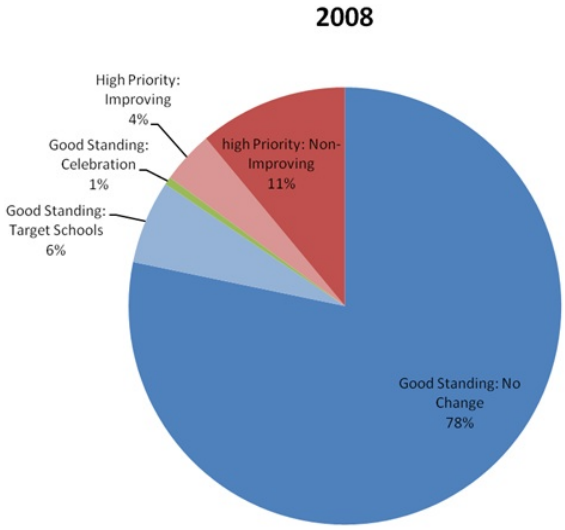


Figure 1. Percentages of Tennessee schools on High Priority List (Tennessee DOE, 2008c).

Tennessee Statewide System of Support

The Tennessee High Priority List takes power away from administrators of low performing schools and gives the state the option to control certain aspects of the school's management. The state developed the Tennessee Statewide System of Support to help make plans for the schools that are on the High Priority List. This organization uses a conceptual framework, developed in part by the Council of Chief State School Officers, a nonprofit educational consulting organization. When developing plans with the school, the System of Support uses teachers and administrators of the local school and district to help develop the plans. The System of Support addresses the universal needs of schools around common issues and topics; addresses targeted needs around identified areas of need; and provides intensive assistance for schools and districts identified for direct intervention (Tennessee DOE, 2008d).

Theoretical Framework

The goal of establishing a theoretical framework is to find a theory or theories that would guide data collection and analysis, clarify ideas, unify work, and justify research methodologies (Henstrand, 2006). For the purpose of this study, the theory was developed after a through analysis of the related literature. Yin (2003) concurs, stating "the first and most preferred strategy is to follow the theoretical propositions that lead to your case study" (p.111). This study analyzes two components: job satisfaction and school climate. Therefore, when developing a theoretical framework from the related literature, two branches were developed. The first branch supports job satisfaction, whereas the second branch addresses school climate.

The theoretical framework was developed by studying the related literature and exploring the prevalent themes, dominant studies, and frequently cited authors. As the leading theories were established, instruments designed to measure job satisfaction and school climate were chosen due to their relevance to the related literature and their application to public high schools. The literature used in the development of these instruments was consistent with the literature found relevant for this study. Therefore, as both the TJSQ and the OCDQ-RS had factors as a component of their instrument, these factors were used to organize the literature review and the qualitative data analysis portion of this study in order to ensure organizational flow and develop an understanding of the theoretical framework for the reader. Merriam (1998) stated the theoretical framework is the scaffolding of the research, which is why the theoretical framework gleaned through the literature review was critical in the selection of instruments. Furthermore, the theoretical framework was used

in the presentation of information both in the organization of the literature review and the qualitative data analysis.

Job Satisfaction

In the literature review, Herzberg and Maslow are dominant figures in job satisfaction. They offer two of the most frequently cited psychological approaches to studying job satisfaction (Lester, 1983). Maslow's (1954) hierarchy of needs explains job satisfaction in terms of needs fulfillment. Herzberg, Mausner, and Snyderman's (1959) motivation-hygiene theory presents factors that contribute to job satisfaction. These two theories were used to develop a taxonomy to create the factors of the TJSQ. In writing the TJSQ, Lester found these theories appropriate for an educational setting. Lester used these theories to provide a system of classification that supports the conceptual foundation for her instrument. As the prevailing themes of relevant literature were used to develop the TJSQ, it is logical to organize the job satisfaction component of this study according to the factors of the TJSQ. After all, the factors in the TJSQ were developed from the specific concepts that correspond to the factors logically found in the educational setting. In order to increase an understanding of the study, and to create an understandable flow of ideas, these factors were used to organize the information presented in the literature review and the qualitative data analysis.

Maslow's (1954) research on the hierarchy of personal needs, and Herzberg, Mausner, and Snyderman's (1959) focus on workers' quest for a pleasant work environment and meaningful tasks were specifically used to generate a taxonomy for the development of the TJSQ. Maslow's and Herzberg, Mausner, and Snyderman's theories provided the theoretical framework in the design of the instrument. Their theories provided a system of

classification for the factors used in this instrument. Specific concepts that correspond to the factors found in an educational setting were identified in the development of the TJSQ. After studying the literature and performing a pilot study, the following nine factors were used to identify and account for teacher job satisfaction: supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition.

School Climate

Just as the factors used in the TJSQ are used to organize the literature review and qualitative data analysis (see Chapter 3 for an explanation of how these factors are used for analysis), the dimensions of school climate are used in the organization of the study. Both the factors developed in the TJSQ and the dimensions of school climate are used as headings throughout the literature review and in the qualitative data analysis (see Ch. 3 for an explanation of how the factors organize the qualitative data analysis). This ensures organizational flow and develops an understanding of the theoretical framework for the reader.

The climate branch of the theoretical framework was developed through analysis of the related literature of school climate. An in-depth analysis of relevant literature is available earlier in Chapter 2, but the primary research used to develop the theoretical framework comes from the work of Halpin and Croft (1962), Parsons (1967), and Aldair (1988). The instrument used to measure school climate was chosen due to its relevance to this literature. The original OCDQ was developed using Halpin and Croft's (1962) pioneering studies of school climate. Their research and instrument were significant because their goal was to identify the critical aspects of teacher-teacher and teacher-principal interactions in schools. As a greater understanding of organizational climate was developed through the mentioned

researchers, Hoy et al. (1991) developed the OCDW-RS in an attempt to make a measurement specific for secondary schools which uses the strengths of the OCDQ and utilizing additional understandings of organizational climate. After conducting a review of related literature and performing a pilot study, Hoy et al. (1991) established the following five dimensions of school climate: supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior. Due to the consistency to this study's literature review and to establish a coherent flow of information, these dimensions of school climate used in the OCDQ-RS are used to organize the literature review and the qualitative data analysis portion of the study.

Ontology, Epistemology, and Axiology

The depth of the theoretical framework is expanded through an understanding of the study's ontology, epistemology, and axiology. These aspects of the study are built on the basic belief system that provides a framework for describing a phenomenon (Denzin & Lincoln, 2003). As the theoretical framework is the cornerstone of the research, the study's ontology, epistemology, and axiology must be analyzed to see how the various aspects of the study work together.

Ontology. The nature of ontology deals with the nature of reality (Lincoln & Guba, 1985). It is imperative to consider the historical, political, cultural, and economic context when analyzing a phenomenon (Mertens, 2003). To study these contexts in the nature of reality, it is necessary to analyze the prevailing theory that drives the research. An assumption of this study is that placement of a school on the high priority list will cause stress to the faculty. This stress results in lower teacher job satisfaction and school climate, both of which have negative effects on the students' academic achievement.

Epistemology. Epistemology is the philosophy of the nature and scope of knowledge. In the realm of epistemology in qualitative research, foundations, scope, and validity must be analyzed (Erzberger & Kelle, 2003). Lincoln and Guba (1985) define epistemology as the study of knowledge and how it became known. Therefore, to achieve this goal of understanding knowledge, it basis, and transference; a qualitative researcher can participate in the study to understand what is known and not known. In addition to questionnaires and interviews to gain the scope of knowledge, this study includes research through observation, in which the participants know there is a researcher attempting to understand a phenomenon.

Axiology. The theory of value, axiology, must be studied in order to maintain research integrity. Values can influence research in many aspects of a study including research design, data selection, and interpretation. Mertens (2003) transformative-emancipatory perspective states researchers cannot ignore the influence of values. The prediction, explanation, and integration of theory is influenced by value claims.

The researcher comes into this study with a set of values, as qualitative research is value laden. After conducting a literature review, the researcher performs the study, understanding effective influences of management and policy on job satisfaction and school climate. This understanding and set of values can be used as an advantage as quality interview questions can be designed and an in-depth analysis can be obtained thorough the observations. Axiology is complemented through strict validity procedures (explained in-depth later in Chapter 3) used to produce research that is plausible, credible, trustworthy, and defensible.

Theoretical Framework Summary

The theoretical framework is the foundation that ties together different components of the study. There are different methods to the identification and selection of a theoretical framework, but in this study the most adequate method was the analysis of the literature review. As this study is measuring job satisfaction and school climate, it was most adequate to consider these two branches in the theory driving the study.

Literature Review Conclusion

This chapter contained a literature review on the components studied in this project, job satisfaction and school climate. Theories were reviewed regarding employee job satisfaction and climate in general workplaces and specifically to public school settings. As the project pertained to school accountability systems, a historical review of school accountability was explored as well as Tennessee's accountability system since NCLB. Chapter 3, the following chapter, will contain an explanation of the methodology used in this study. Descriptions of the research design, participant selection, instrumentation, data collection, and data analysis procedures will be included.

Chapter 3

Methodology

Chapter Introduction

This chapter provides a thorough description of the research methods and procedures used for this study. This chapter describes the research design, participant selection, instrumentation, data collection, and data analysis procedures. As noted in Chapter 1, the purpose of this study was to gain a better understanding of the possible unforeseen consequences set forth by the No Child Left Behind (NCLB) policy. More specifically, this study analyzes accounts of teachers in two high schools on the HPL and the teachers' viewpoints of their job satisfaction and school climate.

Characteristics of Mixed Methods Research

A mixed methods approach is used in this study as this method can lead to accurate and complete descriptions (Johnson & Turner, 2003). A mixed methods design incorporates various quantitative and qualitative strategies within a single project, and it can have either a quantitative or qualitative theoretical drive. The results are triangulated to form a comprehensive whole. Mixed methods research has a focus on both the depth and the breadth of information across the quantitative and qualitative research strands. This study elicits a thorough picture of the participants' beliefs regarding the impact of NCLB on job satisfaction and school climate through its mixed methods design. This method was deemed the most appropriate at answering the research questions:

(1) What is the level of teacher job satisfaction at two secondary schools not making adequate yearly progress according to NCLB and on Tennessee's HPL list

(a) as measured by the Teacher Job Satisfaction Questionnaire (Lester, 1987) (quantitative)?

(d) as measured by interview and observation data (qualitative)?

(2) What is the level of school climate at two secondary schools not making adequate yearly progress according to NCLB and on Tennessee's HPL list

(e) as measured by the OCDQ-RS (Hoy et al., 1991) (quantitative)?

(f) as measured by interview and observation data (qualitative)?

Choosing the mixed methods paradigm for this research project is beneficial, as words and narrative enhance the meaning of the quantitative data. A more complete range of research questions can be analyzed, as the researcher is not confined to a single method or approach. It is advantageous to use multiple methodologies as the strengths of one method can overcome the weaknesses of another (Creswell & Clark, 2007). The qualitative data can support the quantitative data, as the interviews and observations can provide stronger evidence for a conclusion through convergence and corroboration of findings. The research is strengthened when qualitative and quantitative research used together produce a more complete knowledge necessary to inform theory and practice (Morgan, 2007).

As indicated, mixed methods research has the potential for many strengths. However, there are also weaknesses with this methodology that must also be addressed. This methodology is more expensive and time consuming than using only one methodology. As a newer methodology, research methodologists are still working out certain details such as problems of paradigm mixing and how to qualitatively analyze quantitative data. Another weakness of mixed methods research is the debate as how to interpret conflicting results (Johnson & Onwuegbuzie, 2004).

Strengths and Weaknesses of Study

With a mixed methods design, the research has attributes from both the quantitative and qualitative paradigms. They build off each others' strengths and counteract their weaknesses. The strengths of this study include the ability to collect data in the naturalistic setting. This not only helps improve the response rate of the questionnaires, it can improve the depth and quality of the interviews. By using a mixed methods approach, the researcher increases the ability to describe complex phenomena and study the dynamic processes of change. Although there is an ongoing debate among researchers as to the best type of methodology, it is most appropriate to choose the methodology which best suits the needs of the particular study (Gay, Mills, & Airasian, 2006).

It is important to clarify the weaknesses of a study so the limitations of the research are understood and future studies can expand on the knowledge base. Weaknesses of this study include the lack of generalizability of this study to other settings. In addition, the biases and idiosyncrasies of the researcher can influence the study creating a potential weakness.

Type of Mixed Method Design

This study used a sequential quan→QUAL design using intermethod mixing. The "quan" is written in lowercase, meaning the quantitative portion of the research is the less dominant of the methods. The arrow, quan→QUAL, indicates that the research is sequential and the quantitative will occur prior to the qualitative data collection. The "QUAL" is written in uppercase letters indicating this is the dominant portion of the study, as this is a qualitative-driven project. The questionnaires, observations, and interviews occur in a sequential pattern. First, questionnaires were sent to the teachers in each school. Once the results from the two questionnaires were analyzed, the researcher performed the observations

and interviewed the teachers. Then, the qualitative information coming from the observations and interviews was analyzed. After the three sources of information were analyzed, they were compared for data triangulation.

Research Design

The following process model is designed to help the reader understand the design used in this quan→QUAL study. The researcher first chose the research questions as a result of the analysis of the literature review. The next step was the selection of mixed methods as the methodology deemed most appropriate to fit the needs of this research project. The schools were selected for both the quantitative and qualitative portions of the study. The researcher collected and analyzed the questionnaires for the quantitative portion of the study. Next, the researcher collected and analyzed the qualitative data as the teacher interviews and school observations were performed. The quantitative and qualitative data were integrated, interpreted, and a final report was produced. Figure 2 reflects the design used in this study.

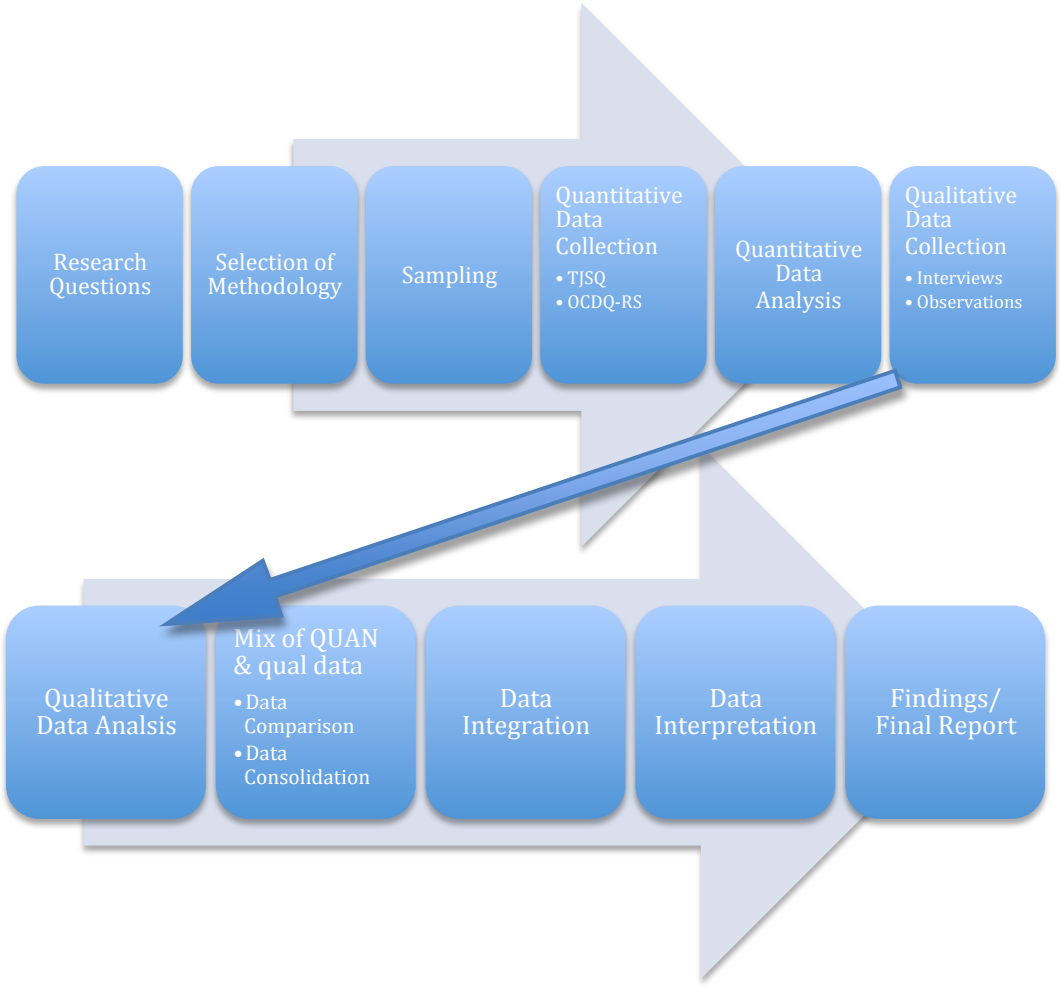


Figure 2. Process model of research design in chronological steps.

Sampling Strategy

The overall purpose of sampling is to generate a sample that best addresses the research questions (Maxwell & Loomis, 2003). This study used purposive sampling to investigate teachers from two high schools that were both on the fourth year of the HPL. The same two schools were used in both the quantitative and qualitative phases of this study. This method of sampling has several advantages including the ease of use and the low expense.

Purposive sampling can be less time consuming than other alternatives while still maintaining a high participation rate.

Although this is a mixed methods study, the qualitative section is the dominant portion. The nature of qualitative research leads the results to be dependent on unique characteristics of the sample. Disadvantages of purposive sampling can include the representativeness of an identified population. Purposive sampling is criticized, as it is not designed to generalize to a population as in probability sampling. Another disadvantage of this type of sampling is the likelihood of error due to experimenter or subject bias (Maxwell, 2005).

In both stages of this study, participants were chosen from two schools coming from the corrective action stage of the HPL. These two schools were selected, as the schools are on the list for three years in addition to the year as a target school. Schools in the latter stages of the list would not be suitable, as a restructuring school would not retain much of the faculty from the previous years. Teachers were administered the Teacher Job Satisfaction Questionnaire (TJSQ) and the Organizational Climate Description Questionnaire for Secondary Schools (OCDQ-RS). For the interviews, teachers who have worked at the school since placement on the HPL were interviewed. To get complete data, teachers need to have worked at the school long enough to observe the school before and during placement on the list. This study requires interviewing teachers that have participated in and observed the transformation onto the HPL and changes made from several years of placement on the list.

To ensure the results from the two schools could be compared, the two chosen schools are very similar. In addition to being on the same level of the HPL, both of the schools are in the same school district. Furthermore, the schools are Title 1 schools serving a

large population of low-income students. Both of the chosen schools were placed and remained on the HPL four consecutive years of not meeting end-of-course exam requirements. A detailed description of the School A is in Chapter 5 and a description of School B is provided in Chapter 6.

Questionnaires were administered to all teachers. In School A, 90% (70 out of 82 teachers) completed the questionnaires. School B had an 89% return rate as 78 out of 87 completed the questionnaires. Only teachers who have taught at the school for at least six years are used as participants in the interviews. These teachers have the unique ability to give insight into the teachers' job satisfaction and school climate throughout the stages of the school before, after, and during placement on the HPL. These teachers are an invaluable resource explaining the level of job satisfaction and school climate before placement on the list and are able to give a detailed account of the changes over the years. Although placement on the HPL list would not be the only variable that would affect job satisfaction and school climate, other factors could be explained through these interviews. The schools being investigated do not have quantitative data from the past several years analyzing the levels of job satisfaction and school climate.

Unlike the quantitative section that used questionnaires administered to every teacher, the qualitative interviews were performed on selected teachers until saturation was achieved. The teachers selected for the interviews were selected from the same two high schools where the questionnaires were administered. The exact number of teacher participants will depend on the amount of new information that is received during interviewing. Sampling is continued until the point of saturation, or redundancy is reached (Merriam, 1998). In this study, 13 interviews were performed at School A. After 10 interviews, the responses were

repetitive. To ensure saturation was met, three more teachers were interviewed with no new information being revealed. The researcher conduced 17 interviews at School B. Saturation was obtained after 14 interviews and another three were performed to see if new information would emerge.

It is necessary for teachers interviewed to have an understanding of the job satisfaction and school climate before and after placement on the list. Therefore, the teachers interviewed need to have worked at the school for at least two years before the school was placed on the HPL. The school administrator provided the researcher a list of teachers appropriate for the interview.

Data Collection Procedures

A mixed methods approach was used to collect teachers' responses from two secondary schools within one school district. Questionnaires were used to obtain quantitative data and observations and interviews were used for the qualitative portion of the study. This process of merging data sources helps clarify divergent aspects of a phenomenon. It is important in mixed methods research to utilize the strengths of the methods so they compliment each other while being careful not to overlap weaknesses (Brewer & Hunter, 1989). The data collection process is designed to seek convergence of findings. Also known as triangulation, this union of methodologies should help eliminate, or minimize, key alternative explanations for conclusions drawn from the research data.

Four sources of information were used in this mixed methods study. Teachers at two high schools coming from the corrective action stage of the HPL were administered the TJSQ and the OCDQ-RS. To gain additional information, the researcher observed teachers and students during a typical school day and interviewed teachers to gain their perspective on the

phenomenon being studied. Table 1 provides an explanation of the data sources used to answer each of the research questions.

Table 1

Research Alignment Guide

Research Questions	Questionnaires	Interviews	Observations
What is the level of teacher job satisfaction at two secondary schools not making adequate yearly progress according to NCLB and on Tennessee's HPL list			
(a) as measured by the TJSQ (Lester, 1987) (quantitative)?	X		
(b) as measured by interview and observation data (qualitative)?		X	X
What is the level of school climate at two secondary schools not making adequate yearly progress according to NCLB and on Tennessee's HPL list			
(a) as measured by the OCDQ-RS (Hoy et al., 1991) (quantitative)?	X		
(b) as measured by interview and observation data (qualitative)?		X	X

Quantitative Data Collection

The TJSQ (see Appendix A) and the OCDQ-RS (see Appendix B) were used to obtain teacher responses in the areas of job satisfaction and school climate. All certified teachers received the two questionnaires in a sealed envelope during a faculty meeting.

Questionnaires have many advantages toward gaining information of participants' beliefs. They are economical and can be used anonymously. Standard questions and uniform procedures can be used. Scoring and result analysis can be easy. A final benefit of using

questionnaires is research participants have time to think about responses and are less likely to be influenced by an interviewer (Gay, Mills, & Airasian, 2006).

There can be several disadvantages to questionnaires. First, the response rate can be dismal, especially if responses are voluntary. Another hindrance of this type of data collection technique is the inability to probe and clarify responses. It is also possible that respondents may answer incorrectly, despite the anonymity of the measurement, as they answer based on the image they want to portray rather than their truthful feelings. A further disadvantage to questionnaires is the possibility of bias or ambiguous items (Gay et al., 2006).

Teacher Job Satisfaction Questionnaire. This study used Lester's (1987) instrument to measure job satisfaction, the TJSQ. This instrument uses supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition as factors of an educator's job satisfaction. Job satisfaction is defined as the extent to which a teacher perceives and values various factors including evaluation, collegiality, responsibility, and recognition. Permission was obtained from Paula Lester to use this instrument (see Appendix F).

In arriving at the decision to use the TJSQ, other instruments were analyzed including Spector's (1985) Job Satisfaction Survey, Andrews and Withey's (1976) Job Satisfaction Questionnaire, and Ironson, Smith, Brannick, Gibson, and Paul's (1989) The Job in General Scale. The TJSQ was chosen due to the appropriateness of this instrument in relation to this study. The literature review used in the TJSQ was consistent with the literature referenced in this study.

The TJSQ was designed as a tool to help administrators understand their teachers' feelings and expectations in their work environment. This instrument also helps researchers understand teacher expectations as well as the job and work environment. The TJSQ can help researchers discover the aspects of a work setting that contribute to teacher job satisfaction. The results of the TJSQ explain the characteristics of a work situation and the characteristics of individuals that can help strengthen the organization as well as finding the level of job satisfaction (Lester, 1987).

The instrument is comprised of 66 items in five-point Likert scale format. Participants respond, one to five, whether they agree or disagree with each item on the scale. Response bias was minimized by writing 50% of the questions in positive form and 50% in negative form. This questionnaire takes about 15 minutes to complete and explores the different factors that Lester found to be significant to teacher job satisfaction. In the TJSQ, the factor supervision had 14 items, colleagues had 10 items, working conditions had seven items, pay had seven items, responsibility had eight items, work itself, had nine items, advancement had five items, security had three items, and recognition had three items. Security and recognition had fewer items due to the consistency with the conceptual rational and the support by the literature (Lester, 1987).

Maslow's (1954) research on the hierarchy of personal needs and Herzberg, Mausner, and Snyderman's (1959) focus on workers' quest for a pleasant work environment and meaningful tasks were specifically used to generate a taxonomy for the development of the TJSQ instrument. Maslow's and Herzberg, Mausner, and Snyderman's theories provided the theoretical framework in the design of the instrument. Their theories provided a system of

classification for the factors used in this instrument. Specific concepts that correspond to the factors found in an educational setting were identified in the development of the TJSQ.

Lester (1987) developed the TJSQ through sending questionnaires to a large, randomly selected sample of teachers and sending their results to a review board. The sample was randomly drawn from 1,600 teachers in eight school districts throughout four geographic locations in New York. The review board consisted of experts in the field for content validation. This board accepted statements with more than an 80% agreement. Any statement that was poorly worded or hard to understand was rejected or rewritten. All items were evaluated based on length, intelligibility, redundancy, and content specificity. This board cut the number of items from 120 items to 66.

To test the reliability of the TJSQ, an Alpha coefficient was calculated. These tests of reliability were run for the total and for each of the nine factors. The total scale Alpha coefficient of the sample (N = 526) was 0.93. The scale coefficients range from 0.71 on the factor of security to 0.92 for the factor of supervision. A split-sample technique was used for cross-validation. Lester (1987) used factor analysis to discover underlying factors and further refine the instrument.

Organizational Climate Description Questionnaire for Secondary Schools. Halpin and Croft (1962) designed the Organizational Climate Description Questionnaire for Secondary Schools (OCDQ) to study school climate in terms of teacher-teacher and teacher-principal relationships. This instrument was designed to assess teachers' perceptions of their work environment as influenced by the school's personnel, administration, and informal and formal structures of the school. A 50 question, four-point Likert scale format is used in this

instrument. Six dimensions are used; three reference principal behavior and the other three reference teacher behavior.

Kottkamp et al. (1987) revised the OCDQ to make it specific for secondary schools creating the OCDQ-RS. They found that secondary and elementary schools are too different to have the same measurement of school climate. Elementary schools teachers typically have less interaction with principals and more with team leaders and assistant principals whereas secondary schools are also unique as the classroom teachers are subject specialists and do not teach all the classes in the curriculum. As elementary schools are so different from secondary schools, the researchers made the instruments specific to thy type of school under analysis. The aspects of principal leadership include supportive and directive behavior. The teacher interactions are defined as engaged, frustrated, and intimate behavior. These five aspects of school interactions form the dimensions of school climate openness and intimacy.

Four years after Kottkamp et al. (1987) revised the OCDQ and made the OCDQ-RS, a newer version of the OCDQ-RS was published by Hoy et al. (1991). Related to this updated version, two of the three authors of the 1987 version wrote a book on evaluation of school climate that included all the versions of the OCDQ and Organizational Health Inventory. The version of the OCDQ-RS which was updated in 1991, is the version used in this study.

The OCDQ-RS measures high school climate along a continuum from open to closed. School climate openness or open principal behavior is evident as teachers have genuine personal and professional relationships with their principals in a supportive and collaborative environment. This culture encourages teacher participation and contributes toward decision-making. Teachers who feel support by the principal are able to concentrate on teaching and not feel stressed due to busywork or bureaucracy.

A closed school, the opposite of an open and intimate school, is defined as an environment that is rigid and lacking in employee support creating a negative school climate. Teachers in a closed school environment are often frustrated as both the teachers and principals can be competitive, negative, and distrusting. A closed school would not have the intimate staff relationships in which a cohesive network of social relationships exists amongst the faculty.

To develop the OCDQ-RS, Hoy et al. (1991) tested and revised the OSDQ in several steps including generation of new items, a pilot study of the new measurement, evaluation of the pilot study, and a second study evaluating the changes made after the pilot study. In order to develop a valid and reliable climate measure for high schools, Hoy et al. added additional items to the existing OCDQ instrument. They examined every item, revising some and deleting others. They found that many of the existing items were not logically appropriate for high schools. Others were not conceptually consistent or had poor measurement characteristics. The authors also added items to better grasp the individual nature of a high school. Each item added had to have content validity and discriminatory potential. Upon completion of the editing, the new version contained 100 Likert-type items.

Hoy et al. (1991) tested the edited instrument with a pilot study in 68 high schools in New Jersey. A series of factor analysis measurements were performed to help the researchers narrow the number of items in the study. The statistical measures helped the researchers eliminate items so that 34 items remained on the questionnaire.

Once analysis of the pilot study was complete, a secondary study was performed to test the reliability and validity of the new instrument. The revised instrument was administered to teachers in 78 public high schools in New Jersey. The teachers were

randomly selected from the original 68 along with 10 additional schools to increase the sample size.

A factor analysis was once again used to test the results that supported the factor structure uncovered in the pilot study. The reliability scores for the subtests in the new data set remained high ranging from an alpha score of 0.71 to 0.91 on the subtests. The final factor analysis' results produced the expected results when the items from each subtest were compared meaning the data from the pilot data and the final data set were virtually identical (Hoy et al., 1991).

Additional reliability testing was performed by Mentz and Westhuizen (1993), who found school climate could reliably be measured using the OCDQ-RS. These researchers administered the OCDQ-RS to 1,198 teachers in South Africa to not only test the reliability, but also determine the scope of the instrument through application in the African county. Reliability was indicated as the researchers found a range between 0.91 and 0.71using the Cronbach-alpha reliability coefficient.

In arriving at the decision to use the OCDQ-RS in this study, other instruments were analyzed including Moos and Trickett's (1974) Classroom Environment Scale; Fraser, Andersen, and Walberg's (1982) Learning Environment Inventory; Frasier Anderson, and Walberg's (1982) Individualized Classroom Environment Questionnaire; Hoy, Smith, and Sweetland's (2002) Organizational Climate Index for High Schools; and Keefe and Kelley's (1990) Comprehensive Assessment of School Environments. The OCDQ-RS was chosen due to the appropriateness of this instrument in relation to this study. The literature review used in the OCDQ-RS was consistent with the literature referenced in this study. Permission was obtained from Wayne Hoy to use this instrument (see Appendix G).

Qualitative Data Collection

The qualitative portion is the dominant part of this research project. It is designed to elicit additional or supplemental information that the quantitative method cannot reveal. The qualitative section of this study expands the detail learned from the quantitative section. Both interviews and observations are used in the qualitative portion of this study.

Interviews. Using interviews as a method of collecting data has several advantages including flexibility and depth. A researcher skilled in interviewing methodologies can adapt to the situation and circumstances at hand. When necessary, the researcher can probe and clarify for more depth in each of the interviews. Another advantage is nonverbal behavior can be observed and recorded. Also, unlike questionnaires, interviews typically have a high response rate (Gay et al., 2006). In this study, 17 interviews were performed at School A and 13 interviews were performed at School B. The researcher continued interviewing until saturation was obtained at each school.

Disadvantages of using the interview format include the cost and time-consuming nature of this form of research. Bias of the interview can be a factor, as the researcher might change his/her questions, or what is recorded based on priorities. Another disadvantage is the participants might not answer truthfully, or completely, due to the lack of anonymity. The ability and experience of the interviewer can affect the characteristics of the interview, giving a disadvantage to research preformed by newer or less knowledgeable researchers. The researcher must be trained in order to ensure proper methods including the absence of leading questions that can lead to a costly and potentially biased research.

Interviews in this study are used to further explain and elaborate on the findings of the quantitative data (Greene & Caracelli, 2003). The interview protocol (see Appendix C for

interview questions) was developed from the results of the quantitative portion of the study. Therefore, it was not possible to know every interview question that was asked until the quantitative data were collected. The interview questions located in Appendix C were not designed to be an exhaustive list of interview questions. They are really a starting point or a springboard for future questions that can reveal a deeper analysis of response. The listed research questions in Appendix C are formatted around the factors identified in the theoretical framework. There are questions for each of the factors as well as subquestions when the definition of the factor had multiple components. Additional questions were asked as strong feelings or heightened emotion was shown. For example, when several teachers at School A mentioned that older teachers were reprimanded more frequently, future interviews contained a question asking what specific demographic group of teachers were targeted more frequently by the administrator. Follow-up questions were also used to explain outlying results or inconsistencies found in the questionnaires.

Questions related to job satisfaction, were designed based upon the job satisfaction instrument, the TJSQ. Then a series of questions was designed based on the school climate instrument, the OCDQ-RS. First, preliminary questions were asked giving the participant an opportunity to share their thoughts on job satisfaction and then later school climate with very little direction in order to not limit their response. After a few of these preliminary questions, the factors questions were asked to get a response on each of the factors. Additional questions were asked when further clarification was needed or to glean a deeper response. More emphasis and additional questions were asked on the factors that had very high or low results after analysis of the questionnaires.

The interview questions expanded upon teachers' opinions of job satisfaction and school climate. The interview questions not only gauge the teachers' opinion of the level of job satisfaction and school climate, it also uncovers the opinions of why these levels exist. With the school on the HPL for five years, it is possible that teachers might be asked about a factor or circumstance from six years earlier. It is acknowledged that a teacher could have a hard time identifying causes of job satisfaction and school climate from factors in the last six years.

A level of job satisfaction and school climate can be gleaned through the questionnaires, but the interview questions helped identify the underlying factors that contribute to these levels. For example, the levels of job satisfaction and school climate can be affected by a new principal, death of a teacher, or restructuring of the school. This type of information cannot come from the questionnaires.

In the conduct of this study, every respect for confidentiality was provided while maintaining the best practices for rigorous research. Ideally, relevant demographic information would be provided for all the interview participants. This would help the reader gain a contextual understanding of the school and its teachers. Unfortunately, the teachers were extremely fearful of having their identity revealed and their jobs placed in jeopardy. Therefore, the context that would be ideal cannot be fully provided.

Observations. Participant observation is a period of focused social interaction with the researcher in the participant's environment. During observations, detailed field notes were taken to record the setting, purpose, social behavior, frequency, and duration of behaviors associated with job satisfaction and school climate. These observations included verbal and non-verbal behavior as well as physical phenomena such as the school design.

This provides the researcher with a firsthand account of the phenomenon rather than a second hand account as derived from the interviews (Merriam, 1998). The researcher looked for indicators of the level of job satisfaction and school climate for each of the 14 factors. There were nine factors for job satisfaction and five for school climate.

Observations were conducted at both schools in this study. The researcher observed the school on traditional school days in which students were present. Each of the two schools in this study were observed for two entire school days. The researcher performed 14 hours of observations at both School A and School B. The observations were focused on the factors identified in the theoretical framework. The job satisfaction factors include supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition as the factors that are measured in each of the two schools. The five factors used in the school climate component of the study include supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior. The observation data were used to triangulate the quantitative data from the questionnaires and the qualitative interview data. This will help construct a thick and rich description of the schools.

The researcher performed observations looking for indicators of the level of job satisfaction and school climate. Appendix D (job satisfaction) and Appendix E (school climate) contain a template for organizing the observation notes. The school observation checklists (Appendix D and E) were used to manage the field notes taken in the observations. This helped ensure a more complete observation as the categories identified in the theoretical framework are used to categorize and manage the notes.

The researcher categorized the observed data according to the factors governing this study. It is critical that locations and time be identified for each of the notations. Examples of job satisfaction indicators the researcher observed include the time that employees arrive and leave school, tone and format of faculty meetings, cleanliness and orderliness of facilities, teacher interactions, and principal feedback during meetings. Examples of school climate indicators include instructional environment, instructional practices, professional support, and collegiality of the staff.

Data Analysis

The following section explains the analysis techniques for the different methods of this mixed methods study. First, the scoring procedures for both the questionnaires are explained. Next, the method of categorizing and sorting the interviews is described. Finally, the system used to sort the data from the observations is explained.

Quantitative Data Analysis.

The TJSQ and the OCDQ-RS are both Likert-type instruments with sub-scales or factors. Therefore, both had similar statistical analysis preformed. The TJSQ and the OCDQ-RS were analyzed using descriptive statistics. By understanding the levels of job satisfaction and school climate in schools, administrators can analyze policy to facilitate job restructuring and redesign jobs to further strengthen the organizational fit between the job and the person.

Data analysis of the TJSQ. The TJSQ was used to measure job satisfaction in the two schools in this study. The TJSQ provided a score for each of the nine factors of job satisfaction. The TJSQ was self-administered in about 15 minutes. A Likert scale registered agreement or disagreement for each of the 66 items. The TJSQ produced a mean score for

each of the factors indicating the level of job satisfaction related to that factor for the school. Each of the items on this questionnaire pertained to only one of the factors.

Reverse scoring was necessary for the 29 questions that were written negatively. The items were presented randomly to mix up the factors. To score the instrument, the score associated with each item for each participant was entered into the statistical program SPSS. A favorable (strongly agree) response received five points, agree received four points, neutral (neither agree or disagree) received three points, disagree received two points, and strongly disagree received one point. Those items requiring reverse scoring had the values of five changed to one and the values of four changed to two. Then, a mean score was generated for each of the items and the items were grouped into the appropriate factors. A score for each of the factors was generated by adding up the mean scores for each factor and comparing it with the scores to the standard sample created by Lester (1988). A z-score was calculated to indicate the number of standard deviations above or below the mean.

Lester (1987) explained that to interpret the results, it is necessary to scale the means and standard deviations and then compare them to the means and standard deviations of the normative sample. She continues telling how the scores can be examined according to different demographic groups but never tells how to classify the level of a score. As she has given freedom to interpret the instrument at several different levels, this study used a classification system to better classify the level of job satisfaction relevant to each factor. As the TJSQ and the OCDQ-RS are so similar in design and analysis techniques, the same system for classifying was used on both instruments. This helps improve readability and interpretation of triangulated results. Hoy et al. (1991) designed a classification system with nine scales according to the number of standard deviations the factor's mean varied from the

mean of the normative sample data set. These same classifications, identified by an equivalent range of SD scores were used in the analysis of the TJSQ.

The results of the z-score were classified as very low, low, below average, slightly below average, average, slightly above average, above average, high, and very high (see Table 2). Results that were less than -2 standard deviations (SD) below the standard scores were considered very low. Results that were -0.50 to -1 SD below the standard score were considered low. A below average score was recognized by a z-score between -0.25 to -0.49 below the average SD. Scores between -.11 to -0.24 were recognized as slightly below average. An average score was recognized between -0.1 to +0.1 SD. A score between +.11 to +0.24 is recognized as slightly above average. An above average score was recognized by a z-score between +0.25 to +0.49 above the average SD. A high score was recognized by being between +0.50 to +1 standard deviations above the mean. A very high score was indicated by 2 SD greater than the standard scores.

Table 2

Formulas Used to Determine Satisfaction Levels

SD range	Classification
≥-2	Very low
-0.50 to -1	Low
-0.25 to -0.49	Below average
-.11 to -0.24	Slightly below average
-0.1 to +0.1	Average
+.11 to +0.24	Slightly above average
+0.25 to +0.49	Above average
+0.50 to +1	High
≥+2	Very high

Data analysis of the OCDQ-RS. The OCDQ-RS, a 34-item questionnaire, was used to measure school climate in both schools in this study. The instruments took about 15

minutes to complete. The items were scored along a four-point scale rating "rarely occurs" with one point, "sometimes occurs" with two points, "often occurs" with three points, and "very frequently occurs" with four points.

In addition to a measure of school climate (the openness score), the instrument also provided a score for the five factors used in the OCDQ-RS. Each item is associated with only one of the five factors: supportive principal behavior (S), directive principal behavior (D), engaged teacher behavior (E), frustrated teacher behavior (F) and, intimate teacher behavior (Int). Once the questionnaires were administered and collected, the results for each item for all the participants were entered into the statistical program SPSS. A mean for each item was gathered. The items were then separated into the appropriate factors designated by Hoy et al. (1991) and were ready for comparison to the normative sample.

An average score was developed for each of the 34 items. Next, the mean scores were added from item numbers 5+6+23+24+25+29+30 for a Supportive Behavior (S) sum score. The process was repeated for items 7+12+13+18+19+31+32 for a Directive Behavior (D) score, 3+4+10+11+16+17+20+28+33+34 for an Engaged Behavior (E) score, 1+2+8+9+15+22 for a Frustrated Behavior (F) score, and 14+21+26+27 for an Intimate Behavior (Int) score.

To compare the score with the normative sample, the score was converted to a standardized score (SdS) with a mean of 500 and a standard deviation of 100. To develop the SdS score, the difference between the school score and the mean score of the normative sample (see Table 3) was calculated. The difference was multiplied by one hundred. Next, the product was divided by the standard deviation of the normative sample (see Table 4).

Table 3

Formulas to Develop the OCDQ-RS Standardized Scores

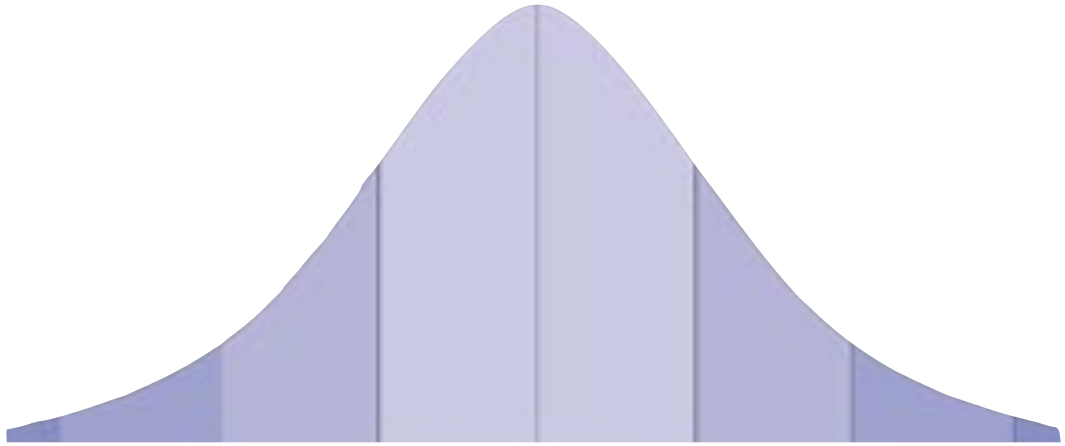
Factor	Formula
Supportive Behavior (S)	S = 100(S-18.19)/2.66+500
Directive Behavior (D)	D = 100(D-13.96)/2.49+500
Engaged Behavior (E)	E = 100(E-26.45)/1.32+500
Frustrated Behavior (F)	F = 100(F-12.33)/1.98+500
Intimate Behavior (Int)	Int = 100(Int-8.80)/.92+500

Table 4

OCDQ-RS Normative Sample

	Mean (M)	Std. Deviation (SD)
Supportive Behavior (S)	18.19	2.66
Directive Behavior (D)	13.96	2.49
Engaged Behavior (E)	26.45	1.32
Frustrated Behavior (F)	12.33	1.98
Intimate Behavior (Int)	8.80	0.92

The SdS score was analyzed by comparing the SdS score to the normative sample. Scores lower than 500 were lower than average. Scores higher than 500 were above average. Once the scores were standardized, they could be compared to the normative data from Hoy et al.'s (1991) published sample. The scoring system which was used to report the data was chosen as it is consistent with the system used to report scores on the SAT, CEEB, and GRE. Further analysis can be gleaned from comparing the scores to the bell curve in Figure 3.



* SdS Score

** SdS score compared to normative sample

Figure 3. SdS score comparison chart.

The scores of each factor were compared to the standardized scores using 500 as the mean and 100 as the standard deviation. see Table 5 for the rating system used to classify the scores in each factor.

Table 5

Rating System for Factor Scores

SD range	SdS score range	Classification
≥-2	Below 400	Very low
-0.50 to -1	400-449	Low
-0.25 to -0.49	450-474	Below average
-.11 to -0.24	475-489	Slightly below average
-0.1 to +0.1	490-510	Average
+.11 to +0.24	511-524	Slightly above average
+0.25 to +0.49	525-549	Above average
+0.50 to +1	550-600	High
≥+2	Above 600	Very high

A z-score was calculated to indicate the number of standard deviations the factor's score (SdS score) measured when compared to the normative sample. The z-score was obtained by subtracting the population mean from the individual raw score and then dividing the difference by the population standard deviation. This provided not only an easy to understand statistical analysis, but also provided consistency with the data analysis of the TJSQ.

The general openness index provides a measurement of school climate also called the level of openness using four of the five factors. Supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior are the factors used to determine the general openness index. The normative date from the standardized scores were used to compare the school scores to the standardized score using 500 as the mean and 100 for the SD. Unlike the other four factors which did load high in the openness factor, teacher intimacy was not computed in the openness factor. When Hoy and his associates did the factor analysis, teacher intimacy did not load high in the openness factor (W. H. personal interview, April 2, 2011). Hoy et al. (1991) identified the following formula to determine the level of openness for the two high schools:

$$\text{Openness} = \frac{(\text{SdS for S}) + (1000 - \text{SdS for D}) + (\text{SdS for E}) + (1000 - \text{SdS for F})}{4}$$

This openness score or openness index is the measure of school climate and can be interpreted similarly to the factor scores. A range from over 6oo, which is a very high score to under 400, which is a very low score, is generated. The rating scale for the openness score is the same as was used in the factors (see Table 6 for further information pertaining to the classification of the openness score).

Table 6

Classification of Openness Scores

SD range	Score Range	Classification
≥ -2	Below 400	Very low
-0.50 to -1	400-449	Low
-0.25 to -0.49	450-474	Below average
-.11 to -0.24	475-489	Slightly below average
-0.1 to +0.1	490-510	Average
+.11 to +0.24	511-524	Slightly above average
+0.25 to +0.49	525-549	Above average
+0.50 to +1	550-600	High
≥ +2	Above 600	Very high

Qualitative Data Analysis

Due to the quantity of data obtained in the qualitative portion of the study, a formal data analysis plan was necessary. Organizational categories and theoretical categories were used to sort the varied types of data. Through a formal plan that includes data connection strategies, both reliability and validity were increased.

Qualitative data analysis began immediately after collection of the qualitative data so the information was fresh in the researcher's mind. The first step of the data analysis was to perform a primary review of the interview recordings before transcription. Next, the recordings were transcribed and the observation notes were rewritten as an opportunity for analysis. When this was complete, the researcher read the interview transcripts and observational notes. During the reading and listening, notes and memos were written to gain a better understanding of the data and develop tentative idea of categories and data relationships.

A matrix of categories was designed using the theoretical framework in order to organize the data. Yin (2003) stated the preferred strategy to organize data is relying on

theoretical propositions that lead to the research. Therefore, the theoretical framework used in this study was used to develop the categories for the data. To sort the data into the appropriate categories, a database was created in the software, Filemaker. Data from the interviews was inserted into the Filemaker database and sorted by the categories which were the factors used in the TJSQ and the OCDQ-RS. More information about using the factors for organization of the information can be found in the theoretical framework section in Chapter 2. The nine factors of job satisfaction and the five factors of school climate were used as categories. Each factor had a category for sorting in the database. Additionally, a category was developed to serve the first two interview questions both for job satisfaction and school climate. These first two questions were the preliminary questions that asked the participant their opinion of the level of job satisfaction and school climate and how the HPL has affected job satisfaction and school climate.

As the interviews started with broad preliminary questions, these sometime had information pertinent to several categories. The database allowed this information to be sorted into appropriate categories for better understanding, analysis, and readability. Additionally, the Filemaker database allowed the researcher to assess the sorted data in several dimensions. This allowed all the sorted data to be viewed at once and provided opportunities for viewing each category individually.

Once relevant information was placed into organizational categories, the theoretical categories were ready as subcategories. These theoretical categories were not planned in advance. Theoretical categories are conceptual boxes for holding data in which coded data are placed in a more general or abstract framework (Maxwell, 2005). The theoretical categories were only used if there was an abundance of data and pertinent information that

needed better sorting. In Chapters 5 and 6, the qualitative chapters containing interview data, the subcategories, or theoretical categories were used where greater organization was needed to sort the data and present the information in a more readable format.

Once the qualitative information was presented in Chapters 5 and 6, additional analysis was presented in Chapter 7. Sivesind (1999) recommended the constant comparative method as a multiple-step approach to analyze multiple data sources. To use this method, initially, individual interviews were compared within the Filemaker database. This allowed for better understanding of the theoretical categories. Once the chapters summarizing the multiple data sources were written, additional comparisons were used for an in-depth analysis in Chapter 7.

The constant comparative method continued throughout Chapter 7 as the multiple data sources from each school were compared against each other. Therefore, the results from the questionnaires were compared to the interviews and observations. The multiple steps of the constant comparison method continued as the multiple data sources were compared between the two schools.

Using multiple steps and methods to compare data allowed for an analysis matrix to evolve through comparison of the two schools and the three data sources. Through this multiple step process, a conceptualization of the subject was developed and indicators and characteristics were analyzed. This allowed for a typology to be developed.

Validity Procedures

Due to the potential impact on the quality of data, influence of validity threats must be minimized. Effective planning and internal and external quality checks can help reduce these threats. Researchers need to minimize threats during all stages of research and must be

particularly aware of validity procedures during data collection and analysis (Johnson & Turner, 2003). Validity in data collection refers to conducting high quality research. Johnson and Turner stated that valid research is plausible, credible, trustworthy, and defensible. Lincoln and Guba (2000) labeled this as trustworthiness.

External validity refers to the generalizability to other populations, people, or places. This type of validity refers to how well the conclusions can be generalized to a larger population. External validity is called transferability in qualitative research. This study had a high level of external validity as a detailed description was provided of the quantitative data results. Purposeful sampling was also used to help increase the level of external validity (Anfara, Brown, & Mangione, 2002).

Internal validity is the researcher's justification in making a causal inference in the data. This type of validity is concerned with how trustworthy the researcher's conclusions are, as compared with reality. The qualitative term for this is credibility (Creswell, 2002). This study increased credibility by using triangulation, participant observation, and thick descriptions.

Lincoln and Guba (1985) described transferability as the ability to generalize results from one specific sending context in a qualitative study to another specific receiving context. As this study used qualitative research as its dominant paradigm, it is not generalized in the same way in which a quantitative study is generalized. Readers should still be provided with the possibility of transferring findings where appropriate. This is performed by using detailed descriptions of the interviews and observations that take into account the details that surround the event and several layers of understanding.

Descriptive validity is the factual accuracy of an account as reported by the researcher (Creswell, 2002). Data in this study have been carefully collected and analyzed to improve this type of validity. Carefully logging information and recording all necessary information are techniques used in this study to increase the descriptive validity.

Interpretive validity is the degree to which the research accurately portrays the participants' meanings about what is said (Kaufhold, 2007). In order to maintain a high level of interpretive validity, interviews in this study were recorded and transcribed precisely.

Theoretical validity is the degree to which theoretical explanations developed by the researcher fit the data (Kaufhold, 2007). This study used triangulation, participant observation, and thick descriptions to increase the level of theoretical validity. Attention to detail and carful procedural analyses were the keys to quality research, maintaining integrity through theoretical validity.

Verification

Verification is convergence with other sources of data using various kinds of triangulation and comparisons with the literature. Triangulation is the process of corroborating evidence from different methods of data collection, types of data, and/or sources (Creswell & Clark, 2007). Triangulation ensures the study is accurate, as the information is drawn from multiple sources and uses multiple methods of data collection. This facilitates the researcher in development of a report that is accurate and credible. Webb, Campbell, Schwartz, and Sechrest (1966) stated that a hypothesis that survives a series of tests with different methods could be regarded with more validity than a hypothesis that has only a single method of testing.

Both quantitative and qualitative paradigms of research have strengths and weaknesses (Erzberger & Kelle, 2003). Methodological triangulation is a complex process in which both methods' strengths play off each other to maximize the validity of the field efforts (Denzin, 1978). In this study, triangulation compared the results from the different methods of data collection. Questionnaires, interviews, and observations were all used. The researcher looked for patterns of convergence to develop or corroborate an overall interpretation. Triangulation may be seen as a way of ensuring comprehensiveness and encouraging a more reflexive analysis of the data (Johnson & Christensen, 2000). By combining multiple methods, researchers can hope to overcome the weakness or intrinsic biases and the problems that come from single method study (Gay et al., 2006).

This study used methodological triangulation, which involves using more than one method to different types of information, qualitative and quantitative. Once quantitative data were gathered and analyzed, qualitative data were gathered to expand on the knowledge base obtained from the quantitative data. As the qualitative data were gathered, and analyzed, results from the questionnaires, interviews, and observations were compared to find similarities and differences.

Potential Ethical Issues

A researcher must maintain methodological integrity through the rigor of the project, maintained by adherence to the assumptions, strategies, and data appropriateness that are consistent with each particular research method (Morse, 2003). An inherent flaw in all types of research is researcher bias. As this cannot be masked, it is critical that steps are taken to minimize the existence of the bias. Researcher bias must not be apparent during interviews and administration of questionnaires in order to maintain accurate results.

To alleviate researcher influence during interviews and observations, the researcher took several precautionary measures to help validate the research and not influence participants' responses. It is the responsibility of the interviewer to clarify the factors that could influence the participant. A transformation process was used where the interviewer empowered the participant by providing critical awareness through the research. This transformation occurred though the process of gathering and analyzing data (Fontana & Frey, 1994).

In addition the University of Tennessee's Institutional Review Board (IRB) was used to ensure ethical research regarding human subjects. The IRB regulates all university research involving human subjects and ensures rights, safety and welfare of the human research subjects. Before any data were collected, the IRB reviewed the study and the researcher's plans to ensure compliance with the U.S. Department of Health and Human Services and the Office for Human Research Protections.

Chapter Summary

This chapter described the method of data collection and analysis used in this study. A sequential, mixed methods design was selected as the approach to explore teacher job satisfaction and school climate. In this study, schools on the HPL were used. Quantitative and qualitative data were collected from questionnaires, interviews, and observations. The quantitative data came from the TJSQ assessment of teacher job satisfaction (see Appendix A) and the OCDQ-RS assessment of school health (see Appendix B). Teachers from the two schools responded to both questionnaires. Qualitative data, in the form of interviews (Appendix C) and observations (Appendix D), were obtained to further explore the results of the quantitative portion of the study. The researcher performed interviews with a purposive

sampling of teachers who had worked at the schools since placement onto the HPL. Observations using The School Observation Checklist were also performed at each school. This quan→QUAL study addresses a gap in the current research by providing a greater understanding of teachers' perception of job satisfaction and school climate in two schools on Tennessee's HPL.

Chapters 4, 5, and 6 will summarize, sort, and analyze the data. The next chapter is the quantitative data analysis of School A and School B. In this chapter, the results from the TJSQ and the OCDQ-RS are presented for both schools.

As the qualitative component is the dominant portion of this study, the large quantity of information necessitated separate qualitative chapters for each of the two schools for better readability and understanding. Therefore, the qualitative data analysis of School A is incorporated in Chapter 5. The qualitative data for School B is included in Chapter 6. Both Chapters 5 and 6 include a summary of the school, its programs, and history. The chapters also contain a summary of the interview and observation data and compare the results from the two data sources. Chapter 6 concludes with an analysis of the similarities and differences between the two schools.

Chapter 4

Quantitative Findings for School A and School B

Chapter Introduction

This chapter contains the findings from the quantitative component of this mixed methods study. The results from the TJSQ and the OCDQ-RS for both schools are in this chapter. Chapter 5 contains the qualitative findings for School A, which include both the interview and observational data. The qualitative findings for School B are in Chapter 6. As the dominant portion of the study is the qualitative component, there was so much data that separate chapters were justified for each school in order to improve readability and organization. Information from both schools is contained in Chapter 4, as the non-dominant portion of the study did not have the quantity of information contained in the qualitative chapters.

The two research questions for this study both had a quantitative component. The first is: What is the level of teacher job satisfaction at two secondary schools not making adequate yearly progress according to NCLB and on Tennessee's HPL list as measured by the TJSQ (Lester, 1987)? The second research question's quantitative component is: What is the level of school climate at two secondary schools not making adequate yearly progress according to NCLB and on Tennessee's HPL list as measured by the OCDQ-RS (Hoy et al., 1991)? This chapter presents the data to answer those two quantitative research questions. The results from the TJSQ and the OCDQ-RS at the two high schools utilized in this study are contained in this chapter.

This chapter is organized according to the factors of the TJSQ and the OCDQ-RS consistent with the theoretical framework of this study. The job satisfaction factors are

supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition. A raw score, percentile, and classification for both schools are included in the sections bearing each factor's name. The results for the individual items relevant to that factor are also included along with a summary of the findings.

The school climate factors are supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior. Each of the factors have a section in this chapter which contains the raw score, z-score, standardized score, classification, and summary for both schools. Additionally, a section was included for the general openness index, which is an encompassing measurement of the level of school climate. Questionnaires were administered to all teachers. In School A, 90% (70 out of 82 teachers) completed the questionnaires. School B had an 89% return rate as 78 out of 87 completed the questionnaires.

The chapter concludes with a summary of the quantitative findings for both schools. This section includes an analysis of the strengths and weaknesses uncovered by the questionnaires for both schools in the areas of job satisfaction and school climate.

Job Satisfaction

The job satisfaction instrument, the TJSQ, was administered to teachers at the two schools. The 66-item instrument took about 15 minutes to complete. Likert-scale items were ranked from one to five. Teachers marked their response for each statement ranging from strongly disagree (1) to strongly agree (5).

To score the TJSQ and get the job satisfaction scores from each factor, there were several steps. First, the scores from each of the questionnaires had to be entered into the statistical program, SPSS. Once the data were entered, reverse scoring was used on the items

written negatively. A mean was calculated for every item of the questionnaire. The items were then sorted into the appropriate factors as each item was only used with one factor. Once the items were sorted, the means from each factor were added to get each factor's raw score. To compare the factor's raw score to the normative sample data, the z-score was gleaned. To calculate the z-score, the mean score from the normative sample was subtracted from the factor's raw score and then divided by the normative sample's standard deviation. Finally, a percentile was gathered by entering the z-score into Sauro's (2007) online z-score to percentile calculator. The factor's classification ranged from very low level of job satisfaction to very high according to the number of standard deviations the factor's raw score varied from the mean of the normative sample (see Table 2 in Chapter 3). This system of classification was designed to mirror Hoy et al.'s (1991) classification system.

The following sections contain both School A's and B's results for the TJSQ for each factor of teacher job satisfaction. Each section contains a narrative explaining each school's raw score, z-score, and percentile when compared against Lester's (1987) normative sample. The narrative also contains a classification for the aspects of job satisfaction pertinent to that factor. Additionally, each section contains a table that shows the school's responses for every item and how the raw score was established. The mean of each item for all the questionnaires is listed in a column beside the item number. The means for each item are added together to calculate the raw score at the bottom of every section's table for each school.

Supervision

For the supervision factor of the TJSQ, School A had a raw score of 48.13 (see Table 7) and a z-score of -0.05. The supervision factor ranks at the 48.01 percentile compared to the normative sample data. The mean raw score from the normative sample data was 48.69

with a standard deviation of 10.61. With a z-score between -0.1 to +0.1 SD, the aspects of job satisfaction pertinent to this factor can be classified as average.

For the supervision factor of the TJSQ, School B had a raw score of 52.04 (see Table 7) and a z-score of 0.32. The supervision factor ranks at the 37.45 percentile compared to the normative sample data. The mean raw score from the normative sample data was 48.69 with a standard deviation of 10.61. With a z-score between -0.25 to -0.49 SD, the aspects of job satisfaction pertinent to this factor can be classified as below average.

Table 7

Supervision Factor

Item	Item #	School A Mean	School B Mean
My immediate supervisor gives me assistance when I need help.	17	3.31	4.01
My immediate supervisor praises good teaching.	62	3.45	3.71
My immediate supervisor provides assistance for improving instruction.	40	3.45	3.66
I receive recognition from my immediate supervisor.	10	3.21	3.49
My immediate supervisor does not back me up.	*24	3.67	3.91
My immediate supervisor explains what is expected of me.	60	3.79	3.84
My immediate supervisor is not willing to listen to suggestions.	*43	3.54	3.87
My immediate supervisor treats everyone equally.	31	3.46	3.44
My immediate supervisor makes me feel uncomfortable.	*56	3.38	4.03
When I teach a good lesson, my immediate supervisor notices.	59	2.82	3.07
My immediate supervisor offers suggestions to improve my teaching.	12	3.31	3.51
My immediate supervisor makes available the material I need to do my best.	53	3.24	3.57
My immediate supervisor turns one teacher against another.	*5	4.36	4.43
I receive too many meaningless instructions from my immediate supervisor.	*47	3.14	3.50
	raw score	48.13	52.04

* indicates reversed items for scoring

Colleagues

For the colleagues factor of the TJSQ, School A had a raw score of 39.98 (see Table 8) and a z-score of 0.65. The colleagues factor ranks at the 74.22 percentile compared to the normative sample data. The mean raw score from the normative sample data was 36.33 with

a standard deviation of 5.59. With a z-score between +0.50 to +1 SD, the aspects of job satisfaction pertinent to this factor can be classified as high.

For the colleagues factor of the TJSQ, School B had a raw score of 40.93 (see Table 8) and a z-score of 0.82. The colleagues factor ranks at the 79.39 percentile compared to the normative sample data. The mean raw score from the normative sample data was 36.33 with a standard deviation of 5.59. With a z-score between +0.50 to +1 SD, the aspects of job satisfaction pertinent to this factor can be classified as high.

Table 8

Colleagues Factor

Item	Item #	School A Mean	School B Mean
I like the people with whom I work.	20	4.28	4.47
I dislike the people with whom I work.	*48	4.41	4.47
My colleagues seem unreasonable to me.	*66	4.29	4.43
I get along well with my colleagues.	15	4.42	4.36
I do not get cooperation from the people I work with.	*41	3.92	4.20
My colleagues stimulate me to do better work.	32	3.71	3.97
My colleagues are highly critical of one another.	*37	3.83	3.84
I have made lasting friendships among my colleagues.	54	4.08	4.09
My interests are similar to those of my colleagues.	51	3.62	3.51
My colleagues provide me with suggestions or feedback about my teaching.	39	3.42	3.59
	raw score	39.98	40.93

* indicates reversed items for scoring

Working Conditions

For the working conditions factor of the TJSQ, School A had a raw score of 21.81 (see Table 9) and a z-score of -0.09. The working conditions factor ranks at the 46.41 percentile compared to the normative sample data. The mean raw score from the normative sample data was 22.29 with a standard deviation of 5.37. With a z-score between -0.1 to +0.1 SD, the aspects of job satisfaction pertinent to this factor can be classified as average.

For the working conditions factor of the TJSQ, School B had a raw score of 26.19 (see Table 9) and a z-score of 0.73. The working conditions factor ranks at the 76.73 percentile compared to the normative sample data. The mean raw score from the normative sample data was 22.29 with a standard deviation of 5.37. With a z-score between +0.50 to +1 SD, the aspects of job satisfaction pertinent to this factor can be classified as high.

Table 9

Working Conditions Factor

Item	Item #	School A Mean	School B Mean
Working conditions in my school are good.	55	3.04	3.91
Working conditions in my school are comfortable.	18	2.82	3.97
Physical surroundings in my school are unpleasant.	*35	3.31	3.99
The administration in my school does not clearly define its policies.	*16	3.83	4.01
The administration in my school communicates its policies well.	28	3.85	3.84
Working conditions in my school could not be worse.	*26	3.18	4.03
Working conditions in my school can be improved.	*9	1.78	2.44
	raw score	21.81	26.19

* indicates reversed items for scoring

Pay

For the pay factor of the TJSQ, School A had a raw score of 17.64 (see Table 10) and a z-score of -0.11. The pay factor ranks at the 45.62 percentile compared to the normative sample data. The mean raw score from the normative sample data was 18.22 with a standard deviation of 5.22. With a z-score between -.11 to -0.24 SD, the aspects of job satisfaction pertinent to this factor can be classified as slightly below average.

For the pay factor of the TJSQ, School B had a raw score of 17.53 (see Table 10) and a z-score of -0.13. The pay factor ranks at the 44.83 percentile compared to the normative sample data. The mean raw score from the normative sample data was 18.22 with a standard

deviation of 5.22. With a z-score between -.11 to -0.24 SD, the aspects of job satisfaction pertinent to this factor can be classified as slightly below average.

Table 10

Pay Factor

Item	Item #	School A Mean	School B Mean
Teacher income is barely enough to live on.	*44	2.82	2.76
Teacher income is adequate for normal expenses.	2	2.48	2.43
Teaching provides me with financial security.	61	2.54	2.66
I am well paid in proportion to my ability.	36	2.12	2.06
Teacher income is less than I deserve.	*57	2.35	2.41
Insufficient income keeps me from living the way I want to live.	*4	2.68	2.54
Pay compares with similar jobs in other school districts.	65	2.65	2.67
	raw score	17.64	17.53

* indicates reversed items for scoring

Responsibility

For the responsibility factor of the TJSQ, School A had a raw score of 34.43 (see Table 11) and a z-score of 0.15. The responsibility factor ranks at the 55.96 percentile compared to the normative sample data. The mean raw score from the normative sample data was 33.91 with a standard deviation of 3.48. With a z-score between +.11 to +0.24 SD, the aspects of job satisfaction pertinent to this factor can be classified as slightly above average.

For the responsibility factor of the TJSQ, School B had a raw score of 34.44 (see Table 11) and a z-score of 0.15. The responsibility factor ranks at the 55.96 percentile compared to the normative sample data. The mean raw score from the normative sample data was 33.91 with a standard deviation of 3.48. With a z-score between +.11 to +0.24 SD, the aspects of job satisfaction pertinent to this factor can be classified as slightly above average.

Table 11

Responsibility Factor

Item	Item #	School A Mean	School B Mean
I get along well with my students.	64	4.26	4.29
I try to be aware of the policies of my school.	58	4.23	4.36
I am not interested in the policies of my school.	*63	4.92	4.47
I do have responsibility for my teaching.	38	4.10	4.20
My students respect me as a teacher.	22	3.99	4.07
I am responsible for planning my daily lessons.	34	4.31	4.31
Teaching provides me the opportunity to help my students learn.	19	4.15	4.33
I am not responsible for my actions.	*52	4.47	4.41
	raw score	34.43	34.44

* indicates reversed items for scoring

Work Itself

For the work itself factor of the TJSQ, School A had a raw score of 32.43 (see Table 12) and a z-score of -0.15. The work itself factor ranks at the 44.04 percentile compared to the normative sample data. The mean raw score from the normative sample data was 33.29 with a standard deviation of 5.56. With a z-score between -.11 to -0.24 SD, the aspects of job satisfaction pertinent to this factor can be classified as slightly below average.

For the work itself factor of the TJSQ, School B had a raw score of 34.37 (see Table 12) and a z-score of 0.19. The work itself factor ranks at the 57.53 percentile compared to the normative sample data. The mean raw score from the normative sample data was 33.29 with a standard deviation of 5.56. With a z-score between +.11 to +0.24 SD, the aspects of job satisfaction pertinent to this factor can be classified as slightly above average.

Table 12

Work Itself Factor

Item	Item #	School A Mean	School B Mean
Teaching discourages originality.	*27	3.60	3.90
Teaching is very interesting work.	25	4.21	4.23
Teaching encourages me to be creative.	42	3.77	3.99
Teaching does not provide me the chance to develop new methods.	*30	3.77	4.03
The work of a teacher consists of routine activities.	*7	2.77	2.57
Teaching provides an opportunity to use a variety of skills.	3	4.10	4.26
I am indifferent toward teaching.	*45	4.00	4.27
I do not have the freedom to make my own decisions.	*11	2.97	3.58
The work of a teacher is very pleasant.	46	3.24	3.54
	raw score	32.43	34.37

* indicates reversed items for scoring

Advancement

For the advancement factor of the TJSQ, School A had a raw score of 15.02 (see Table 13) and a z-score of 0.68. The advancement factor ranks at the 75.17 percentile compared to the normative sample data. The mean raw score from the normative sample data was 12.30 with a standard deviation of 4.01. With a z-score between +0.50 to +1 SD, the aspects of job satisfaction pertinent to this factor can be classified as high.

For the advancement factor of the TJSQ, School B had a raw score of 15.86 (see Table 13) and a z-score of 0.89. The advancement factor ranks at the 81.33 percentile compared to the normative sample data. The mean raw score from the normative sample data was 12.30 with a standard deviation of 4.01. With a z-score between +0.50 to +1 SD, the aspects of job satisfaction pertinent to this factor can be classified as high.

Table 13

Advancement Factor

Item	Item #	School A Mean	School B Mean
Teaching provides a good opportunity for advancement.	50	2.85	2.93
Teaching provides an opportunity for promotion.	33	2.78	3.09
Teaching provides me with an opportunity to advance professionally.	1	3.51	3.61
Teaching provides limited opportunities for advancement.	*21	2.88	2.93
I am not getting ahead in my present teaching position.	*8	3.00	3.30
	raw score	15.02	15.86

* indicates reversed items for scoring

Security

For the security factor of the TJSQ, School A had a raw score of 9.6 (see Table 14) and a z-score of -0.33. The security factor ranks at the 37.07 percentile compared to the normative sample data. The mean raw score from the normative sample data was 10.50 with a standard deviation of 2.76. With a z-score between -0.25 to -0.49 SD, the aspects of job satisfaction pertinent to this factor can be classified as below average.

For the security factor of the TJSQ, School B had a raw score of 10.73 (see Table 14) and a z-score of 0.08. The security factor ranks at the 53.19 percentile compared to the normative sample data. The mean raw score from the normative sample data was 10.50 with a standard deviation of 2.76. With a z-score between -0.1 to +0.1 SD, the aspects of job satisfaction pertinent to this factor can be classified as average.

Table 14

Security Factor

Item	Item #	School A Mean	School B Mean
I am afraid of losing my teaching job.	*23	3.14	3.64
Teaching provides for a secure future.	13	3.17	3.30
I never feel secure in my teaching job.	*29	3.29	3.79
	raw score	9.6	10.73

* indicates reversed items for scoring

Recognition

For the recognition factor of the TJSQ, School A had a raw score of 9.41 (see Table 15) and a z-score of 0.02. The recognition factor ranks at the 50.8 percentile compared to the normative sample data. The mean raw score from the normative sample data was 9.09 with a standard deviation of 2.76. With a z-score between -0.1 to +0.1 SD, the aspects of job satisfaction pertinent to this factor can be classified as average.

For the recognition factor of the TJSQ, School B had a raw score of 10.24 (see Table 15) and a z-score of 0.42. The recognition factor ranks at the 66.28 percentile compared to the normative sample data. The mean raw score from the normative sample data was 9.09 with a standard deviation of 2.76. With a z-score between +0.25 to +0.49 SD, the aspects of job satisfaction pertinent to this factor can be classified as above average.

Table 15

Recognition Factor

Item	Item #	School A Mean	School B Mean
I receive full recognition for my successful teaching.	14	2.55	3.11
No one tells me that I am a good teacher.	*6	3.65	3.83
I receive too little recognition.	*49	2.94	3.30
	raw score	9.14	10.24

* indicates reversed items for scoring

Job Satisfaction Summary

The TJSQ does not provide an overall score for job satisfaction as it only provides scores for each of the nine factors. The factors of job satisfaction uncovered as strengths in School A include colleagues and advancement. The factor of responsibility was classified as slightly above average. Weaknesses were revealed for various factors measuring aspects of teacher job satisfaction. Pay and security were classified as below average while work itself was categorized as slightly below average. The remaining factors of supervision, recognition, and working conditions were classified as average (see Figure 4).

The factors of job satisfaction measured as strengths at School B were revealed to be colleagues, working conditions, and advancement. Recognition and supervision were found to be strengths with an above average score as well as responsibility and work itself with slightly above average scores. The factor of pay was revealed to be the weakness as this factor was classified as slightly below average. The level of job satisfaction was quite high at School B as all the factors were at or above average compared to the normative sample data and only one factor was below average with pay at the 45th percentile (see Figure 4).

Figure 4 illustrates the levels of job satisfaction at the two schools. The raw scores for School A are exhibited in red while the scores for School B are displayed in blue. The overlaying box plot reveals the mean and standard deviation of the normative sample data for each factor. The beige shaded area of the box shows one standard deviation from the mean. The factors are listed on the X axis and the levels of the raw score are indicated on the Y axis.

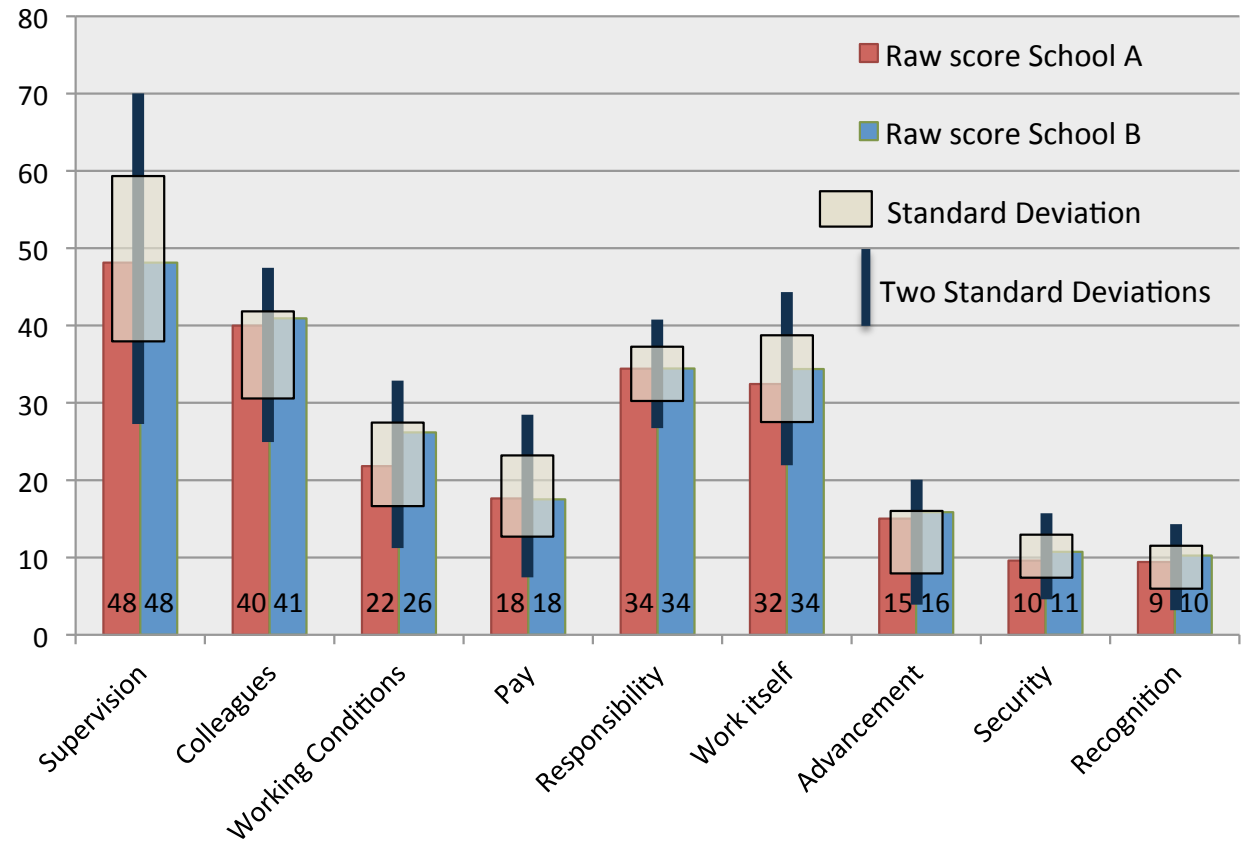


Figure 4. Job satisfaction comparison.

School Climate

The OCDQ-RS was used to measure school climate at both schools. The 34-item questionnaire was administered to the teachers at the same time as the TJSQ. Likert-scale items were ranked from one to four. Teachers marked their response for each statement ranging from rarely occurs (1) to very frequently occurs (4).

The OCDQ-RS was scored in accordance to the directions provided by Hoy et al. (1991). There were several steps in the process of recording and analyzing the data from this instrument. The scores from every questionnaire were entered into the statistical program, SPSS. Once entered, a mean for each item was calculated. As every item was associated with only one factor, the items were sorted by the appropriate factors. Once the items were sorted

by factors, the mean scores from all the items within the factors were added to create the raw score for each factor.

Once the raw scores were calculated for each of the school climate factors, the raw scores were converted to standardized scores with a mean of 500 and standard deviation of 100. This allowed for easier comparison to the normative data sample. The converted score for each factor is called a SdS score. A description of the calculation is available in Chapter 3.

A z-score was obtained so each factor could be compared to the normative sample. To calculate the z-score, the mean score from the normative sample, which was 500, was subtracted from the factor's SdS score and then divided by the normative sample's standard deviation, which was 100. Additionally, a percentile was gathered by entering the z-score into Sauro's (2007) online z-score to percentile calculator.

The SdS score was given a classification according to Hoy et al.'s (1991) directions. The factor's classification ranged from very low level of school climate to very high according to the number of standard deviations the factor's raw score varied from the mean of the normative sample (see Table 5 in Chapter 3).

In addition to calculating a score for each of the school climate factors, the OCDQ-RS also provides a measurement of school climate called the general openness index. This measurement uses four of the five factors to develop an inclusive measurement of school climate for each school. The calculation used to determine the general openness index is available in Chapter 3.

The following sections contain the quantitative school climate results according to the data gleaned from the OCDQ-RS. There is a section for each of the five school climate

factors consistent with the theoretical framework. These factors, which are also the headings for the sections, are supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior. Additionally, there is a section on the general openness index, which provides an inclusive school climate score for each school.

Each of these sections contains a narrative describing each school's SdS score which are compared to the normative sample's mean and standard deviation using a z-score and percentile. Additionally, each section contains a table identifying the items for each factor and the mean scores for each item at both schools. These tables also contain the raw scores and the SdS scores for each factor.

The factors of supportive principal behavior, engaged teacher behavior, and intimate teacher behavior are written positively meaning that a school with a higher than average score has favorable results. The factors of directive principal behavior and frustrated teacher behavior are written negatively meaning that a higher than average score is unfavorable to the school climate. The narrative for each section explains whether the factor's score was favorable.

Supportive Principal Behavior

For the supportive principal behavior factor of the OCDQ-RS, School A had a SdS score of 479.32 (see Table 16) and a z-score of 0.21. This factor ranks at the 58.31 percentile compared to the normative sample data. With a SdS score between 475-489, the aspects of school climate pertinent to this factor can be classified as slightly below average. This signifies that the level of principal support is unfavorable compared to the normative sample.

For the supportive principal behavior factor of the OCDQ-RS, School B had a SdS score of 499.24 (see Table 16) and a z-score of -0.01. This factor ranks at the 49.7 percentile compared to the normative sample data. With a SdS score between 490-510, the aspects of school climate pertinent to this factor can be classified as average. This indicates that the level of principal support is average compared to the normative sample and is neither favorable nor unfavorable.

Table 16

Supportive Principal Behavior Factor

Item	Item #	School A Mean	School B Mean
The principal sets an example by working hard himself/herself.	5	3.44	3.57
The principal compliments teachers.	6	2.51	3.21
The principal goes out of his/her way to help teachers.	23	2.17	2.97
The principal explains his/her reasons for criticism to teachers.	24	2.45	2.88
The principal is available after school when assistance is needed.	25	2.42	3.04
The principal uses constructive criticism.	29	2.42	2.91
The principal looks out for the personal welfare of faculty.	30	2.23	3.16
raw score		17.64	18.17
SdS for S		479.32	499.24

Directive Principal Behavior

For the directive principal behavior factor of the OCDQ-RS, School A had a SdS score of 793.17 (see Table 17) and a z-score of 2.93. This factor ranks at the 99.83 percentile compared to the normative sample data. With a SdS score above 600, the aspects of school climate pertinent to this factor can be classified as very high. This indicates that the level of directive principal behavior is unfavorable compared to the normative sample.

For the directive principal behavior factor of the OCDQ-RS, School B had a SdS score of 556.63 (see Table 17) and a z-score of 0.57. This factor ranks at the 71.56 percentile compared to the normative sample data. With a SdS score between 550-600, the aspects of

school climate pertinent to this factor can be classified as high. This signifies that the level of directive principal behavior is unfavorable compared to the normative sample.

Table 17

Directive Principal Behavior Factor

Item	Item #	School A Mean	School B Mean
Teacher-principal conferences are dominated by the principal.	7	2.93	1.94
The principal rules with an iron fist.	12	3.18	1.89
The principal monitors everything teachers do.	13	3.12	2.30
The principal closely checks teacher activities.	18	3.03	2.73
The principal is autocratic.	19	2.83	1.87
The principal supervises teachers closely.	31	3.21	2.77
The principal talks more than listens.	32	2.96	1.87
	raw score	21.26	15.37
	SdS for D	793.17	556.63

Engaged Teacher Behavior

For the engaged teacher behavior factor of the OCDQ-RS, School A had a SdS score of 383.33 (see Table 18) and a z-score of -1.17. This factor ranks at the 12.1 percentile compared to the normative sample data. With a SdS score lower than 400, the aspects of school climate pertinent to this factor can be classified as very low. This reveals that the level of engaged teacher behavior is unfavorable compared to the normative sample.

For the engaged teacher behavior factor of the OCDQ-RS, School B had a SdS score of 541.67 (see Table 18) and a z-score of 0.42. This factor ranks at the 66.27 percentile compared to the normative sample data. With a SdS score between 525-549, the aspects of school climate pertinent to this factor can be classified as above average. This reveals that the level of engaged teacher behavior is favorable compared to the normative sample.

Table 18

Engaged Teacher Behavior Factor

Item	Item #	School A Mean	School B Mean
The teachers spend time after school with students who have individual problems.	3	2.91	2.75
Teachers are proud of their school.	4	2.82	3.41
Student government has an influence on school policy.	10	1.53	1.63
Teachers are friendly with students.	11	3.36	3.41
Teachers help and support each other.	16	3.32	3.23
The pupils solve their problems through logical reasoning.	17	2.17	2.19
The morale of teachers is high.	20	1.74	2.44
Teachers really enjoy working here.	28	2.30	3.07
Pupils are trusted to work together without supervision.	33	1.76	1.84
Teachers respect the personal competence of their colleagues.	34	3.00	3.03
	raw score	24.91	27.00
	SdS for E	383.33	541.67

Frustrated Teacher Behavior

For the frustrated teacher behavior factor of the OCDQ-RS, School A had a SdS score of 566.16 (see Table 19) and a z-score of 0.66. This factor ranks at the 74.54 percentile compared to the normative sample data. With a SdS score between 550-600, the aspects of school climate pertinent to this factor can be classified as high. This reveals that the level of frustrated teacher behavior is unfavorable compared to the normative sample.

For the frustrated teacher behavior factor of the OCDQ-RS, School B had a SdS score of 464.65 (see Table 19) and a z-score of -0.35. This factor ranks at the 36.32 percentile compared to the normative sample data. With a SdS score between 450-474, the aspects of school climate pertinent to this factor can be classified as below average. This indicates that the level of frustrated teacher behavior is favorable compared to the normative sample.

Table 19

Frustrated Teacher Behavior Factor

Item	Item #	School A Mean	School B Mean
The mannerisms of teachers in this school are annoying.	1	1.56	1.39
Teachers have too many committee requirements.	2	2.66	2.26
Routine duties interfere with the job of teaching.	8	2.69	2.26
Teachers interrupt other faculty members who are talking in faculty meetings.	9	1.29	1.33
Administrative paper work is burdensome in this school.	15	2.76	2.17
Assigned non-teaching duties are excessive.	22	2.68	2.22
	raw score	13.64	11.63
	SdS for F	566.16	464.65

Intimate Teacher Behavior

For the intimate teacher behavior factor of the OCDQ-RS, School A had a SdS score of 539.13 (see Table 20) and a z-score of 0.39. This factor ranks at the 65.17 percentile compared to the normative sample data. With a SdS score between 525-549, the aspects of school climate pertinent to this factor can be classified as above average. This indicates that the level of intimate teacher behavior is favorable compared to the normative sample.

For the intimate teacher behavior factor of the OCDQ-RS, School B had a SdS score of 536.96 (see Table 20) and a z-score of 0.37. This factor ranks at the 64.43 percentile compared to the normative sample data. With a SdS score between 525-549, the aspects of school climate pertinent to this factor can be classified as above average. This signifies that the level of intimate teacher behavior is favorable compared to the normative sample.

Table 20

Intimate Teacher Behavior Factor

Item	Item #	School A Mean	School B Mean
Teachers' closest friends are other faculty members at this school.	14	2.62	2.28
Teachers know the family background of other faculty members.	21	2.35	2.43
Teachers invite other faculty members to visit them at home.	26	1.92	1.99
Teachers socialize with each other on a regular basis.	27	2.27	2.44
raw score		9.16	9.14
SdS for Int		539.13	536.96

General Openness Index

The general openness index provides a level of school climate also called the level of openness using four of the five factors. Supportive principal behavior, directive principal behavior, engaged teacher behavior, and frustrated teacher behavior are the factors used to determine the general openness index. Similar to the five school climate factors, a standardized score using 500 as the mean and 100 for the SD was created. The results were classified according to the range of standard deviations (see Table 6 in Chapter 3). A further explanation of the scoring of the General Openness Index can be found in Chapter 3.

It is important to note that both schools have a high level of intimate teacher behavior. Following the scoring directions provided by the instrument's author, this factor was not used in the calculation of the General Openness Index. When questioned about the reasoning for not including this factor in the calculation, Dr. Hoy claimed that unlike the other factors, teacher intimacy did not load high in the openness factor (W. H. personal interview, April 2, 2011).

School A had a General Openness Index score of 375.83 and a z-score of -1.24. The school's openness index score is at the 10.75 percentile when compared to the standardized scores. This computes to a very low score, as it is over two standard deviations from the

mean when compared to the standardized scores. School B had a General Openness Index score of 504.91 and a z-score of 0.05. The school's openness index score is average, as the mean score for the standardized sample is 500.

School Climate Synopsis

The OCDQ-RS does provide an overall score for school climate. It also provides an individual score for each of the five factors. The school climate score, or the openness score for School A, was very low. In fact, it was two standard deviations from the mean and lower than 90% when compared to the normative sample data.

The strength of School A concerning school climate was revealed in the measurement of intimate teacher behavior. This factor was above average as the level of intimate teacher behavior is higher than 65% of the normative sample data. This provides consistent results with the TJSQ measurement of colleagues, the job satisfaction factor (see Figure 5).

The OCDQ-RS did uncover several areas of concern in the school climate for School A. The principal at this school was found to be more directive than 99.83% of the principals in the normative sample data. Frustrated teacher behavior was also uncovered as a weakness, as teachers were more frustrated than 75% of the teachers in the normative sample data. Engaged teacher behavior was also revealed to be low as the score was lower than 13% of the schools in the normative sample group. The factor of principal supportive behavior was also slightly below average, lowering the level of school climate (see Figure 5).

The school climate, measured by the OCDQ-RS, was revealed to be average at School B. The factors identified as strengths in school climate are the below average level of frustrated teacher behavior and the above average level of engaged teacher behavior and intimate teacher behavior. The area to strengthen was discovered to be directive principal

behavior. This factor was classified as high, as the principal was revealed to be more directive than 71% of administrators in the normative sample data (see Figure 5).

Figure 5 illustrates the levels of school climate at the two schools. The raw scores for School A are exhibited in red while the scores for School B are displayed in blue. The overlaying box plot reveals the mean and standard deviation of the normative sample data for each factor. The beige shaded area of the box shows one standard deviation from the mean. The school climate factors are listed on the X axis and the levels of the raw score are indicated on the Y axis.

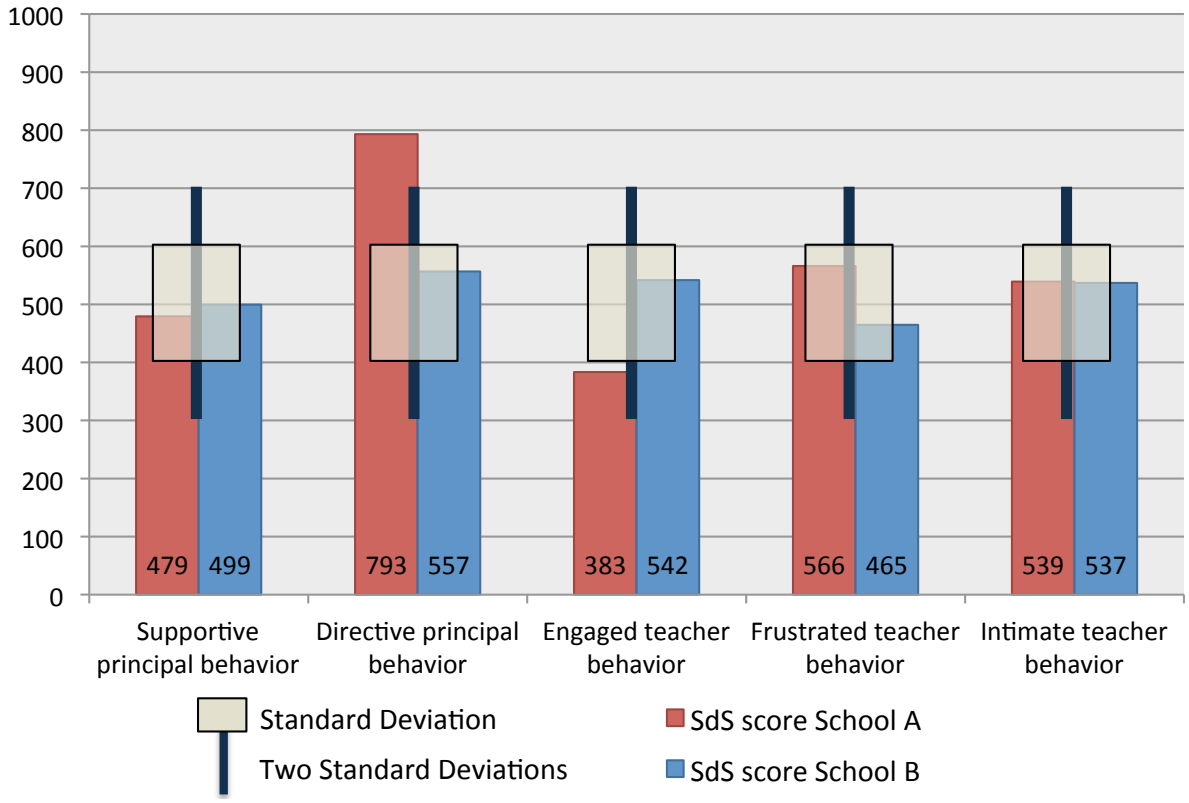


Figure 5. School climate comparison.

Findings

In order to increase the knowledge base about the unintended consequences of high accountability systems, this study explored the level of job satisfaction and school climate of two high priority schools. This chapter explored the quantitative component where measures of job satisfaction and school climate were gleaned using questionnaires (TJSQ and OCDQ-RS) administered to the teachers. This quantitative component will take the first step in establishing a better understanding of teacher job satisfaction and school climate in schools not making adequate yearly progress according to NCLB and on Tennessee's High Priority List.

Strengths and weaknesses were found at both schools. Unquestionably, the levels of job satisfaction and school climate are better in School B. The reasoning behind these higher levels will be further explored in Chapters 5 (School A) and Chapter 6 (School B) with the qualitative data from the interviews and observations.

School A

The factors for the TJSQ that were found to be strengths of teacher job satisfaction at School A were responsibility, colleagues, and advancement. The factor of school climate for the OCDQ-RS found to be a strength at School A was intimate teacher behavior. It is important to note that high levels of frustrated teacher behavior and directive principal behavior are detrimental to school climate. The teachers reported the job satisfaction factor of colleagues and the school climate factor of intimate teacher behavior to be strengths. These two factors are very similar as both factors are characterized by a faculty with a strong and cohesive network of social relations (see Table 21).

The factors of pay, security, and work itself were found to be weaknesses for teacher job satisfaction according to the TJSQ at School A. Supportive principal behavior, frustrated teacher behavior, and directive principal behavior were revealed to be factors of weakness for the school climate. As the level of teacher autonomy is critical to the factors of work itself, directive principal behavior, and supportive principal behavior, this is clearly an issue at this school. The teachers at School A feel a lack of independence which is affecting their levels of job satisfaction and school climate (see Table 21).

Table 21

School A Factor Classifications

Job Satisfaction		School Climate	
Classification	Factor	Classification	Factor
very low		very low	engaged teacher behavior
low		low	
below average	pay, security	below average	
slightly below average	work itself	slightly below average	supportive principal behavior
average	Supervision, recognition, working conditions	average	
slightly above average	responsibility	slightly above average	
above average		above average	intimate teacher behavior
high	colleagues, advancement	high	frustrated teacher behavior
very high		very high	directive principal behavior

School B

Although School B was on the same level of the HPL as School A, the levels of job satisfaction and school climate were quite different. Teachers reported higher levels of job satisfaction and school climate than the teachers at the other school. The job satisfaction factors that registered as strengths for School A were responsibility, work itself, recognition, supervision, colleagues, working conditions, and advancement. School climate areas of strength were found to be frustrated teacher behavior, engaged teacher behavior, and intimate

teacher behavior. The factors of colleagues and intimate teacher behavior are both very similar and the two factors were above average compared to the normative sample data. Weaknesses were found to be pay and directive teacher behavior (see Table 22).

Table 22

School B Factor Classifications

Job Satisfaction		School Climate	
Classification	Factor	Classification	Factor
very low		very low	
low		low	
below average		below average	frustrated teacher behavior
slightly below average	pay	slightly below average	
average	security	average	supportive principal behavior
slightly above average	responsibility, work itself	slightly above average	
above average	recognition, supervision	above average	engaged teacher behavior & intimate teacher behavior
high	colleagues, working conditions, advancement	high	directive principal behavior
very high		very high	

Both schools had responsibility, colleagues, advancement, and intimate teacher behavior as strengths. The two schools are similar as they identified social relations and collaboration as strengths leading to the high levels of colleagues and intimate teacher behavior. The System for Teacher and Student Evaluation (TAP) program is being implemented next year which provides an opportunity for teachers to get performance-based bonuses and a promotion in title and pay if they are chosen as master or mentor teachers. This could explain why both schools had high levels of the factor, advancement.

The teachers at the two schools both scored pay and directive principal behavior as the weaknesses. As the state and the school system, rather than the individual schools, control the factor of pay, it is logical that the factor is rated the same at the two schools.

Teachers at both schools are on the same pay scale. Directive principal behavior is rigid and domineering leadership. Chapters 5 and 6 will explore the teachers' opinion on the reasoning behind the level of directive principal behavior at the two schools. Through the interviews, it was discovered that very different reasons caused this factor to be classified as a weakness.

This chapter contained the quantitative analysis of the TJSQ and OCDQ-RS at the two high schools in this study. The following chapter, Chapter 5, contains the qualitative results from School A, based on the interviews and observations that were conducted. Chapter 6 contains the qualitative data including interview and observational results from School B. Additionally, Chapter 6 contains an analysis section that compares the multiple data sources and the two schools.

Chapter 5

School A's Qualitative Data Results

Chapter Introduction

This chapter contains the analysis of qualitative data from School A. It answers part "b" of both research questions relevant to School A. This chapter includes a description of the school, a summary of the data from the interviews, a summary of the data from the observations, and a comparison of the data from the interviews and observations. Further data analyses, where data are triangulated with the quantitative data, and results from School B, are included in Chapter 6.

Context

This section explores the school, its facilities, programming, and aspects of daily operation. Information is gathered from observations conducted by the researcher and publicly available documents including the school improvement plan and website resources. This section is necessary as it provides the researcher a contextual understanding of the school. By understanding the demographics and routines of the school, the reader gains a thorough understanding of the school resulting in a deeper understanding of the level of job satisfaction and school climate.

In the context section, first the demographics of the school are presented. Next, the school routines are explored and safety procedures are presented. The following section pertains to community and demographics. Personnel are explored because the credentials of those who work at the school are critical to its academic success. The next section is operation, where funding and records are explained. The section titled "state of academic achievement" is where the academic strengths and weaknesses are identified. The final

section is titled initiatives which covers the plans and procedures used to combat the academic weaknesses.

Demographics

School A is in a rural area outside of a large city in Tennessee. Although the city associated with the school system is metropolitan, the school is zoned for a rural community that takes pride in its school. This school has had several schools merge over the last 90 years to become the campus that currently exists. Seven buildings cover the property with over 600,000 square feet of interior space and over 75 acres (School A, 2010a). Most classrooms are in the same building as the administrators' and counselors' offices. An old middle school, across the street, holds many classrooms along with an additional cafeteria and tutoring center. The band, athletics, and vocational classrooms occupy additional buildings.

The mission of this school is "to provide all students with skills promoting their educational and vocational goals. Mutual respect and collaboration will provide a positive atmosphere, enabling students to become productive citizens and life-long learners" (School A, 2010a). After spending time at the school observing the daily routines and talking with teachers, it is clear the mission at the school is to improve the graduation rate and get off the HPL. The emphasis on graduation can be noted as one walks the school's hallways and sees decades worth of graduation composite photographs.

School Routines

School A follows a traditional school schedule with 180 school days. The school day begins at 8:30am and ends at 3:30pm. Students can be observed before school hours eating breakfast and receiving tutoring from some of the teachers. After school hours, there are also tutoring opportunities and students can stay for athletics and club meetings.

School days have four 90-minute classes except on days with an altered schedule. One of these alterations is early release Wednesdays where students with all grades of A's, B's, or C's are permitted to leave an hour early. Those with lower grades stay at the school to receive tutoring and academic help.

Students take classes in the core content areas but also have elective opportunities. Additionally, they can pursue a university path, technical path, or both. Eligible students with an IEP can graduate with a Special Education Diploma, if the university or technical path is not appropriate.

Safety

There are several measures in place to increase the level of school safety. The school is at a disadvantage, as the campus has seven buildings with a public road running between the two main academic buildings. This makes for easier access to the school for those who do not belong. The county does provide a School Resource Officer to help improve student safety. Often times, there will be two officers on the campus.

Hallway and bathroom monitoring by teachers has been increased to improve student discipline issues. A detailed "duty" plan has been implemented to ensure teachers monitor students at the beginning and end of the school day. Since there are so many entrances to the school, many faculty members are involved in the process of supervising the students.

Community and Demographics

The 1,269 students at this high school have a diverse background with 87% Caucasian, 10% African-American, 2% Hispanic, and the remainder at less than 2% each of Native American, Asian, and Pacific Islander. The special education department serves 139 students. The state recognizes 54% of the students as economically disadvantaged and the

mean household income for this area is $46,508. These factors allow the school to be eligible for Title One benefits (School A, 2010a).

The local Chamber of Commerce reported that 32% of the adults in the community served by this school did not receive a high school diploma. It also noted that 31% are high school graduates, 25% have some college, 17% have a Bachelor's degree, and 10% hold graduate degrees. The community is expected to grow by 8% in the next five years. The adults in the community have an 11% unemployment rate (School A, 2010a).

Knowing the high percentage of parents without high school diplomas and the high poverty rate of the community, parental communication and involvement in this school is critical. The teachers are encouraged to contact parents when behavior or academic problems arise. Parents have access to the students' current grades through an online computer portal. Furthermore, parent meetings and open houses are held to inform parents of the programs and opportunities at the school and allow for teacher meetings.

The community, through the PTA, band boosters, and athletic boosters, provides financial support. This monetary support provides for necessary classroom and athletic equipment. Additionally, community businesses provide donations and grants which support the programs at School A.

Personnel

Administrators, teachers, counselors, and paraprofessionals compose the faculty who work directly with students in the various educational roles. To improve relationship building, administrators and school counselors are assigned to a group of students and stay with those students throughout their four-year academic career. In recent years, a new counselor was added to the faculty to serve as a Graduation Coach for high-risk students. A

new position for an instructional assistant as Director of the Learning Center was added to help find scholarships for students. Additionally, two librarians, a social worker, a nurse, and a counselor have been added.

All teachers, except two, have achieved Highly Qualified status. The two without this qualification have a timeline and plan in place. The educational backgrounds of the teachers are impressive, as 71% hold master's degrees and 7% have education specialist degrees. One teacher has a doctorate. All of the paraprofessionals have met the Highly Qualified expectations.

Operation

In 2009, School A became eligible for Title 1 funds. This has provided a Math Coach and $130,000 for equipment, materials, technology, and professional development. This funding also provides teachers with compensation for the tutoring they perform before and after school. Being a Title 1 school makes the school eligible for additional grants (School A, 2010a).

In addition to the Title 1 funds, the school also receives funding from the school system. This money is the primary source for curriculum development, printing, staff development, teaching materials and texts, monitoring curriculum implementation, and daily operational needs. The school system funding comes from several sources including the state allocation and federal NCLB allowances.

Student records are kept through the Comprehensive Student Information System. This provides an academic history along with individual grades, credits, discipline records, and attendance. In addition to the daily updates available online through the secure portal,

grades are sent home every four and a half weeks. The final grades for each subject are reported at the end of each semester.

State of Academic Achievement

School A has been placed on the HPL due to their graduation rate. The graduation rate is improving annually, but has not met the goal of 85.1%. In 2008, the school had a 70.6% graduation rate. This was an improvement from 66.6% the year before. In 2009, the rate improved again as 248 students graduated with a regular diploma, including 11 students with disabilities. Currently, the school has an 80% graduation rate.

Strengths. Although the school has struggled with its graduation rate, there are many components of the state measurements where the school has shown success. This section shows improvements and successes for specific groups and benchmarks according to the 2009 state assessments. The school is only on the HPL due to graduation rate but must make sure each subgroup maintains adequate test scores in every category to maintain compliance.

Examining the results of the end-of-course exams, School A has shown above average scores in English 1, with 45% of the students scoring advanced and only 3% scoring below proficient. English 2 is also a strength, with 73% of students scoring advanced and 23% proficient, only 4% were below proficient. Additionally, targeted subgroups improved in this area, including Caucasian and Hispanic students.

A strength was revealed in the area of mathematics as 34% of the students had advanced scores the Algebra 1 assessment. Additionally, the African-American subgroup performed particularly well in this test as the proficiency rate rose from 66% to 75%. Students identified as economically disadvantaged showed significant improvement in the Algebra 1 exam as well as their proficiency rate rose from 78% to 84%.

While the school as a whole scored below expectations on Reading/Language Arts, specific subgroups did improve. Federal NCLB requirements require achievement for not only the student body, but also expect achievement for certain groupings of students based on gender, disability, economic status, and race. The subgroups of students with disabilities, economically disadvantaged, Hispanic, and Asian Pacific Islander all made improvements in the Reading/Language Arts exam despite the lower scores calculated for the entire student body.

The subgroups of African-American, Caucasian, and Asian American/Pacific Islander also scored above the state average in the ACT assessment with an average score of 23.5 while the state average is 22.9. Although the general student body's mean composite score of the ACT was a 20.5 which is below the sate average of 20.6, there were specific strengths in certain subgroups.

Weaknesses. In addition to the graduation rate, the various state assessments have identified areas for improvement. The school's high mobility rate of 22.4% is often referred as a cause for low test scores. Additionally, student attendance is criticized as a cause of the low test scores. In 2007, an influx of students emigrated from Burundi with limited-English skills. These students needed to learn English in order to catch up with cultural and educational instruction.

Students with disabilities met expectations in specific subjects but despite showing improvement, the group is still far off expectations in the Reading and Language Arts measurement. In fact, Language Arts for the whole school needs improvement, as the school was one percent off the benchmark of 93%. The African-American subgroup scored 82% in this category. This is a 10% drop from the previous year.

Initiatives

In the summer of 2010, the principal at School A was replaced with another principal from the district. The current principal had many years experience as both a teacher and principal. The new principal came to School A with an assistant principal from his previous school. The two administrators met with the faculty and community over the summer to develop and convey the strategic plan to improve academics and the graduation rate. While these were new initiatives, others were started by the previous administration. Highlights of the strategic plan include a credit recovery program, early release Wednesdays, a graduation task force, an advising program, a new reading program, summer intervention, the freshman academy, community service, tuition grants, workplace connections, tutoring, advising, and teacher trainings.

The credit recovery program was designed to give struggling students an opportunity to make up missed credits through the Academic Success program. This program used Odyssey computer-based software to teach and assess the students. This program took place both during the school day and in the summer.

Early release Wednesdays was introduced to provide students with tutoring, both small group and one-on-one help from teachers. Students with grades of D's or F's spend the last hour of Wednesdays working on one of the classes in which they are struggling. Those students with grades of C or higher in all classes have the opportunity to go home.

The graduation task force was formed to create a team for struggling students consisting of the principal, relevant teachers, a graduation coach, and a parent. This team works together in monthly meetings to develop plans to help the students. Mentors for the students are assigned to assist in getting the student on a path to graduation.

A student advisement program was started so struggling students can meet once a week with a teacher on personal and academic issues. This program was designed to help students feel more comfortable at school and encourage them to make positive choices. Relationships are critical to the success of this program so teachers purposefully get to know the students in order to help with decision making. This program was designed to help with graduation requirements, study skills, communication, and relationship building.

To help improve the low Language Arts scores the reading program, Language!, was introduced. This program helps struggling readers through small group language instruction. As reading is critical to the success of all subjects, this program is designed not only to help the Language Arts scores, but also other areas as well.

Boost Camp is a summer intervention program for incoming freshman. This program assists students who were identified by their middle school. In this program, students attend school for three weeks learning about the various programs and interventions offered at the school, such as academics, clubs, upper-level classes, graduation requirements, and general school orientation. This program was started because the school had identified the freshman year as so critical to the students' success. The economically disadvantaged population, particularly, was having a disturbing number of failed classes in the freshman year.

The Freshman Academy started in 2006 to help ensure the ninth-grade students in the school have a firm foundation in the core classes. Organizational and social skills are a focus of this program as the teachers help the newly arrived freshman transition into the new school. In addition to specialized classes and student groupings, incentive programs are designed to help with student motivation. The teachers of the Freshman Academy meet weekly with the designated principal to discuss academic progress.

A community service class was designed for upper-classman with good grades. The class, Actions Counts for Teen Service Class (ACTS), meets four days a week as the students attend an elementary school and a Boys/Girls Club to tutor and assist young children. This helps motivate the high school students and increases community awareness.

A tuition grant program was implemented system-wide to help the graduating high school students attend a local community college. In addition to providing funding for community college classes, the program has a mentoring component. Volunteer mentors from local businesses help students transition from high school to college.

The Work Force Connections Program was added in 2008 to assist students who are classified as low income, raising a child, on government assistance, or foster children. The program helps students find summer employment, provides after-school tutoring with transportation, and gives cash incentives for good grades, clothing for job interviews, internships, and post-secondary training.

The Learning Center was introduced in the library of the old middle school to help with student tutoring. In that center, paraprofessionals help students improve grades, attendance, and integration into the school. An inclusion teacher was hired to help with the Learning Center.

To ensure effective lessons, teachers are allotted a 90-minute period daily for planning and collaborative meetings. Teachers meet with collaborative groups for weekly planning to encourage a collaborative atmosphere. The teachers work together in these meetings to develop department-wide assessments. Additionally, these groups are used for idea sharing.

Interviews

Thirteen interviews were conducted at School A over the course of two school days. After 10 interviews, the responses became repetitive. To ensure saturation was met, three more teachers were interviewed and no new information emerged. The participants were asked the preliminary and factor questions found in Appendix C. The preliminary questions for job satisfaction and school climate were asked first. In many instances, the participant would cover several of the factors (i.e., the factors for the TJSQ and the OCDQ-RS) when answering the preliminary question. The factor questions were used when more information was needed, or if the participant did not cover that factor when responding to the preliminary question.

This section contains the data pertaining to the interviews. The questions were asked and then sorted according to the nine factors of job satisfaction and the five factors of school climate. The job satisfaction factors, which are also the section headings, are: supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition. The school climate factors are: supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior. Each of these factors was used to organize the interview analysis section of this chapter. Additionally, there is a section for the preliminary questions for both teacher job satisfaction and school climate (see Appendix C for a list of the interview questions).

All of the participants answered the factor questions when answering a preliminary question; therefore, a database was set up to sort the results. A field was created in the database for each of the preliminary questions and the factor questions. The responses were

then sorted into the appropriate fields. Once all the data were sorted and placed in the fields, the data were analyzed using the steps described in Chapter 3.

To gain a better understanding of the level of job satisfaction teachers were first asked how they perceived the level of job satisfaction at School A. They were then asked about their perception of the influence of the HPL on teacher job satisfaction at this school. A question was asked for each of the factors that the participant did not already discuss in the first question. The same process was repeated for the preliminary and factor questions for school climate. The preliminary questions are the first two questions, which ask the perceived level of job satisfaction or school climate, and how the HPL has affected the level of job satisfaction and school climate. Teachers were asked a factor question for each of the nine job satisfaction factors and the five school climate factors.

Responses for the job satisfaction factor of supervision and the school climate factors of supportive principal behavior and directive principal behavior were very similar and lengthy. The teachers felt very strongly on these issues and were quick to explain their thoughts and feelings. The responses in these factors were sorted according to the protocol listed above. Additionally, as explained in Chapter 3, theoretical categories were used as subcategories to better sort the responses for the factors of supervision, supportive principal behavior, and directive principal behavior. The supervision factor contains information from the participants on the primary assistant principal, change in administration, terminology of supervisor, and principal control. Supportive principal behavior contains information on teacher questions, student discipline, and tactical communication. The directive principal behavior section contains information pertaining to the application of this year's changes and teacher discipline.

It is important to note that all the information gathered in this section is self reported by the participants. There is no reason to believe that any of the participants were lying in the interview, but every detail, explanation, and example relies on the perception and memory of the individual. Every effort was taken to present the information in an unbiased and complete manner.

It also needs to be noted that a very popular principal who worked at the school for years was moved to another school. The new administration has only been at the school for one semester and has not had time to develop lasting relationships. Although any comments directly comparing the current principal to the former are grouped into one section, the teachers are using the former principal as a reference point for decisions and policies coming from the current principal.

Teachers' Perception of Job Satisfaction

Teachers claim the level of job satisfaction has been high at School A, until this school year. A teacher explained, "Last year it was very high. Now it is extremely low. In part, it is due to the pressure to having a job next year." Another teacher reported, "This year [the level of job satisfaction] is pretty bad. I have 23 years experience and I have never disliked working here as much as this year due to the administration."

When asked to discuss their perception of job satisfaction, the teachers expanded their answers by explaining the factors that influenced the level. The reoccurring theme was the influence of the current principal. The following statements were made by the interviewed teachers pertaining to the level of teacher job satisfaction in reference to the new principal:

> The level of job satisfaction is a little bit low right now. There is not necessarily dissatisfaction with ourselves, but dissatisfaction with the change which brings about differences in personalities and differences in expectations. We have that this year.

> We have a different type of principal than before. I am not saying one is bad and one is good, it is just a different approach to the same problem.
>
> Most of the people are quite miserable. The principal is overbearing. He is a manic and bipolar. He is on a manic trip 99% of the time. He is not respectful of teachers. He is not respectful of anyone. He only cares about himself.
>
> Historically, we have great teachers who do an excellent job. This year it is high stress. We have great teachers who we are losing as they transfer because of the administration. They are still excellent teachers, but the stress from the administration is too much.

Not all of the frustration was blamed on the current principal. Environmental and political variables influenced the responses. One teacher stated,

> Most people enjoy teaching; it is all the other things that make it stressful. Once you are in your room and you are doing what you enjoy, things go well. Teaching is difficult, no matter what you teach. If you listen to the local news or go in the hallway, it is depressing. I think that is where the frustration comes from. The actual teaching is ok. These behaviors are at every school. Every teacher deals with that. That is average. The environment as a whole, people are down.

Another teacher claimed environmental effects remarking,

> Most people are dissatisfied with their job. Most teachers seem to put in a lot of effort. Every year we put in effort in different ways. It is hard when the papers say we never change. I feel that I change every year. I do not know if I have ever done anything the same way from year to year.

Assessments of job satisfaction at School A were made by teachers including, "I think teachers like teaching but not really at this school." Another teacher noted, "With all the changes, some people are talking about leaving or retiring."

Influence of HPL on Job Satisfaction

All the teachers agreed that placement on the HPL lowered the job satisfaction at School A. The teachers feel that placement on the HPL has increased the level of stress. One teacher claimed, "I am more stressed from the NCLB pressures." Another teacher stated, "it has added stress, not that teachers are not doing a good job."

A recurring theme from the teachers is they feel pressure to improve student academic performance quickly which some claim lowers standards. One teacher stated,

> The placement on HPL lowers standards. We are on the list because of graduation rate. Obviously, we are trying to get students out the door [to graduate]. We can put numbers on anything. It does not mean people leaned anything, but at least I still have a job. I do what I am supposed to do, but that does not mean that my students are.

The increased pressure is especially frustrating as the teachers feel they are the only ones being held accountable. Teachers stated,

> Since placement on HPL, teachers feel pressure has been added to us to get the students to do what they are supposed to do. You try to offer to help and tutor. Our students do not take advantage of that. The level of job satisfaction has gone down. Since we have been on that list we have been targeted like it is our fault. We give the students the work and they choose not to do it.

> I think that job satisfaction has lowered because of all the changes. Some changes are good and some are necessary. The recent shift is to put all the responsibility on the teachers due to the list.

> We have so many problems with student absences. I got ahold of a parent last year and told the parent the child already had 13 absences and I was afraid his grade was going to drop. I wanted to see what we could do to work this out. He said he did not appreciate getting a call from this damn school. If you cannot get the kids here, how are you going to educate them? Our biggest problem is attendance. The kids that show up learn. The parents with low income and little interest in education; it is disheartening.

Supervision

The job satisfaction factor of supervision is defined as the amount of regulation, control, and command provided by the administration and the interpersonal relationships the employee has with the supervisor. As there was a significant quantity of information in the supervision factor, theoretical categories were used as subcategories in accordance to the qualitative data analysis plan set forth in Chapter 3. The subcategories used include the

primary assistant principal, change in administration, terminology of supervisor, and principal control.

The primary assistant principal. At the beginning of the school year, the new principal brought an assistant from his previous school. The participants often referred to these two as one. They would say the term principals and then clarify that they meant the head principal and this one assistant. The teachers are under the impression that the principal and this one assistant are a collaborative team and the other assistant principals are not part of the decision making process. In this study, the assistant principal who came with the head principal is referenced as the primary assistant principal. One teacher stated,

> There is a principal and four assistants. [The primary assistant principal] is one of the assistants. She is [the principal's] right hand man. The other three assistants barely ever say anything in meetings. They do discipline and parent conferences.

When referring to the problems, another teacher claimed, "it is all the principal and [the primary assistant principal]." When asked to clarify who they were referencing when stating the problems, another teacher noted, "Just the principal and one assistant. No problems with supervisors. Just [the new principal]." When asked about the principal's advisor and an inner circle, a teacher explained,

> His inner circle is him and [the primary assistant principal]. Probably the people he brought with him here. I do not know if anyone else has tried [to be in the inner circle]. If they did, they would just get knocked down.

In this study, the term principal references the building-level administrator. Unless otherwise noted, the term "principals" refers to the primary assistant principal and the head principal as that is how the interviewed teachers referenced the principals.

Change in administration. As noted earlier, this school year brought a new principal with a very different leadership style. The former principal was very popular with the

teachers, with the exception of consistency with student discipline. The popularity and the differences between the former principal and the new were explained when one teacher said,

> [The former principal] was nice. He wanted to work with everybody. He was laid back. [The new principal] is a business-like person with an agenda. Sometimes he uses an inquisition style. I think he is real go-getter. I have only had good experiences with him. I have heard some bad things, but have never felt a negative reaction with him. Really, I have never been one-on-one with him.

Another teacher said,

> I felt like my voice was heard more with the previous administration rather than now. Currently, I feel the decision has been made already when we go in the principal's office even if our opinion is asked.

The teachers understood the former principal did a lot of things well but changes were needed in order to meet the expectations and get off the HPL. In describing why the previous principal left,

> The former principal left due to problems with lax discipline in both teaches and students. He did not want to upset anyone. [The previous principal] did not want confrontation; [the new principal] thrives on confrontation. [The former principal] was a good man and I hate to see him go. But downtown said this is what it would take for improvement. We need better for our kids. You always need to leave room for improvement.

The teachers commented frequently on the differences between the current principal compared to the former. While the former principal was known for lax discipline with both teachers and students, the current principal is notorious for using a confrontational style. A teacher explained,

> Last year, our principal had a different leadership style…. If the last principal wanted you to do something, he would call you down, tell you the problem, tell you what he wanted you to do and why. You were happy to help. What we have now you are going to do this, you are going to do this. If you do question, he goes off the deep end and loses his mind. He says, "I will have your ass fired." The first thing out of his mouth is, "You do not question me, what comes out of your mouth is yes sir and no sir. Now you get your butt out of here and go do what I said to do!" Teachers are middle management. We know who the chief is. If you take somebody in the middle

> and put him or her on the bottom, it does not ride well. I have had more than one run in with him.

The teachers said the former principal would help teachers with both professional and personal problems, but their new leader was unapproachable. A teacher explained, "He [the former principal] would have given the shirt off his back. Quite frankly that is not the perception now."

Eleven out of the 13 participants compared the principals. They said the former principal was trying to implement sustainable change. He was interested in every aspect of education, even the interpersonal relationships between students and teachers. There were three participants that said the current principal just wanted to look good on paper for his own benefit. The faculty knew the current principal was applying for superintendent positions in other school systems. This caused the teachers to think that the principal was implementing policies to benefit his professional goals, regardless of the overall impact on the students. A teacher noted,

> [The former principal] did not have a laissez-faire attitude, he was trying to change things. There is a difference between an actual change and what looks good on paper. All they care about is the test score now. Last year they worked on improving everything.

Another teacher said,

> We have traded working with an administration that cared about kids to one that cares about climbing the ladder. The only thing that matters is what makes him look good. You end up with a staff in a hostile environment. You can see in staff meetings that he is checking things off his list.

The current principal was frequently commended on his dedication to student discipline. All teachers interviewed recognized this as a serious weakness of the former principal. The teachers were very relieved to have a principal who would support with firm

and consistent student discipline. A teacher explained, “Before this year it was discipline. The previous principal wanted to be the good cop. I feel it is the teachers’ job to be the good cop and the principal’s job to be the bad cop.”

One employee expressed the teachers’ thoughts when the participant commented, “we have gone from Disneyland to Alcatraz.” While crying, another teacher noted, “The principal thinks he is doing the right thing but does not see it is killing us.” Although the teachers understood the reasoning for getting a new principal, the new one has become very unpopular. The previous administrator was known as a teachers’ advocate and the new one is perceived as a self-seeking dictator.

Terminology of supervisor. Items in the TJSQ questionnaire referenced the principal as the supervisor. This is because the building-level administrator can have different titles including: headmaster, director, and principal. Unfortunately, in the county in which the interviews were performed, the term supervisor is an actual title given to mid-level management. Supervisors in this school system are superiors to the principals, but also have influence over classroom teachers. The classroom teachers can be evaluated by the supervisors as well as the principals.

The necessity for differentiating between the principal and supervisor was particularly important to the teachers at School B, which was the first school in which I performed the interviews. When addressing this issue with School A, it was not an issue. There were no teachers who reported a problem understanding items on the TJSQ. In fact, the teachers were so passionate about their feelings about the current principal and the primary assistant principal, they seemed to have little emotion left for the supervisors. There were no complaints from the teachers in School A about the district-wide supervisors. When asked if

there were problems with the supervisors, a teacher said, “No I get along with them fine. The only problem I have with the supervisors is money.” Another teacher explained, “Downtown [the district-wide supervisors] is fine. It is all the principal and [and the primary assistant principal].” When referencing who causes problems, “I think it is just him [the principal]. I have worked here a long time and have never had a problem with supervisors downtown.”

Principal control. A dictating principal is one that mandates control and absolute power on all aspects of the school. Everyone that was interviewed commented on the commanding leadership style of the current principal. Each teacher who was interviewed said the principal is known for using an authoritative style. One teacher stated,

> The principal wants to approve everything. Sometimes, you have teachers who do not reach kids and you keep trying different ways. Learning styles are different. He does not want us to deviate from a written plan for lessons and the curriculum.

Another teacher explained, “I think overall they are supportive only if we are on the same page.”

Only one teacher discussed the leadership style of the new principal without frustration. The rest complained about the domineering personality and four teachers told stories about teachers quitting due to the frustration. After receiving a poor evaluation, one participant said,

> I have been a dedicated teacher. I am over this and want to quit. They [the principal and the primary assistant principal] have made me not want to put in extra time like I used to. I feel I have lost my zing for teaching.

Another teacher explained why teachers want to quit,

> If someone asks a question, they get shot down. We tell kids, there is no dumb question. I have seen teachers shot down for asking a question. One person asked what to do as there were not enough desks in the classroom. He was shot down and rudely told that is not his problem. The man was in tears and wanted to quit.

Another teacher explained, “Every staff member says, if I had somewhere else to go, I would go today.”

While not all teachers expressed such extreme emotions, everyone agreed the principal was very authoritative. One teacher commented on the commanding style of the principal, but expressed little frustration said this did not interfere with the level of job satisfaction. When asked if the principal uses rigid and domineering leadership, this teacher explained,

> To some degree yes, but not to the detriment to the school or my teaching for my taste… .The perception is bullish and domineering. His treatment of me is perfect… .My concern is that I am glad that I appear to be a good teacher but what happens when I get too old.

Eleven out of the 13 participants who were interviewed fit into the middle category, those who are not happy with the principal’s leadership style but are not considering leaving the school. Members of this group commented that the principals are very supportive as long as the teacher agrees with the principal. One teacher noted, “I think overall they are supportive only if we are on the same page.” The conflict arises when a teacher disagrees with or questions the administration or does not understand instructions. One teacher noted, “He gets offended if you ask a question and he does not know the answer. [The primary assistant principal] does the same thing.”

Five out of the 13 teachers discussed the leadership team claiming the teacher group had little or no influence and was just there for the school improvement plan and other paperwork. When asked about the leadership’s role in decision making, one participant noted, “In comparison to the past, they did [have a role in decision making], but not this year. It is something that is in print only.”

In the beginning of the school year, the principal asked for nominations for an advisory board. A teacher claimed, "There was to be an advisory board that you could sign up for. I signed up for it just to find out it was cancelled." This really hurt the teacher who wanted influence in the policy and daily operations of the school. One participant summarized the teachers' feelings when the teacher commented, "The current administration likes to be in control and gives directions and expects them to be followed." Another teacher said, "He [the principal] is different than he was 10 years ago. He is a caring man but power seems to have changed him. He wants you to know he is in control."

Five out of the 13 teachers commented on the necessity but inability to teach students with different learning styles. One teacher explained, "It is hard to be the natural teacher with the regimentation. You cannot put yourself into your style of teaching." These five participants said the teachers could not deviate from the written lesson plan and curriculum, out of fear of being reprimanded. One teacher explained, "There is no sense of professional judgment. Everything is strictly regimented."

When asked if the teachers felt that they had influence over policy and decisions, five teachers said they were afraid to go to the principal. One teacher claimed, "Now nobody will ask questions in a meeting as they are afraid they will get in trouble… . With all the changes, some people are talking about leaving or retiring." The principal had already yelled at some teachers and others had heard stories of what had happed to their coworkers. They referenced other teachers who had been written-up just for asking a question or making a recommendation. A teacher explained, "Either we ask a question out of line and get reprimanded [or do not ask]."

The issue of "teaching bell to bell" was raised frequently in the interviews. This means the teachers are expected to teach and actively involve students from the very beginning of class, when the bell rings, to the very end. One participant expressed frustration with this expectation when the teacher commented,

> There is a lot of pressure to teach bell to bell. You are afraid to let guard down for five minutes to talk to kids. Teachers cannot even relate their subject to modern events. You do not feel you have the freedom. I feel I was a better teacher last year.

A teacher explained, "I went in during December to talk [to the principal] about the department. He accused me of not teaching bell to bell but he has never been in my class." Another frustration was expressed when the teacher explained,

> One teacher who is not ready to retire has been unduly harassed. She is right at retirement age and a sweet good teacher. But she did not follow the expectation of teaching bell to bell. We have one hour and fifty minutes for second period. She let kids go to the bathroom as a group and got in trouble for not teaching bell to bell. The county board voted in this plan of long classes. It is bad to go that long without a break. It is not conducive to let the kids go out one at a time. It is more advantageous to go out as a group and then do the intervention time. It is not advantageous to teach bell to bell. It is not conducive to the kids' attention span. Some kids have physical problems. I have a kid who has lost a kidney. I have some who have problems with bladder infections. That is a judgment that should be left up to the classroom teacher.

This expectation was not only frequently referenced; it is a part of the new strategic plan (School A, 2010b). While some teachers accepted this as an obvious method of an effective teaching strategy, others had serious disagreements.

Those teachers who were very hurt by the leadership style of the principal were very passionate about their feelings. The administration was described as "a Nazi regime." One teacher called the principal "manic" and another described the new principal as a "dictator." Not all the teachers had feelings this strong, but almost a third of the interviewed teachers were very distraught over the direction of the new administration. All teachers in this group

described this principal as the worst they have ever worked for. One teacher said, "I have been here for four principals and this is the worst."

Colleagues

Colleagues are defined as a teaching work group and the definition includes the social aspects of the school setting. As discussed later in the intimate teacher behavior section, the teachers in School A take great pride in the cohesiveness of the faculty. Six out of the 13 teachers referred to the relationships of the coworkers as a "family." As mentioned earlier, the teachers report that the former principal recognized this strength and used it to build a collaborative network of teachers. With the former principal, informal and formal sharing and advising meetings took place regularly. A teacher explained, "Teachers collaborate. Our teachers have been collaborating for years. They do not have to be told to sit down and collaborate because they want to be the best possible."

The teachers report that although the camaraderie remains high, there is not a focus on structured collaboration meetings this year. The teachers did report that they feel comfortable talking to coworkers for advice or for lesson sharing. The teachers reported the teachers worked together professionally and would socialize after school together. A teacher explained,

> We have a very cohesive staff. Some departments have much camaraderie. The collaboration is not always formal. We share lesson ideas and ask about certain students. It is very professional and we meet at a good personal level. As friends we socialize outside of school. This is the most positive factor.

Another teacher expanded,

> I feel, for the most part, the teachers are cohesive. I have had opportunities to leave and I have stayed for the staff. We are willing to help each other. If you need help with a lesson, there are plenty of teachers to help you. It is not competitive like in

> some schools. I like how it feels here. I feel the administration is cohesive to each other but not to teachers.

Working Conditions

With the exception of two complaints, the teachers are satisfied with the working conditions in School A. The participants report the instructional materials and supplies are adequate for their teaching needs. The teachers are provided with a computer and usually an interactive Smart Board. A teacher explained,

> Physical working conditions, materials, and supplies are adequate; I do not have a problem. We got Smartboards with money and new computer labs. The working conditions are not a problem. It is an old school but it is ok.

Another teacher explained, "Aesthetics, working materials, and supplies; we are on top of those things. Supervisors provide those things. They provide paper downstairs. We do not need to worry about that."

The teachers recognized they are in an older building and acknowledged the cosmetic differences between their school and newer ones. They reported that despite the age of the facility, it has been well maintained and kept clean. A teacher explained, "It is getting to be a older building. Unless we get a windfall of money to redecorate, things will stay how they are. Teachers try to get the rooms looking as pleasant as possible. Materials are adequate."

Only two teachers complained about this factor. When asked about the working environment, one teacher said,

> For example, look at the lockers. They are all torn up. I spent almost $800 last year on all the stuff I buy. If I ask parents to bring in stuff, they just do not. I have to buy all the Kleenex and air freshener and papers, glue, etc.

The only other fiscally related complaint is that the school would no longer pay for mileage costs to an annual training an hour away. This teacher explained,

> We do the best we can with older building. We do what we can with class fees no longer mandatory. We do a good job with the materials we have and the building. Several teachers went to workshop and they used to pay for mileage but now they will not due to budget expenses. They expected the teachers to go to the workshop but would not pay. This has nothing to do with HPL.

Pay

The teachers report that pay is not a factor that weakens their level of job satisfaction. Participants in this school report that they knew when they chose teaching as a profession that it was not a high paying career. Although they would like more money, or at least annual cost of living raises, this is not a big concern. A teacher explained, "I have not had a raise in seven years. It does not make much difference. You know the pay is not great when you choose the profession." One teacher voiced frustration over the new more expensive health insurance with lower coverage. This teacher said, "That is not anything that I hear [that pay influences job satisfaction] the pay no, cost of benefits, yes." Another teacher pointed out the teaching duties were fair but this teacher believed in more pay for extracurricular time such as coaching or running student clubs. This teacher explained,

> You know what you make when you apply. What I get for when I am here is decent. I am just not compensated for my time outside such as clubs and learning for new classes. I gained 25 pounds from stress from learning for these two new classes all in one semester. I felt like a brand new teacher, it was a lot of workload.

Responsibility

Responsibility is defined as the accountability of one's work as well as the teachers' active role in the students' learning and school policy. Unlike School B, there were no overwhelming complaints about the amount of work or extra duties. There were a 2 of the 13 participants who complained about extra work, but most teachers just wanted more time for planning. Teachers expressed,

> We have additional hall and bathroom duties and almost daily meetings at least two times a week where we do not have time to plan. I have a lot of work that I have to do at home. There are a lot more staff meetings than before. Sometimes, we have a 45-minute staff meeting every week where a memo would have been sufficient. These meetings are about every two weeks.
>
> There is a lot of paperwork. It is frustrating because we lose a lot of planning time. We are supposed to be teaching with all this urgency and engaging students, but we do not have time to get anything together because we spend all this time training.

The teachers who did complain about responsibility did so with less conviction than in School B. Only two teachers complained about responsibility as a factor that influenced the job satisfaction. The rest of the participants did not complain about being overworked. Unlike the teachers at School B, teachers did not complain about non-instructional duties interfering.

A component of responsibility is the teachers' active role in the students' learning and school policy. As mentioned in the supervision factor, the teachers had many complaints about the micromanaging of the principal. They believed the new administration was not allowing the teachers to teach to multiple learning styles and effectively differentiate their instruction. Teachers blamed narrow curriculums and the pressure to use specific teaching methods. The teachers felt they were the best judges of what teaching method was most effective in their classroom and the administration was an interference.

Work Itself

Work itself is defined as the daily tasks and routines of the workers including the level of autonomy given to the employee. The decreased level of autonomy was constantly mentioned as a factor that lowered the teachers' job satisfaction. When one participant was asked about the level of autonomy given, the teacher responded, "I have in general felt at a high level. It has disappeared around me. I am afraid it will disappear with the TAP

program." When asked about autonomy, one teacher said, "I am a creative teacher and I feel my creativity has been killed."

The teachers claimed the new administration had an increased level of control in their classroom. All of the participants mentioned the principal's regulation of the teaching and curriculum over the past year. They were particularly afraid the new TAP program would lower teacher control even more. One participant summarized when the teacher stated, "They are trying to mold us into the same type of teacher. The autonomy is slipping away… . There is some autonomy but it is slipping away."

Advancement

Teachers note that in addition to applying for an administrative position, they have opportunities for advancement next year, as the school becomes a TAP school. As a TAP school, teachers will have opportunities to become master and mentor teachers. These positions have pay supplements in addition to the regular teacher salary. Teachers who apply and are chosen for these positions will mentor and teach other educators in the school on effective teaching strategies. Another component of the TAP model is incentive based pay.

Although the teachers of the school voted to become a TAP school, four of the participants said that most of the faculty felt pressured to vote in favor of this program. The following quotes explain teachers' perception of the implementation of the TAP system:

> I do not feel the TAP program was presented in an upfront manner. It was thrown down our throat. The human resources director said if you do not vote yes now, we will keep voting until you do.

> I have not talked to anyone whose attitude about TAP is based on making more money. I think teachers look at this as an opportunity to get a better job. We did vote on it. It was not crammed down our throats. We thought that it was do or die. People voted for it that otherwise might not have. There was not intended pressure. Most people thought that this is what we have to do to survive.

> When we voted for TAP, my whole department voted no. Our whole department was brought to the office and we were told we would go to a meeting and we will have to ask the questions. We were told to reevaluate how we were voting. We were told there are four different programs and we would either vote for TAP or an unknown program, one of the other three.
>
> For the vote, we were expected to vote for TAP. I would not say I was pressured, but I was a little pressured

Another complaint about the upcoming TAP model is the lack of information conveyed to the faculty. Teachers report that the administrators have been to many days of training to get ready to implement this program. When asked about what to expect, the principals said they could not tell the faculty at this time. Teachers expressed frustration that they would not share this knowledge, or at least explain why they were so secretive. One teacher said, "they will not tell us anything about the TAP program"

Teachers also fear the TAP program will limit the autonomy in the classroom. A teacher explained,

> Next year we have the TAP program where teachers are compensated for achievement. Every teacher already strives for that achievement. We work with different sets of students with the hope and expectations to make the students successful. I just do not think that a monetary reward will improve that.

As the administrators have conveyed little information about this program, teachers rely on rumors and other schools for their information. This has led to confusion and frustration and possibly disinformation being spread throughout the school.

Security

The teachers at School A are worried about their job security. They report that the principal reminds them in meetings regularly they might lose their jobs. A teacher said, "He told us we will lose or jobs if we do not pass this year." Another teacher said, "There is a fear

of the faculty here as they have been told if they can not do the job to go somewhere else." The teachers are told that if the school does not come off the HPL, it will become restructured. When a school becomes restructured, the teachers will get a job somewhere else in the system. One teacher explained, "They keep reminding you about what happens when the state takes over. They remind you that they might not have a position in the other side of the county." Another teacher said, "This new administration says we have a plan and if you do not want to help with that plan, we can find somewhere else for you to be." A participant explained the situation when the teacher said; "Many teachers are scared because he keeps reminding us that if we do not do well, we will not be here next year. There are some teachers who are job scared."

The teachers have slowly realized that the school might be restructured. They report that they the previous administration made them feel that they were in this together. One teacher said, "Last year we felt like were in the same boat as the administration. Now it is us versus them." The teachers hear of the many times teachers have been officially reprimanded as they are "written-up." This scares the teachers, as the stories they hear do not make them feel the principals are rational. The teachers feel their coworkers are written-up unreasonably and the principal is trying to bring in a completely new faculty. One teacher explained, "He is trying to get rid of old teachers and is demoting a bunch of others. The old head counselor was demoted. The old teachers are being written-up not the new ones who can be molded."

Recognition

With the exception of two bitter participants, the participants agreed that teachers were recognized for their accomplishments in a few ways. Students voted on a teacher of the month. The students who wrote the newspaper would create an article about that teacher and

their accomplishments. There was also a bulletin board in the hallway recognizing the teacher of the month, but it had not been updated in six months. A teacher explained,

> We are recognized by colleagues a lot. Sometimes in daily announcements such as a winning sports team or teacher getting an advanced degree. I do not know if they went to individuals or not. They have never given me recognition. Sometimes, teachers are recognized by email or in daily announcements.

The participants reported that teachers are also recognized by the administrators in front of their peers in staff meetings. The principals would tell what somebody had accomplished or tell about a high-achieving class. Most staff meetings, one or two teachers would be recognized. A teacher explained,

> They praise one or two staff members at staff meetings. One teacher was recognized once that I can remember. I got a praise email from an assistant principal yesterday. I saw something down the pike for benchmark testing and the assistant principal realized it and thanked me for taking care of this.

In explaining the recognition, another teacher said, "Recognition takes place in staff meetings and voting on the teacher of the month by kids. Also, every quarter, staff votes on one. I think that is pretty effective. We have excellent teachers around here."

Every quarter, the teachers vote on an effective teacher. One participant reported that this is just a popularity contest, but the participants said the really good teachers are recognized. Additionally, teachers reported getting praising emails for solving problems or doing an exceptionally good job.

Teachers' Perception of School Climate

When the teachers were asked their opinion of the level of school climate, the explanation of the five factors was given. This assured the teachers' definition of school climate was consistent with the one used in the study. Five of the teachers said it was too hard to identify one overall analysis of school climate and they felt more comfortable just

addressing each individual factor. When it was explained, there would be additional questions for each of the factors; most participants were able to give an analysis, but a few still preferred only answering for each of the factors.

The teachers expressed frustration with the level of school climate. They said the climate was once very positive and in the past year has taken a negative turn. They all agreed the friendships among the teachers helped them get though this tough year. All the teachers reported a high level of intimate teacher behavior that positively raises school climate unlike the very low level of supportive principal behavior and the high level of directive principal behavior. Teachers explained:

> Teachers are very close. The faculty gets along well. We feel that there is a domineering presence. The general attitude seems to be that the morale is low. Much of it is due to the domineering presence.
>
> I think [the new principal and the primary assistant principal] feel they are doing what is best, but they are often not here they are at meetings for TAP, school improvement, and conferences. Sometimes it feels that they are not a part of the school. They are not supportive of personal life and activities. I am more used to a caring faculty. It affects the teachers and the kids. The administration has a plan and they think it is a good plan, but this school is not a better school for it.
>
> There are a lot of things that have been positively affected. I can send kids to the office now and they will get in trouble. That helps in my classroom climate… As far as wanting to go to work every day, it is bad.
>
> I think school climate as far as discipline and rigor have improved at the cost of teachers who are more frustrated and more stressed. You can control so many variables but not all the variables such as students and parents doing their part. Because I think teachers are willing to adjust and change based on student need, there must be other factors. Luckily, the faculty is really close. That provides the support when people are stressed.

Influence of HPL on School Climate

The teachers at School A believe that placement of the school on the HPL has made for a very high sense of urgency. This urgency to improve academics and graduation rate has

caused the school system to place a principal that would come in and make quick changes. A teacher explained,

> I think it is too much too quickly. Urgency is the principal's word that is being used to get off this list. There are a lot more things handed down that we are not consulted about. For example, some of the training that like Cornell notes… .Things are handed to us without our input.

Teachers believe the administrators who placed the current principal knew unpopular decisions would be made as the new principal wrote up and quickly replaced ineffective faculty. The teachers blame the NCLB policy on the decision to employ this new unpopular principal. A teacher said, "[_____] County knows what they have here. They sent him here to shuffle the staff up. He was doing this at [his previous school] for seven years. It is no surprise he is doing it here." Another participant said almost the same thing stating, "[_____] County knows what they are doing when they sent him here. They pulled him out of a school and put him here."

The teachers want more time to make changes. They believe that with more parental support and time to implement policy changes, the school can achieve their academic goals. The teachers said that a new policy would be implemented and then a year or two later, there would be changes. Teachers at School A want more time for these initiatives and policies without feeling rushed by the HPL. A teacher gave an example explaining the freshman academy,

> The HPL adds pressure to perform quickly. We will try something new and if it does not work immediately, we will abandon it. For example, the freshman academy is different every year. They have changed times, teams, teachers, organization, and scheduling. We never try the same way twice. They told us few years ago and we finally got it. We hit our stride. The test scores dipped initially as expected, and then they started to rise. After three years, they were above where they were before we started. Then they changed the system again. We really just felt like we were starting to get this.

Supportive Principal Behavior

As the comments in supervision, supportive principal behavior, and directive principal behavior were so common, passionate, and similar; great care was taken in the classification of comments. To ensure logical classification of the interview data, subcategories were created. The subcategories used in this factor include asking questions, student discipline, and tactical communication.

Asking questions. Nine of the 13 participants reported problems with asking the principal questions. Four of the participants in this study reported a direct conflict when they asked the principal a question, while the rest were scared to ask questions because they had heard stories of the principal overreacting to teacher's questions. Teachers explained:

> You cannot speak freely. I do not know of any teacher who has not been reprimanded by the current administration over simple things. This looks like write-ups. Mine was for asking a question in a staff meeting. They said I was unprofessional and loud. I should have made an appointment to ask my question. It was called a conference of concern. I was asking for more information. That is why it was so bizarre to me to have been called down for that. I was thinking, are you kidding me? I have never been written-up before. Now, nobody will ask questions in a meeting, as they are afraid they will get in trouble.

> One time I asked him about something so we do not make the same mistakes twice. A teacher in my team asked about a field trip to Nashville. It was an opportunity of a lifetime to see paintings from the Louvre. She was told no without an explanation. I went to him to ask why so we do not make the same mistakes twice. I was told, "If I told you to jump through hoops, I expect you to jump through hoops and not ask why." I have never been spoken to that way in my life from an administrator. I was in shock.

> I do know of another teacher who asked about the administration's plans. The principal told him that they already had their plans and basically was told, do what you are told. Now I know not to ask any questions.

Student discipline. The teachers agree that student discipline is greatly improved with the new administration. Eight of the 13 participants commented on the improvement with

student discipline with the new principals. The teachers feel great support in this area. It was frequently mentioned that the current principal has far greater control over the students and the children act better in the classrooms and everywhere on campus knowing there are now consequences to their actions. The teachers reference principal support in student discipline as critical to the success of a school and a teacher's job satisfaction. A teacher said, "They did a good job coming in and suspending habitual criminals." Another teacher agreed claiming, "Before this year, it was discipline. The previous principal wanted to be the good cop. I feel it is the teachers job to be the good cop and the principal's job to be the bad cop." Another teacher explained,

> I am a big fan of this administrations' job with student discipline. That is a key component, especially in a high school. This new administration is discipline based. That is a key component to any school. For the first time in seven years, the kids do not want to go to the office. The kids know before they would not be punished. Now they punish the kids.

Tactical communication. The teachers did not complain about the policy design. The objection has been in the timing and how the changes were conveyed to the faculty. Teachers at School A feel disrespected and belittled saying the principal talks at them, not with them. A teacher said,

> I do not think anyone here has a problem with being told what to do and having strict regulations. As I said, I know he cares [the current principal]… I think we can handle the stricter guidelines and expectations better if they were coupled with a more pleasant personality.

A lack of support is conveyed when the principal reprimands teachers in front of students, parents, and other faculty. A teacher said, "He said I was a bad teacher in front of the parents. He said I do not meet the parents needs and I do not teach for the students." The same teacher said that in a separate instance,

> I went to a parent conference. The problem got escalated because of the principals. Parents wanted to swap teachers to one that is perceived as being easier. The administration wanted a parent conference with the teacher, principal, and [the primary assistant principal]. [The primary assistant principal] was taking notes about what was said. The parents had to sign on paper and [the primary assistant principal] said I had to sign and she would not let me read what I had to sign. [The primary assistant principal] ran out of the office and got [the new principal]. He came in and yelled for me to sign the paper. He made me sign it without reading it.

Not every teacher has had such bad experiences. There were 3 of the 13 participants that believed that the new principal just is not very personable and not good with talking with adults. One person said, "It is not necessarily that he is mean to people, but I think that is just his style. It lowers the level of school climate." Two teachers recognized how frustrated some of the teachers have become but saw the administration's point of view. One said,

> The principal pretty much leaves me alone because I do not make mistakes such as letting four kids go to the bathroom at the same time. Some teaches do not think and do not keep up with where the students are and let a bunch of students go to the bathroom at the same time. I teach freshman so I know not to do that stuff. I do not have kids leave my room. Plus, I do the technology and the administration respects what I do. I do know several teachers who feel disrespected.

The other teacher explained,

> Some of the staff members overact and some things are founded. I try to be fair when I evaluate. Certain staff members overreact to our bosses. Some things are very founded. I try to think about what is really happening. There are staff members who are ridiculous when they get fired up. There are a few teachers who do not need to be here. There is a way to handle situations without it being public knowledge and kids hearing. There have been a ton of teachers written-up this year. They could just pull a person to the side and say do not do this. The administrators could say "do not take your kids as a whole to a bathroom break." They do not need to write-up somebody for this.

Three of the participants referenced the principal reprimanding teachers in front of students. A teacher gave an example,

> I have heard and seen the principal yelling at teachers in front of students. When I opened my door, there was a teacher being yelled at by the principal in front of

> students. Students even came in and told me in case I had not seen and heard it. I would not discuss it with my students.

The teachers said it is very hard to stop the student rumors when they have seen first hand how the principal treats the faculty. One teacher pointed out the problem with the public admonishments, "We have had teachers reprimanded in front of their students. We try not to reprimand students in front of other students. Teachers deserve the same respect."

Four of the participants referenced an incident in which the teachers believed the principals' main concern is that they do not get blamed for problems. One teacher explained the situation,

> Three was an email that went out about tee shirts for breast cancer. It did not follow protocol. The supervisor nixed it because it was not done properly. They administration went haywire because they said it made them look like the bad guy. They had a big meeting with the leadership team and the leaders of the school during the school day on a Wednesday during class. The teachers had to find somebody to cover the classes. They were upset because they were made to look like the bad guys. It was not even that way.

The teachers reported that the email did not convey blame toward the principals. It was not until the principals yelled at those in the meeting that teachers became upset over the incident. Once again, teachers felt that the principals were more concerned in their appearance than what is actually best for the school.

Three teachers expressed frustration concerning an incident where the new principal had a well-liked worker in tears. One of them explained,

> One lady was treated like dirt for going to lunch with potential donors. The principal put the woman into tears. Due to her, students at this school get more scholarships than other schools in our district. I was appalled. The woman now has cancer. There was no sympathy from the administration. There was an interdenominational service for this woman and we had no administrator from this school there. The former principal came, but none of the new ones.

Principal control associated with a lock of tact and respect became a reoccurring

theme. Teachers feel they are not being treated with respect but are mandated to show respect. A teacher said, "There is a two way thing with respect. We are not sure they respect teachers. We are not treated with respect."

Directive Principal Behavior

Directive principal behavior is defined as rigid and domineering leadership. A principal with a high level of this category will have constant control over all aspects and details of the teachers and activities in the school (Hoy, n.d.). To differentiate this section from the factors of supportive principal behavior and supervision, the directive principal behavior section contains information pertaining to the application of this year's changes and teacher discipline.

Application of change. This section is focused on how the policy changes have been implemented in the school. The teachers recognized the deficiencies in the school and knew they had to improve the academics and graduation rate to get off the high priority list. In explaining the implementation of the changes, one teacher said, "I think it is too much too quickly. It is an urgency. That is the word that is being used to get off this list there is a lot more things handed down that we are not consulted about." Most of the teachers agreed that the current principal brought in good ideas, but were very frustrated in how these changes were presented. A teacher explained, "He [the new principal] has some good programs but he goes about it terribly and treats people badly. He does not listen or make eye contact. He does not visit classrooms like the last one [the previous principal] did."

One of the changes that frustrated the teachers was the quick exit of a well-liked assistant principal. Three teachers mentioned how they were very sad to see this principal retire and concluded the current principal must be very hard to work with as this principal

retired only a few weeks into the school year. Not every teacher knew why the principal left, but three participants mentioned conflict was evident. One teacher explained the situation,

> Mr. Jones [the assistant principal] was gong to work one more year. We had a student with an epileptic seizure. He called 911 for help. He was chewed out for not going through the principal first. Red cross teaches to call first. If the kids stops breathing and there is a hesitation, it will come back on the school. You should never hesitate for helping somebody. He quit after that and he was just doing his job.

This teacher was very upset that her employer would slow the emergency treatment of a student by having the assistant consult his boss.

Three of the teachers said the current principal picked on women more than men. One teacher explained,

> If I were a female teacher, I would consider it a hostile environment. If teachers do some little minor thing, they are berated. He has had four of five female teachers in tears. Women are treated differently then men. He does not do that to the men. He is afraid to scream at a man like that because a man would hit him for it. I do not have to like what the boss says but I am good at following orders. It is not like anybody ever comes back here [to his classroom].

Another teacher explained,

> I was told before he was ever here that he is quick to berate women, but he does the same to the men from what I have seen. As a man, when you start getting on me, either I say, "you do not talk to me that way" or you roll your eyes and move on and worry about what is important. Ladies take it a lot more personal and some start crying. I had a conversation with one of the secretaries. She broke down and started crying when she got reprimanded. I told her never to cry in front of him.

Not all the teachers felt this way. One teacher said, "The teachers he has pushed on the hardest is women but he has pushed on men as well." Not wanting to ask leading questions during the interviews, teachers were not directly asked if women were picked on more than men. When four participants mentioned that the principal picks on older teachers and women, teachers were asked what demographic group is most targeted. Five out of the 13 participants mentioned women as a group that is targeted by the administration.

Another group that the participants claimed are harassed or targeted are the older teachers. Two of the teachers believed this is a system-wide trend to get rid of the more expensive teachers who are set in their ways. A teacher said,

> I think the county as a whole is getting rid of older teachers. I have heard that from other schools. I think they want newer teachers who do not know any better. At this school, I think that if you do one thing wrong, they might target you for other things. They might stay more on top of you. If they see you are doing the right thing, they will not focus on you.

Another teacher explained,

> My only complaint is the perceived treatment of older teachers. The perception is bullish and domineering leadership. His treatment to me is perfect... . I do not know if he was given a list of people or just recognized [when asked how he chooses teachers to target for discipline]. There was an article in paper that every teacher on disciplinary leave from this school system was over 50. There seems to be a systematic plan to rid the system of older teachers. This is probably because they cost more and their mindset is more rigid and not as pliable as younger teachers.

When asked if the principal was told to get rid of older and more expensive teachers, the participant explained,

> I do not know if it was older teachers or just those perceived as bad teachers. I do not know if he was told do this or he just thought it was the best way to get rid of two or three teachers. My concern is that I am glad that I appear to be a good teacher but what happens when I get too old.

None of the interviewed teachers claimed there was instruction from the supervisors for principals to focus on the older teachers. One teacher who had taught for many years had heard the rumors but did not feel targeted. The teacher said,

> I would not say older teachers are picked on, just ignored. We do our job and do what is expected. We are not recommended for professional development. However, we are not picked on. I do not need the everyday, good job kid. I do think that the older teachers who have been here longer are ignored.

Teacher discipline. This section pertains to teacher discipline that contains reasons and methods for teacher reprimands and disciplinary actions toward teachers by the principal.

As mentioned before, the teachers have accepted the need for increased employee control. One teacher said, "You went from a principal with less control and regulation to one with more control." Another teacher explained, "[the former principal] did not have as firm a hand guiding us as we needed." The interviewed teachers recognized the managerial responses to those not meeting high expectations. A teacher said, "I wish we could clean up the teachers who do not need to here and fix the kids behaviors with leaders that have control but not overreact. Kill a fly with a flyswatter, not with a sledgehammer." Unfortunately, every participant had been a part of, witnessed, or heard about situations that they deemed as an overreaction by the administration pertaining to teacher discipline. One participant was surprised when hearing how many teachers agreed to the interview. This teacher expected the majority of the participants to be too afraid to share their feelings.

The following quotes from teachers are examples referencing the principal's disproportionate reaction:

> We have a teacher with multiple sclerosis and she is retiring. The doctor said the strain of being here made the multiple sclerosis worse. She had the paperwork in and on the last day at work, he, [the principal] took her into the office and wrote her up for being a bad teacher. This lady was leaving the profession and this was her last day. Then, [the primary assistant principal] wrote her up. This upset this lady unnecessarily.

> I stress that I have not been ill-treated. Some people here are dedicated and committed. If you asked faculty and students about the 10 most influential faculty members on school these 10 have been ill-treated. This is almost to the point of absurdity. I ask why was it necessary to be done that way. For example, the lady on secretary pay who runs college and career center that works with guidance counselors for guiding students scholarships. She basically developed the center on her own. To my understanding, she asked permission to start working on something like that. She is on the secretary pay scale and every faculty member and student agrees she is the hardest working employee here. Year after year, the college and career center has outstripped the rest of the county for scholarship money compared to the other schools. I could name off kid after kid who has gone to college because of her. These students would not have that opportunity. Apparently, she was called in and asked

> about her job, and when she talked about all the scholarships she was told, "well that is not your job." It is well known throughout the school she broke down into tears. Even the students know about it. It got out that this person was made to cry and was humiliated and that she did not understand why she was treated this way. Before this incident, the staff had determined that we would give the administration a fair shake and would work with them. The confidence in the administration was shattered for a lot of people due to this situation… . This is something that a lot of people had a hard time getting around.
>
> A teacher who was in a meeting that she was not supposed to be. This meeting was only for teachers with second period planning and her name was included on the list. She raised her hand and said, " I think I am included incorrectly on this list" he jumped all over her, had her escorted out of meeting and wrote her up. The principal summoned Mr. chandler and the SRO to escort her to the office and wrote her up for asking a question. He is fond of writing teachers up. Him and [the primary assistant principal] love to write people up. They never say what a great job of teaching you are doing. They are very negative orally. On emails, they are positive, but in reality, they are not.

Two of the participants mentioned the tone of emails is very different from personal encounters. They believe this is due to the permanent nature of an email. In these emails, and sometimes faculty meetings, the teachers are told what a great job they are doing. The teachers report that as soon as the principal meets individually with faculty members, the criticism begins. One teacher said, "It is all up front about emails that says what they did but it is all on paper. They treat you really bad, him and [the primary assistant principal]."

Engaged Teacher Behavior

The teachers at this school feel there is exemplary effort by the teachers and great instruction in the classrooms. Engaged teacher behavior is identified by a faculty with high morale characterized by a supporting and caring faculty. The following quotes reveal the participants' beliefs in the teachers' competence:

> I like teaching and I do think we have a great staff.
>
> Historically we have great teachers who do an excellent job.

> We have great teachers here.
>
> There will always be a small percentage of teachers just riding the boat and doing enough to get by. They need to be somewhere else. 95% to 98% of teaches are great and work hard. That is the same in any industry. We are just a mirror of everywhere else.

Teachers claim the care for students is very high. One teacher claimed,

> You have to have a positive interaction with the students. The teachers have that here. We like the students and they like us… I feel that I have to go between the students and the administration.

The teachers feel they have good relationships with the students as they had in previous years. They do not believe placement on the HPL or as new administration has influenced the caring for the kids. Teachers try to hide their frustration with the current principals from the students. They also report that the students recognize their efforts and caring nature.

Frustrated Teacher Behavior

Frustrated teacher behavior is characterized by disengagement of faculty who are burdened with the routine, assignments, and extra work not directly related to teaching. It was not always essential that I ask a question specifically about frustrated teacher behavior in the interview process. In all the interviews, teachers would voice their frustrations throughout the interview, often in the first preliminary question. These frustrations, which were not previously identified, are included in this section. To properly organize the data, the subcategories of student disengagement, perception of performance, and new administration are used.

Student disengagement. Almost every teacher interviewed at School A claimed frustration with the level of student effort and parental support. They acknowledge the

importance of accountability and believe students must be held accountable for their actions. Teachers at School A feel they are targeted as the only reason for student academic failures. They resent legislation in which there is a high level of teacher accountability, but none or very little on the other stakeholders. The following quotations are pertinent to the understanding of the teachers' feelings of student disengagement at School A:

> Our problems are [student] attendance and apathy.
>
> If a kid does not turn in a paper, it is hard to give them a grade.
>
> The frustration in my classroom is that kids will not pick up a pencil.
>
> Many kids do not care because families do not care. We are supposed to engage families but many families do not want to be engaged. A teacher calling a parent is not parent involvement. Parent involvement is a parent getting on the student portal and checking the grades and attendance. We cannot do everything.
>
> School climate is low because the majority of responsibility is on teachers and students are not held accountable. Teachers are continually told new things and administrators keep asking ways for the teachers to improve the students. It appears that the majority of responsibility is on the teacher rather than the student, parent, and teacher.

Teachers explained they understand students are supposed to learn to get a grade and pass the course, all for the ultimate goal of graduation. This is impossible when the student will not do any work. The following quotes express the teacher's feelings on the stresses involved with the accountability:

> We feel like the county administration and the media always blame the teacher. The F's in my classroom are because kids will not pick up a pencil. They have no answer for these kids that just will not work. Some kids are not ready and that is just life. The state and government do not factor that in. To have 100% of kids graduate, we would have to end teenage pregnancy and homelessness. There are all these problems. Some kids have to work to make more money. The kids worry about the short-term problems and cannot solve the long-term problem of staying in school. No matter how hard we try, it seems so impossible, and we never get cut any slack.

> A lot of the stress comes on us. They [administrators] look at the results but the kids are not always here. We try to correct the attendance problem. We call parents before school, after school, and during planning. If they are failing, we really work hard and work with the parents to try to get the kids to pass. If they are not here, we cannot help them.

Perception of performance. Teachers do not feel appreciated by the system's upper level administrators and state and federal policymakers. One teacher commented, "Sometimes downtown comes across as if teachers are a necessary evil. If the school system could survive without them, that would be better. I do not feel that way about [the superintendent]." This frustration is multiplied with the media's attention on the failures of education with rare recognition of accomplishments. A teacher explained, "We feel like the county administration and the media always blame the teacher." The participants report that the school is synonymous with placement on the HPL, and therefore, the community and district assume there are inadequate teachers. A teacher said, "The community looks down on you because you work at this school. It is just the general perception about this school. All you hear is the list."

New administration. The frustrations with the administration have been explained at length in other sections, but it would be remiss to not mention it here. It is not necessary to revisit all the previously mentioned frustrations with the new administration but simply to recognize this contributes to the level of school climate. As much of the interview time was spent with teachers expressing their frustrations with the current administration and the recent changes, it is apparent the level of school climate is low and particularly influenced by this factor.

Intimate Teacher Behavior

Intimate teacher behavior identifies the teacher behaviors that lead to a strong school climate. A faculty with a strong and cohesive network of social relations characterizes these behaviors. As mentioned earlier, the teachers at School A pride themselves on their caring nature for their coworkers. The teachers consider themselves a family who rallies around its members. The following quotes are significant to the understanding of intimate teacher behavior at School A:

> I think we work well together. I do not see teachers trying to berate each other. We work well together.
>
> There is a strong congeniality. We work well and socialize well. I hear from teachers who have moved to other schools that claim this staff has a strong social fabric. You never hear that the staff congeniality at other schools is as strong.
>
> The family nature needs to be resaid. This faculty rallies around its members. When we found out a faculty member had cancer the whole staff felt like it was their sister who had cancer. There is another faculty member whose husband has cancer. I had some trying experiences last year and I looked forward to coming to work due to the staff support.

One teacher said the district-level supervisors remind them how lucky they are to have such a cooperative faculty. The teacher explained,

> The person-to-person and teacher relationships are great and nobody else has that good of relationships. Other supervisors will say how good the relationships are. This truly is a family. Even when people come and go, this stays consistent. I feel that that atmosphere is still here, but it is going down. It is almost a sense of siblings finding comfort in each other against an overly domineering parent.

Six out of the 13 participants claimed to have turned down jobs at other high schools with better resources, more motivated and better behaved students, and supportive parents to work with their friends at this school.

The reoccurring theme in the explanation of the caring and collaborative faculty is the lack of understanding by the new administration. After explaining the principal's uncompassionate reaction to a faculty member with cancer, the participant explained,

> I do not think that our principal has grasped what that [the cohesiveness of the faculty] is all about. I truly think that if he understood more about the nature of this faculty, he would go about things differently. I do not know about his previous experience and what he has had to deal with and how other faculties might deal with things. I considered him to be competent, but he does not have a handle on that [the nature of this faculty].

In discussing the collaboration within the faculty, a teacher said,

> The former principal insisted on collaboration. We hesitated at first, but then we realized it was a good thing. That has been mentioned, but not enforced this year. What is being done is on a voluntary basis such as sharing materials and talking among ourselves. We were doing some of that.

One of the teachers commented that the cohesiveness of the faculty could actually be a hindrance. This teacher said,

> A young teacher with an alternative license said that we might call it [the intimate teacher behavior] a strength but it might also be a detriment. That could be because we are so comfortable with each other that it made us lazy. I kind of agree with that. We just blame others including the parents and students and we have the apathy. It is not my feeling but I try to see things from different angles.

Summary of Interview Data at School A

Teachers at School A reported the factors of colleagues, pay, engaged teacher behavior, and intimate teacher behavior as strengths. The factors of colleagues and intimate teacher behavior are very similar as both factors measure the social and professional relationships of the faculty. The teachers referenced their coworkers as "family" and said they found support in their colleagues. Additionally, the teachers said that their coworkers were a great professional resource due to the collaboration and work groups.

Pay was identified as a strength, as no teacher specifically complained about this factor. Wanting more money was a common theme, but no teacher said that the pay interfered with his or her level of job satisfaction. Teachers said they knew this was not a very lucrative career when it was chosen.

Engaged teacher behavior was recognized as a strength, as the teachers noted their strong belief on the effort and abilities of the staff. The faculty was identified as caring and very competent. The teachers stated that their coworkers have great relationships with the students and work hard to help them succeed.

The teachers interviewed in School A expressed job satisfaction and school climate levels were lowered due to the specific factors of supervision, work itself, security, directive principal behavior, and frustrated teacher behavior. These factors were identified as weaknesses as all the participants reported these factors were problems. In these factors, the participants consistently reported problems with the characteristics that define those factors.

The teachers complained about the amount of regulation, control, and command provided by the administration. The teachers complained about the principals' interference with the teaching. One teacher even said, "You are afraid to let guard down for five minutes to talk to kids. Teachers cannot even relate their subject to modern events. You do not feel you have the freedom. I feel I was a better teacher last year." They said they missed the support from the previous administration, which has been replaced by a domineering principal and assistant principal. The teachers expressed additional frustration with difficulties in communicating with the new principal.

Work itself was listed as a weakness to teacher job satisfaction as the teachers complained about the daily tasks and routines and the level of autonomy given to the

employees. All of the teachers commented on the increased regulation by the new administration. This increased regulation made teachers feel they were being micromanaged they felt very little control on how they were allowed to teach their subject matter. The participants noted that teachers are the best judges of how to teach the specific groups of children and should not have such strict regulations.

The teachers claimed job security was lowering their satisfaction level as they were worried about keeping their jobs with possible layoffs and a potential restructuring of the school. The teachers knew that if the school gets restructured after two more years on the HPL, the state will take over management. If this happens, many of the teachers will likely lose their position at that school. They would keep employment in the school system if there were an opening in which they are qualified. The teachers reported that the reminders of the severity of placement on the list by the principal added to the stress.

Directive principal behavior was listed to be a weakness. The teachers reported the new principal used rigid and domineering leadership. The teachers claimed the changes that were brought on this year were hurried and poorly communicated. The participants claimed it would have been more beneficial for the principal to spend time learning the teachers, students, parents, and community, which would have helped make more informed decisions. The teachers also said they felt the principal was trying to fire as many teachers as possible and was writing teachers up to document problems despite the level of significance.

The participants reported frustrated teacher behavior to be a weakness as there was considerable disengagement of faculty who are burdened with the routine, assignments, and extra work not directly related to teaching. The frustrations mentioned most frequently were student disengagement, perception of performance, and the new administration. The teachers

felt that they were the only ones being held accountable and that student achievement is linked to involvement with the student, parent, and teacher and therefore all three groups should be held responsible. The participants also complained that the supervisors and media focus on the negative results and do not adequately highlight the school's many successes. A final frequent complaint was the feelings toward the new administration. The teachers felt the new principal was quick tempered, overbearing, and primarily interested in self-promotion.

Observations

The job satisfaction and school climate observations were performed on a Tuesday and Wednesday in February. These days were chosen, because they are not in the beginning or end of the workweek as Mondays and Fridays can have distractions. The month of February was ideal because it provides for a very regular school day, with no distracting breaks or holidays. Also, it is before the standardized tests later in the semester.

Although teachers knew I was visiting those days, there was no indication of altered behavior. The observations were performed by walking in the hallways, classrooms, and all areas on campus before, during, and after classes. Activities on campus before and after the school day were observed. Additionally, faculty activities and interactions in the office and commons area were observed. Student behavior was never observed, as that is not pertinent information to the analysis of teacher satisfaction and school climate.

Field notes were taken throughout the days the researcher observed the campus and the faculty. The researcher walked around and through all the buildings on campus. Additionally, the researcher would sit in public areas including the office, teachers' workrooms, library, and the courtyard to observe behaviors and listen to conversations. The note taking continued throughout the observation process. Once the research was complete,

the notes were categorized according to the factors as explained in Chapter 3. Not all aspects of job satisfaction and school climate could be observed, but all relevant data were recorded and explained. A description of the notes is provided in the following section.

This observation section is organized according to the factors of the TJSQ and the OCDQ-RS, the theoretical framework for this research. Information gathered from the observations is organized according to the nine job satisfaction factors and the five school climate factors. At the end of this section, a summary is provided which identifies the factors as strengths or weaknesses. At the end of the chapter, a comparison of the interview data and the observation data is available.

Supervision

Supervision is defined as the amount of regulation, control, and command provided by the administration and the interpersonal relationships the employee has with the supervisor. I had the opportunity to observe the principal in several interactions with faculty members, but they were all uneventful. The principal would discuss in a reasonable method without confrontation.

Principals were not seen regularly in the hallways, common areas, or classrooms. Even when I sat in the office for 45 minutes, I did not see a principal. Ideally, interactions between the principal and teachers would be observed, but this happened very rarely as the principals were seldom seen throughout the school. The campus is very spread out, over nine buildings, so it is also possible they were in a different location.

Colleagues

I had several opportunities to observe the factor of colleagues. The teachers would socialize and collaborate frequently. I observed this in the hallways, classrooms, and in

teacher workrooms. Colleagues are defined as a teaching work group and the definition includes the social aspects of the school setting. The discussion and collaboration was observed in hallways as the teachers were monitoring class change. The groups of teachers would gather in strategic monitoring locations and talk as they watched student behaviors.

During one of the interviews, one teacher ran into the room with a sombrero and costume. This teacher exuberantly claimed the celebration of the Texas independence and gave chocolates to the teacher being interviewed and me. It was clear these teachers work in a fun and friendly environment.

In another interview, the teacher stopped to discuss school plans with another teacher. The two discussed the class and a recent school policy. The conversation quickly changed to a discussion of current events. Once again, the friendship of the faculty was evident.

Working Conditions

Substantial amount of observational data were gathered relating to the factor of working conditions. This factor includes the formation of school policies by administration and the overall physical condition of work environment. The working conditions were observed through exploring all buildings, workspaces, and classrooms. Teacher behavior and facilities were monitored for signs of the level of job satisfaction related to this factor.

Working conditions that indicate positive job satisfaction. On the first day of observations, I arrived on campus an hour and a half before students arrived. I discovered a custodian who arrived an hour early to work to prepare the school. This worker explained the daily duties of a custodian and took great pride in the work. The custodian was very proud of the school and wanted to work hard to contribute.

After checking in at the office, the first thing I did was walk through the hallways of the various buildings. I was looking for cleanliness of the facilities, orderliness of the halls and classrooms, and display of student work. I saw the hallways were kept clean. There was no trash, graffiti, dust, or insects. Most of the buildings were old, but still well maintained. It was uncommon to find litter.

The band has its own building and students gathered there early before their first class. Some of the students were playing, talking, and socializing while others were preparing for their academic day. Curiously, no music was heard in the marching band building despite all the students. This building had a substantial number of posters, trophies, and memorabilia commemorating students musical achievements. It was well organized, clean, and conveyed pride the student work. It was evident that the students who arrived in the band room felt welcome and enjoyed participating in that organization.

While walking the hallways, I was looking for evidence of teacher and student pride in the school. I observed this in the display cases at the front of the school that show athletic awards, valedictorians, and scholarship winners. These trophies and awards conveyed the possibilities of success to the students. Additionally, the entire first floor of the main academic building had the graduating class's composite photos showing what students had previously graduated from the school.

There were varied levels of student work displayed in hallways. The band and music department did a great job of indicating their students' successes. In the music and art building, the choral group had large framed photos of previous singers who had won musical awards and been accepted into selective choirs. Additionally, student made posters conveying health benefits of various fruits, vegetables, nuts, and other foods were displayed.

Although the student posters were not necessarily of a high academic standard, it can be presumed the students were proud of their displayed work.

Next, I walked around the exteriors of the buildings and around the entire campus checking to see if the cleanliness was limited to the academic areas. The grounds were well maintained. There was still very little trash and the landscaping was reasonably attractive. It was interesting to note that the baseball field was immaculate. The grass was cut perfectly without any weeds. The bleachers and viewing areas were very clean and well maintained. Contrarily, the adjacent softball field was not so pristine. The field was full of weeds and the viewing areas were a lot less welcoming. As the baseball field had donor appreciation posters, it can be assumed that the baseball program has a strong boosters club, whereas the softball program does not have the funding support.

Working conditions that indicate negative job satisfaction. In the process of walking the hallways and classrooms, a discrepancy among buildings was discovered. The campus has had several additions and remodelings throughout the years. As expected, the older buildings need more maintenance. The academic building with the offices and many of the classrooms was in the worst shape. The ceiling tiles were stained with leaks and like the rest of the campus, it needed a coat of paint. Additionally, this older building had lockers within the classrooms. Many of these lockers were damaged and rusty. There were parts of the campus that had recently been remodeled and these areas were far more aesthetically appealing.

The bathrooms in the main academic building had gang graffiti as well as vulgar and racial graffiti. This bathroom was the only restroom in the entire building open to students and guests. The rest of the bathrooms were locked. When asked why the bathrooms were all

locked, the teachers claimed they had had problems with student behavior in the bathrooms and therefore the administration had closed the restrooms.

As I was touring the campus, I found navigating the property particularly frustrating. The buildings are not labeled, and therefore, a visitor or new student cannot tell where to go. The only other building with aesthetic troubles is the vocational building. In the front and side of this building is a collection of rusted metal objects that presumably belonged to a welding class. These were not only an ugly sight, but also a safety hazard. These former welding materials were clearly abandoned and are no longer used for teaching. When I went to sit on a bench in front of the vocational building, I had to stop, as I would have been stabbed with a rod sticking up. I also discovered that the back of the bench had broken off.

Communicating with the school is an additional frustration. The school has an answering service that does not work. The message will tell you that somebody will call if you leave a message, but the recording just repeats. A caller is not able to leave a message. Additionally, the school is locked once the students leave, nobody can enter. When I came on two separate occasions after school hours, I was not able to enter the building to ask an administrator a question. Both times, another person was trying to enter the building through the main doors but was not able. No signs were posted telling when the facility was open or closed. A parent would not be able to communicate with their child if the student was participating in an after school activity.

Pay

To observe the influence that the factor of pay has on teacher job satisfaction, I would have to overhear teachers make positive or negative comments about their pay. During the interviews, there was significant legislation in the state where State House Republicans had

proposed legislation that would take away collective bargaining from teachers unions. Additionally, the governor had just proposed legislation that changed teacher tenure requirements from a three to five year minimum. I anticipated this legislation would cause teachers to complain during lunch or breaks or while meeting in the hall. I never overheard any related complains. In fact, I never observed teachers discuss financial issues.

There were no outward signs of abnormal teacher pay or any indicator this affects job satisfaction. The teachers dressed as one would expect of a professional and the cars in the faculty parking lot were very normal without being too expensive or cheap. The average teacher salary in this school system is $43,904 (Tennessee Education Association, 2011) and the average family income in this community is $46,508 (School A, 2010a), therefore, the teachers' income almost greater than the community mean for a family.

Responsibility

Responsibility is defined as the accountability of one's work, as well as the teachers' active role in the students' learning and school policy. I could tell the teachers care very much about the students' learning and aspire to high academic achievement. This was evident as so many faculty members arrived to work early and stayed late. In just one of the nine buildings, at least two teachers came an hour early to work regularly. I also saw teachers staying after school tutoring students individually and planning for upcoming lessons. Students felt comfortable asking the teachers for help and knew the teachers would spend their time helping. Teachers lead group tutoring sessions and classes before and after the school day. For conducting the tutoring, some of the teachers are compensated from grant money. Others tutor on a voluntary basis.

Work Itself

Work itself is defined as the daily tasks and routines of the workers including the level of autonomy given to the employee. The teachers who were observed seemed to be adhering to reasonable expectations. They would monitor the students in the hallways before and after classes. Teachers would instruct for the allotted time and would keep students on task. As there are multiple entrances to the campus, teachers would monitor the busses as they arrived on the property and would welcome the students in the mornings. There were no obvious indicators those teachers were either not satisfied or not performing their daily tasks.

The school resource officers were not always in conspicuous or convenient locations. During one campus tour, the two officers were sitting in their cars in a back parking lot. These officers had no view of the school entrances and one police car was facing away from the school. If there was an emergency in the school, these officers were definitely not in the position to respond most quickly.

The monotonous daily tasks of the teachers and students were improved on one of the days I observed. A local church was handing out free hot chocolate at the front doors in the cold morning before school started. Teachers and students were greeted with an enthusiastic good morning with the cup of hot chocolate. The church members who handed out the hot chocolate had no identification to tell their organizational affiliation. They looked as though they were truly there to improve the day of those at School A.

Advancement

The best opportunity to observe advancement would have been to overhear teachers discuss the changes of the upcoming school year with the addition of the TAP program. No

relevant conversations were overheard. Teacher job satisfaction related to advancement in pay, status, or title was not observed.

Security

Security includes tenure, seniority, layoffs, pension, retirement, and dismissal. Although teachers discussed job security in the interviews, there was no observational data to indicate the level of job security. I sat in the teacher workroom hoping to hear discussion on teacher job security, but overheard no relevant information.

Recognition

Teacher recognition was observed, as there is an announcement board in the hallway by the office commemorating the teacher of the month. This award is actually chosen by student vote. Unfortunately, this board has not been updated in six months.

Supportive Principal Behavior

As mentioned earlier, the principals were rarely seen in the hallways or in common areas of school. In all the time I walked around the school, I only saw the principals a few times. This could convey the principal's confidence in the task achievement of the teachers. The lack of visibility could also convey the lack of interest in the classroom by the principal.

The principal did show support for the teachers when I first inquired about this study. Despite the potential benefits for the school, the principal was hesitant to allow me to perform this study in School A. The principal initially claimed the teachers had already completed a school climate inventory and did not have time for two more questionnaires and an interview. After some discussion, the principal agreed to propose the study to the leadership team for review. This conveyed his desire to not overburden the faculty.

Directive Principal Behavior

Directive principal behavior is rigid and domineering leadership. This style of leadership was evident, as the faculty portrayed fear of the principal. In preparation for the interviews, I tried to convince several participants that their responses would remain confidential. In fact, I had to explain in great detail the safeguards that are being used in the conduct of this research. The teachers would only talk to me when I assured them that details would be left out of stories so individual faculty members could not be identified. The teachers at this school needed considerable convincing that their answers would remain anonymous, as they feared retribution from the principal.

Another example of rigid and domineering leadership was a simple sign posted by locked bathrooms. This sign stated, "If you are in this area without an Agenda or Pass, you will be written-up." The attitude of the administration was conveyed clearly to the students in that sign. Locking the bathroom doors and posting this sign created an unwelcoming environment. Clearly, the administration manages with threats and will punish.

Engaged Teacher Behavior

The factor of engaged teacher behavior describes a staff with high morale, characterized by a supporting and caring faculty. This teacher engagement was evident when teachers proudly displayed student work. In addition to the nutrition, band, and music classes previously mentioned; the art classes also conveyed teacher engagement as student work was prominently displayed. In addition to displaying student work, teachers had hung advertisements for student opportunities in art competitions, camps, classes, and scholarships in art colleges.

Another engaged teacher had displayed student work in a glass-enclosed case. In addition to this science work, the teacher had put a short news article addressing student behavior. In this article, the teacher had highlighted quotes from President Obama addressing children's language, public behavior, and clothing focusing on the sagging of pants. This subtly conveyed expectations of public behavior.

Overall, the hallways were barren lacking decorations, student achievement acknowledgement, and display of students' work. Many of the classrooms were decorated, but this did not provide for much of a public display as visitors and other students would walk the hallways but never see inside the rooms.

There was one room which was particularly impressive. This room was decorated with student made posters relating modern events and news with the book Dante's Inferno. This assignment required cross-curricular integration. The students used art, writing, and organizational skills to develop the posters. Higher order thinking was needed for the student to choose an appropriate modern event and relate it appropriately to the book.

In my time at School A, teachers were never heard disrespecting students. When giving a correction, the teacher would address the student and simply tell that student what the expected behavior was. The teachers conveyed respect in all student interactions. I observed teachers talk with students individually, in groups, and whole class situations. In all these circumstances, the teachers treated the students very reasonably. Once again, the compassion and desire to help the students was evident.

Frustrated Teacher Behavior

Frustrated teacher behavior was evident as the teachers complained when they stood in the hallway monitoring students. I stood alongside these teachers between classes and

before and after school and these teachers complained about school procedures and student behavior. One teacher was frustrated with the morning routines as he had to oversee student arrival on campus. He said that every day he watched students come off the busses and complained that he had to take care of problems. Other teachers complained about student behavior during a class change. One teacher pointed out that she had to tell a student every day not to wear a ball cap inside the building. She politely told him to take it off and then said the hat would be back on in a few minutes.

There was another time during class change that the teachers had to stop a fight. Students were in the halls arguing and the tension was evident. The teachers stopped the argument just as it appeared the interaction would become violent. Once the students went to their classes, the teacher said these altercations happen frequently. In all of these circumstances, the frustration was evident in the tone of the teachers' voice. These teachers were tired of reoccurring problems.

Intimate Teacher Behavior

The congeniality of the faculty was evident by observing the teacher interactions. The job satisfaction factor on supervision contained examples of positive staff interactions. In addition to observing friendly faculty discussions, I also observed informal collaborations. For example, a teacher asked another for an explanation of the new online calendar. The teacher was very willing to help and taught the other the correct method. I had several opportunities to observe informal collaborations between teachers similar to this interaction. The faculty obviously felt comfortable asking for others' help and never did a teacher say "that is not my job." The teachers evidently worked in an environment where they were comfortable helping each other and asking for guidance and support.

Summary of the Observations

In performing the observations, the factors of colleagues, responsibility, work itself, engaged teacher behavior, and intimate teacher behavior were recognized to be strengths. The observed behaviors relevant to these factors were consistent with the characteristics of a school with high job satisfaction and school climate. The factors were classified as strengths if the behaviors relevant to the specific factor had a positive influence on teacher job satisfaction and school climate. Some of the factors could not be labeled as strengths or weaknesses as there was not sufficient observed data.

The factors of colleagues and intimate teacher behavior were identified as strengths. In several instances, teacher collaboration witnessed. The teachers were seen meeting both informally and formally to develop plans to improve lessons and the educational opportunities for the students. Additionally, teachers were seen socializing and having fun with each other. It was clear that the teachers were friends and enjoyed socializing with their colleagues.

Indicators of high job satisfaction in the factor of responsibility were observed at School A. Responsibility is defined as the accountability of one's work as well as the teachers' active role in the students' learning and school policy. In several instances, I observed teachers taking an active role in the student learning by performing their responsibilities beyond expectations. Teachers arrived at school early and stayed late. Additionally, the student relationships were evident, as the students felt comfortable asking the teachers for help on both personal and academic issues.

Through the observations of the school, work itself was a factor recognized as a strength. Characteristics indicating high job satisfaction were observed pertaining to this

factor as teachers were routinely seen adhering to the daily tasks and routines. This was observed, as teachers would monitor the students in the hallways before and after classes. Additionally, community members improved the mood of the school as they handed out free hot chocolate when the students arrived on the cold morning.

Engaged teacher behavior describes a faculty with high morale, characterized by a supporting and caring faculty. Positive characteristics of this factor observed included the teachers proudly displaying student work in classrooms and, in three departments, hallways. Some classrooms were particularly engaging and showed evidence of higher order thinking in student work. Teachers respect for students was another positive sign as they were never observed yelling or disrespecting the students.

The factors in which only negative behaviors were observed included recognition, directive principal behavior, and frustrated teacher behavior. In these factors, only characteristics indicating negative job satisfaction and school climate were observed. Factors in which both beneficial and detrimental behaviors and indicators were observed were not classified as positive or negative, as the results were mixed, incomplete, or average.

Recognition is defined as employee attention, appreciation, and prestige. Only negative behaviors were observed in this factor. The only instance of recognition observed was a board indicating the teacher of the month. It had not been updated in months and was tattered.

Directive principal behavior was classified as a negative factor for the observations as no positive indicators were seen. The teachers were scared of the principal and showed great fear that their comments would be released to the administration. Much explanation was

needed to convince the participants that their responses would be anonymous and they would not be punished for participation in the study.

Frustrated teacher behavior was the final factor in which no positive behaviors were observed. Frustrated teacher behavior is characterized by disengagement of faculty workers who are burdened with the routine, assignments, and extra work not directly related to teaching. This frustration was evident as the teachers were greatly disturbed by the perceived negative changes brought forth this year.

Conclusion

In order to better develop a deeper understanding of teacher job satisfaction and school climate, it is important to compare the different data sources. Understanding the consistency of the results will help acquire a deeper understanding of the levels of job satisfaction and school climate. In this section, the interview and observation data from School A are compared.

Both the interviews and observations revealed strengths in the factors of colleagues, engaged teacher behavior, and intimate teacher behavior. The teachers were very affirming in their description of these factors' influence on the school. Additionally, only positive behaviors and interactions were observed by the researcher in the characteristics related to these factors.

As the definitions of the job satisfaction factor of colleagues and the school climate factor of intimate teacher are so similar, it is expected that the two factors have similar results. Both data sources discovered that the colleagues work well together, as they enjoy the social aspects of the school. Additionally, data from the interviews and observations

reported that the teachers collaborate in work groups to improve their teaching (see Table 23).

Strengths were also revealed by both data sources in engaged teacher behavior. Motivated teachers were observed designing and implementing creative lessons as they interacted professionally with students. The participants in the interviews also explained how the faculty at their school work hard to provide the best opportunities for their students (see Table 23).

Weaknesses were revealed by both the interviews and observations in directive principal behavior and frustrated teacher behavior. Although weaknesses were revealed in other factors as well, the interview and observation data were consistently negative in these two factors. In fact, there were no indicators in the qualitative research of a high level of job satisfaction or school climate in the aspects pertaining to these factors (see Table 23).

Teachers complained about the principal's high level of control and they said the principals "micromanaged." The teachers reported that the level of control has increased as the new principal is a lot more domineering than the previous administrator. Low indicators of directive principal behavior were indicated through the observations, as the teachers were afraid of the new principal. This was evident as all the participants had to be convinced that their identities would not be evident when the results of this research were written.

The participants reported high levels of frustrated teacher behavior, as the teachers were very upset over the changes made by the new principal. Although some frustrations were expressed relating to new policies, the majority of complaints involved the principal's demeanor and overbearing personality. This frustration was evident in the observations, as the teachers were eager to complain about the new administration (see Table 23).

Table 23

School A Data Comparisons

I = Interview Data O = Observation Data Factors	Strengths	Weaknesses	Mixed
Supervision		I	O
Colleagues	I, O		
Working conditions			I, O
Pay	I		O
Responsibility	O		I
Work itself	O	I	
Advancement			I, O
Security		I	O
Recognition		O	I
Supportive principal behavior			I, O
Directive principal behavior		I, O	
Engaged teacher behavior	I, O		
Frustrated teacher behavior		I, O	
Intimate teacher behavior	I, O		

This chapter contained a summary of the interview and observational data from School A. Additionally, the results from the interviews were compared to the observation findings. The next chapter contains a summary of the qualitative data from School B and a comparison of the two schools is provided.

Chapter 6

School B's Qualitative Data Results and Comparison of Schools

Chapter Introduction

This chapter provides an analysis of the data to answer part "b" of both research questions relevant to School B. As the dominant portion of this study is qualitative, there is substantial qualitative data to present. Due to the quantity of data from the interviews and observations, only the data from School B is contained in this chapter. The results from the quantitative data are presented in Chapter 4, while the results from the qualitative data from School A are in Chapter 5. Analyses of the interview and observation data are included in this chapter. Further analysis is available in the conclusion of this chapter, as the quantitative data results are compared to the qualitative data and the results from the two schools are compared.

This chapter starts with a section labeled context. This section is designed to provide the reader contextual information needed to gain a better understanding of the school. Next, the interview data are provided; they are organized according to the nine factors of job satisfaction and the five factors of school climate. The observation data are presented in the next section. These data are also organized according to the factors used throughout the study and identified in the theoretical framework section in Chapter 2. The chapter concludes with a comparison of all the data sources from both School A and School B.

Context

School B was established in 1915 on farmland in Tennessee. School B has always been, and still is, regarded as a community school on the outskirts of one of the larger cities in the state. It is common for multiple generations of children from the same family to attend

the school. The same traditions are carried over to teachers. The school has a history of hiring alumni. The school is an integral part of the community, as the parents and grandparents remember graduating from this school and having the same teachers as their children and grandchildren.

School B is housed in an older, but still attractive, building. The grounds are impeccably maintained. Not only do the students and staff take care of the aesthetics, but also a retired driver education teacher walks the grounds twice a week to remove trash and ensure cleanliness.

The campus consists of three buildings. Core classes are taught in the main building that includes the office, cafeteria, and library. The main academic building has a wing with four stories while the rest of the building is only one story. A building with the vocational classes, special education, and freshman academy is connected to the main building by a covered walkway. Music, art, and band classes, along with the gym, are in the third building. This is also connected by a covered walkway. Well-maintained athletic fields surround the three buildings. Additionally, there are two portable classrooms beside the main building. The campus is handicap accessible.

School B enrolls approximately 1000 students in grades 9-12. In addition to non-certified staff and school counselors, the school employs 87 teachers, all of whom have highly qualified status. The school administration consists of a principal and three assistant principals.

To ensure student and faculty safety, the school is accessible by only two roads, and all entrances have signs that direct visitors to the main office. To control school access, only the main entrances to the buildings are available for school entry. One full-time uniformed

school security officer and one county deputy remain on the campus at all times. A third officer, who works in the elementary and middle school across the street, is also available as needed.

The school has a high teacher turnover rate. Over the last four years, 13 (15%) teacher positions were vacated each year. Position turnover is due to various reasons: retirement, contract non-renewal, in and out of district position change, as well as faculty members leaving the profession. A single trend explaining the turnover rate has not been identified (School B, 2010).

There is not much diversity at School B. The majority (90%) of students are White. The minority students include 8% African-American, 2% Hispanic, less than 1% Native American, and less than 1% Asian. There are no English Language Learners at this high school (School B, 2010).

The poverty rate in the community is increasing. The rate has increased from 29% of the students eligible for free and reduced-price lunch in 1999 to 43% eligible in 2010. In 2009, 33% of the students were eligible for free lunch and another 10% were eligible for reduced-price lunch (School B, 2010).

The school is on Tennessee's HPL for not maintaining an adequate graduation rate. The state expects a graduation rate of 90% (Tennessee DOE, 2010) or better. In 2007, 76.3% graduated. The rate decreased the following year to 76.1%. In 2009, the rate lowered to 74.4%.

Initiatives

To improve graduation rates and overall academic performance, School B has implemented several new initiatives. These strategies include various policies, strategies, or

programs that were explained in the School Improvement Plan (School B, 2010). The Freshman Academy, Hive Time Advisory Groups, and writing instruction are initiatives that were not only listed in the School Improvement Plan but also explained in the interviews.

The Freshman Academy was developed to promote a positive initial experience for new ninth graders and to help foster success during the first high school year. A component of the Freshman Academy is the Learning Center that targets freshman who are failing two core classes during the first semester. These targeted students are mentored by teachers to help develop and improve study skills. Additional student support includes Lunch and Learn, a tutoring program designed for students with five or more missing assignments.

The school has also introduced Hive Time Advisory Groups. These groups meet twice a week during second period. Students who are failing classes must work with the teacher to develop a plan to improve their grade and receive tutoring. Non-failing students can receive additional help in their class of choice or socialize in designated areas. A summer school program, Summer Blitz, was designed to allow students to complete unfinished assignments and provide failing students with a chance to acquire missed credits.

To help improve the writing assessment scores, all teachers are expected to provide writing assessments each grading period. Additionally, all ninth and tenth grade teachers are trained in writing assessment scoring to ensure proper skills are taught for the eleventh grade writing assessment. Teachers in every subject area are encouraged to teach writing skills as appropriate to their curriculum.

Interviews

The following section contains the analysis of the data from the interviews conducted at School B. The interviews were conducted over the course of two days. To arrange for the

interviews, teachers were emailed a brief summary of the study and were told the possible times to participate in the interviews. Reminder emails were sent twice to ensure teachers had received the message.

Interviews were conducted in the classrooms and teacher workrooms at the school. Twelve interviews were conducted with the teachers at School B. After nine interviews, the responses became redundant. Three more interviews were conducted to ensure saturation. The database software Filemaker was used to sort the data. All of the participants answered questions that related to the factors on both the TJSQ and OCDQ-RS when answering a preliminary question; therefore, a database was set up to sort the results. A field was created in the database for each of the preliminary questions and the questions related to the individual factors. The responses were then sorted into the appropriate fields. Once all the data were sorted and placed in the fields, the data were analyzed using the steps described in Chapter 3.

The interview questions contained questions on the level of job satisfaction and school climate and how the HPL had affected these levels. A question was asked for each of the school climate and job satisfaction factors (see Appendix C for a list of the interview questions.) The nine job satisfaction factors come from the TJSQ and the five school climate factors are those that are used in the OCDQ-RS. There is a section heading for each of the 14 factors, which are aligned with the interview questions. These sections are designed to improve readability and understanding of the large quantity of data obtained in this study.

Level of Job Satisfaction

In the interviews, the teachers reported the level of job satisfaction was lowering. Thirteen of the 17 teachers reported that the biggest reason that job satisfaction has worsened

is the feeling of being overworked. One participant stated, "We are pulled in 15 different directions." This was a common theme as the teachers cited the additional responsibilities placed on the school to help with academic achievement and the specific goal of improving the graduation rate. All of the teachers reported an increased level of stress this year as compared to the past. The following are comments made referencing the trend towards the increased workload for teachers and the lowering of the overall level of job satisfaction:

> People who have worked here awhile are not exactly happy about the way things have been going the last couple of years. In my first year, everyone was happy. Those who have been here as long as I have feel overwhelmed. They do not like how things are trending. They are not happy with all the extra stuff. They do not feel the profession is really respected. There is all this pressure to meet NCLB or graduation rate and kids do not come to school. Other students are left behind because lower ones must go to the right level. Some teachers think, "maybe I should have done something else." They stick with it because it is a steady job.
>
> We have a unique school because the administration listens. If I need help, I can go to another teacher. There is camaraderie. The dissatisfaction comes from all the other things we have to do. We get down from being overwhelmed by all the things other than teaching we have to do… . Reports, paperwork, doing things one-way, then having to do it another way, that is the problem.
>
> Teachers' morale might get low for different reasons. Teachers feel overwhelmed with paperwork. For instance, we are changing email systems right now. For that alone, we have to do that during school. That should have been done during an in-service day. Because I coach, it is hard for me to do that during the planning period. As far as graduation rate, we need to put more emphasis on the parents. I am sure that there is a direct correlation between the kids with parental support and academic success. Parents need more responsibility.

Three of the teachers said they would have to work hard to analyze the whole year to be fair because they were so frustrated on the day of the interview. The teachers reported that in the last week, they had lost three of the five planning periods due to various meetings and trainings. On the first day of the interviews, the teachers were required to attend literacy

training. This frustrated many of the teachers; they reported the material was presented well but it definitely was not new material. Teachers explained:

> I feel that people are pretty satisfied here. Our teachers are tired. I think that they are tired. We feel like our plate is full and then they put more on it. Your timing has a slanted response. Yesterday, I was not happy. Friday, we had a meeting during our planning period. Monday, we had our planning period and yesterday we had another meeting on the same day grades were due. I am trying to let that feeling fall away to ensure a very honest response. That is not the way we are really treated. For the most part, our job satisfaction is probably pretty middle of the road.
>
> I think the problem is we are overloading the teachers with too much paperwork, too many classes, too many programs. Look at this leadership coach who came through yesterday. No telling how much money she makes.
>
> I think we are all very stressed right now. We are being pulled in 15 different directions. Yesterday, grades were due at 4:00. We give kids the last possible opportunity to turn stuff in. I had to go today to turn it in. I had given them a chance to make up their work. It is not fair because some kids have been done with lesson 15 for two weeks and some are struggling to get to lesson 1. We need to provide students with every opportunity. I had one student who did not get it done. He turned in what he had but it did not get recorded. The grade changed from a 58 to a 74. If he got a 58, he would have shut down. He is already discouraged. It is not fair… . The more teachers do at home, the more the administration expects you to do at home.

Four teachers mentioned the hardships faced by new teachers at School B. They explained that due to tenure laws, it is easier to get rid of teachers before they receive tenure after three years. Therefore, the administration gives these teachers three years to prove themselves or they are not rehired. All the participants who mentioned the extra burdens experienced by the new teachers were quite compassionate in their regard toward these teachers. The following comments were made:

> There is more stress on teachers and it seems the new teachers have less time to develop. If the new teachers do not come in great like gangbusters, it is tough to let them mature into good teachers because we have to get results right away. I kind of feel bad for that. Some of the teachers have a gun to their heads sometimes. I can understand. Everybody is under pressure. We are under pressure. The principals are under pressure from people above them. It is passed down. I think there has been a change since NCLB.

> The principal is not that rigid. She is really smart and has good ideas. She is under pressure to achieve. It is tough on the new teachers. I think she is doing a good job other than some people are singled out more than others… . Usually, the problem is with newer teachers who are not yet tenured. I know they want the best person for the job and there might be merit to it [a quick turnover rate of new teachers].
>
> Right now, I think the issue is that the teachers are stressed because there is too much on their plate. The young teachers are having real issues with time management. The young teachers do not see the big picture. They think they do, but they do not. The older veteran teachers see it. Now, what happens is that we are told through NCLB that we have to do everything we can to raise graduation rates and test scores… .The young teachers have a hard time with the pressure and realizing what to do.
>
> Job satisfaction has changed due to the turnover. This year, we had 12 teachers leave, so we do have at least 12 new staff members. Our mentoring team has had to kick it up a notch. We have had to help the new staff members. There are a lot of meetings for these new teachers. There are all these new teachers with extra responsibilities. Their job satisfaction compared to those who have been here longer could be different.

Throughout the interviews, some teachers were more positive, while others were more negative. All teachers recognized there was room for improvement, but despite the pressures, their job is enjoyable with the support from other teachers. One participant seemed to summarize the group's beliefs when the teacher said:

> It is not as good as when I started, but I do not think that is all due to this school. I think that is the climate of education, not just this school… It is not as good as it has been, but I still enjoy teaching.

Influence of HPL on Job Satisfaction

Five of the 17 participants stated that placement on the HPL has raised awareness to the severity of the situation at School B. These teachers looked at the placement as unavoidable for the school to gain focus. Others saw the placement as an added stress. This stress caused the teachers to be distracted from their teaching duties. Teachers explain in the following quotes how the HPL affected teacher job satisfaction:

> I am less stressed on a daily basis. I am more stressed from the NCLB pressures.

> I think everybody realizes the importance of NCLB. Principals try to help us with what we need to succeed. We do not want to fail. We do not want to lose. The level of job satisfaction has been affected. NCLB and the HPL have made us more aware to make sure we do everything we can to improve.
>
> Placement on HPL lowers standards. We are on the list because of our graduation rate, so obviously, we are trying to get people out the door. We can put numbers on anything. It does not mean students learned anything, but at least I still have a job. I do what I am supposed to do but that does not mean that my students are.
>
> It was high [the level of job satisfaction] but little by little, it has gone away. I think a majority of teachers love their jobs and love being here. But, like a marriage relationship, you might love your spouse but there are highs and lows. I am certain the sword over our heads has affected job satisfaction.
>
> I think that the level of job satisfaction has lowered due to all the changes. Some changes are good and some are necessary. The recent shift is to put all the responsibility on the teachers due to the list.

Teachers complained that the pressures of the HPL have caused administrators to give teachers extra tasks. Another side effect, teachers explain, is that the administrators more carefully manage how and what the teachers are teaching. This upsets the teachers as they claim they do not have the freedom to teach in the most suitable method for their particular students. Teachers explain and provide examples:

> I think that the HPL has influenced job satisfaction just because demands have increased. We have to do the school improvement plan every year. For years, we only did it every five years. I believe we should always look for improvement, but we always worry about next year and do not analyze this year. We are always looking at the future. Because of this, we do not spend time with the kids. I cannot focus on this minute.
>
> I cannot teach anymore without doing it someone else's way. If I could teach my way, I would love it.
>
> I think that the constant extra tasks cause frustration along with others making us feel that we are not doing enough. We feel we are trying everything as we try these new strategies. It is the constant negative. We keep being reminded that we are on the list. The principal says, "I hate to start this meeting negative, but we are on the list." We

> are all professionals here and realize that. Reinforcement should be used, instead of the constant negative.

One participant summed up many of the participants' feelings when the teacher said, "I do not think it hit us six years ago. It hit only a few years ago that we were not doing something right." Another teacher said, "I wish it could go back how it was before changes. Before NCLB." Three of the teachers saw the HPL as helping to raise awareness. The teachers all reported that only the graduation rate kept the school on the HPL. They saw this as a strength and an achievable goal. While 5 of the 17 participants were concerned about the stress the HPL provided, three others saw a duty to improve and accepted the high level of responsibility and accountability. Teachers said:

> Because we were put on it [the HPL], we were forced to take a look at ourselves… . It is more satisfying when you see it is working and you see progress.
>
> Being on the HPL has given us a lot more responsibility, we are held accountable for strategies and teaching. Being on the list has raised awareness of where we need to be.
>
> It hit only a few years ago that we were not doing something right.

Supervision

The teachers at School B were far more satisfied with their principal than with the supervisors, also known as the "downtown administrators." Participants reported that they believe their principal cares about them and they know the principal on a personal level. They report that the principal will help them with both personal and job-related problems. Teachers reported positively about their principal as they said:

> I think my principal cares about what is happening to me. I think the principal would work with me on a personal problem if I needed help.
>
> As an immediate supervisor, [the principal] is fantastic. I think she supports us in every way she can and backs us in every way possible. I feel really detached from downtown. I get all my support from here and not downtown.

Although there is quite a bit of frustration about the job, mostly due to lost planning periods, the teachers believe the principal is not to blame. One teacher noted, "A lot of stuff that the principal has required of the teachers has come from her bosses. The supervisors have caused people to be mad over losing planning periods." Other teachers said:

> Politics are at all three levels including principal, supervisor, and upper management including the state. Politics are everywhere. We have 26 supervisors making 96 thousand a year, bullshit! I see my supervisors maybe twice a year. Other people only see them once a year. We have too many people downtown. This is a waste of money.

> We get little support [from the supervisor]. She checks inventory then leaves. I do not feel there is any support from downtown. I do not know what the supervisor does countywide. As far as principal, in my eyes, she is my boss not my supervisor. I go to her if there are any problems. She offers guidance towards problems. They are different rolls. I am more satisfied with principal here as opposed to supervisor.

The teachers at School B blame the supervisors for the lost planning periods, extra work, non-teaching duties, and other stressors that lower the satisfaction level as it is related to the factor of supervision. Nine teachers complained about the district-level supervisors while only one defended their subject-level supervisor. The teachers who complained believed many of the problems of being overworked and burdened with useless paperwork were the supervisors' fault. Even though the principal executes many of the unpopular directives, teachers believe the supervisors are telling the principal what to do. Teachers made the following comments:

> The supervisors downtown get wrapped up in making decisions for teachers. Most were teachers but some only taught for three or five years and some 25 years. These people make decisions for me. They have not been in the classroom for so many years because they are in their ivory white towers. We need that level to make everything work. I understand the need of hierarchy. We are in the trenches. When the kid cannot understand, and the parents are not helping, the supervisors are to busy looking at numbers to understand the problem.

> A lot of stuff that the principal has given has come from her bosses. The supervisors' agenda has caused people to be mad over losing planning periods. Overall, the chemistry of the workplace is good but quite a bit of turnover. I think that a lot of it has given a negative outlook but it is not the principal's fault. I do not know of anybody that dislikes her. They might dislike some of the things we must do but it is not the principal's fault. For example, we have the hour-long lunch (hive time). Other schools are looking at our school and she [the principal] likes to pilot programs.

Two teachers commented on how the supervisors will come into the classroom with a sense of urgency over their task. The supervisors would interrupt instruction to discuss inventory or paperwork. The teachers said this distracted them from their teaching duties. They were frustrated as the supervisors stressed the importance of academic rigor and an urgency to improve, but would distract from the lessons and would create more work that distracted from instruction and planning. Teachers made the following comments:

> I have a better experience with my principal than my supervisor. My supervisor is too far out of classroom… . Yes, [the supervisor affects job satisfaction and school climate] but not to a huge degree. My department all has the same opinion and we talk frequently… . When we do see the supervisors, they come to us about some emergency. I tell them that I have this other thing happening in the classroom. The supervisor's problem is rarely critical.

> My downtown supervisor has been out of classroom for so long, she does not know what we are doing. When she comes down here, it is a priority for her but not a priority here.

An additional concern by three of the participants is the principal's change of attitude over the last few years. These three teachers claimed the principal had changed from using a laissez-faire style of leadership to more of a directive approach. These teachers reported that in the last few years, the principal has done more micromanaging. The teachers reported the stresses of the HPL are showing on the principal as the level of directive behavior and control is increasing. When asked who did the micromanaging, a participant responded,

"Administration, two out of the four principals. Definitely our head principal and one of the assistant principals." Teachers explained the increase in control:

> I feel a little bit like we are micromanaged. For example, we get reprimanded if we come in 10 minutes late. As a professional, I will stay late without being told. I feel like I am not treated as a professional for the policies which are obviously based on time. As a whole, the policies are here for success, but they are not implemented successfully.
>
> I think everything comes from the principal. The assistant principals are probably micromanaged just as much by the principal.

When asked if the principal used a directive style of leadership a teacher responded: "Yes now, I did not always feel that way. She has been made to feel that way. [The principal] is getting it from downtown. She was not that way when I first got here. That is not the case anymore."

Colleagues

In the interviews, all the participants at School B identified the level of camaraderie among teachers to be very high. They claimed that teachers regularly collaborate, both formally and informally, within teams that are usually composed of similar subject teachers. In addition to planning, the teams gather for a regular book study on a book written by Marzano. Two teachers thought the meetings were useful but wished they could choose their own book to study rather than having the administration choose for them. Two teachers claimed they wish they had more time for team meetings rather than large-group, in-service trainings. The following comments from the participants explain the teachers' feelings about their colleagues and the level of camaraderie and collaboration:

> If I need help, I can go to another teacher. There is camaraderie. The dissatisfaction comes from all the other things we have to do.

> I like everybody in my department and I think that has helped job satisfaction. We look out for each other. We want everybody to stay. That is why some might be frustrated. As a work group, it is frustrating if somebody gets zeroed out (reprimanded). It is nice. This is a super nice group to work with.
>
> We collaborate all the time, both formally and informally. We talk about student needs and how to meet those needs and methods to suppress erratic behavior in class. Teachers work together and tag team on parent communication. For example, we will set it up where everyone calls a parent on the same day. I am the only teacher in my department so I am limited on collaboration but I do work with others throughout the system. We do have Marzano and we do our book study group.
>
> We do that Marzano book study in groups. We mostly collaborate within departments. We do not have groups in other areas to my knowledge.

Working Conditions

The teachers at School B take a lot of pride in their school. Two of the participants reported that they have been offered positions in other, more affluent, schools but chose to work at this school. The teachers point out the cleanliness of the school and grounds despite the fact that this is an older school. Teachers explained:

> The custodial staff does great. Our school looks great for its age. Some updates are needed such as restrooms. This is a huge issue. We did get a new stage and they updated the auditorium. They did some things in the gym. More of that is being done on a department level rather than a schoolwide thing.
>
> We have good working conditions conducive to high job satisfaction… .We could use more space. What we have is well maintained. Our band has outgrown the band room. During fourth period, there will be band kids everywhere.

One teacher recognized that this school is not in an affluent community and other parts of the city are paying their salary. The teacher explained:

> I graduated from [this school], and I feel this is a great building for how old it is. Students have respect. We have finally gotten a little attention in the last few years. We have an inferiority complex because we are on [this side of the county]. We know the money comes form the [other side of the county], but the county needs to think about educating everybody.

None of the teachers interviewed complained about outdated materials or technology. In fact, the science teachers were proud of their new lab. Overall, the teachers reported this is not a showcase school, as it is almost 40 years old, but still a good working environment with adequate supplies and a well-maintained facility. The following comments reflect teachers' thoughts on the working conditions at the school:

> It is not a showcase school, but it is nice when you are here. The hallways are clean and the kids act well.

> From here to the river, you will not see graffiti in [this side of the county]. We are a hard working, but poor community. The old driver education teacher comes around one or two times a week to pick up trash all around the school down to the intersection. We have great custodians and this volunteer just helps.

The teachers reported the custodians do an excellent job with regular maintenance with support by the faculty and students. Every fall, the faculty gathers for an optional BBQ workday. A teacher explained:

> The principals provide in-service credit and we have a BBQ as sort of a summer mixer. The teachers come and clean shrubbery and plant trees. The staff comes the week before school. [One of the assistant principals] has done a wonderful job with the school's aesthetics and he shows interest in all the subjects. He comes and sees what the teachers do in the classrooms. He watches movies about [my subject area] and he understands. He is also the buildings and grounds guy. I reported something and it is already dealt with. He gets it done. I feel very supported by him.

There were three comments focusing on the need for improvements. Teachers stated:

> I think that sometimes we feel slighted because we are in an older building. The paint is not always the newest compared to a brand new school… . It is a nice building, but it has its limits. There are 200 people in the band with a room for 100 students.

> The building just looks aged. If you look at some of the newer schools, they just look new and you are happy to be there. It looks nice and bright. It affects the teachers and the students.

Two teachers complained about the office staff. One teacher said, "We have a very demeaning intercom. If they would just hang up with their hand rather than slamming the

cradle down, that would take down the edge." Another explained that the office was not a welcome environment for parents. She said she felt this way before she was employed at the school, when her child attended, and continues holding this belief as a teacher.

Pay

None of the participants in this study believed that pay was an issue relating to the level of job satisfaction. In fact, they all agreed that they wished they made more money, but knew when they made their decision to teach that the pay was not that great. The teachers were glad to have a stable paycheck. Two teachers pointed out they could get higher paying jobs elsewhere but did not want to leave the school. When asked if pay and annual income has affected the level of job satisfaction, teachers responded:

> We have some [teachers] who stay on because there is nowhere else to go. It is a stable paycheck.
>
> I have taught in [another state] where the starting pay is what a 10-year master's degree is here. But, I live where I want to live. I make my choices and work in a place that pays low. I feel I am ambiguous. I know I could move and make more money. I agree that we would like more money but understand that is how it is. I have to work extra jobs, I have other jobs, and I teach extra. That is part of why I am tired.
>
> To some extent, going into teaching, you know you will not make much money. We get discouraged when we hear things in the media and we are responsible for stuff yet they are not willing to support in pay. Sometimes, it is discouraging when there are so many supervisors who make such big salaries and we are on the battlefront and we do not.
>
> I could always use more money. Money is not the issue. I would say that annual income has not affected job satisfaction.
>
> I do not think the level of teacher pay affected job satisfaction. Everyone wants more pay, but that does not affect job satisfaction.

Responsibility

The factor of responsibility on the TJSQ is defined as the accountability of one's work as well as the teachers' active role in the students' learning and school policy. As there was a significant quantity of information in the responsibility factor, the categories of duties, accountability and teacher influence were used as subcategories in accordance to the qualitative data analysis plan set forth in Chapter 3.

Duties. As mentioned earlier, teachers at School B felt frustrated with the level of responsibility. They felt the school had responded to placement on the HPL by placing additional responsibilities on teachers, including tutoring, mentoring, additional paperwork, and extra trainings. The teachers expressed that these extra responsibilities limited their planning time, which had a negative influence on their teaching and therefore on student learning. Thirteen of the 17 teachers commented that they would have more time to analyze data, plan, and improve lessons if their planning time were not consumed by extra responsibilities. One teacher stated, "This year I am just tired. We are all tired." Other teachers said:

> Job satisfaction is lowered as we are pulled away from the kids for meetings, paperwork, and data we have to gather. You have to learn how to try this new strategy, but then you do not have time to plan to use it in your classroom. I feel disconnected from the students due to other demands.
>
> Teachers are stressed because there is too much on their plate. The young teachers are having real issues with time management.
>
> The more you do at home, the more they expect you to do at home.
>
> Paperwork, I spend more time doing paperwork and jumping through hoops. No disrespect to the principals, they are just doing what they are told to do by the higher-ups. I do think that principals and supervisors in ivory white towers forget where they came from.

In explaining the responsibilities that waste teachers' time, participants said:

> Attending trainings on topics that we have already heard multiple times wastes my time. That happened today. It was a good presentation but we read a book on it. They had some nice tricks and skills which I am already using. You can tell there are a lot of people who have to check out a form to say they did something. Who is to blame on that? [The school system?]. Specifically way up the pecking order, about 100k a year.

> Since Christmas, I have first period plan. I have lost a plan period for proctoring and I lost a plan period today, for the most part, for the literacy training. Last week, I lost one for transferring email. They wasted our time with a 90-minute song and dance. We do our faculty meetings during planning. All these things that pull you out from the kids. Some are beneficial. It was literacy and I think it is important, but we have a lot going on.

> Some of the in-services are a waste of time. If we could get together and do our own stuff such as when we developed the end-of-course materials. That is what caused us to do so well on the test. If we were able to be directed by ourselves rather than the top down, then we could see even better results.

Accountability. Teachers felt strongly about the issue of accountability. A common theme was that they understood teacher accountability and regarded it as a necessary part of the job. They were frustrated, however, and pointed out that the learning process requires work from teachers, students, and parents. The participants in this study felt that they were the only ones in this equation held accountable. They thought it would be fairer if accountability standards were set for all the stakeholders. Teachers expressed their thoughts on accountability when they said:

> I wish there was less stress and we could work together with teachers, parents, and students. I know teachers need accountability. I wish the accountability were spread out more among the parent, teacher, and student.

> The parents need to be held accountable. Some parents have four or five kids and they are all failing. We try and try and try, but the parent will not communicate back with us. Look at open house - the only parents present are those whose children get A's and B's.

> I think that teachers are frustrated about the kids who do not try. That makes the teacher look incompetent. If you have a bunch of kids not pass the tests and they do not try, the teacher is held accountable. I know we are supposed to motivate, but there are some kids that cannot be reached. If you look at society, there are adults that cannot be reached. I believe the system of accountability takes a lot of things for granted, such as that all the kids will try. Teachers are frustrated with getting blamed for students who do no work… . If a kid passes your class, but fails the EOC, it looks bad… . I have four sophomores with two credits or less, but we can't make contact with the parents.

Teacher influence. One component of the responsibility factor is the teacher's active role not only in the student's learning, but also in the development of school policies. In addition to being able to talk to the administration and make suggestions, teachers at School B have a leadership team, whose members were chosen by the principal to represent the teachers from the various subjects and grades. One participant commented on how the leadership team is developed:

> The leadership team is developed by utilizing teachers' strengths and what they can bring to the table. I was brought in because, at the time, I was getting a master's degree in leadership. After that year, I was invited to stay, so this is my second year on the leadership team.

One participant thought of teacher influence as a strength: "I think we do a better job than most, after talking with other teachers from other schools." Another explained the presence of some dissatisfaction: "People who are named as spies are called that because they are friendly to the administration. The teacher leadership team is considered spies."

Work Itself

The "work itself" factor on the TJSQ is defined as the daily tasks and routines of the workers, including the level of autonomy given to employees. One participant summarized how the teachers at School B felt about their lack of autonomy: "We get down from being overwhelmed by all the things other than teaching we have to do…. Reports, paperwork—

also, doing things one way and then having to do it another way." Two teachers cried when expressing their frustration with the extra duties. They said these extra tasks cause problems as teachers lose their time to effectively plan for instruction. Teachers expressed their feelings:

> The most important thing for the teacher is that we are not being allowed to teach as much as we used to teach because of various programs. For example, right now we have the Marzono [book study] and Schools That Work. We are scattered terribly. Our focus is all driven by AYP. That is the only thing the principal thinks about and the only thing the administration worries about.
>
> We have also joined High Schools that Work two years ago. They said this is not adding something else to your plate, this is the plate everything else sits on. It feels like a turkey platter. We now have advisory for three or four years. I am the advisor for this. We met in the summer and created lessons both academic and social to help kids stay on track and to bridge the gap from middle to high school. That is another duty. Now with the 30-minute lunch, we all have 30-minute duty [hive time]. We have lessons or study hall or healthy student initiative. I work with a cohesive group who are willing to pitch in and things are thrown at us at the last minute from the state, downtown, or somewhere else but it can be too much. We want our students to do well, but when we are forced to do things on the fly, we do not feel like we can do our best because this affects our performance and morale.
>
> Those who have been here as long as I have feel overwhelmed. They do not like how things are trending. They are not happy with all the extra stuff.

All the teachers recognized the increased work load in the last few years. Twelve of the participants showed greater frustration about this issue as they were more frustrated by this than the others. The teachers recognized the necessity for changes, but felt that too many policy changes had been implemented recently. One participant explained the frustrations with the frequently introduced new programs:

> I believe a lot of teachers feel they are drowning. We have to initiate things that are not followed through. I feel that frustrates me. Do not tell me to do something this way, and then turn around and say to do it a different way. A specific example from downtown is a state evaluation in which we were told to put things in a folder online. Somebody erased it from downtown and we were told to find time to redo it. I only have so much time. I know that my personal job satisfaction has changed.

Another teacher complained about not having time to implement the new strategies: "You have to learn how to try this new strategy. But then you do not have time to plan to use it in your classroom. I feel disconnected from the students due to other demands."

Advancement

The teachers were happy to report that, starting next year, School B would be a TAP school. None of the participants complained about this new program and three teachers mentioned their excitement for the opportunities this would bring. This provides advancement opportunities. Teachers can receive additional merit pay based on student academic achievement. They also can earn supplemental pay from achieving promotions to mentor and master teacher, positions which provide additional support to classroom teachers:

> We have mentor and master teachers with the TAP program. This provides advancement opportunities. I do have the opportunity for advancement in pay or title. Being a department chair is an increase. I am happy for promotion, and people are not denied.

> Next year, we are a TAP school and I will apply to be a master or mentor teacher. Therefore, my job satisfaction is different from that of others who might not have these ties.

Security

Only 1 of the 17 teachers said that they were concerned about the HPL affecting job security. There were two other participants that were worried about job security due to budget cuts but said this was not influenced by the HPL. Teachers believed that as long as there were students residing in the area, there would be jobs. One other teacher mentioned the threat of moving to another school due to restructuring, if the school were to remain on the HPL. It is known that teachers need to reapply for their position if the school is restructured, but are often given jobs in other schools in the district. This did not seem to be a

major concern. The teachers were fairly confident in their ability to remain employed. Three teachers simply said job security was not an issue, and others explained why:

> Job security is and is not an issue. Our classes are full. I know the kids have to go somewhere. But at the same time, part of the nature of my job is knowing that my content area is expendable. Every time they cut positions, we do not lose sleep but we sweat it a little. Does the HPL affect job security? No, that does not come into play. It is the budget stuff, because they cut the money. If people would look and listen, they would know my content area supports all. HPL does not affect job security.
>
> I think it is a little piece of stress knowing the state can come in and rehire only 25% of staff, like in other places. I do not know how badly it affects the job satisfaction. There is always the nagging feeling of what is coming next.
>
> I think job security is becoming an issue. A few years ago, nobody worried, but now that they are cutting programs, nobody knows what will happen. Job satisfaction can partially be affected by the HPL. I think that if we are on the list, the chances are greater of losing our jobs, than if we were not on the list.

As mentioned earlier, the interviewed teachers felt the administration was tough on new and on non-tenured teachers. If this is the case, it could cause some of the new teachers to feel stressed over job security. Because only tenured teachers were interviewed, they could only speculate on the feelings of the novice teachers. Only 2 of the 17 teachers were concerned about job security and felt that placement of the school on the HPL could affect their jobs.

Recognition

There was quite a bit of disparity when the participants were questioned about recognition. When asked what was the most influential factor of job satisfaction, one teacher said, “Being appreciated. Being recognized for students who are learning in your classroom.”

Five of the 17 participants claimed the administration was good at recognizing teachers’ successes. Those that believed this said the principals would recognize the achievements of individuals, subject teams, and the entire staff during faculty meetings. In

these meetings, praises were often given to those teachers and teams who had met benchmark goals. They also said that principals would leave notes in teachers' mailboxes praising them on specifics after a walk-through observation. A teacher explained, "Teachers get 'attaboys' from the principal. She is good about that." When asked how teachers are recognized, one teacher commented, "Not a whole lot. They will usually say in a meeting, we all met benchmarks on algebra one or reading. Sometimes they will recognize those teachers whose entire class tested proficient or advanced. We do not have any special celebration." Another participant reported positive recognition in the school, saying, "Band gets a lot of recognition. Vocational gets recognition. Really, everybody gets some recognition."

Four of the teachers believed that the practice of giving recognition was weak at School B. They felt that teachers were rarely recognized for their accomplishments and hard work. One teacher said that a simple "good job" in a faculty meeting was not adequate. Two teachers commented that recognition was the most important factor contributing to their levels of job satisfaction, but at this time they did not feel adequately recognized. One teacher explained:

> If I were an administrator, I would strive to treat people like professionals and reward and recognize what they do. People will do a lot for recognition; it is not all about the money. If I feel validated, and people notice what I do for these kids, then I will have a lot more satisfaction, and will be better at that good soldier business. Treat me like a professional and understand what I do.

Level of School Climate

There was a range of responses when teachers were asked their opinions about the level of school climate at School B. Eight of the teachers believed this to be a school with an exceedingly positive school climate, while others had specific factors they identified as weaknesses. The interview format was designed so that the preliminary questions were

vague, and the factor questions more specific. By being asked vague questions first, teachers were able to express their strongest feelings about factors they found unsatisfactory. Seven of the teachers immediately responded to the question on the level of school climate with an exclamation of the great teacher collaboration and principal support, leading to a great workplace. For example:

> We have a pretty strong level of school climate. I have taught at two middle schools, one primary, one elementary, for a total of five schools. This staff supports each other. There is a lot of collaboration. I show them hands-on techniques for English class. I work with the science teachers - not so much now, because of the stress from the tests. This school has the best climate of any of the schools where I have taught. Principal support is great. You hear about these other principals, and we do not have problems… . The principals are there to support us if we have a conflict with a parent. They will have your back. That goes for all the principals. With my previous principals in other schools, it was not always like that.
>
> I love my job most days and I love the kids most days. As in any family, there are things to deal with.
>
> I think we have a good staff and a good school.
>
> On a scale of one to ten, close to ten, I guess a nine. I have support from the administration, for policies; they listen to teachers. When they make a decision, they do not just make it 'just because.' They do things for a reason. They are not afraid to stand behind their decisions. As far as other teachers go, we do not have the time or place to interact with teachers from other subject areas, so we do not know the rest of the staff as well as it would be nice to.
>
> I think teachers get along well. They feel this is a safe place. I do think it is very community-based. As a teacher from outside this community, and not from this state, I feel left out. Sometimes, you are not chosen for things because you do not go to church with the right people, or you did not go here as a student. I enjoy the people I work with and the students.

Overall the teachers were satisfied with their principal support and teacher relationships. When asked about the level of school climate as defined by the five factors, five teachers immediately mentioned the high level of principal support and collaboration.

Those four teachers who responded to the preliminary question on school climate with specific concerns all brought up the increased workload. This was a common theme in both the questions on job satisfaction and school climate. One participant cried when explaining:

> There is a real disconnect due to the twelve teachers and two instructional assistants who left last year. Very few teachers are still here who were here when I came eight years ago. Teachers have moved, been fired, and transferred. There was a large retirement group when I came. We still have several who retired last year and a few this year. We have a continual seven or eight every year. The same size group every year. The ones we hire do not stay. I have not heard about this group [those that were hired this year]. I have not been down the hall. I have not heard.

Influence of HPL on School Climate

There was also a range of answers when teachers were asked about the HPL's influence on the level of school climate. One teacher was optimistic and believed the HPL helped the school improve. This teacher said:

> Because we were put on it [the HPL], we were forced to take a look at ourselves. It is probably better that we were forced to look at ourselves; it is more satisfying when you see it is working [now] and you see progress.

The majority (15 of the 17) of the teachers agreed that School B's placement on the HPL has lowered school climate. One teacher noted, "I cannot teach anymore without doing it someone else's way. If I could teach my way, I would love it." These teachers believe that placement on the HPL was the catalyst that prompted all the new policy changes and increased their teacher workload. They believe they were better teachers before the placement on the HPL because they were happier, and had more planning time and fewer responsibilities. Teachers explained:

> Both [job satisfaction and school climate] work together and are going down. Many teachers have retired; they are leaving and new teachers are coming in. The new

> teachers are less satisfied. The people who have been here for a while are the anchors. It is all about the list.
>
> For me, the climate and job satisfaction are almost hand in hand. I would say the level has lowered due to placement on the HPL, as the pressure from principals has increased.
>
> I wish it could go back to how it was before the changes, before NCLB.

Supportive Principal Behavior

Supportive principal behavior is characterized by the administrator's role in facilitation and by his or her interaction with employees. In this research, the term "principal" refers to the head principal, who is the building-level supervisor. When the term "principals" is used, the principal and all the assistant principals are referenced.

The majority, 15 of the 17 participants, at School B feel supported by their principal. They claim that the principal has high expectations and teachers who try their best and perform the expected duties are treated well by their principals. Six teachers noted that the principal is willing to work with teachers on their personal as well as professional problems. Five participants declared that this principal is the best and most supportive administrator for whom they have ever worked. Teachers explained their positive thoughts on the principals:

> I like the principal and she is good. She wants you to work but expects you to do your job.
>
> Our principals support us [when we] listen to the parents and the community. If the parents or community clash with the teachers, the administration will support the teachers as long as we are following policy and doing what we are supposed to be doing, and we have proof of that. Our relationship with the principals is fine. You do not always agree with every decision made, but they encourage us to support the decision made. Whether you like it or not, once the decision is made, it is supported.
>
> The principals say good things about me and I work hard, but I think it is a little over the top that I get that much attention and others do not.

The teachers had a high level of confidence in the principal's abilities, and they admired the administrator's initiative. One teacher explained:

> As far as support for the principal, she is very dedicated and a deep thinker and a big planner with clear directives. We as staff do what we are told. There is not mutiny. We are told what to do to plan for the future. We are good at doing what she asks. We are really under the gun and pulled in a lot of directions right now. That has made morale low.

Two teachers had individual problems with the principals. These seemed to be isolated instances in which specific teachers felt a lack of support. One of these complaints is a case when the teacher felt the principal was reprimanding her in front of her peers:

> I do not know about frequently, but it does happen in places it should not [employees being reprimanded in front of peers]… .I do not know if it is the tone of the principal, but it makes us feel bad. It is in the office where it typically happens, when one of the principals say something to you. I really do not want everyone else to know that I am being reprimanded.

Another time, a teacher expressed a lack of support when no principal went to a public display of students' work. This teacher explained:

> I am not feeling supported. As a [content area] teacher, I am frustrated. Principals are so focused on the core subjects because of HPL that those of us that do not teach science, math, English or social studies feel unimportant. I do not even do an announcement anymore when I have students win [content area] shows. This is because principals will not come to see my students preform. I put student work up in the building, but they do not come around. I wonder if I have to come and spell out Marzano theory to get the principals to come around. I sent a personal invitation to see the [content area] and they did not come down. I just told the principals if they would put up those cork strips, I could incorporate it into the curriculum. I could enable the students and it would not be all about the teacher. I tell them if we had four bolts in a wall with Plexiglas, we could do so much. They visited another school and were so happy to see their work in my subject area displayed. Then they never provided me with the resources to display our students' work.

Directive Principal Behavior

Rigid and domineering leadership defines directive principal behavior. The participants interviewed for this study had mixed opinions on this matter. Six of the 17

participants believed the principal was collaborative and supportive, while five others reported an overbearing leadership style. One teacher explained how the principal had changed. When asked if the principal showed rigid and domineering leadership, the participant said, "Yes, now. I did not always feel that way. She has been made to feel that way. She is getting it from downtown. She was not that way when I first got here. That is not the case anymore." The following comments are from teachers who expressed frustration with directive principal behavior:

> Sometimes, I feel like a three-year-old for standing on a table when I am late to a meeting because I was talking on the phone to a parent. I was embarrassed when I was told in front of everyone that the meeting started five minutes ago. Now what is more important? Listening to them talk about my calendar, which could have been put in my mailbox, or the parent contact? We are not treated as professionals. I have a master's degree. If I royally screwed up, I might need to be reprimanded, but I do not need my hand held through everything. I do not need the principals to tell me I will not do this or when to be at bus duty. I do not need to be told the same thing over and over. I come from a retail management background and I feel managing people is very different. I feel the style of management here is very domineering.

> I do not mind principals coming in and observing. What frustrates me is their saying what must be on my wall. I have to hang their rules, posters, and things they say must be on the wall. Five or more rules or things must be in classroom, school goals, rules, objectives, what we are doing today in question format, a diploma, and picture on graduation day. I would put most of those things up there. It makes me feel like retail where corporate sends down directions on how the store should look. This is an art, not a business. I can get a job done; I do not need people telling me how.

The teachers frustrated with this factor of directed principal behavior realized the principal has been trying to improve the school by implementing these policies, curricula, and mandates. They believed that the administration is just as stressed and overburdened as the teachers. This condition has driven the administration from allowing autonomy in the classroom to more of a dictating style. The following comments clarify teachers' beliefs on how the principal is working hard to promote positive change:

> She [the principal] has made a lot of changes - some I agree with, some I do not. She is trying to improve the school.
>
> She is not that rigid. She is really smart and has good ideas. She is under pressure to achieve these high goals. It is tough on the new teachers. I think she is doing a good job, aside from the fact that some teachers are singled out more than others.
>
> We are not issued a lot of directives. A lot of people have ownership. There is a bunch of people on the leadership team and various committees for things that happen in the school. The principal does not have to dictate.

Six of the 17 teachers made comments explaining the principal's collaborative leadership style. These teachers mentioned the principal's willingness to listen to suggestions. They said that teachers could make recommendations to either the leadership team or the principal. These teachers also said the principal is willing to try new ideas and initiatives and will make changes to whatever is not working. The teachers explained:

> Our principal is a good leader. She asks for input on certain things and she asks for our opinion and uses it. Once the decision is made, whatever side you are on, they expect you to follow it. She is not the kind of principal to say this is how it is and that is it. She is not afraid of change. If something is not working, we will try something else.
>
> Our principal is not overbearing. She expects you to be professional and she expects you do to what she says. That is how I was raised. She is understanding if something happens.

Engaged Teacher Behavior

Engaged teacher behavior identifies a caring faculty with high morale, actively seeking interactions with students. Teachers reported that many changes in the last few years at School B were designed to build student-teacher relationships. The theory is that students will be less likely to drop out of school if they have a strong mentoring relationship with a teacher. Even though 13 of the 17 teachers of the teachers complained about the extra responsibilities, they reported that the teachers work hard on these student relationships. The

school has a program where sophomores are paired with teachers to meet once or twice a week to discuss study skills and help the student with personal and academic problems. This relationship continues with the same teacher throughout the junior and senior year. Teachers explained:

> We do the one-hour lunch. It will start again next week. What happens is that all students have an hour for lunch and tutoring. We call it hive time. It has been a great thing… . If a student has not failed a class, he or she does not go to tutoring, and has an hour lunch two days a week. Students who have failed a class go to mandatory tutoring for that class. There are also optional tutoring opportunities. I teach [a subject area] they do not have at home. I have two or three students who come every day. I feel it is beneficial for my department. I come early and let the kids come in and work.

A participant explained the principal's effect on engaged teacher behavior:

> You know you will see the principal and assistant principals around the hall. The principal will leave letters and you will get feedback. We always enjoy the feedback. There is always that part when you know the principal approved of your work and you enjoy the feedback. They will walk in and observe about two or three times a week. They will listen or come in with their walking observations. The kids like to see it.

Frustrated Teacher Behavior

Frustrated teacher behavior is characterized by disengagement of faculty who are burdened with the routine, assignments, and extra work not directly related to teaching. In the interview process, frustrations were expressed on two common themes: the extra responsibilities not directly related to the teacher's subject area, and the lack of accountability being expected or required from students and parents.

Student and parent accountability. The teachers at School B acknowledged the need for teacher accountability, and considered it a necessary component of their job. In fact, three of the participants welcome this, as it forces them to review their teaching and look for areas of improvement. The frustration about accountability arises from teachers being the only

ones held accountable, when students and parents are equally critical to the academic success of the students. Teachers explained:

> There is a disconnect between the families and the school. I do not think that it is anything we can improve, or that what we are doing has caused us to be on the list. I think it is all perception of the community.
>
> I think the biggest change is the student behavior and attitude. It reflects back to their parents. We cannot blame parents, because it is not politically correct. Politicians do not care about teachers. The system is so big, it is all about money.
>
> We need to put more emphasis on the parents. I am sure that there is a direct correlation between parental support and academic success. Parents need [to take] more responsibility.

Extra responsibilities. A recurring theme throughout the interviews was the burden of extra responsibilities not related to teaching. Teachers believed that the mentoring programs and all the additional trainings they attended had merit, but were distracting from their immediate goals of improving student academic performance within the subjects they teach. The teachers claimed that letting the teams choose their own book for a book study or elect speakers for trainings would empower the teachers and make them feel better about the staff development efforts. Teachers described their frustrations when they said:

> As for people who have worked here a while, they are not exactly happy about the way things have been going the last couple of years. A few years ago, everyone was happy. Those who have been here as long as me feel overwhelmed. They do not like how things are trending. They are not happy with all the extra responsibilities. They do not feel the profession is really respected. All this pressure to meet NCLB or graduation rate really frustrates the teachers. Also, student truancy increases the pressure. Other people are left behind because lower achieving students must go to the right level. Some teachers think "maybe I should have done something else," but they stick with it because it is a steady job.
>
> My administration allowed a workshop the day grades were due. I do not feel backed up with that kind of move. Did they look at the calendar? Did they consider the staff the day that grades were due? That is the frustration, to feel you are not considered in some of the decisions.

Intimate Teacher Behavior

The teachers' feelings on intimate teacher behavior was split between those who are very satisfied with the social network within the faculty and those who feel it has been lost due to the lack of time and increased pressures. Those who think the intimate teacher behavior level is high claim the faculty is exceptionally friendly and professional, and a great group with which to work. They say the faculty really look out for others and collaborate both informally and formally on ideas and strategies. These teachers claimed that there were social groups, as the new teachers would socialize together. Also, the department teams created both social and professional collaborative environments. The teachers explained:

> I am on a wellness team with four other teachers. We have not worked it out yet, but we plan on getting together to exercise. Another teacher and I ride together to meetings. There are teachers who work side-by-side but do not speak. I do feel we have a strong social network, but I am sure there are isolated teachers.
>
> I think we have a unique situation as friendships are strong like a family. In a crisis we all help. For example, we had a teacher's aid whose son was in an accident. She had to stay home, which affected her insurance. She is an instructional assistant who gets paid barely anything. The staff found out and paid the insurance for three months. That is what we do; we help.
>
> I think that right now new teachers hang out with the new teachers, and departments hang out with their departments. There are quite a few groups of friends.
>
> I like everybody in my department and I think that has helped... . We look out for each other… . This is a super nice group to work with.
>
> Everybody is really friendly and professional. I think it is very high [the level of intimate teacher behavior].
>
> If I need help, I can go to another teacher. There is camaraderie among the staff. The dissatisfaction comes from all the other things we have to do.

Teachers frequently mentioned the strong social networks that existed at the school before the pressures of the last few years. One teacher cried when she said, "We used to have

a Bible study at my house right across the street at 4:00 for an hour. We cannot do that anymore because everyone has to stay. There is too much extra stuff." Another teacher explained the change in the level of intimate teacher behavior when the participant said:

> Some people I know as acquaintances, some as friends. We used to do a lot more with school activities, such as the student/teacher basketball game the day before Thanksgiving. Now we have the day off. We used to be very involved with pep rallies and getting the students pumped up. Now, those teachers are no longer here. We used to have staff who made things fun. They have left. It is a different mix of teachers. I think because we are so busy with other details, it is easy to get bogged down in the details. We try to be supportive of each other and talk about people not there… . A lot of these people I do not see in the summer and that is ok. We are not as cohesive as we once were.

School B is a community school, in that the locals take great pride in the school and many teachers are returning alumni. Three teachers reported that many graduates stay in the community and have their children attend the same schools. Teachers who have moved here or do not live in the community report that the "local" teachers are very close to each other and can be an exclusive group. Teachers explained the importance of the community when they said:

> On the first day of school, we talked about the importance of community. In my department, we have some who grew up here and others who moved here recently. The teachers who went to school here and now have come back are a tightly knit group. Those who move here cannot get in. There are two groups, those who are from here, and those who are not. Being from around here is very important in finding a job and how you are treated.
>
> The community has one of the largest effects on school climate. We do things based on how it has been done, instead of looking towards the future.
>
> I think teachers get along well. They feel this is a safe place. I do think it is very community-based. I am a teacher from outside this community and not even from this state. Sometimes you are not chosen for things because you do not go to church with the right people, or you did not go here as a student.

Summary of Interview Data at School B

Teachers at School B reported as strengths the factors of colleagues, pay, advancement, engaged teacher behavior, and intimate teacher behavior. The factors of colleagues and intimate teacher behavior are similar, in that both factors measure the social and professional relationships of the faculty. Teachers commented on how their close relationships with their coworkers allowed them to feel comfortable asking for help, and permitted great collaboration in ideas. The participants reported that their colleagues helped them become better teachers and the school facilitated friendships within the faculty.

None of the teachers complained about the pay or said this was a factor affecting their job satisfaction. All the participants wanted more money but seemed happy to have a stable paycheck. The teachers knew the field of education was not the most lucrative, and therefore expected the level of pay they receive.

Advancement was identified as a strength, as the teachers are excited about the TAP program, which provides teachers opportunities to apply for master and mentor teaching positions. These jobs allow the teachers more money and put them in a mentoring role for other teachers.

The teachers reported engaged teacher behavior as a strength. The faculty cares for the students and actively pursues new methods to best educate them. The teachers described the mentoring program as a method whereby they are able to help the students and build relationships with them that encourage the children to make good choices.

The teachers also reported factors that lower job satisfaction and school climate in School B. They judged that the factors of responsibility, work itself, and frustrated teacher behavior were weaknesses. The other factors of supervision, security, recognition, supportive

principal behavior, and directive principal behavior had mixed results, as some teachers reported these factors as strengths and others regarded them as weaknesses.

Responsibility is classified as a weakness because the teachers often complained about the high level of accountability along with the lack of autonomy granted to teachers. The primary complaints were categorized into the duties, accountability, and teacher influence. Teachers talked about duties as they complained about extra responsibilities not directly related to student learning, such as mentoring, paperwork, and trainings. The complaints about accountability stemmed from the frustration that teachers believed they were the only ones held accountable for student learning, and that students and parents should also be held responsible. Teacher influence was a complaint, as not all the teachers felt the administration listened to their ideas, and there was discontent between the regular teachers and those who were on the leadership team.

Work itself is listed as a weakness, as the teachers were upset over the extra responsibilities that have come up in the last few years. This was a common theme and came up when the teachers were discussing several of the factors. The teachers believed that these extra responsibilities ruined their daily tasks and routines and distracted from the goal of student instruction and learning.

Teachers listed frustrated teacher behavior as a deterrent to a good school climate. The extra non-instructional duties and accountability issues affected not only job satisfaction, but also this school climate factor. The teachers expressed great frustration over the students who refused to do any work. They said they did not know how to reach these students who had no motivation, and they blamed the parents for not enforcing a higher standard.

Observations

The observations took place over two days. A Wednesday and Thursday in March were chosen, as the research design required two "regular" school days. To be as regular as possible, the students and teachers needed to be in their regular routine. Therefore, the months of August, December, January, and May would not be appropriate. Mondays and Fridays would not have been ideal as these days are so close to the weekend. It was also necessary to not come during end-of-term or gateway testing.

The observations were performed by walking in the hallways, classrooms, and all areas on campus before, during, and after classes. Activities on campus before and after the school day were observed. Additionally, faculty activities and interactions in the office and the commons area were observed. Student behavior was never observed, as that is not pertinent information to the analysis of teacher satisfaction and school climate.

During the observations, field notes were taken. Only visible actions and concrete observations were recorded. Once the observations were complete, the field notes were classified in the appropriate job satisfaction factors of supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition and the school climate factors of supportive principal behavior, directive principal behavior, engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior.

This section is organized according to the job satisfaction and school climate factors used throughout this study that were derived from the TJSQ and the OCDQ-RS. Not all aspects and factors of teacher job satisfaction and school climate were observed. If no data relevant to a factor was observed, that fact was noted in the appropriate section. This observation section concludes with a summary, which identifies the factors as strengths or

weaknesses. At the end of the chapter, a comparison of the interview data and the observation data is available.

Supervision

Principal supervision was evident as I frequently saw the administrators walking the halls. I would see the administrators look into classrooms for informal observations. Additionally, they monitored student lunch and class changes. The administrators' actions were very transparent in both the office and the hallways. The head principal was frequently seen in all areas of the school.

Several times, I took a few minutes to sit in the office to observe the principal interactions. Occasionally, the principal was in a meeting behind closed doors, but usually the principal was right behind the front desk talking with faculty members and parents. The principal was approachable and available despite being clearly busy.

Autonomy was limited, as the classrooms all looked similar. There were school-wide rules that dictated certain aspects of decoration. All classrooms had the school rules and a poster from the Schools That Work program. Additionally, a picture from the teacher's graduation was hanging on the wall.

Colleagues

I had the opportunity to see a positive interaction involving the factor of colleagues, when I entered a classroom for an interview. Two teachers were informally collaborating. In this unscheduled meeting, a special education teacher was discussing teaching strategies with the science teacher. The special education teacher was not only requesting tips for teaching specific subject matter; this teacher was gathering materials his/her students could use. It was

obvious that these teachers felt comfortable sharing information and materials in a collaborative environment.

Working Conditions

In the two days of observing the school, I found no litter or trash anywhere. I walked in every building, around all the facilities, and through all athletic fields. The only graffiti I discovered was "09" spray-painted on a trashcan and a profanity written onto a desk. This school is almost 40 years old and I never saw any markings on the wall or carvings in wood. The students' and workers' pride in the school was evident.

The entire school, including classrooms, hallways, and cafeteria were quiet. I have never been in a high school where the students transitioned classes with such order and purpose. There were no students lingering around causing problems in class change. The environment was happy and productive with an orderly yet not overly controlled atmosphere.

There were classrooms available fore each teacher. A portable classroom was beside the main building. This extra classroom ensured that teachers did not have to share classroom space.

Contrary to what one of the participants in the interviews commented, I observed the secretaries in the office being very helpful and nice to visitors, parents, students, and teachers. They were extremely accommodating and would take the time to help. The people behind the desks at the main office did not have their positions clearly identified, but they were all quite friendly.

Only some of the departments displayed student work in the hallways. Displaying the students' work can add to the aesthetics of the building and can also create pride in the

accomplished work. The art classes and vocational classes had their work prominently displayed. With the exception of these departments, the walls were quite bare.

The hallways that were not decorated with students' work had some advertisements for school clubs and tutoring opportunities for students. With much undecorated space on the walls, it became very noticeable that a fresh coat of paint was needed.

The resources and technology in the school were adequate, but by no means exemplary. Every classroom had a computer with a smart board, and many teachers had laptops. There were enough textbooks and lockers for every student to have his or her own. Unfortunately, the school did not have wireless internet anywhere but the library. This will limit teaching strategies with devices such as laptops, tablets, and personal computing devices.

There were two uniformed officers at the school throughout the day. These officers report to the local law enforcement agencies, not to the school system. In all the time I walked the hallways and explored the grounds, I only saw them leave the table at the office once. These two officers sat and talked while reading the newspaper all day. It was disappointing to see the teachers and school faculty work so hard while these two sat.

Pay

In my time at the school, I never heard anybody complain about money or salary. The teachers were dressed professionally. As I walked through the faculty parking lot, I found the teachers' cars were normal. The cars were fairly modern, but not too fancy. The average teacher salary in this school system is $43,904 (Tennessee Education Association, 2011) and the average family income in this community is $35,491 (School B, 2010). Therefore, the teachers' income is greater than the community mean.

Responsibility

Teachers at School B take an active role in the student learning. This was obvious, as there were posters recruiting students to free tutoring sessions during the extended lunch and tutoring periods. In addition, during at least two interviews, teachers had students come to their classroom to ask for help or to set up a tutoring session. I also saw students come early to class and stay late to finish assignments and work on projects. The teachers accommodated these hard working students by extending their hours and volunteering time.

Work Itself

Work Itself is defined as the daily tasks and routines of the workers, including the level of autonomy given to the employee. The frustration in this factor was evident as I tried to set up the teacher interviews. Multiple emails were sent to the teachers eligible for this study. With each round of interviews, I was able to arrange a meeting time with more teachers. The teachers had to attend an unexpected training on their planning period on the first day of the interviews and observations. They were upset when they had to reschedule the interviews due to this meeting.

This faculty training was beneficial to this study as it made the teachers very easy to find to arrange interviews. In the beginning of the trainings, the principal introduced me and told the teachers I was the one sending the emails. Those who had worked at the school for six years or longer were reminded they could set up a meeting with me. As I sent four emails to all the teachers that had not yet replied, it was clear that there were several teachers who had purposely avoided my emails and did not want to lose another planning period. It was not until I asked them in person that I was able to arrange 10 out of the 17 interviews.

Advancement

In the upcoming school year, the school is implementing the TAP program, which provides teachers the opportunity to advance in position and pay. Master and mentor teachers will be selected to help train other teachers. In the observation process, I looked for any signs of this such as posters of trainings or books explaining the process and expectations. None were discovered.

Security

No data were collected that would indicate that the level of teacher job satisfaction is influenced by tenure, seniority, layoffs, pension, retirement, or dismissal. There is current legislation in which states, including this one, are considering changing collective bargaining, but there were no indications that this was affecting the teacher job satisfaction at School B.

Recognition

There were no indicators of teacher recognition in the hallways or common areas of the school. While some schools recognize the teacher of the month or year or those who have academic or athletic accomplishments, this was not observed at School B. Teachers did have awards hanging in their classrooms, but this was not a very public display.

There was only limited recognition of student successes. There was a plaque recognizing the previous valedictorians and certain scholarship winners, but that was fairly limited. The athletic wing had trophies from various sport teams in cases, and the art and vocational classes display their work. The level of student and teacher recognition was not impressive.

Supportive Principal Behavior

I had the opportunity to work with the principle of School B when I arranged the study. Once all the appropriate permissions from the university and school system were gathered, I called the principal to explain the study and request permission to conduct the research. The principal was accommodating and friendly and recognized the importance of this research. In addition to seeing the personal value in the study, the administrator seemed to be a very caring person. Her primary concern was that this study would not take up too much of the teachers' time. When the principal was assured that the interviews would not be too long or waste the teachers' time, there was no problem.

The participants in the interviews frequently mentioned the additional tasks and duties not directly related to the classroom teaching duties. The principal must know this concern of the teachers. This was evident as the principal was protective of the teachers' time and adamant about the interviews not taking too long.

I also had the opportunity to observe the principal interact with the teachers before the training, during the teachers' planning periods. The principal talked with many of the teachers about personal and professional subjects and was comfortable enough with the faculty to joke with some of them. It appeared that the principal was well liked and respected.

Principal support was also evident when the administrator worked hard to get the new laptops dispensed to teachers as soon as possible. Each of the new computers had to be processed by the information technology department. Knowing the teachers were eager to use the new computers, the principal found somebody to cover bus duty so laptops could be handed out that afternoon.

Directive Principal Behavior

Directive principal behavior, identified as rigid and domineering leadership, was evident as I tried to arrange meetings with teachers. Participants were hesitant to meet with me, and had to be reassured that confidentiality measures were in use. Three teachers explained to me that they were very fearful of what would happen if the administration thought they were publicizing problems with the school.

Engaged Teacher Behavior

During the days the observations were performed, I never saw a teacher allowing students in their class to be off task. The teachers showed care and understanding along with their high expectations. I was in many classrooms and at no point heard a teacher disrespecting students by yelling or using unnecessary sarcasm. The teachers presented a high level of morale and respect for the students and the learning environment.

When waiting for an interview, two teachers were discussing parent contact strategies in the teachers' work area. These teachers were collaborating on the most effective method to convey their concerns to this parent. In this situation, the child had a conflict with another teacher and went to his advisor for assistance. The advisor has had resistance from the parent in the past. The teachers were discussing different strategies to talk with the parent and keep the child interested in the class where the conflict began. The teachers demonstrated great care for the well-being of the student and desire for that child to excel academically.

Frustrated Teacher Behavior

In observing the school for two days, I looked for signs of disengagement of faculty who are burdened with the routine, assignments, and extra work not directly related to teaching. I routinely went to teacher work areas and lounges for the possibility of

overhearing complaining. I also walked the hallways and through classrooms listening for teachers yelling at students or allowing off task behaviors. In my time at School B, I never observed any of these characteristics of frustrated teacher behavior. It is possible that teachers' behaviors changed due to my presence, but I was fairly discrete while walking the hallways.

Intimate Teacher Behavior

Most teacher socialization happens after working hours and possibly off campus, but I did have several opportunities to observe teachers socializing and collaborating. Before the students arrived on campus, several groups of teachers were observed talking in groups and enjoying spending time together. They also demonstrated a cohesive network when working together in the faculty training and in the instances I observed of teacher collaboration. The teachers also had opportunities to visit with each other during their duty-free lunch, when some groups met in the cafeteria and others in classrooms or teacher lounges. No disagreements, arguments, altercations, or obvious problems were evident.

Summary of the Observations

In performing the observations, the factors of supervision, colleagues, working conditions, pay, responsibility, supportive principal behavior, engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior were recognized to be strengths. The observed behaviors relevant to these factors were consistent with the characteristics of a school with high job satisfaction and school climate. The factors were classified as strengths if the behaviors relevant to the specific factor had a positive influence on the teacher job satisfaction and school climate. Some of the factors could not be labeled as strengths or weaknesses as there were not sufficient data or there were mixed results.

School B Qualitative Conclusion

In order to understand the consistency of the results, it is necessary to compare the different data sources. In this section, the two data sources contained in this chapter will be explored. The similarities and differences are discussed to deepen the understanding of teacher job satisfaction and school climate at the high schools in this study.

Both the interviews and observations revealed strengths in the factors of colleagues, working conditions, pay, engaged teacher behavior, and intimate teacher behavior. The teachers described these factors as great benefits to the school. Additionally, only positive behaviors and interactions were observed by the researcher in the characteristics related to these factors.

The job satisfaction of colleagues and the school climate factor of intimate teacher behavior can be grouped together as their definitions are so similar. In both of these factors, the teachers report that the strong cohesive group of workers helps them become better teachers. The observations support this, as I witnessed teachers collaborating on ideas to improve instruction. Additionally, I saw teachers asking each other for help in the planning of teaching.

The teachers had mixed feelings about the working conditions. They said the school met the needs to be a good teacher and the instructional materials and technology were adequate. Two teachers complained about the office staff. One complained about the secretaries' interaction with families, while the other complained about the demeanor of those that use the intercom.

Pay was reported through both data sources as a benefit. No teachers were complaining of this factor and although they wished they had a higher salary. The

participants reported this was not a deterrent from high job satisfaction. When the average teacher salary of the school system was compared to the community's mean income, it was revealed that teachers make more than the average worker of that community.

Engaged teacher behavior was reported as a strength in the teacher interviews. The participants explained that the teachers work hard to build relationships with the students. This is made possible with the long lunches that provide tutoring time and opportunities for student guidance. The teacher effort was witnessed in the observations as students received tutoring before and after school. Also, the students asked the teachers for homework help during their planning periods.

Both of the qualitative data sources, the interviews and observations, found weaknesses in specific factors. The factor of work itself was the only factor identified as a weakness in both interviews and observations. This factor is defined as the daily tasks and routines of the workers, including the level of autonomy given to the employee. The teachers complained that their extra tasks, which were not directly related to student learning, prevented them from spending their planning periods on developing new methods to teach or analyze student data. This was reinforced by the observations, as it was hard to schedule meetings with the teachers. The participants had lost many planning periods due to trainings and paperwork.

Table 24 provides an illustration pertaining to the levels of job satisfaction and school climate for all the factors from the interviews and observations. The results for School A are identified in red while the results for School B are in blue. The results are classified as strengths and weaknesses. The interviews were classified as mixed if there were varied

responses to the questions. Observations were labeled as mixed if some of the observed data were positive while other data were negative or if there were incomplete results.

Table 24

School B Data Comparisons

I = Interview Data O = Observation Data Factors	Strengths	Weaknesses	Mixed
Supervision	O		I
Colleagues	I, O		
Working conditions	O	I	
Pay	I, O		
Responsibility	O	I	
Work itself		I, O	
Advancement	I		O
Security			I, O
Recognition		O	I
Supportive principal behavior	O		I
Directive principal behavior		O	I
Engaged teacher behavior	I, O		
Frustrated teacher behavior	O	I	
Intimate teacher behavior	I, O		

Comparison of the Two Schools

This section provides an analysis of the similarities and differences between the two schools in order to help the reader gain a deeper understanding of the influences that caused the levels of job satisfaction and school climate in the schools. This section is organized according to the factors of job satisfaction and school climate used throughout the study, which are identified and explained in the theoretical framework section in Chapter 2.

Supervision

School A and School B were very different in the factor of supervision. This factor was reported as a strength at School B, according to the TJSQ data, while it was a weakness at School A. In the interviews, teachers reported positively about supervision in School A while the teachers at School B had negative examples and were quite displeased with this factor.

Teachers at School A said the change making the difference is the placement of the new principal. The former principal at School A had a reputation for being lenient on student and teacher discipline. The interviewed teachers believed the district-level supervisors hired the new principal on the basis of his strict reputation.

One point of interest from the teacher at School B is their dislike of the district-level supervisors. The teachers from both schools in this study have the same district-level supervisors but only School B blames them for their problems. It is unclear what has caused this belief within the faculty at School B. It is possible that the teacher leaders or principals have promoted blaming the supervisors. It is also possible that this school is treated differently by the supervisors who are being blamed.

School A had mixed results in the factor of supervision, as both positive and negative indicators of teacher job satisfaction were noticed. As the principals were so rarely seen in School A, there was limited observational data collected for this factor. This was interpreted as a weakness, as it is hard to communicate with and understand directions from an administrator who is not visible. Only positive aspects of the factor of supervision were observed at School B.

Colleagues

Both schools had high scores in all data sources for the factor of colleagues. The participants in both schools took great pride in the level of congeniality among the faculty. Teachers from both School A and School B referred to the faculty as a family and believed the other teachers would help them with personal as well as professional problems. The teachers at both schools turn to other faculty members to ask for help with their problems. One teacher in School A compared the faculty to siblings who band together to survive the disliked step-parent. Teachers in School B find comfort in each other, as they are dissatisfied with the supervisors and the amount of extra work not related to instruction.

Working Conditions

The results of the TJSQ were considered a strength for the factor of working conditions in School B. The results of the questionnaire at School A were average. The interviewed teachers at both schools had mixed feelings about this factor. In both schools, the teachers recognized they were not in the newest building, but they were happy with the instructional materials provided. The participants in School A were particularly proud of the cleanliness of the school and said the students respected the property. Each school had two teachers complain about specific problems concerning working conditions. I observed only positive indicators at School B, while there were both positive and negative observations at School A. While both campuses were clean, the atmosphere at School B was more welcoming.

Pay

According to the TJSQ, the factor of pay is a weakness at both schools. This is the only job satisfaction factor for School B that was considered a weakness, but the factor was

classified as slightly below average. This is not consistent with the interview data, where the teachers said that pay did not affect their level of job satisfaction. Participants all said that while they would like more money, they knew this was a low-paying career when they made the choice to teach. The observations relating to this factor at School B were very positive, but inconclusive data were gathered for School A.

Responsibility

School A and School B both had the factor of responsibility classified as a strength, according to the results from the TJSQ. This is not consistent with the data from the interviews, as the teachers from School B reported this factor as a weakness. The teachers overwhelmingly reported feeling overworked and burdened with non-instructional duties. Thirteen of the 17 teachers commented that they would have more time to analyze data, plan, and improve lessons if their planning time were not so taken up with extra responsibilities. Only indicators of positive job satisfaction related to this factor were observed. In both schools, teachers had time to schedule meetings during their planning time and not all teachers stayed after work or came in early.

Work Itself

According to the TJSQ, the factor of work itself is a weakness at School A and a strength at School B. In the interviews, teachers at both schools complained about the level of autonomy given to the teachers. In School A, teachers believed that there was not appropriate collaboration and communication between the principals and the teachers due to the high sense of urgency. Teachers claimed that improved collaboration and communication could greatly improve the faculty's feelings toward the new principal, and their level of job satisfaction. In School B, the teachers overwhelmingly reported feeling overworked and

burdened with non-instructional duties. Indicators that this factor could be a strength were observed at School A, but only weaknesses were observed at School B.

Advancement

School A and School B both had the factor of advancement classified as a strength. Both schools have a new incentive program called TAP being implemented in the upcoming school year. This TAP program has financial incentives for high standardized test scores by their students, and teachers can also apply to be master or mentor teachers. These new positions allow the teachers to advise other teachers and receive additional pay.

In the interviews, the Teachers at School B were very excited about the possibilities of the new TAP program. Mixed feelings at School A were reported on this factor, as the teachers recognized the opportunities available for promotion, including those available next year with the TAP program. The participants reported frustration with the communication for the upcoming TAP program. Four of the teachers felt the implementation method regarding voting for the TAP program was deceitful.

Security

According to the TJSQ, the factor of security is a weakness at School A and average at School B. This is consistent with the results from the interviews. In School A, teachers only reported negatively about aspects of this factor. The participants at School A reported great frustration with the new principal. Teachers believed the administration change occurred because the new principal had a reputation for raising academics through a direct leadership style. When teachers complained to their supervisors, little sympathy was given. This led the teachers to believe the new principal was encouraged to replace as many faculty members as necessary. This led to the decrease of the teachers' perceived job security.

Teachers believed the new principal wanted, and was encouraged by the supervisors, to hire new young teachers who would follow the administrator's methods without question.

Teachers at School B had mixed feelings about the factor of security. Some were concerned that School B's recurring placement on the HPL would cause them to lose their positions. Other teachers were not concerned about losing their current employment.

Recognition

School B had the factor of recognition identified as a strength, while School A had average results in this factor, according to the TJSQ. The interviews at both schools had mixed results for this factor. Some of the teachers felt the administration did an adequate job at recognizing the workers, while other participants felt very few accomplishments were recognized. I observed only instances which indicate poor job satisfaction related to the factor of recognition at both schools.

Supportive Principal Behavior

According to the OCDQ-RS, the factor of supportive principal behavior is a weakness at School A and is average at School B. Both schools had mixed results in the interviews. Some teachers were satisfied with the level of principal support, while others felt this lowered the level of school climate.

Only indicators of positive school climate were observed in School B relating to the factor of supportive principal behavior. Mixed results were revealed at School A for this factor, as there were observations which could indicate both a high and a low level of school climate.

The teachers explained in the interviews that there is a high sense of urgency at School A. Knowing the consequences of not improving, the principal has implemented a

substantial number of changes in one year. From staffing, attitude, policies, and initiatives, the faculty and students have been subjected to an enormous amount of change in a short time. The urgency influenced the decision to implement the many changes simultaneously rather than with a slow, deliberate plan. This has caused frustration throughout the faculty and lowered the level of school climate. The principal was likely under great stress to make changes quickly, and therefore did not take time to get to know the faculty, students, and community so as to best develop plans.

Directive Principal Behavior

Both schools had indicators of poor school climate pertaining to the factor of directive principal behavior, according to the OCDQ-RS. Teachers reported negatively on this factor in School A during the interviews. School B had mixed results, as five teachers felt this was a weakness while six others did not complain.

Teachers at School B reported that the response by the principal to the ongoing academic problems was to increase administrative control. The teachers at School A reported that the same effect happened when the supervisors chose a domineering principal to manage School A. The increased administrative control lowered the level of teacher job satisfaction and school climate at both schools.

The school system and principal of School A have implemented changes with the hope of educational reform. Unfortunately, just as in many other schools, these changes were implemented with too much haste. This has led to a low level of job satisfaction and school climate that could potentially influence student academic achievement. Fullan and Hargreaves (1996) found that the most common attempts at educational reform fail due to several factors. First, the problems are so complex they cannot be quickly solved with the

available resources. Second, policy makers create unreasonable timelines with the desire for immediate results. Third, the preferred structural solutions do not solve the underlying issues of instruction and teacher development. Fourth, adequate implementation and follow-up through time is not provided. Finally, the strategies implemented do not motivate the teachers, but rather frustrate them further. Fullan (2000) states that it takes about six years in a secondary school for initiatives to achieve successful and sustainable change.

Engaged Teacher Behavior

According to the OCDQ-RS, the factor of engaged teacher behavior is a strength at School B, but a weakness at School A, as the score was lower than 13% of schools in the normative sample data. In the interviews, the teachers at both schools judged the levels of engaged teacher behavior to be very high. Participants at both schools believed that the majority of teachers worked hard and provided an excellent education for the students. Teachers were observed in both schools treating children with respect and working hard to improve lessons and collaborate on ideas. Only positive indicators for the factor of engaged teacher behavior were observed.

Frustrated Teacher Behavior

The positive feedback from teachers in School B led the results of the OCDQ-RS to indicate the factor of frustrated teacher behavior to be a strength. The opposite was found for School A. Participants at both schools expressed frustrations which lowered their levels for the frustrated teacher behavior factor.

Teachers at School A mentioned in the interviews that they felt the principal did not take the time to understand the community, faculty, and students. The teachers wanted to like the new principal, but were quickly put off by the new principal's demeanor and

implementation of changes. As rumors spread about faculty discipline, the new principal soon became unpopular. Teachers believed this could have been avoided if the new principal had taken the time to understand the high level of intimate teacher behavior. Success could have been achieved by working with the faculty for improvement, rather than abruptly implementing policies and harshly disciplining faculty.

At School B, frustration with non-instructional duties was a recurring theme expressed in the interviews. The teachers frequently announced they would be more effective in the classroom if they could spend their planning periods analyzing data and preparing for the upcoming classes, rather than attending trainings, meetings, book studies, completing paperwork, and mentoring students. Teachers at School B are given 90 minutes a day (one class block) for their planning period. It would be interesting and potentially beneficial for an administrator to measure how the teachers are using this planning time. Once an analysis of that time is gathered for the faculty, the results could be compared with such results from other schools. At that point of time, the administrators would know if they need to decrease the workload of the teachers or provide efficiency training.

Another recurring theme in the interviews is the teachers' frustration with the lack of parental support. The participants expressed irritation as they said teachers were the only ones held accountable even though the parents' and students' efforts are also critical for the students' academic success. The teachers at both schools said they would have no objection to accountability systems if all stakeholders were held accountable.

At School B only indicators that the level of frustrated teacher behavior benefitted the school climate were observed. The opposite was seen at School A, as no indicators were found of a high school climate related to the factor of frustrated teacher behavior.

Intimate Teacher Behavior

School A and School B both had the factor of intimate teacher behavior classified as a strength, according to the results from the OCDQ-RS. This was the only school climate factor which was above average and considered a strength for School A, according to the school climate questionnaire.

During the interviews, teachers from both schools expressed the level of intimate teacher behavior to be very high. The faculty took great pride in the high level of this factor. Teachers at both schools took great pride in the congeniality of the faculty and used the word "family" in reference to the close nature of the coworkers. At both School A and School B, teachers said they remained at their school despite attractive job offers elsewhere, so they could work with their friends and respected peers.

The observational data were consistent with the questionnaires and interviews, as both schools had a high level of intimate teacher behavior. Only indicators of high school climate pertaining to this factor were observed. In both schools, teachers were seen joking, collaborating, and talking socially.

The quantitative data, which came from the TJSQ questionnaire results, are classified as strengths, weaknesses, or average. Those factors which are classified as strengths have an above average mean response. The factors classified as weaknesses have a below average mean response. The classification of average refers to mean responses which were classified as average according to the criteria presented in Chapter 3.

The interview data were classified as strengths, weaknesses, or mixed. The factors identified as strengths were classified as the responses that were consistently positive in the feedback about the factor. Those factors identified as weaknesses had consistent negative

feedback relative to that factor. Those factors that had some positive and some negative responses were classified as mixed, as there was not uniformity in the responses.

Results for the observations were classified as strengths, weaknesses, or mixed, incomplete, or average results. The factors identified as strengths were classified when only positive indicators of job satisfaction and school climate were observed. Factors in which only indicators of poor job satisfaction and school climate were observed were classified as weaknesses. Factors that had no observational data or both indicators of positive and negative job satisfaction and school climate were identified as mixed, incomplete, or average results.

Table 25 provides an illustration pertaining to the levels of job satisfaction and school climate for all the factors in both schools from the multiple the data sources. The results for School A are identified in red while the results for School B are in blue. The results are classified as strengths and weaknesses. The questionnaires were classified as average if the results were between -0.1 to +0.1 SD. The interviews were classified as mixed if there were varied responses to the questions. Observations could be classified as mixed, incomplete, or average. Factors were labeled as mixed if some of the observed data were positive while other data were negative. Incomplete results occurred when the observations produced no data pertaining to the relevant factor. Average results occurred when the observational data collected was neither positive nor negative.

Table 25

Data Comparisons

A = School A B = School B Factor	Quantitative Data			Interview Data			Observational Data		
	Strength	Weaknesses	Average	Strengths	Weaknesses	Mixed results	Strengths	Weaknesses	Mixed, incomplete, or average results
Supervision	B		A		A	B	B		A
Colleagues	A B			A B			A B		
Working conditions	B		A	A B			B		A
Pay		A B		A B			B		A
Responsibility	A B				B	A	A B		
Work itself	B	A			A B		A	B	
Advancement	A B			B		A			A B
Security		A	B		A	B			A B
Recognition	B		A			A B		A B	
Supportive principal behavior		A	B			A B	B		A
Directive principal behavior		A B			A	B		A B	
Engaged teacher behavior	B	A		A B			A B		
Frustrated teacher behavior	B	A			A B		B	A	
Intimate teacher behavior	A B			A B			A B		

Chapter Conclusion

This chapter contained a description of the school and a summary of the interview and observational data from School B. The two data sources explored in this chapter, the interviews and observations, are compared in the conclusion of this chapter. The next chapter contains analysis of all the data sources. The data is triangulated as the questionnaires, interviews, and observations are compared from both schools. Furthermore, a discussion of

the conclusions and recommendations for future research is included. This chapter provides practical implications of the findings that can be logically drawn from answering the research questions.

The next chapter, Chapter 7, concludes the study with a discussion of how the findings support and extend the current research. Additionally, recommendations for future research are included. This chapter provides practical implications of the findings that can be logically drawn from answering the research questions.

Chapter 7

Conclusion

Overview

The purpose of this study was to gain a better understanding of teacher job satisfaction and school climate in schools not making adequate yearly progress according to NCLB and, therefore, on Tennessee's High Priority List. This study was designed to contribute to the gap in the literature as not enough is known about the unintended consequences of high accountability systems. Little research exists examining job satisfaction and school climate in high priority schools. This study is significant as the mixed methods design not only allows for a deeper understanding of the level of job satisfaction and school climate but also provides background information, teachers' viewpoints, and an explanation of decisions and policies used to raise the level of academic achievement for each school. Through data collected from questionnaires, interviews, and observations, it was revealed that despite demographic similarities and common reasons for placement on the list, the two schools were very different.

Data were gathered from two high schools on the fourth year of the HPL. A sequential, mixed methods design was selected as the approach to explore teacher job satisfaction and school climate. The quantitative data came from the TJSQ assessment of teacher job satisfaction (Lester, 1987) (see Appendix A) and the OCDQ-RS assessment of school health (Hoy et al., 1991) (see Appendix B). Qualitative data, in the form of interviews (see Appendix C) and observations (see Appendix D) were obtained to further explore the results of the quantitative portion of the study. The researcher performed 13 interviews at School A and 17 interviews in School B with teachers who have worked at the school before

and during the schools' placement on the HPL. Observations using The School Observation Checklist were also performed at each school.

Suggested Implications for Future Research

There is a direct correlation between the variables of teacher job satisfaction and school climate and student academic achievement (Brookover & Lezotte, 1979; Latham, 1998; Mertler, 2002; Rutter, 1981; Wynne, 1980). One would assume that schools on the HPL are doing everything possible to remove the themselves from the list, but it is possible the administrators are overlooking the very important variables of teacher job satisfaction and school climate that could help improve the academic deficiencies keeping the school from reaching the desired academic goals. This study took an important step in this area of concern as it explored the level of job satisfaction and school climate on schools on the HPL.

The next step to research this subject would be a longitudinal study of job satisfaction and school climate on schools before they are on the HPL and throughout placement as the years progress. With years of data from various schools, the relationship between the HPL and the level of job satisfaction and school climate could be measured more completely.

A qualitative study on a school that has used job satisfaction and school climate as part of their school improvement plan would also be beneficial. If a school could get off the HPL, it would be interesting to see how an emphasis on job satisfaction and school climate influenced academic change. Teachers' perceptions on how job satisfaction and school climate influenced change would be significant.

Lessons Learned

Principals, teachers, and policy makers can all learn from this study. The mistakes made by various stakeholders in these two schools do not need to be replicated. Practitioners

can use the information in this study to improve their schools and the educational experiences of their students. High levels of teacher job satisfaction and a positive school climate have positively correlated to higher student academic performance.

Principals

Principals are very influential in their school's level of teacher job satisfaction and school climate. Teachers at both School A and B reported that as the school progressed through the HPL, teachers autonomy lowered and principals gained more control. In School A, this occurred as the former principal was replaced with one known to have a very high level of control over the faculty. In School B, teachers reported the principal became more controlling in curriculum issues at the school. The level of control by the principal decreased job satisfaction and school climate in the factors of supervision, working conditions, work itself, supportive principal behavior, and frustrated teacher behavior.

A school's administration should implement changes that are influenced by the stakeholder's opinions. Teachers should have the opportunity to take part in committees that identify weaknesses and propose changes to rectify the school's shortcomings. When a collaborative group comprised of various stakeholders implements change, a culture of cooperation is gained and there is less opposition and resistance between teachers and principals (Rallis, 1998). The principal is the critical component in the development of collaborative cultures (Glanz, 2006).

It is also important that the faculty understand the reasons that influence decisions. The teachers at School A were upset by the perceived harsh disciplinary actions taken by the principal toward the teachers. In School B, teachers were frustrated by the quantity of work which was not directly related to teaching. Principals could lower the levels of frustration by

ensuring teachers know all decisions were appropriately considered and purposeful. Explaining the rational behind decisions could prevent these problems.

Teachers from School A believed the principal had great ideas and wanted change for the school. They were frustrated with the amount of change implemented in the beginning of the school year. The teachers believed the initiatives developed to improve student academic performance were good ideas, but implementing these changes at the same time as a dramatic shift in leadership style led to great stress. Improved communication and implementation of policy can help with this transition.

Teachers at School A called their principal "manic, bipolar, rigid, and domineering." They explained that he would threaten, yell, and curse at the teachers. It is clear that this principal would make decisions and interact with teachers when emotions were high. Principals and all leaders can learn from this as making decisions and interacting with others when under a high state of emotion results in destructive conflict. This will result in the problem remaining and morale lowering. A polarization of the faculty develops as workers perceive the administrator as one that cannot effectively manage conflict (Capozzoli, 1995; Gahr & Mosca, 1995).

A shared mission and vision is critical to the success of an organization (DuFour & Eaker, 1998). In both schools the teachers and the administration shared the desire to get off the HPL. Unfortunately, the process toward achieving the shared mission and vision resulted in lowering of the job satisfaction and school climate. The application of changes and development of policies and decisions caused discontent amongst the faculty at both schools. Teachers at School A blamed the principal for the problems with teacher job satisfaction and school climate while teachers at School B criticized the supervisors for the problems.

Principals need to ensure they do not make the same mistakes as the administrators in the schools in this study. The principals need to measure job satisfaction and school climate yearly to see if these need to be addressed in the school improvement plan. It is important to glean both a quantitative and qualitative level of job satisfaction and school climate. A formal plan to improve on any weaknesses identified in job satisfaction or school climate should be implemented by the principals at schools. To be effective, the faculty should be instrumental in the development of this plan. As with other influences of academic achievement, the levels of job satisfaction and school climate should be measured regularly and the plan updated frequently to adjust for changes.

Teachers

Teachers need to understand their level of influence in the factors that influence job satisfaction and school climate. Although they do not have complete control, teachers can have an impact on the factors of colleagues, working conditions, work itself, recognition, engaged teacher behavior, frustrated teacher behavior, and intimate teacher behavior regarding the level of job satisfaction and school climate. Teachers need to take initiative to improve these factors. For example, teachers organizing social events can raise the level of intimate teacher behavior. Also, recognition does not only come from employers. Teachers can organize formal and informal methods of recognizing accomplishments of their colleagues.

State and National Level

Legislators, policy makers, and educational leaders who contribute to the policies and laws that influence funding, programing, and procedures at schools need to understand the many factors that influence student academic achievement and recognize the unintended

consequences of high accountability systems. Policies and laws such as Tennessee's HPL and NCLB need to have incremental evaluations planned so that weaknesses of the policy or law are identified and remedied. NCLB has been implemented for over 10 years. Weaknesses such as the law's influence on job satisfaction and school climate could have been identified earlier and then the law revised to counter for these problems that affect student academic achievement.

Concluding Thoughts

The NCLB law was designed to improve student academic achievement through using accountability systems. To be compliant with the adequate yearly progress component of the law, Tennessee created the HPL. While the intended consequences were to ensure positive academic achievement, the unintended consequences include potential negative effects on job satisfaction and school climate. Teachers in both of the schools in this study reported that placement on the HPL has negatively affected the levels of teacher job satisfaction and school climate which ultimately influence student academic achievement.

The questionnaires, interviews, and observations for the two schools found various weaknesses for the levels of job satisfaction and school climate. In both School A and B, the factors of work itself, directive principal behavior, and frustrated teacher behavior were identified as weaknesses from the three data sources. In the interviews, the teachers explained that the HPL was a detrimental influence on these factors. Improving the conditions that negatively influence job satisfaction and school climate at all schools and focusing on the factors that are weak at each individual school would make the school less likely to be placed on the HPL due to the direct correlation these factors have on student

academic achievement (Brookover & Lezotte, 1979; Latham, 1998; Mertler, 2002; Rutter, 1981; Wynne, 1980).

Accountability systems are important and can have a positive influence on schools' success. Increasing accountability for teachers, administrators, schools, and states can expedite implementation of positive change through identifying weaknesses and providing comprehensive solutions. To be effective, every variable that has influence on student academic achievement must be analyzed in the creation of a new law, policy, or initiative. Once enacted, a continuing evaluation process must also be in place to find the unintended consequences that deter from the original goal.

This study provides a critical component in the evaluation of policies and the behaviors of those directly affected by accountability systems. As evident through this study, every law, policy, and initiative needs to be evaluated for unintended consequences. This study also emphasizes the importance of job satisfaction and school climate and the need to measure these variables yearly and include the job satisfaction and school climate weaknesses on every school improvement plan. The teacher interviews provided critical insight toward the behaviors of administrators influenced by the stresses of accountability systems and found these leaders have a tendency to increase the level of control rather than use teacher autonomy, collaboration, and support which has been found to be most beneficial.

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Appendices

Appendix A

Teacher Job Satisfaction Questionnaire

Directions: The following statements refer to factors that may influence the way a teacher feels about his/her job. These factors are related to teaching and to the individual's perception of the situation. When answering the following statements, circle the numeral that represents the degree to which you agree or disagree with the statements. Please set aside 10-15 uninterrupted minutes to provide thoughtful responses. Please do not identify yourself on this instrument.

Key:	1 Strongly disagree	2 Disagree	3 Neutral (neither disagree nor agree)	4 Agree	5 Strongly agree

1.	Teaching provides me with an opportunity to advance professionally.	1	2	3	4	5
2.	Teacher income is adequate for normal expenses.	1	2	3	4	5
3.	Teaching provides an opportunity to use a variety of skills.	1	2	3	4	5
4.	Insufficient income keeps me from living the way I want to live.	1	2	3	4	5
5.	My immediate supervisor turns one teacher against another.	1	2	3	4	5
6.	No one tells me that I am a good teacher.	1	2	3	4	5
7.	The work of a teacher consists of routine activities.	1	2	3	4	5
8.	I am not getting ahead in my present teaching position.	1	2	3	4	5
9.	Working conditions in my school can be improved.	1	2	3	4	5
10.	I receive recognition from my immediate supervisor.	1	2	3	4	5
11.	I do not have the freedom to make my own decisions.	1	2	3	4	5
12.	My immediate supervisor offers suggestions to improve my teaching.	1	2	3	4	5
13.	Teaching provides for a secure future.	1	2	3	4	5
14.	I receive full recognition for my successful teaching.	1	2	3	4	5
15.	I get along well with my colleagues.	1	2	3	4	5

16.	The administration in my school does not clearly define its policies.	1	2	3	4	5
17.	My immediate supervisor gives me assistance when I need help.	1	2	3	4	5
18.	Working conditions in my school are comfortable.	1	2	3	4	5
19.	Teaching provides me the opportunity to help my students learn.	1	2	3	4	5
20.	I like the people with whom I work.	1	2	3	4	5
21.	Teaching provides limited opportunities for advancement.	1	2	3	4	5
22.	My students respect me as a teacher.	1	2	3	4	5
23.	I am afraid of losing my teaching job.	1	2	3	4	5
24.	My immediate supervisor does not back me up.	1	2	3	4	5
25.	Teaching is very interesting work.	1	2	3	4	5
26.	Working conditions in my school could not be worse.	1	2	3	4	5
27.	Teaching discourages originality.	1	2	3	4	5
28.	The administration in my school communicates its policies well.	1	2	3	4	5
29.	I never feel secure in my teaching job.	1	2	3	4	5
30.	Teaching does not provide me the chance to develop new methods.	1	2	3	4	5
31.	My immediate supervisor treats everyone equitably.	1	2	3	4	5
32.	My colleagues stimulate me to do better work.	1	2	3	4	5
33.	Teaching provides an opportunity for promotion.	1	2	3	4	5
34.	I am responsible for planning my daily lessons.	1	2	3	4	5
35.	Physical surroundings in my school are unpleasant.	1	2	3	4	5
36.	I am well paid in proportion to my ability.	1	2	3	4	5
37.	My colleagues are highly critical of one another.	1	2	3	4	5
38.	I do have responsibility for my teaching.	1	2	3	4	5
39.	My colleagues provide me with suggestions or feedback about my teaching.	1	2	3	4	5

40.	My immediate supervisor provides assistance for improving instruction.	1	2	3	4	5
41.	I do not get cooperation from the people I work with.	1	2	3	4	5
42.	Teaching encourages me to be creative.	1	2	3	4	5
43.	My immediate supervisor is not willing to listen to suggestions.	1	2	3	4	5
44.	Teacher income is barely enough to live on.	1	2	3	4	5
45.	I am indifferent toward teaching.	1	2	3	4	5
46.	The work of a teacher is very pleasant.	1	2	3	4	5
47.	I receive too many meaningless instructions from my immediate supervisor.	1	2	3	4	5
48.	I dislike the people with whom I work.	1	2	3	4	5
49.	I receive too little recognition.	1	2	3	4	5
50.	Teaching provides a good opportunity for advancement.	1	2	3	4	5
51.	My interests are similar to those of my colleagues.	1	2	3	4	5
52.	I am not responsible for my actions.	1	2	3	4	5
53.	My immediate supervisor makes available the material I need to do my best.	1	2	3	4	5
54.	I have made lasting friendships among my colleagues.	1	2	3	4	5
55.	Working conditions in my school are good.	1	2	3	4	5
56.	My immediate supervisor makes me feel uncomfortable.	1	2	3	4	5
57.	Teacher income is less than I deserve.	1	2	3	4	5
58.	I try to be aware of the policies of my school.	1	2	3	4	5
59.	When I teach a good lesson, my immediate supervisor notices.	1	2	3	4	5
60.	My immediate supervisor explains what is expected of me.	1	2	3	4	5
61.	Teaching provides me with financial security.	1	2	3	4	5
62.	My immediate supervisor praises good teaching.	1	2	3	4	5

63.	I am not interested in the policies of my school.	1	2	3	4	5
64.	I get along well with my students.	1	2	3	4	5
65.	Pay compares with similar jobs in other school districts.	1	2	3	4	5
66.	My colleagues seem unreasonable to me.	1	2	3	4	5

From Lester, P. E. (1987). Development and factor analysis of the Teacher Job Satisfaction Questionnaire. *Educational and Psychological Measurement, 47*(1), 223-233.

Appendix B

Organizational Climate Description Questionnaire for Secondary Schools

Directions: The following are statements about your school. Please indicate the extent to which each statement characterizes your school by circling the appropriate response

RO = rarely occurs SO = sometimes occurs O = often occurs VFO = very frequently occurs

1.	The mannerisms of teachers at this school are annoying……	RO	SO	O	VFO
2.	Teachers have too many committee requirements.....	RO	SO	O	VFO
3.	Teachers spend time after school with students who have individual problems…	RO	SO	O	VFO
4.	Teachers are proud of their school.....	RO	SO	O	VFO
5.	The principal sets an example by working hard himself/herself.....	RO	SO	O	VFO
6.	The principal compliments teachers.....	RO	SO	O	VFO
7.	Teacher-principal conferences are dominated by the principal……..	RO	SO	O	VFO
8.	Routine duties interfere with the job of teaching.....	RO	SO	O	VFO
9.	Teachers interrupt other faculty members who are talking in faculty meetings….	RO	SO	O	VFO
10.	Student government has an influence on school policy.....	RO	SO	O	VFO
11.	Teachers are friendly with students.....	RO	SO	O	VFO
12.	The principal rules with an iron fist.....	RO	SO	O	VFO
13.	The principal monitors everything teachers do.....	RO	SO	O	VFO
14.	Teachers' closest friends are other faculty members at this school.....	RO	SO	O	VFO
15.	Administrative paper work is burdensome at this school.....	RO	SO	O	VFO
16.	Teachers help and support each other.....	RO	SO	O	VFO
17.	Pupils solve their problems through logical reasoning.....	RO	SO	O	VFO
18.	The principal closely checks teacher activities.....	RO	SO	O	VFO
19.	The principal is autocratic.....	RO	SO	O	VFO
20.	The morale of teachers is high.....	RO	SO	O	VFO

21.	Teachers know the family background of other faculty members.....	RO	SO	O	VFO
22.	Assigned non-teaching duties are excessive.....	RO	SO	O	VFO
23.	The principal goes out of his/her way to help teachers.....	RO	SO	O	VFO
24.	The principal explains his/her reason for criticism to teachers.....	RO	SO	O	VFO
25.	The principal is available after school to help teachers when assistance is needed.....	RO	SO	O	VFO
26.	Teachers invite other faculty members to visit them at home.....	RO	SO	O	VFO
27.	Teachers socialize with each other on a regular basis.....	RO	SO	O	VFO
28.	Teachers really enjoy working here.....	RO	SO	O	VFO
29.	The principal uses constructive criticism.....	RO	SO	O	VFO
30.	The principal looks out for the personal welfare of the faculty.....	RO	SO	O	VFO
31.	The principal supervises teachers closely.....	RO	SO	O	VFO
32.	The principal talks more than listens.....	RO	SO	O	VFO
33.	Pupils are trusted to work together without supervision.....	RO	SO	O	VFO
34.	Teachers respect the personal competence of their colleagues.....	RO	SO	O	VFO

From Hoy, W. K., Tarter, C. J., & Kottkamp, R. B. (1991). O*pen school/healthy schools: Measuring organizational climate.* London, UK: Sage.

Appendix C

Interview Questions

Job Satisfaction Preliminary Questions

(1) How do you perceive the level of job satisfaction in this school?

(2) Has placement of the school on the High Priority list affected job satisfaction, and if so how?

Job Satisfaction Factor Questions

The following questions were designed according to the theoretical framework and the factors identified in Lester's (1987) TJSQ, job satisfaction instrument. Additional questions were asked when further clarification was needed or to glean a deeper response. More emphasis and additional questions were asked on the factors that had very high or low results after analysis of the TJSQ.

(1) Supervision is defined as the amount of regulation and control provided by the administration and the interpersonal relationships the employee has with the supervisor. How has the factor of supervision affected the job satisfaction in this school?

    a. What is the amount of regulation and control provided by the administration?

    b. Describe the interpersonal relationships the employee has with the supervisor.

(2) Colleagues are defined as a teaching work group and the definition includes the social aspects of the school setting. How has the factor of colleagues affected the job satisfaction in this school?

    a. Do your teachers collaborate in work groups?

    b. Describe the social aspects of the school setting.

(3) The working conditions factor includes the formation of school policies by administration and the overall physical condition of work environment. How has the factor of working conditions affected the job satisfaction in this school?

    a. How have school policies affected the job satisfaction in this school?

    b. What is the overall physical condition of work environment?

(4) Pay includes the economic aspect of teaching including the teacher's annual income as well as financial recognition for accomplishments. How has the factor of pay affected the job satisfaction in this school?

    a. How has teacher's annual income affected the job satisfaction in this school?

    b. Describe financial recognition for accomplishments in this school.

(5) Responsibility is defined as the accountability of one's work as well as the teachers' active role in the students' learning and school policy. How has the factor of responsibility affected the job satisfaction in this school?

    a. How has teacher accountability affected the job satisfaction in this school?

    b. Describe how the teachers' active role in the students' learning and school policy affects job satisfaction.

(6) Work itself is defined work itself as the daily tasks and routines of the workers including the level of autonomy given to the employee. How has the factor of work itself affected the job satisfaction in this school?

    a. How have the daily tasks and routines of the workers affected the job satisfaction in this school?

    b. Describe the level of autonomy given to the employee.

(7) Advancement is defined as the teacher's opportunity for promotion in pay, status, or title. How has the factor of advancement affected the job satisfaction in this school?

(8) Security includes tenure, seniority, layoffs, pension, retirement, and dismissal. How has the factor of security affected the job satisfaction in this school?

(9) Recognition is defined as employee attention, appreciation, and prestige. How has the factor of recognition affected the job satisfaction in this school?

School Climate Preliminary Questions

(1) How do you perceive the level of school climate in this school?

(2) Has placement of the school on the High Priority list affected school climate, and if so how?

School Climate Factor Questions

The following questions were designed according to the theoretical framework and the factors identified in the OCDQ-RS created by Hoy et al. (1991). Additional questions were asked when further clarification was needed or to glean a deeper response. More emphasis and additional questions were asked on the factors that had very high or low results after analysis of the OCDQ-RS.

(1) Supportive principal behavior is characterized by the administrator's role in facilitation and interaction toward employees. How has the factor of supportive principal behavior affected the school climate in this school?

   a. How has the social needs of the school affected the school climate?

   b. How has task achievement of the faculty affected the school climate?

(2) Directive principal behavior is rigid and domineering leadership. How has the factor of directive principal behavior affected school climate in this school?

(3) Engaged teacher behavior describes a faculty with high morale characterized by a supporting and caring faculty. How has the factor of engaged principal behavior affected the school climate in this school?

   a. Describe the student/teacher interactions and the affect on school climate.

   b. Describe the morale of the faculty.

(4) Frustrated teacher behavior is characterized by disengagement of faculty who are burdened with the routine, assignments, and extra work not directly related to teaching. How has the factor of frustrated teacher behavior affected the school climate in this school?

(5) Intimate teacher behavior identifies the teacher behaviors that lead to a strong school climate. These behaviors are characterized by a faculty with a strong and cohesive network of social relations. Do you feel this faculty has a strong and cohesive network of social relations?

Appendix D

School Observation Checklist for Job Satisfaction

School _____ Date_____

Indications of Low Job Satisfaction	Indications of High Job Satisfaction
Supervision	
Colleagues	
Working conditions	
Pay	

Responsibility	
Work itself	
Advancement	
Security	
Recognition	

Appendix E

School Observation Checklist for School Climate

School _____ Date_____

Indications of Closed School Climate	Indications of Open School Climate
Supportive Principal Behavior	
Directive Principal Behavior	
Engaged Teacher Behavior	
Frustrated Teacher Behavior	
Intimate Teacher Behavior	

Appendix F

Permission for use of the Teacher Job Satisfaction Questionnaire

LONG ISLAND UNIVERSITY

SCHOOL OF EDUCATION • C.W. POST CAMPUS
720 Northern Blvd. • Brookville, New York 11548-1300

(516) 299-2244
www.liu.edu

Department of Educational
Leadership and Administration

November 6, 2010

Jeff Knox
818 Misty View Drive
Maryville, TN 37804

Dear Jeff:

Thank you very much for your interest in the Teacher Job Satisfaction Questionnaire that I developed and validated. Your research sounds very interesting and I think that it will make a real contribution to the field.

You have my written permission to utilize the TJSQ in your study and to make as many copies of the TJSQ as needed for your study. When you complete your research, please send me a copy of your research.

If I may be of any assistance to you, please feel free to contact me.

Sincerely,

Paula E. Lester, Ph.D.
Senior Professor

Appendix G

Permission for use of the Organizational Climate Description

Questionnaire for Secondary Schools

Oct. 31, 2009
Jeff Knox
818 Misty View Drive
Maryville, TN 37804

Dear Dr. Hoy:

I am writing to request permission to reprint the Organizational Climate Description Questionnaire for Secondary Schools used in the following source:

> Hoy, W. K., Tarter, C. J., & Kottkamp, R. B. (1991). O*pen school/healthy schools: Measuring organizational climate.* London: Sage.

This material is to appear as originally published in my dissertation which I am writing at The University of Tennessee.

> Author: Jeff A. Knox
> Title: Teachers' Perceptions of Job Satisfaction and School Climate in an Era of Accountability

If you are the copyright holder, may I have your permission to reprint the above material in the dissertation and the university be given permission to sell copies of the dissertation containing the indicated material? If you do not indicate otherwise, we will use the usual scholarly form of acknowledgment, including publisher, author, title, etc.

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Thank you for your consideration of this request. Please sign the form on this letter and return it to me at your earliest convenience. A duplicate copy of this letter and form is enclosed for your files.

Sincerely yours,

Jeff Knox

The above request is hereby approved on the conditions specified below, and on the understanding that full credit will be given to the source.

Date: 3/4/10 Approved by: 

VITA

Jeffrey Knox was reared in Jefferson City and resides in Maryville, Tennessee. He completed his undergraduate studies, majoring in Physical Education, at Carson-Newman College. He went on to complete a Master's degree at Carson-Newman College in Curriculum and Instruction. Jeffrey has taught physical education at the preschool, elementary, middle, and high school levels. He has since completed study for a Doctor of Education degree in education administration and policy studies.