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Job satisfaction & career alienation among teachers at a parochial high school

Kevin Michael Barnett
University of Northern Iowa

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Job satisfaction & career alienation among teachers at a parochial high school

Abstract

The purpose of the study was to investigate teachers' level of overall job dissatisfaction/career alienation, and to determine which work related elements were most related to overall job dissatisfaction/career alienation. The subjects consisted of 14 out of a possible 41 regular education teachers at a selected parochial high school in the Midwest. The May, Porter & White (1990) Job Satisfaction Survey and a supplemental survey concerning ecological/environmental psychology concerns was administered. Nine hypotheses were tested, and several items concerning work related elements were examined for their relationship to overall job dissatisfaction/career alienation. The results revealed that the level of overall job dissatisfaction/career alienation was fairly low. Years of teaching experience, age, and gender had little or no influence on levels of overall job dissatisfaction/career alienation. Satisfaction with salary was not significantly correlated to career alienation. Teachers were divided on the item asking whether they would become teachers again. Ratings of satisfaction with competence of immediate supervisor, satisfaction with immediate administrator, and how similar teachers saw themselves to their colleagues (social aggregate), were all significantly correlated to job dissatisfaction/career alienation.

**Job Satisfaction & Career Alienation
Among Teachers
at a Parochial High School**

A Research Paper

**Submitted to the Faculty of the Graduate School
of the University of Northern Iowa**

By

Kevin Barnett

**In Partial Fulfillment of the Requirements
for the Degree of
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**Entitled: Job Satisfaction & Career Alienation Among Teachers at
a Parochial High School**

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Psychology**

Melissa L. Heston

Director of Research Paper

Radhi H. Al-Mabuk

Co-Reader of Research Paper

Melissa L. Heston

Graduate Faculty Advisor

Barry J. Wilson

**Head, Department of Educational
Psychology & Foundations**

12/4/90
Date Approved

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ABSTRACT

The purpose of the study was to investigate teachers' level of overall job dissatisfaction/career alienation, and to determine which work related elements were most related to overall job dissatisfaction/career alienation. The subjects consisted of 14 out of a possible 41 regular education teachers at a selected parochial high school in the Midwest. The May, Porter & White (1990) Job Satisfaction Survey and a supplemental survey concerning ecological/environmental psychology concerns was administered. Nine hypotheses were tested, and several items concerning work related elements were examined for their relationship to overall job dissatisfaction/career alienation. The results revealed that the level of overall job dissatisfaction/career alienation was fairly low. Years of teaching experience, age, and gender had little or no influence on levels of overall job dissatisfaction/career alienation. Satisfaction with salary was not significantly correlated to career alienation. Teachers were divided on the item asking

whether they would become teachers again. Ratings of satisfaction with competence of immediate supervisor, satisfaction with immediate administrator, and how similar teachers saw themselves to their colleagues (social aggregate), were all significantly correlated to job dissatisfaction/career alienation.

CHAPTER I

Introduction

Public school teaching is an alienated profession. Alienation has been related to general variables which characterize teaching as an occupation (Kalekin-Fishman, 1986). Research strongly supports the notion that teaching is an alienated profession (Hoy, Blazovsky & Newland, 1983; Dworkin, A., 1987; Schwartz & Cohen, 1980; Bullough, Goldstein & Holt, 1982). Is this notion, however, true of teaching in general? Could there be a segment of the teaching population which is not experiencing career alienation to the same degree that the teachers typically participating in educational research are? Most of the previous research conducted in the areas of teacher job satisfaction or teacher alienation has employed public school teachers as their subjects.

Statement of the Problem

The purpose of this research was to investigate the level of teachers' overall job dissatisfaction/career alienation at a parochial high

school, and to determine which work related factors were most related to overall job dissatisfaction/career alienation.

Importance of the Study

Comments by Nord (1977) emphasize the importance of conducting research with dimensions of alienation in future investigations of job dissatisfaction. He also stressed that such research should be conducted on a macro level and be useful to practitioners. Indeed it is important for administration to understand that dissatisfied teachers may seriously weaken the system (Leslie, 1989; Westerhouse, 1979; Hendrickson, 1979). Undesirable behaviors that may result from teacher dissatisfaction are apathy, anger, resentment, complaints, aggression, stress, absenteeism, turnover, tardiness, grievances, and strikes (Knoop, 1987). There is also some evidence of a linkage between dissatisfaction and poor performance among students.

Moreover, it is important to increase the study of parochial schools for a number of reasons. First, parochial schools are a severely understudied segment of the educational institution population. Second,

public schools may well profit as a result of research on parochial schools. Third, the parochial schools investigated also benefit from these efforts.

Assumptions

Overall job satisfaction is considered a measure of career alienation. This is consistent with the idea that while one may be very dissatisfied with specific job characteristics such as salary, one may still be very satisfied with his/her job in general. One may not, however, experience overall dissatisfaction, without also experiencing work alienation. Locke (1976) has claimed that our understanding of job dissatisfaction and how it manifests itself is limited. If this is true, then it may not be unreasonable to assume that when we are measuring dissatisfaction we are also measuring the alienation, and vice versa. Elements related to overall job dissatisfaction are considered areas associated with career alienation.

Analysis of teachers' personality characteristics was deliberately avoided in this examination of alienation. This is in keeping with McNeely's (1983) assumption that too much has been geared toward the

examination of micro-level pathologies of individuals as opposed to the source of the problem, the social context and institutional pathologies (p. 83).

Hypotheses

Hypotheses for the present study were derived from two sources of information. The first source of information was the available literature in the area of teacher alienation and teacher job satisfaction in public schools. Literature on teacher alienation was superior in quantity and quality, and was therefore the major source of support. The second source for developing hypotheses was the information about the organizational nature of public and parochial schools. Parochial schools are generally more locally controlled than public schools, with greater teacher and parent influence over the educational process (Klein, D., 1990).

Hypothesis 1.

The measure of overall job satisfaction was expected to reveal a mean above 4 (neutral). This would indicate that teachers were more satisfied than

dissatisfied with their careers.

Hypothesis 2.

Little difference was expected between men and women in level of overall job dissatisfaction/career alienation. Gender has not been reported by researchers to be related to teacher job dissatisfaction (Weaver, 1978; Hunt & Saul, 1975; U.S. Department of labor, 1974). No gender differences were found to be related to experienced alienation in studies by Calabrese & Anderson (1986), and Steitz & Kulpa (1984).

Hypothesis 3.

Older teachers were expected to report higher levels of overall job satisfaction than younger teachers. More young teachers than older teachers have been found to view teaching as a lonely profession (Schwartz 1980). Calabrese & Anderson (1986) reported that younger teachers had higher levels of total alienation.

Hypothesis 4.

More experienced teachers were expected to experience greater overall job satisfaction than less experienced teachers. More inexperienced teachers were found by Calabrese & Anderson (1986) to experience higher levels of total alienation.

Hypothesis 5.

It was expected that teachers would report that they would become teachers again if they were to start their careers over again. This is inconsistent, however, with a 1981 study by the National Education Association in which only 24.8% of the teachers said they would become teachers if they were to start over again. It is assumed that the NEA's study did not include those teachers who work under the less bureaucratic parochial school system. Thus parochial school teachers may report that they would become teachers again if they were to start over again.

Hypothesis 6.

Satisfaction with salary was expected to be unrelated to overall job satisfaction/career

alienation. This hypothesis is consistent with a study by Barnett (1985) in which he studied 210 out of 4000 teachers who resigned during the 1983-84 academic year. Barnett found that the teachers who left did so because of working conditions rather than inadequate salary or lack of career advancement.

Hypothesis 7.

A positive relationship was expected between the rating of competence of immediate supervisors and overall job satisfaction. Cox and Wood (1980) reported that teachers' feelings of powerlessness is associated with incompetent administrators.

Hypothesis 8.

A positive relationship was expected between satisfaction with teachers' relations with immediate administrator and overall job satisfaction. Brown and Bledsoe (1978) found that absence of considerate leader behavior was a good predictor of job dissatisfaction. Zielinski and Hoy (1983) found that teacher isolation from authority (typically the principal) was positively related to several aspects of teacher alienation.

Hypothesis 9.

A positive relationship was expected between how similar teachers saw themselves to their colleagues, and the measure of overall job satisfaction. This is consistent with Moos's (1976) concept of the congruent social aggregate, which he describes as "...people who are congruent with their environment (i.e., people who share the dominant interests of the group) will be more satisfied...than those who are dissimilar." p. 292)

Limitations

As with other instruments used in investigating teacher job dissatisfaction and career alienation, this survey has not been subjected to substantial checks of validity and reliability. This limitation is complicated by the low number of subjects tested (n = 14). Moreover, all the subjects taught at the same parochial school. The survey was administered during the most stressful time of the year (mid-late May), and only 34% of the surveys were returned. Thus the findings of this study may be quite limited in terms of generalizability to teachers in other parochial

schools.

Definitions

The meaning of the term alienation has been confused and imprecise. Social scientists have not been consistent in their use of the term alienation (Hoy, Blazovsky & Newland, 1983). Confusion has come from disagreement over the essential nature of the phenomenon itself. A great number of theories about alienation have arisen (Zielinski & Hoy, 1983,). The phenomenon has sometimes been viewed as a personality disorder, and at other times viewed as a social problem.

The same lack of conceptual consistency exists for dissatisfaction. There is no real theory of job satisfaction or dissatisfaction. The matter is further compounded by the great diversity of conceptual and operational definitions used in the literature.

The confusion over the meanings of alienation and dissatisfaction is most evident when researchers use one of the concepts to define the other. A lack of a clear operational difference between alienation and dissatisfaction is demonstrated by Hoy, Blazovsky &

Newland (1983), when they use one to define the other. Alienation from work was conceived in terms of various dissatisfactions associated with the occupation of a position in a hierarchical structure.

It is difficult to determine how the two concepts are different from one another even after reading their definitions from such a standard source as Webster's (1980) dictionary. For the purpose of this study, Webster's definitions of alienation and satisfaction are helpful in demonstrating how the two terms are nearly interchangeable.

The Webster's (Guralnik, 1980) definitions of "alienate," "satisfaction", "satisfy", "bureaucracy", "parochial school", and "public school", are presented next.

alienate 1. to transfer the ownership of (property) to another 2. to make unfriendly
estrangle [his behavior alienated his friends] 3. to cause to be withdrawn or detached, as from one's society 4. to cause a transference of affection (p. 34).

satisfaction 1. a satisfying or being satisfied

2. something that satisfies; specif., a) anything that brings gratification, pleasure, or contentment b) settlement of debt; payment or discharge of obligation c) reparation for injury or insult d) Theol. atonement for sin - give satisfaction 1. to satisfy 2. to accept a challenge to duel or fight (p. 1265).

satisfy 1. to fulfill the needs, expectations, wishes, or desires of (someone); content; gratify 2. to fulfill or answer the requirements or conditions of (something) 3. to comply with (rules, standards, or obligations) 4. a) to free from doubt or anxiety; convince b) to answer (a doubt, objection, etc.) adequately or convincingly; solve 5. a) to give what is due to b) to discharge (an obligation, debt, etc.); settle in full 6. to make reparation to or for -vi, to be satisfying, adequate, sufficient, etc. -satisfier n. (p. 1265).

bureaucracy 1. the administration of government through departments and subdivisions managed by sets of appointed officials following an inflexible routine 2. the officials collectively

3. governmental officialism or inflexible routine:
see also Red Tape 4. the centration of authority
in a complex structure of administrative bureaus
(p. 189).

parochial school * a school supported and
controlled by a church (p. 1034).

public school * 1. in the U.S., and elementary or
secondary school that is part of a system of free
schools maintained by public taxes and supervised
by local authorities (p. 1149).

It should be kept in mind that a school may be
supervised by local authorities who do not have the
power themselves to make policy. They become
implementers of policy that comes down to them from
higher authorities, who make the local authorities
accountable to them.

CHAPTER II

Review of Literature

Introduction

A literature search revealed little useful information in the area of teacher job dissatisfaction. A richer source of information was found in the area of teacher alienation. Therefore, research and commentary on teacher alienation was used as the primary source for review. No related research material could be found in the areas of teacher job dissatisfaction or teacher alienation among teachers in parochial schools.

Review of Literature

Research in the area of teacher alienation supported the idea that there is a high degree of alienation in public schools. Most of the literature on alienation and public school education focuses on the alienating qualities of bureaucracies. Toffler (1970) considered mass education to be an "ingenious machine constructed by industrialism to produce the kinds of adults it needs. In its very structure it simulated the industrial organization. The whole

hierarchy of education, as it grew up, followed the model of industrial bureaucracy" (p. 400).

Factors related to alienation

Hierarchical decision making circumscribes control partly through specialization. This specialization impairs one's ability to connect his or her work to broader organizational goals (McNeely, 1983; Wicker, 1979). Hoy, Blazovsky & Newland (1983) attribute the lack of teacher participation in decision making to the fact that schools tend to be top heavy, with little grass roots influence in organizational decision making. Dworkin (1987) confirms the finding that teachers are not directly involved in the policy making that determines the very nature of their labor.

Hoy, Blazovsky & Newland (1983) studied alienation and dimensions of organization at 41 high schools by collecting data from 2500 of their professional staff. Half of the staff of each school was given an instrument designed to measure variables of bureaucratic structure. The other half was given instruments designed to measure alienation. Results of the study demonstrated that highly centralized schools

were characterized by greater work alienation. Lack of opportunity to participate in decisions, hierarchical control over assigned tasks, an abundance of rules, and rigid enforcement of rules were all strongly related to work alienation. A negative correlation was found between participation in decisions and alienation from work ($r = -0.53$). Hierarchy of authority was strongly correlated with alienation from work ($r = 0.73$).

Isherwood & Hoy (1973) studied teacher powerlessness in two different school organizational structures. The two organizational structures studied were authoritarian and collegial structures. The majority of teachers in authoritarian schools experienced a greater sense of powerlessness than did teachers in collegial schools. This study may suggest a possible relationship between formalization and alienation.

Sociology of Bureaucracy

The social ramifications of working in a bureaucracy was articulated very well by Blauner (1964), who said:

that alienation exists when workers are unable to control their immediate work processes, to develop a sense of purpose and function which connects their jobs to the overall organization of production, to belong to integrated (work) communities, and when they fail to become involved in the activity of work as a mode of personal self-expression. (p. 15)

Bureaucracy: Teachers' Dissatisfaction/Alienation

Job satisfaction research demonstrates that features of bureaucracies which are related to alienation are also strongly related to job dissatisfaction. Karasek's (1979) analysis of data from Sweden and the United States indicated that a combination of heavy job demands and low decision latitude is associated with job dissatisfaction. Lack of autonomy over work had direct effects on job dissatisfaction in non-educational research conducted by Taylor (1971) and Weaver (1978). March & Simon (1958) found that lack of participation in decision making was closely related to job dissatisfaction. Their study was more recently confirmed by Sweeney

(1981). Sweeney studied teacher satisfaction among 1,295 secondary teachers in 23 large Iowa schools of student populations of 1000 or more. The results of the study indicated that the higher level needs of teachers were not being fulfilled. Dissatisfaction was associated with a high degree of external control among teachers in a study by Knoop (1987).

Teacher's Sense of Community

Newmann (1989) used the High School and Beyond Survey to examine the impact of 10 organizational features on teachers sense of community at 353 public high schools. He found that school organizational features had a major influence on teachers' sense of community.

Teachers's sense of community may be most threatened by the bureaucratic nature of public schools. Calabrese & Anderson (1986, p. 33) assert that "Teachers are isolated from other adults by the nature of their jobs." Research by Schwartz, Schwartz & Cohen (1980) supports this statement. They reported results in which one-third of all teachers reported that they perceive teaching as a lonely profession.

Bullough, Goldstein & Holt (1982) reported that teachers were alienated from other teachers and students.

Joyce, Hersh & Mckibbin (1983) state that there are homeostatic forces within schools that "resist attempts at innovation, precisely because it is their function to prevent changes which might endanger some essential aspect of life in the institution" (p. 67). They go on to say that the most difficult of the homeostatic forces to overcome is the isolation that the teacher in the classroom experiences. Teachers are cut off from other adults while in the classroom.

Teacher/Student Cycle of Alienation

There is also a cycle of alienation experienced by students and teachers. Benson (1983) asserts that the majority of studies on teacher alienation have found that schools organized along bureaucratic lines will tend to alienate both teachers and students. A study of student and teacher alienation conducted by Firestone (1989) reported a rank-order correlation between teacher alienation and student alienation of .92, indicating a high degree of association.

In another study, Firestone & Rosenblum (1988) used an open-ended interview approach in a field study of 10 urban high schools. They found that problems of urban high schools, including poor attendance, high dropout rates, low achievement, and poor social relationships were linked together by a strong sense of alienation among students and teachers.

Knoop (1987) surveyed 894 elementary and 971 secondary school teachers from 17 school boards in Ontario. Results indicated that not only were alienation and job dissatisfaction both highly correlated with bureaucracy in schools, but they were also highly correlated with each other. Alienation from teaching explained 32% of the variance in job dissatisfaction among secondary school teachers, and was found to be the most powerful predictor of job dissatisfaction.

Summary

The literature in the areas of teacher job satisfaction/dissatisfaction and teacher alienation clearly demonstrates that the issue of bureaucracy in public school education plays a major role in

alienating teachers from their teaching careers.

Research has also been consistent in demonstrating that there is a high degree of teacher alienation in the schools researched. The schools researched, however, have all been public schools.

CHAPTER III

Methodology

Purpose of the Study

The purpose of this study was to conduct a pilot investigation of teachers' overall job dissatisfaction/career alienation at a parochial high school, and to determine which work related elements were most associated with job dissatisfaction/career alienation.

Subjects

The study was conducted during May of 1990. The teachers used in the study were drawn from a selected parochial high school in the Midwest. The school was located in a residential suburban section of a city of 76,000. The Job Satisfaction Survey was administered to all 41 teachers on staff at that time. Only fourteen out of the 41 teachers returned useable data. All were regular education teachers. Eleven subjects were female. Three subjects were male. The subjects varied in age and number of years of teaching experience. Four of the subjects had five or less years of teaching

experience. Two had six to ten years of experience. Three had eleven to fifteen years of experience. Five had twenty or more years of experience. Two of the teachers were 29 years old or younger. Four of them were 30-39 years old. Seven were 40-49 years old. Only one person was between 50-59 years old.

Design of the Study

Teacher alienation was assessed using a teacher job satisfaction survey (May, Porter & White, 1990). The survey was given to the principal to distribute to all 41 of the teachers at his discretion. A box was put in the main office for deposit of completed surveys. Subjects were not asked to put their names on the surveys, and the surveys were returned in provided envelopes. The teachers were instructed to enclose the surveys in the envelopes and seal before depositing in the assigned box. The surveys were collected two weeks after they were distributed (the end of the academic year).

Instrument

The survey used was the Job Satisfaction Survey developed by May, Porter and White (1990)(See appendix A). Demographic items d1, d4, and d5 dealt with years of teaching experience, age, and gender respectively. Demographic items d2 and d3 asked for grade level, and teaching assignment and were discarded since all teachers taught in the grade 9-12 category and were regular education teachers.

Items s6 through s26 used a seven-point Likert scale to measure dimensions of teacher job satisfaction. These questions related to issues of class load, time working, classroom facilities, instructional materials, adequacy of clerical support, amount of preparation time provided, competence of immediate supervisors, annual salary, salary compared to equally trained professionals, salary compared to administration, non-teaching or extra duty responsibilities, amount of information received about school matters, role in making policy decisions, consistency of implementation of administrative policies/procedures, acknowledgement of accomplishments by immediate administrator, relationships with

colleagues, relationship with parents of students, sense of accomplishment from work, opportunities for attending professional conferences and workshops, and public interest and/or respect for the teaching profession.

Item o27 asked teachers to consider their overall level of job satisfaction, and used the same seven-point Likert scale as in items s6 through s26. This item was used as the measure of teachers' overall job dissatisfaction/career alienation.

Item x28 asked teachers whether they would become teachers again if they were to start their careers over again. This item used a five-point Likert-style scale to measure responses.

Item x29 asked teachers whether if they would urge their own children to pursue a career in teaching. This item used the same five-point scale used in item x28.

Supplemental questions were created and attached by the author to the survey to assess issues in the areas of ecological and environmental psychology (See Appendix B). These questions were constructed by the researcher, and were attached to the Job Satisfaction

Survey in order to allow for the possible effect that environmental characteristics might have on overall job dissatisfaction/career alienation. All items in the supplement utilized a five-point Likert scale. The supplement contained items in the areas of how satisfied do you think your colleagues are with their jobs, noise arising outside the classroom, lighting level of the classroom, feeling about room color, spaciousness of classroom, room temperature, and similarity to colleagues (social aggregate).

CHAPTER IV

Results of the Study

Introduction

The purpose of this study was to investigate the level of job dissatisfaction/career alienation among teachers at a parochial high school, and to assess which work elements were most related to job dissatisfaction/career alienation.

This chapter describes the statistical tests used to analyze the data and report the results. The results are primarily related to the nine hypotheses delineated in chapter one. Correlations between individual items and overall job dissatisfaction are also reported.

Data was analyzed using the MYSTAT statistics program. The mean and standard deviation values were computed for each item. A pearson correlation matrix was developed which included items s6 through x29, and e1 through e7. A significance level of $p < .10$ was chosen for the analysis.

Descriptive Statistics

Table 1 contains the mean and standard deviation for items s6 through o27 on the job satisfaction survey, and items e1 through e7 on the supplement (ratings of environmental characteristics)(See Table 1). Items s6-o27 used a seven point Likert scale. Items e1-e7 used a five point Likert scale (see appendix A & B).

Examination of Hypotheses

Hypothesis 1.

It was predicted that analysis overall job dissatisfaction would reveal a mean above four (neutral). Item o27 was used for this measure. The mean was above four, as predicted, at 5.000 (5=Slightly Satisfied). The range was six, and the standard deviation was 1.664. This implies that teachers at this school are generally more satisfied than dissatisfied with their careers as a whole.

Hypothesis 2.

It was predicted that there would be little difference between men and women (item d5) in level of

Table 1

Mean & Standard Deviation for Each Item

<u>Item</u>	<u>Abbreviation</u>	<u>Mean</u>	<u>SD</u>
s7	class load assigned	4.643	1.906
s8	time worked each week	5.571	1.342
s9	your classroom facilities	5.143	1.231
s10	instructional materials provided	4.143	1.460
s11	preparation time provided	3.929	1.685
s12	competence of immediate supervis	4.571	1.785
s13	your annual salary	2.857	1.610
s14	salary compared to equal others	2.000	1.414
s15	salary compared to admin's	2.929	1.730
s16	non-teaching & extra duties	4.714	1.773
s17	information received about school	3.714	1.939
s18	role in making policy decisions	3.500	1.912
s19	consis of admin's implem of pol	2.571	1.828
s20	admin's acknowl of your accompl	3.500	1.743
s21	relations w/ colleagues on job	5.357	1.646
s22	relations w/ immediate supervisor	4.714	1.978
s23	relations w/ student's parents	5.143	0.864

s24	sense of accomplishment from work	5.000	1.468
s25	opport to attend conferences etc.	4.429	2.065
s26	pub interest/respect for teaching	3.286	1.541
o27	level of overall job satisfaction	5.000	1.664
e1	estimate of colleagues' job satis	2.500	0.941
e2	noise arising outside classroom	2.571	0.646
e3	lighting level of your classroom	3.643	0.743
e4	feeling about room color	3.429	1.016
e5	spaciousness of classroom	2.929	1.269
e6	room temperature	3.000	1.177
e7	estim of similarity to colleagues	3.357	0.842

overall job satisfaction/career alienation. Item o27 was used as a measure of overall job satisfaction. As expected, little difference was found between men and women in level of overall job satisfaction/career alienation (See Table 2).

Table 2

Overall Job Satisfaction Among Males and Females

	<u>Mean</u>	<u>n=</u>
Males Overall Job Satisfaction	4.67	3
Females Overall Job Satisfaction	5.10	11

Hypothesis 3.

It was predicted that older teachers (item D4) would report higher levels of overall job satisfaction (item o27) than younger teachers (See Table 3).

This is inconsistent with other research findings which have found older teachers to be less alienated than younger teachers.

Table 3

Overall Job Satisfaction by Age Category

	<u>Mean</u>	<u>n=</u>
Overall Job Satisfaction:		
Age 29 and below	5.00	2
Overall Job Satisfaction:		
Ages 30-39	4.25	4
Overall Job Satisfaction:		
Ages 40-49	5.71	7
Overall Job Satisfaction:		
Ages 50-59	3.00	1
Overall Job Satisfaction:		
Age 50 and up	--	0

Hypothesis 4.

It was predicted that teachers with more years of teaching experience (item D1) would have greater overall job satisfaction (item o27) than those with less experience (See Table 4).

Table 4

Overall Job Satisfaction by Years of Teaching Experience

	<u>Mean</u>	<u>n=</u>
Overall Job Satisfaction:		
5 or less years	5.5	4
Overall Job Satisfaction:		
6-10 years	4.5	2
Overall Job Satisfaction:		
11-15 years	4.67	3
Overall Job Satisfaction:		
16-20 years	--	0
Overall Job Satisfaction:		
20 or more years	4.80	5

This is inconsistent with other research findings that found more experienced teachers to be less alienated than less experienced teachers.

Hypothesis 5.

It was predicted that teachers would report that they would become a teacher again if they were to start their career over again. This hypothesis was related to item x28. The mean was 2.786, the standard deviation was 1.251, and the range was 5. This hypothesis was only slightly supported (See Table 5).

Hypothesis 6.

It was predicted that salary (item s13) would be unrelated to overall job satisfaction (item o27). As predicted, these two items did not correlate at a significant level ($r = .373$), indicating that salary had little to do with overall job dissatisfaction/career alienation among this group of teachers.

Hypothesis 7.

A positive relationship was predicted between

Table 5

Whether Teachers Would Teach If They
Could Start Their Careers Over Again

	<u>n=</u>
1 Definitely Would	2
2 Probably Would	5
3 Undecided	2
4 Probably Would Not	4
5 Definitely Not	1

competence of immediate supervisor (item s12) and overall job satisfaction (item o27). As predicted, these two items did correlate significantly ($r = .466$). This indicates that confidence in school leadership plays a large role in overall job dissatisfaction/career alienation.

Hypothesis 8.

A positive relationship was predicted between satisfaction with the relationship with their immediate administrator (item s22) and overall job satisfaction (item o27). As predicted, these two items did correlate significantly. The correlation was .561. This indicates that satisfaction relationships with immediate administration is an important factor in avoiding teacher alienation.

Hypothesis 9.

A positive relationship was predicted between how similar teachers saw themselves to their colleagues (item e7) and overall job satisfaction (item o27). As predicted, these two items did correlate significantly ($r = .561$). This finding indicates that those teachers

who have a strong feeling that their colleagues and themselves are alike, are less likely to become alienated than those teachers who feel that they are unlike their colleagues.

Item x29 asked teachers if they would urge their own children to pursue a teaching career (See Table 6). It is of interest to note that item x29 did not correlate significantly with item x28 of whether they themselves would pursue teaching again ($r = .373$). This indicates a possible discrepancy between what parents think is good for them, and what they think is good for their children. Compare Table 6 with Table 5.

Table 7 contains a list of items that correlated significantly with overall job satisfaction (item o27). (See Table 7)

Table 6

Whether Teachers Would Urge Their Own
Children to Pursue A Teaching Career

	<u>n=</u>
1 Definitely Would	2
2 Probably Would	1
3 Undecided	5
4 Probably Would Not	4
5 Definitely Would Not	2

Table 7

Correlation of Items With Overall Job Satisfaction(item o27)

<u>Item</u>	<u>*Significant r=</u>
s6: The class load which you are assigned.	.432*
s7: The amount of time you work each week.	.728*
s8: Your classroom facilities.	-.207
s9: Your instructional materials provided by the school.	.150
s10: The adequacy of clerical support services provided by the school.	.443
s11: The amount of preparation time you are provided.	.603*
s12: The competence of your immediate supervisors.	.466*
s13: Your annual salary.	.373
s14: Your salary, compared to equally trained professionals.	.000
s15: Your salary, compared to that of those in administration.	.427
s16: Your non-teaching or extra duty responsibilities.	.600*
s17: The amount of information you receive about school matters.	.286

s18:	Your role in making policy decisions.	.193
s19:	How consistently administrative policies/procedures are implemented.	.455
s20:	How well your immediate administrator acknowledges your accomplishments.	.371
s21:	Relationship with your colleagues on the job.	.590*
s22:	Relationship with your immediate administrator.	.561*
s23:	Relationship with the parents of your students.	.160
s24:	The sense of accomplishment you receive from your work.	.630*
s25:	Opportunities for you to attend professional conferences, workshops, etc.	.000
s26:	Public interest and/or respect for the teaching profession.	.450
(above items are measuring satisfaction level)		
x28:	If you were to start your career over again, would you become a teacher:	-.739*
x29:	Would you urge your own child to pursue a teaching career?	-.296
e1:	How satisfied do you think your colleagues are with their jobs?	-.049
e2:	Noise arising outside the classroom.	.000
e3:	Lighting level of your classroom.	.124
e4:	Feeling about room color.	-.045
e5:	Spaciousness of classroom.	-.291

e6: Room temperature.	-0.157
e7: How similar are you to your colleagues?	.494*

CHAPTER V

Summary, Conclusions and Implications for the Future

Summary and Conclusion

This pilot study investigated the level of overall job dissatisfaction/career alienation and determined the work elements that were most related to overall job dissatisfaction/career alienation among teachers at a parochial high school. Nine hypotheses were tested, and all job satisfaction items were examined for their relationship to overall job dissatisfaction/career alienation.

The level of overall job dissatisfaction/career alienation was fairly low for teachers at this school. Analysis of item d1 and d4 did not convincingly show that teachers with more years of teaching experience and older teachers have higher levels of overall job dissatisfaction/career alienation. Men and women showed little difference in level of overall job dissatisfaction/career alienation on item d5. Satisfaction with salary was found to be unrelated to career alienation. Teachers were divided on whether they would become teachers again; and this item did

not correlate significantly with the item measuring whether teachers would urge their own children to pursue a teaching career. Rating of competence of immediate supervisor, satisfaction with immediate administrator, and how similar teachers saw themselves to their colleagues (social aggregate), were all significantly related to career alienation, indicating that teachers who see themselves as similar to their colleagues were less likely to experience career alienation.

Results of the study supported hypotheses one, two, six, seven, eight and nine, regarding estimated overall job dissatisfaction, gender and overall job dissatisfaction, satisfaction with salary and overall job dissatisfaction, satisfaction with competence of immediate supervisor and overall job dissatisfaction, satisfaction with relationship to immediate administrators and overall job dissatisfaction, and how similar teachers saw themselves to their colleagues and overall job dissatisfaction respectively. Hypotheses three and four, concerning the relationship of age and years of teaching experience to overall job dissatisfaction, were not supported by the results.

Hypothesis five concerning whether teachers would become teachers again if they had the chance, was also not supported. The results, however, did not suggest that the opposite of what was hypothesized was the case in hypotheses three, four and five.

Discussion

The findings of this study suggest that the teachers at this parochial school were experiencing little career alienation. This finding is in contrast to teacher alienation research conducted with public school teachers. This may be the case because teachers at this parochial school, and possibly other parochial schools, work in a context which is less bureaucratic than in the public school systems. Parochial schools have a great deal of control over what happens within their individual school. Teachers in a parochial school usually feel that they have a great deal of influence over their teaching (Klein, 1990). Advances were also made in determining which variables of a teacher's job were most and least related to career alienation.

Implications for Future Research

If public and parochial schools differ in their degree of bureaucratic organization, then an in-depth analysis of alienation in parochial schools could be very valuable for the future organization of new schools, and reorganization of present schools. Educators, as noted by Benson (1983), could greatly benefit from knowing how organizations influence and fashion their members.

Teacher alienation research consistently reports that bureaucratic elements are alienating agents in public schools. Educational literature may be in error, however, in suggesting the humanization of the bureaucracy rather than suggesting macro-changes of the structures of the educational establishment (Karger, 1981). Mertz (1979), for example, found that educators experiencing renewal were more likely to have freedom and responsibility to plan and create, and to enjoy increased power in decision making. This may only be possible in the absence of bureaucracy.

Future research should determine what makes an organization bureaucratic, and what makes a bureaucracy alienating. A causal model is needed, at any rate,

which can account for factors that lead to alienation. One way is to examine schools which are less alienating than other schools, and determine what makes them less alienating. This is what this study attempted to do.

Future studies should be conducted to determine the reliability and validity of the instrument used, and to determine the soundness of the theoretical assumptions about job dissatisfaction, career alienation, and to determine exactly how bureaucratic parochial and public schools really are. Replication of this study should be conducted using multiple schools, and controlling for variables in schools' size, socioeconomic status, and other variables that may confound the results.

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APPENDIX A
Job Satisfaction Survey

- services provided for you. 1 2 3 4 5 6 7
- s11. The amount of preparation time you are provided. 1 2 3 4 5 6 7
- s12. The competence of your immediate supervisors. 1 2 3 4 5 6 7
- s13. Your annual salary. 1 2 3 4 5 6 7
- s14. Your salary, compared to other equally trained professionals. 1 2 3 4 5 6 7
- s15. Your salary, compared to that of those in administration. 1 2 3 4 5 6 7
- s16. Your non-teaching or extra duty responsibilities. 1 2 3 4 5 6 7
- s17. The amount of information you receive about school matters. 1 2 3 4 5 6 7
- s18. Your role in making policy decisions. 1 2 3 4 5 6 7
- s19. How consistently administrative policies/procedures are implemented. 1 2 3 4 5 6 7
- s20. How well your immediate administrator acknowledges your accomplishments. 1 2 3 4 5 6 7
- s21. Relationships with your colleagues on the job. 1 2 3 4 5 6 7
- s22. Relationship with your immediate administrator. 1 2 3 4 5 6 7
- s23. Relationships with the parents of your students. 1 2 3 4 5 6 7
- s24. The sense of accomplishment you receive from your work. 1 2 3 4 5 6 7
- s25. Opportunities for you to attend professional conferences,

workshops, etc. 1 2 3 4 5 6 7

s26. Public interest and/or respect for
the teaching profession. 1 2 3 4 5 6 7

o27. All things considered, indicate your
overall level of job satisfaction. 1 2 3 4 5 6 7

x28. If you were to start you career over again, would
you become a teacher? (circle one)

1. definitely would 3. undecided 5. definitely not
2. probably would 4. probably would not

x29. Would you urge your own child to pursue a teaching
career? (circle one)

1. definitely would 3. undecided 5. definitely not
2. probably would 4. probably would not

Appendix B
Ratings of Environmental Characteristics

