

A Study of Teacher Satisfaction
in Isolated Communities of
Northwestern Ontario

by

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A STUDY OF TEACHER SATISFACTION IN ISOLATED COMMUNITIES OF
NORTHWESTERN ONTARIO

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ABSTRACT

One of the major problems facing school boards of Northwestern Ontario is the high turnover rate among teachers in isolated communities. The purpose of this study was to investigate how teachers in isolated communities of Northwestern Ontario perceive their work and employment conditions, the relative degree to which they are satisfied with their job, and the causes of satisfaction and dissatisfaction among teachers in these communities.

The Satisfaction with Teaching and Employment Conditions Questionnaire developed by E.A. Holdaway (1978) was used to measure teacher satisfaction with working conditions, teaching-related matters, teaching matters, student-related matters and occupation-related matters. Questionnaires were distributed to teachers in 30 schools in isolated communities of Northwestern Ontario. Cross-tabulations and the Pearson product-moment correlations were employed as the main techniques of data analysis.

The findings suggest that overall, satisfaction of teachers is related to satisfaction with expectations of administrators for teachers, with the teaching assignment itself, with teachers' sense of achievement in teaching, and

with the general behaviour of children in the classes which they teach. The control teachers had over their teaching assignments and their interpersonal relationships with co-workers and students were cited by teachers as the most satisfying aspects of their jobs. The lack of availability of facilities and resources, attitudes of parents and society toward education, and in-school administration were found to be the principal sources of dissatisfaction. The results indicate that salary and benefit increases are not as crucial to recruitment and retention of teachers as is often felt by educational administrators. Items causing the most dissatisfaction were those over which teachers have no control.

Recommendations for change suggested that a working environment be created to resemble that found in urban areas, faculties of education should adequately prepare teachers for teaching in isolated communities, and school administrators should ensure a more rigid process for recruiting principals in isolated communities. Recommendations for further study in the area of teacher satisfaction in isolated communities were also suggested.

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CHAPTER 1

Introduction

One of the principal problems facing school boards in Northwestern Ontario is finding and keeping teachers. It is a significant problem in that there is a shortage of qualified teachers and frequent turnover of teaching staff in isolated communities. A large proportion of teachers leave after their first year or second year of work. It is estimated that about 40 percent of all teachers in Band Schools, 35 percent of those in Federal Schools and about 20 percent of Provincial Schools' teachers are replaced annually. Table 1 for example, shows teacher replacements in Isolate School Boards (Provincial Schools) within a period of twelve months (April, 1989 to March, 1990). It shows that approximately 20 percent of all teachers in Isolate School Boards (Provincial Schools) were replaced within a period of twelve months.

Table 1
 Teacher Replacements in Isolate School Boards of
 Northwestern Ontario Within Twelve Months (April, 1989 to
 March, 1990)

Board	Staff Size (Teacher Count)	Number of Teachers Replaced
Atikokan R.C.S.S. Board	18	1
Caramat D.S.A. Board	3	1
Collins D.S.A. Board	2	1
Connell and Ponsford D.S.A. Board	8	2
Ignace District R.C.S.S. Board	5	0
Kilkennie D.S.A. Board	4	2
Mine Centre D.S.A. Board	6	0
Nakina D.S.A. Board	8	1
Northern D.S.A. Board	16	4
Red Lake Combined R.C.S.S. Board	11	1
Slate Falls D.S.A. Board	3	2
Summer Beaver D.S.A. Board	9	4
Umfreville D.S.A. Board	4	0
Upsala D.S.A. Board	4	1
Total	101	20

In response to concerns about teacher retention, it has become important to examine how teachers in remote school settings in Northwestern Ontario feel about their work and

employment conditions and the relative degree to which they are motivated and satisfied in their jobs. Katz and Khan (1966) view job satisfaction as an impetus that should retain a worker in an organization. Vroom (1964) also states that: "The more satisfied a worker, the stronger the force on him to remain in his job and the less the probability of his leaving it voluntarily" (p. 175). Then again, Benson (1983) views job satisfaction as "the willingness to remain within the current organization despite inducements to leave" (p. 140).

Since the 1950's social scientists have explored how people feel about their work, their employment conditions, and the relative degree to which they are satisfied in their job. Significant publications are A.H. Maslow's (1954) Theory of Motivation and Frederick Herzberg's (1966) Motivation-Hygiene Theory. These theories provide important insights into feelings of people in their occupations. Considerable interest in teacher satisfaction continued into the 1970's. Dan Lortie's (1975) School-Teacher provides detailed information on how teachers feel about their work and employment conditions. One well-known publication about teacher satisfaction in Canada is E.A. Holdaway's (1978) Satisfaction of Teachers In Alberta With Their Work and Working Conditions.

In the 1980's the subject of teacher satisfaction has been closely linked with the school environment. Sharon C. Conley et al. (1989) state that: "If we are to genuinely improve teacher performance in schools, we should ensure that the work environment enhances teachers' sense of professionalism and in turn decreases their career dissatisfaction. If we can discover the organizational work characteristics of schools associated with teacher career dissatisfaction, we may have a basis for changing the work environment of schools to ensure continuous career satisfaction for teachers" (p. 59).

In spite of this general interest in teacher satisfaction, not a great deal is known about how teachers in remote school settings perceive their work and employment conditions. Through the use of questionnaires, this study investigated the levels of satisfaction of teachers in remote school settings in Northwestern Ontario in relation to their conditions of employment and work. Relationships between these satisfaction levels and other variables including age, sex, and experience were also examined. Personal comments were solicited to provide information which would otherwise not be provided by the questionnaires. In addition, teachers were invited to list changes in working conditions that they would like to see introduced by

1990, and comment on any of the matters that were presented in the questionnaires.

Statement of the Problem

The major problem of this study was to examine how teachers in remote school settings of Northwestern Ontario feel about their work and employment conditions and the relative degree to which they are satisfied in their jobs. More specifically, this investigation attempted to answer the question: "To what extent are teachers in isolated communities of Northwestern Ontario satisfied with their jobs?"

This study was prompted by the author's perceptions:

1. that the shortage of qualified teachers as well as frequent turnover of teaching staff in remote school settings was due to how teachers perceived their work and employment conditions in remote areas; and,

2. that insufficient data were available in Canada about how teachers in remote school settings feel about their work.

Theoretical Framework

Satisfaction is an elusive term, regardless of the context in which it is used. Many definitions of job satisfaction exist. Some of these are abstract definitions, but most are contextual. In other words, the term is defined by the researcher in the actual context in which the term is used.

The most frequently used definition of job satisfaction by researchers is, job satisfaction is the strength of the compulsion on an employee to remain on his or her job (Benson, 1983; Katz and Khan 1966; March and Simon, 1958; Vroom, 1964). Job satisfaction can thus be viewed as a feeling of gratification on the job and the power of commitment to remain on the job.

Holdaway (1978), notes that all the definitions of job satisfaction emphasize either an "affective or behavioral orientation" (p. 5). According to Holdaway, in the "affective" group are definitions such as "Job satisfaction and dissatisfaction are complex emotional reactions to the job" (Locke, cited in Holdaway, 1978, p. 5); and in the "behavioral" group are definitions such as "... a willingness to remain in the current school organization despite inducements to leave" (Belasco and Alluto, cited in Holdaway, 1978, p. 5). Holdaway treats job satisfaction as

an all-embracing concept, that is, "overall satisfaction" and as a "multi-dimensional concept", that is "satisfaction with the various facets of the job." Holdaway measures teacher satisfaction with five dimensions. These dimensions are, working conditions, teaching-related matters, teaching matters, student-related matters, and occupation-related matters.

In the category of working conditions for example, Holdaway measures items such as, the way in which teacher-board collective bargaining is conducted in the province, the salaries teachers receive, provisions for sick and maternity leave, number of hours worked and preparation time available for teachers. It will be worthwhile to find out the extent to which teachers in isolated communities of Northwestern Ontario are satisfied with working conditions.

The variables used by Holdaway in measuring teaching-related matters are, opportunity for promotion, expectations of administrators for teachers, methods used in the promotion of teachers, long-term salary prospects in education, methods used in the evaluation of teachers, job security, and relationships with in-school administrators and other teachers.

Question: To what extent are teachers in isolated communities satisfied with teaching-related matters?

Some of the items used by Holdaway in measuring teaching matters are, teachers' involvement in decision-making in their school jurisdictions, teachers' freedom to select subject matter for the classes they teach, freedom to select teaching methods, time-tabling of teaching assignments, assignment to teach particular subjects, average size of classes taught and availability of library resources, teachers' aides, substitute teacher services, and physical conditions of classrooms.

Question: To what extent are teachers in isolated communities in Northwestern Ontario satisfied with teaching matters?

Student-related matters are measured by teachers' relationships with students, attitude of students toward learning, general behaviour of students in the school, average level of student achievement, ability levels of students, general behaviour of students in the classes, methods used in reporting students' attitudes and achievement to parents and availability of diagnostic services.

Question: To what extent are teachers in isolated communities in Northwestern Ontario satisfied with student-related matters?

The items used by measuring occupation-related matters are status of teachers in society, attitude of society

toward education, attitudes of parents toward education, teachers' sense of achievement in teaching, recognition by others of teachers' work, teachers' social relationships in their work, their intellectual stimulation in their work, teachers' opportunities for further formal studies and for useful in-service education and the availability of facilities in teachers' communities for recreation, fine art and so on.

Question: To what extent are teachers in the isolated communities in Northwestern Ontario satisfied with occupation-related matters?

Background

The background scales used in this study were, school jurisdiction, grade level taught, consistency of major teaching assignment, sex, age, experience, level of education attained, and marital status.

Social scientists relate job satisfaction to a series of background scales such as sex, age, experience and level of education attained (Lortie, 1975; Holdaway, 1971 and 1978; Wickstrom, 1973; Smith et al., 1969; Sillito, 1970).

School Jurisdiction

This study was conducted in three different employing systems, namely, Band Schools, Federal Schools and Provincial Schools. It was presumed by the investigator that satisfaction levels might differ between Band Schools, Federal Schools and Provincial Schools.

Question: "Are teachers in Provincial Schools more satisfied with their jobs than teachers in Band and Federal Schools?"

Grade Level Taught

Feitler et al. (1981) studied teacher satisfaction in Ohio and Pennsylvania and reported that high school teachers indicated more job stress than middle school or elementary school teachers.

Question: "To what extent do satisfaction levels of teachers in isolated communities differ with grade level taught?"

Consistency of Major Teaching Assignment

It was presumed that satisfaction levels of teachers whose major teaching assignments were inconsistent with

their training and experience might differ from those with consistent assignments.

Question: "What are the differences in satisfaction levels between teachers whose major teaching assignments are inconsistent with their training and experience and teachers whose major assignments conform with their training and experience?"

Sex

Lortie (1975) noted that male teachers had more job involvement than their female counterparts, yet female teachers had more job satisfaction than male teachers. Holdaway (1971), in his study of Australian teachers in Canada, also revealed that Australian female teachers on the whole demonstrated more job satisfaction with teaching conditions in Australia than their male counterparts in Canada. Smith et al. (1969) noted that there were sex differences in satisfaction with promotions, salaries, supervision, interpersonal relationships, and work itself.

Question: "To what extent do female teachers in isolated communities of Northwestern Ontario differ from their male counterparts in levels of job satisfaction?"

Experience

Sillito (cited in Holdaway, 1978), reported that teachers with more supervising experience indicated more job satisfaction than their counterparts with less experience. In his study of Alberta teachers, Holdaway (1978) noted that teachers with more than twenty years of teaching experience were less satisfied with items such as promotion methods and availability of teachers' aides.

Question: "To what extent do satisfaction levels of teachers in Northwestern Ontario differ with teaching experience?"

Age

Feitler et al. (1981) found that teachers between the ages of 31 and 44 experienced a lower level of job satisfaction than teachers under 30 or above 45 years.

Question: "To what extent do satisfaction levels differ with age differences of teachers in isolated communities of Northwestern Ontario?"

Level of Education Attained

Wickstrom (1973) revealed that level of education correlates with satisfaction levels.

Question: "How does the level of education of teachers in isolated communities of Northwestern Ontario influence their satisfaction levels?"

Marital Status

It was necessary to include this demographic variable because of the isolation to which the respondents are subjected. It was presumed by the investigator that there would be differences in satisfaction levels between married and unmarried teachers, even so between teachers whose spouses are educators and those whose are not. It was also presumed that teachers whose spouses are educators could act as reinforcement to each other at home through discussions of various items of levels of satisfaction or dissatisfaction.

Question: "Are there differences in satisfaction levels between married and unmarried teachers and (b) those whose spouses are educators and those whose are not?"

Statement of the Research Questions

The General Research Question of this study was: "To what extent are teachers in isolated communities of Northwestern Ontario satisfied with their jobs?" The General Research Question was investigated through the use of a series of more specific questions such as:

1. Are teachers in Provincial schools more satisfied with their jobs than teachers in band and Federal Schools?

2. To what extent do satisfaction levels of teachers in isolated communities differ with grade levels taught?

3. What are the differences in satisfaction levels between teachers whose major teaching assignments are inconsistent with their training and experience and teachers whose major assignments conform with their training and experience?

4. To what extent do female teachers in isolated communities of Northwestern Ontario differ from their male counterparts in levels of job satisfaction?

5. To what extent do satisfaction levels of teachers differ with teaching experience?

6. To what extent do age differences influence teacher satisfaction?

7. How does the level of education attained influence satisfaction levels of teachers?

8. Are there differences in satisfaction levels between married and unmarried teachers; and, (b) teachers whose spouses are educators and those whose are not?

9. To what extent are teachers in isolated communities satisfied with their working conditions?

10. To what extent are teachers in isolated communities satisfied with teaching matters.

11. To what extent are teachers in isolated communities satisfied with teaching-related matters?

12. To what extent are teachers satisfied with student-related matters?

13. To what extent are teachers satisfied with occupation-related matters?

Purpose of the Study

It is important to know how teachers feel about their work and employment conditions in remote school settings and how they are motivated and satisfied in their jobs. The study will provide the basis of understanding teachers' perceptions about their work and employment conditions in remote areas. With increasing local control of schools, how teachers feel about their work and employment conditions

should be of interest and importance to officials in provincial departments of education and school districts, to school trustees, to staff in faculties of education, to organizations of trustees and teachers, and to the general public. Conditions which can adversely influence school effectiveness or human fulfillment in remote school settings should be investigated and changed, if such changes are necessary and possible. This is essential because administrators and trustees do have the capability to remove or reduce some sources of dissatisfaction, if these sources are clearly defined (Holdaway, 1978). By knowing the extent of satisfaction or dissatisfaction of teachers in remote school settings, management would be able to identify teachers' needs and then make changes that will better meet those needs.

Significance of the Study

This study will be significant for the following reasons:

1. There is a paucity of research in Canada concerning teacher satisfaction in isolated communities.
2. Shortage of teaching staff and frequent turnover of teachers is related to teacher satisfaction.

3. Results should be of interest to school principals, administrators, school boards and educational interest groups such as the Ontario Teachers' Federation.

4. This study should serve as a basis for more extensive research into the frequent turnover of teachers in isolated communities.

Delimitations

This research is delimited to a study of teachers' job satisfaction in isolated communities of Northwestern Ontario. Teacher satisfaction as a concept will be examined in relation to various facets of the teaching job and overall satisfaction in teaching.

It should be kept in mind that many variables other than isolation may have an effect on teacher satisfaction. However, it is the purpose of this study to concentrate on teachers in isolated communities to find out how teachers in these communities relate to their jobs. Although principals in isolated communities may also act as teachers, the investigation only covers principals of one or two classroom schools.

Limitations

Conclusions or limitations arising from the results of this study must be considered with regard to the following limitations:

1. Job satisfaction is an analytical abstraction that can only be defined contextually.
2. The size and nature of the sample may restrict generalizability to the province as a whole.
3. The possibility that respondents will exercise too little discrimination in selection of response categories, a limitation of the questionnaire method of inquiry.

Definition of Operational Terms

Teacher(s) - Employed certificated educator(s) excluding principals but including principals of one or two classroom schools.

Teacher Satisfaction - Feeling a sense of gratification on the job.

Job content factors - Factors that are intrinsic to the job, for example, recognition and achievement, work itself.

Job context factors - Factors that are extrinsic to the job, for example, working conditions, policy and administration, supervision, interpersonal relations with peers, interpersonal relations with subordinates and interpersonal relations with superordinates.

Band Schools - Schools under the jurisdiction of Bands (or Status Indians).

Federal Schools - Schools under the jurisdiction of the Federal Government for Status Indians.

Provincial Schools - Schools under the jurisdiction of the Provincial Government (formerly Isolate School Board).

Born Canadian - A Canadian citizen other than a landed immigrant or person of Native ancestry.

Landed immigrant - A permanent resident, that is, a person who has been granted landing but has not become a Canadian citizen.

Person of Native Ancestry - A status Indian or Metis.

Other (Citizen) - A teacher in an isolated community who is

neither a Canadian citizen, a person of Native ancestry
nor a landed immigrant.

CHAPTER 2

Literature Review

Introduction

Although there is a paucity of research in the area of teacher satisfaction in isolated communities, it is essential to review literature and related research dealing with the whole gamut of job satisfaction and that associated with teachers in general. It is hoped that the findings will help in the understanding of the concept of teacher satisfaction. The literature review is organized under the following headings: (1) definition of the concept of job satisfaction; (2) categories of job satisfaction; and (3) characteristics of teachers and levels of job satisfaction.

Definition of Job Satisfaction

Job satisfaction is difficult to comprehend because of the inherent conceptual and measurement difficulties that pertain to attitude studies. Satisfaction cannot easily be revealed by the physical appearance or behaviour of an employee. The concept of satisfaction is, therefore, elusive because of its relative instability as a state over time, even for limited periods. A worker's satisfaction is usually

related to his or her expectations on the job. Thus, many definitions exist of employees' job satisfactions.

Hoppock (1935) makes a classic attempt to define job satisfaction as "any combination of psychological, physiological and environmental circumstances that cause a person to say 'I am satisfied with my job'" (p. 47). Job satisfaction has also been thought of as an effective orientation of workers to their roles (William and Hazer, 1986; Glisson and Durick, 1988). Locke (1976) defines job satisfaction as "a positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1300). Mowday, Porter and Steers (1982) define job satisfaction in terms of responses to specific tasks. According to Mowday, Porter and Steers, "... satisfaction emphasizes specific task environment where an employee performs his or her duties (p. 28). Smith, Kendall and Hulin (1969) contend that job satisfaction is the feelings a worker has about his or her job.

The research literature appears to partition job satisfaction into separate constructs depending on the different views taken by researchers on the predictors of job satisfaction. Lester (1978), notes that these different viewpoints taken by investigators have caused discrepancies in measuring job satisfaction. Some researchers study overall satisfaction (Holdaway, 1978; Hoppock, 1935;

Brayfield and Roth, 1951), while others measure only a few items of satisfaction (Smith et al., 1969; Weiss et al., 1969). Still other researchers associate job satisfaction with organizational commitment (Glisson and Durick, 1988; Conley et al., 1989; Mowday et al., 1982; Kerba et al., 1987). Glisson and Durick (1988) link job satisfaction with effective performance. According to them "... the less confusion about responsibilities that workers experience in completing work tasks and the more they are allowed to use an assortment of their abilities, the more satisfied they will be with their jobs" (p. 66). Many other researchers also link job satisfaction with effective performance (Lawler and Porter, 1967; Lawler, 1973; Slocum, 1970).

During the so-called Human Relations Era (Mayo, 1933), it was assumed that job satisfaction led to performance. However, Vroom's (1964) "preference expectancy theory" shows that relationship between job satisfaction and performance is limited. Vroom argues that effort does not necessarily lead to performance because motivation, satisfaction, and performance are separate variables. Effort only leads to perceived equitable rewards. Although role perception mediates performance, if the worker does not have the ability to work efficiently, the amount of energy exerted by the worker at a given time may not necessarily be regarded as performance. Vroom notes that satisfaction occurs when an

individual receives a reward equal to the efforts he or she puts into the work. Vroom concludes that satisfaction depends more on performance than performance on satisfaction.

Thus, teacher satisfaction can be viewed as feeling a sense of gratification on the various aspects of the teaching job and the strength of the willingness to remain on the job.

Categories of Job Satisfaction

Maslow's Hierarchy of Needs Theory

Maslow's (1954) "hierarchy of needs" theory is a key concept in the study of job satisfaction. Maslow identifies five basic need levels in the hierarchy. The first are, "physiological drives", which consist of the fundamental biological functions of the human organisms. The second level of needs comprises the "safety and security needs", which are derived from the desire for a peaceful, smooth-running, stable environment. The third level comprises belonging, love and social needs. At the fourth level are "self-esteem needs" - the desire for recognition by others. Maslow refers to the fifth and final level as "self-

actualization" - the need to achieve fulfillment of life goals and realize potential of his or her personality.

Maslow's needs are related to one another and are arranged in a hierarchy of "prepotency". The more prepotent a need is, the more it precedes other needs in human consciousness, and in demand to be satisfied. According to Maslow, higher level needs become activated as lower level needs become satisfied. Maslow identifies the "physiological needs" as the most "prepotent" of all needs. Maslow states that "... in the human being who is missing everything in life in extreme fashion, it is most likely that the major motivation would be the physiological needs rather than any others. A person who is lacking food, safety, love and esteem would most probably hunger for food more strongly than anything else" (Maslow, p. 7-8). Maslow notes for example that when there is plenty of food, other and higher needs emerge and these needs in turn dominate the person. As they become satisfied they are replaced by new ones.

The successive emergence of higher needs is limited because lower level needs are never completely satisfied. If an individual can only satisfy needs at a given level for a period of time these needs may again emerge as potent motivators. A completely satisfied need is not an effective motivator. Maslow contends that the concept of "gratification" is as important as that of deprivation.

Maslow feels that gratification releases the person from the domination of one need, allowing for the emergence of a higher need. Conversely, if a lower level need is left unsatisfied, it emerges and dominates behavior. Maslow also notes that "a satisfied want is no longer a want." He says "those who have been deprived in the past will react to current satisfactions differently from the one who has never been deprived" (Maslow, p. 10).

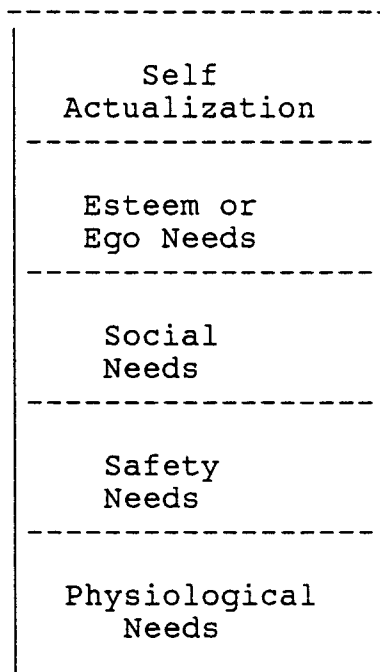


Figure 1

Maslow's Hierarchy of Needs

Many studies of teacher satisfaction have repeatedly supported the importance of need fulfillment for job

satisfaction, based on Maslow's (1954) need hierarchy theory (Blumberg, 1985; Carver and Sergiovanni, 1971; Trusty and Sergiovanni, 1966; Sweeney, 1981; and Frances and Lebras, 1982). These authors note that esteem, autonomy, and self-actualization, the three higher order needs, when unfulfilled lead to low teacher satisfaction. Sweeney (1981), Chapman and Lowther (1982), Edmunds (1982), and, Weller (1982) found esteem especially to be of great importance in teacher satisfaction.

However, Maslow's hierarchy of needs suggests that lower order needs are as important as the higher order needs in job satisfaction. When lower order needs are not fulfilled, stress occurs and there will be no way in which higher order needs could be fulfilled. For example, when teachers are underpaid or fear for their safety they may experience stress.

Herzberg's Two-Factor Theory

A different theoretical framework of job satisfaction is Herzberg's (1959; 1966; 1968) two-factor theory which is based on "motivators" and "hygiene" factors. Herzberg describes motivators as those favourable things that occur on the job to spur people on to higher achievement. Motivators are related to specific areas of job performance.

Motivators include achievement, recognition, responsibility, growth, advancement and other aspects of the individual's "self-actualization".

Herzberg notes that gratification of motivators increases job satisfaction because they pull the individual toward an ever-widening grasp and mastery of his or her environment (Glisson and Durick, 1988; Lawler, 1973; Lawler and Porter, 1967). On the other hand when motivators are not gratified only minimal dissatisfaction results.

The hygiene factors represent more basic needs. When present in favourable measure in the work situation, they provide a base from which satisfying events could take over. These factors include personal life, working conditions, company policy and administration (Haynes, 1979; Bateman and Strasser, 1984; Gladstein, 1984), interpersonal relations with peers, with subordinates, and superordinates, and technical supervision (Lopez, 1982; Brass, 1981). These factors contain little potential by themselves but when they are absent the individual becomes satisfied. In short, hygiene factors are part of the organizational context. When these factors are not gratified negative attitudes are created, producing dissatisfaction. According to Herzberg, job satisfaction and job dissatisfaction are not opposites. Herzberg (1968) says "... factors involved in producing job satisfaction (and motivation) are separate from the factors

that lead to job dissatisfaction" (p. .69). Gratification of hygiene factors leads only to minimal job satisfaction.

Herzberg notes that motivators are powerful in determining job satisfaction because they are concerned with task identity and task significance. Hackman and Oldham (1975), Haynes (1979), Bedeian and Armenakis (1981), Rizo, House and Lizman (1970) support Herzberg's position. Herzberg contends that if complaints or grumbles of work are related to hygiene factors, then the situation is unhappy, but if they are concerned with unsatisfied "motivators" then the situation can be thought of as a sign of dynamic, growing work, group and organization.

There have been divergent views among researchers about Herzberg's two-factor theory. Porter et al. (1975) both support and question this two-factor theory. They agree that Herzberg's theory has gained recognition in education and industry. However, there are a number of difficulties concerned with the theory. According to them, the theory is inconsistent because it is difficult to determine how jobs could be designed in order to bring about satisfaction and optimum productivity. They argue that the theory does not suggest how motivators are affected by workers' personal traits and how these workers would behave toward the motivators. They stress the importance of worker's

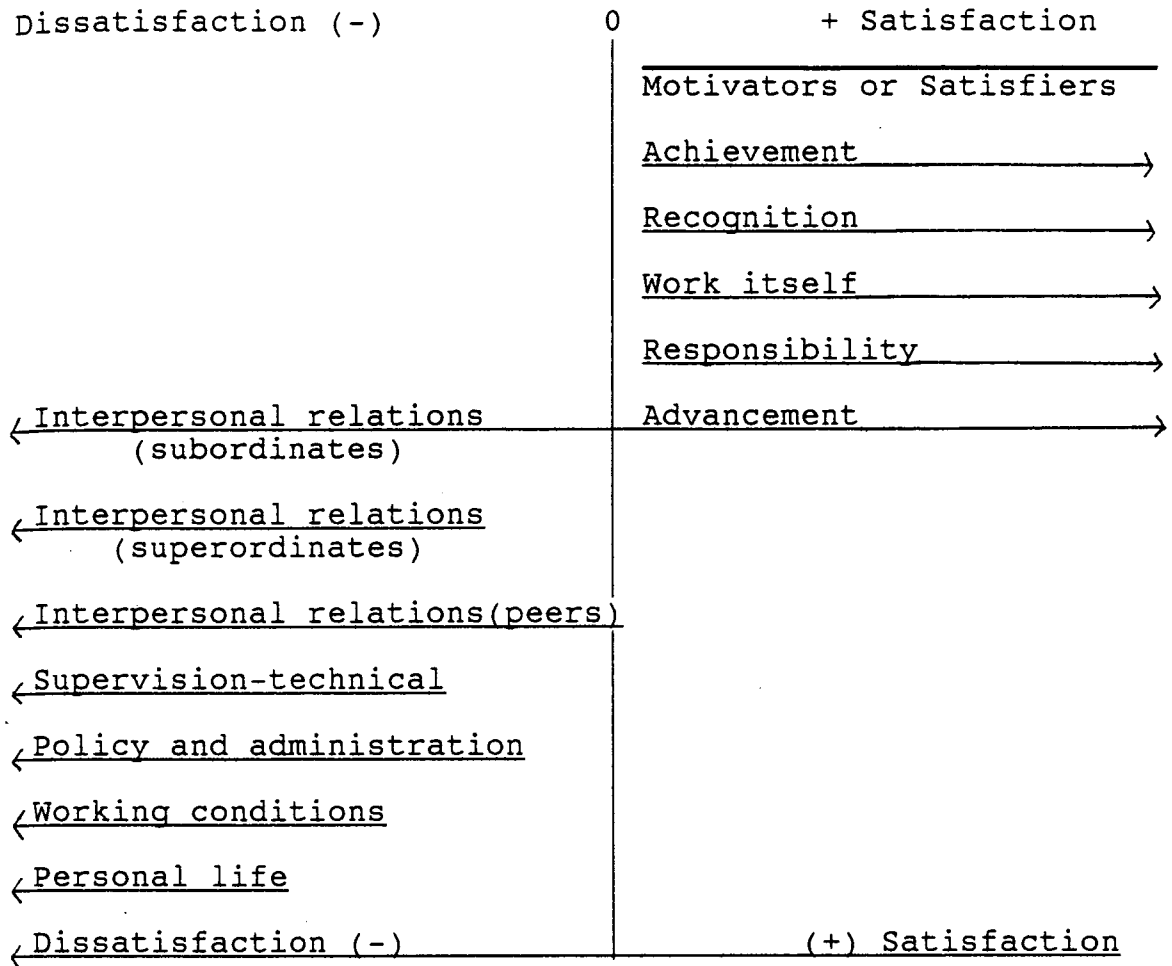


Figure 2

Outline Of Herzberg's Job Satisfaction Model

characteristics in understanding how they relate to their jobs.

Thom and Klassen (1988) note that while the older models of motivation are valuable, they must be reassessed for the contemporary society. According to them, Herzberg's theory "... is somewhat confusing because of the potential overlap of satisfiers and dissatisfiers. Dunnette (1966) is

critical when he refers to it as the overly simplified but widely popular two-factor theory of job motivation" (p. 127). According to these authors, what motivates the contemporary worker might be more simply stated: "The usual theories of motivation found in the literature have their uses. Some apply to particular types of work setting (e.g. business, industry, government or education) or culture (Hofstede, 1980). Parts of some apply universally. Some applied to organizations years ago. But times have changed and ... what motivates the majority of people at work (or anywhere else in the 1980's) can be stated quite simply, Money, Fun and Sex" (p. 127-128).

Furthermore, Thom and Klassen argue that although money has long been a motivator of people to work, modern advertising of materialistic goods, general luxuries and concomitant high cost of living make workers develop insatiable demand for money for the "good life". Money depicts success (McClelland, 1962). As Thom and Klassen put it: "... contemporary workers desire hard money more than they do things like status, responsibility and autonomy" (p. 128).

McClelland (1962) notes that money in itself is not a motivator and that the need for money is the result of achievement motivation. As McClelland puts it: "Apparently an achievement concern helps one get out of the ranks of the

lowest paid into a higher income bracket. But from there on, the trend fades. Men in the highest income brackets have a somewhat lower concern for achievement and apparently turn their thoughts to less achievement orientated concerns, possibly these men are doing well to relax a little" (p. 129).

According to Herzberg (1968), "People spend less time working for more and more money and more security than ever before, and the trend cannot be reversed. These benefits are no longer rewards; they are rights" (p. 69).

McGregor (1960) notes that the status involved makes workers feel like earning more money. McGregor states: "The issue is not the pennies involved but the fact that the status differences which they reflect are one of the few ways in which wages can result in need satisfaction in the job situation" (p. 40).

Although society is overly fastidious about discussing sex as a motivator, Thom and Klassen (1988) contend that generally people regard sex from someone who interests them as a reward for their status at work. Maslow (1954) describes sex as a physiological need which is determined by other needs such as love and affection. However, the idea of sex as a motivator is rarely expressed bluntly. Our social values demand such squeamishness about sex (Thom and Klassen, 1988).

Bennis (1968) feels workers derive their satisfaction from the work group. According to Bennis, "Research has shown that productivity can be modified by group norms, that training effects deteriorate if the training is not compatible with the goals of the social system, that group cohesiveness is a powerful motivator, that intergroup conflict is a major problem facing organizations, that individuals take many of their cues from their primary group, that identification with the small group turns out to be the only stable predictor of productivity and so on" (p. 322).

Our assumptions about what motivates the contemporary worker are so limiting, that it prevents our seeing the possibilities inherent in the strategies to be used in motivating him. We deprive the worker the opportunities to satisfy at work the needs that are now important to him (McGregor, 1960).

Characteristics of Teachers and Levels of Job Satisfaction

Job content and job context factors of teacher satisfaction have been widely researched. However, less researched is teacher attitudes toward job satisfaction in isolated school settings. The Holdaway (1978) study is

comprehensive in reviewing studies on teacher satisfaction in Alberta. Holdaway developed a questionnaire to measure five dimensions of teacher satisfaction. The dimensions measured by Holdaway are working conditions, teaching-related matters, teaching matters, student-related matters, and occupation-related matters. Holdaway's findings suggest that teachers were mostly satisfied with items such as "freedom to select teaching methods" and "relationships with other teachers" and were mostly dissatisfied with items such as "attitude of society toward education" and "the way in which consultation between board and teachers concerning working conditions is conducted during the school year."

Watland (1988) conducted a cross-cultural study on professionalism and job satisfaction and concluded that teacher satisfaction in relation to "extrinsic factors" is determined by the school setting. Knoop and O'Reilly (1976) measured teacher satisfaction in Canada by using the Job Descriptive Index (Smith et al., 1969) and reported that job satisfaction of teachers is highly correlated with the overall effectiveness of the school in which they teach. They also suggested that higher levels of satisfaction with supervision, with work itself and with co-workers were highly associated with overall school effectiveness. Knoop (1981) studied teacher-satisfaction and school attainment of school goals and his findings indicate that factors such as

pay and promotion are not positively associated with job satisfaction. Shreeve et al. (1987) found that there is a positive relationship between teacher satisfaction and opportunities to participate in decision-making. They also discussed that a principal's leadership style can have a tremendous effect on teacher satisfaction in the school.

Smith's (1977) work on job satisfaction among teachers in the Bureau of Indian Affairs System is particularly useful in reviewing teacher satisfaction in isolated communities. Smith's findings suggest that teachers in remote school settings derive their satisfaction from the countryside itself and the "cultural characteristics of the children". On the other hand, Smith identifies "isolation in some form" as the most dissatisfying factors.

In studying teacher satisfaction, Cooke and Kornbluh, (cited in Feitler, 1981) pointed out that teachers were dissatisfied with their work more than all other professionals. Feitler et al. (1981) cited a New York study of teachers (1979) which identifies that urban teachers felt more stress than suburban or rural teachers, and that teachers in the age group of 31-40 had the greatest perceived stress.

Conley et al. (1989) found that school management and the nature of teachers' jobs as well as teachers' salaries are crucial in determining teachers' job satisfaction.

McCaskil et al. (1979), in a research study about teachers' perception of job satisfaction revealed that teachers working in grades K-6 in the field of special education, vocational education and elementary education were more satisfied than others. Class size and increased student load affect teacher satisfaction and salaries were closely linked with work satisfaction and low salaries were critical in causing job dissatisfaction.

Lortie (1975) noted that teachers mainly derived their satisfaction from successfully performing their teaching duties. Lortie suggested that teacher satisfaction is intrinsic, that is, it is derived from success achieved in teaching the pupils.

Wright (1986) contends that the salary teachers receive has no direct link with teacher satisfaction. According to Wright, "Actual salary was not significantly correlated with either mean satisfaction or the intention to quit teaching" (p. 9).

Lester (1987) explains differences in findings about teacher satisfaction by noting that while some researchers investigate job satisfaction in its totality, others study some aspects of job satisfaction.

Based on the literature review, then, what are the major factors that influence job satisfaction of teachers? What does seem inevitably clear from the review of the

literature is that job-content, as well as job-context factors cause both teacher satisfaction and dissatisfaction despite Herzberg's two-factor theory (Holdaway, 1978). For example, Sergiovanni (1967) replicated Herzberg's study and found that job content factors such as achievement and recognition were a major source of teacher satisfaction. Wickstrom (1973) also replicated the same study and reported that the primary source of teacher satisfaction was achievement and recognition. However, Savage (cited in Holdaway, 1978) also replicated Herzberg's study and found that interpersonal relations with students was a "satisfier".

Below is William J. Stanton's (1978) model of Socio-cultural and Psychological Forces Which Influence a Teacher's Behavior; And The Impact of Job-Content and Job-Context Factors on His Decision to Make Teaching a Career.

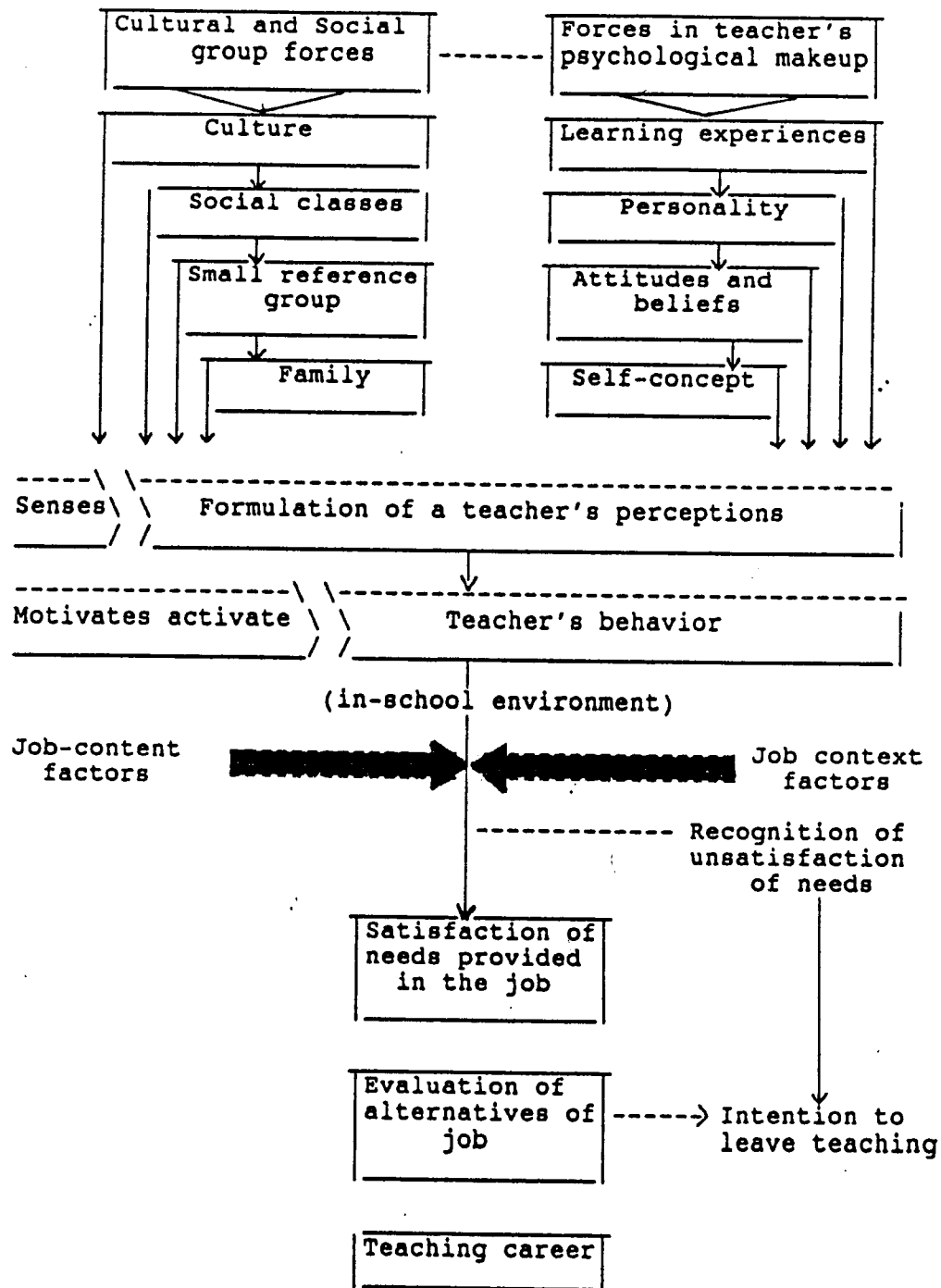


Figure 3

Socio-Cultural and Psychological Forces Which Influence A Teacher's Behavior; And The Impact Of Job Content And Job-Context Factors On His Decision to Make Teaching A Career
(adapted from William J. Stanton)

CHAPTER 3

Methodology

The overall design of this study followed, with some modifications, the "Satisfaction with Teaching and Employment" study conducted by Holdaway (1978). The modified questionnaire used in this study contained 59 satisfaction items, 17 related variables, three free responses and spaces for opinions.

Sample

Although many areas in Northwestern Ontario are usually designated "isolated", care was taken in selecting the schools which took part in the study. The teachers who were asked to participate in the study lived in communities with an average population of 300 residents. Most of these communities can only be reached by air, and only if the weather permits. Many of the participating schools were one or two classroom schools. All teachers in 30 of these isolated communities were invited to participate in the study. The sub-populations in the study include:

- (1) band, federal and provincial operated schools;
- (ii) male teachers and female teachers;

- (iii) teachers of different age groups, namely,
20-29 years; 30-39 years; 40-49 years; 50 years
and above;
- (iv) years of teaching experience;
- (v) length of time in the location;
- (vi) level of education;
- (vii) married teachers and unmarried teachers.

Questionnaires were mailed on March 21, 1989, and a closing date of return was established on June 15, 1989. A covering letter, printed questionnaire and stamped addressed envelope were enclosed. A follow-up letter was sent to all teachers one month later expressing thanks to those who had replied and requesting an early reply to those who had not. Table 2 shows number of teachers and percentages of usable returns for school jurisdictions.

Table 2
Numbers of Teachers and Percentages of Usable Returns for
Jurisdictions

Name of Jurisdiction	Number of Teachers in Sample	Number of Returns	% of Returns
Band	33	21	63.6
Federal	26	14	53.8
Provincial	35	23	65.7
	94	58	61.7

Instrument

Holdaway (1978), developed a questionnaire to measure "Satisfaction Of Teachers In Alberta With Their Work And Working Conditions". The instrument utilized in this study varies slightly from the original questionnaire developed by Holdaway. Whereas each of the individual items measuring satisfaction remained intact except for the change in "Alberta" to "Ontario" in the item "The way in which teacher/board collective bargaining is conducted in Alberta". In addition a "Section E" was formulated to supplement Holdaway's demographic variables.

Instrument Validation

Appropriate measures were taken to ensure face and content validity of the instrument. It was, firstly, assumed that face and content validity were present in the instrument as used by Holdaway in his 1978 study. To measure the five dimensions of satisfaction, Holdaway formulated an initial questionnaire which was pilot-tested in schools in 1975. After this pilot-testing, the questionnaire was discussed with staff from universities, school systems, teacher associations, and departments of education before developing the final questionnaire. Holdaway used factor

analysis in determining the major areas in which satisfaction or dissatisfaction could be measured.

To further ensure validity, the instrument with the slight changes was submitted to three professors and graduate students in the School of Education at Lakehead University. These individuals were asked to comment on the clarity and appropriateness of the changes. Valuable suggestions were offered and amendments were made.

Data Analysis

The Statistical Package for Social Sciences (SPSS) was used in analyzing all the data. The percentage frequency of distribution of responses to satisfaction items and the percentage in the "Satisfied" category and means of responses for each item were analyzed. The response categories of "Slightly Satisfied", "Moderately Satisfied" and "Highly Satisfied" were sometimes meshed into "Satisfied" to enable easier representation of the data. The investigator did the same thing for the "Dissatisfied" responses. Cross-tabulations were used to assess areas of satisfaction and dissatisfaction. The Pearson product-moment correlation coefficient between the overall satisfaction response and responses to each of the other items was also calculated.

Characteristics of Respondents

The characteristics of respondents who supplied usable questionnaires are described below:

School Jurisdiction:

Twenty-one respondents (or 36.3 percent) taught in Band-operated schools; fourteen (or 24.1 percent) taught in Federal schools and twenty-three (or 39.7 percent) respondents taught in Provincial schools.

Present Position - Grade Level:

6.9 percent of participants taught Pre-Grade 1. 52.2 percent taught Elementary Grades 1-6. 13.8 percent of the respondents described their positions as "Special Education". Twelve (20.7 percent) responded that they taught Junior-High (Grades 7-9) and 3.4 percent described their position as "Senior High (Grades 10-12)."

Sex

Of the 58 respondents, 30 or 51.7 percent were women and 28 or 48.3 percent were men.

Age

Approximately 36 percent of all the respondents were under 30 years of age, 45 percent were 30-39 years, 12 percent 40-49 years and 7 percent 50 years of age and over.

Number of Years of Teaching Experience

The distribution of years of teaching experience for present employing jurisdiction and present school have been categorized for simplicity of presentation. The categories 1, 2, 3-5, 6-10, 11-19, 20-29, and over 30 were used in the distribution analysis shown in Table 3.

Table 3
Number and Percentages of 58 Respondents Classified by Years
of Experience

Years of Experience *	Total		In Present Jurisdiction		In Present School	
	f	%	f	%	f	%
Over 30	2	3	0	0	0	0
20 - 29	4	7	2	3	1	2
11 - 19	11	19	3	5	2	3
6 - 10	10	17	6	10	6	10
3 - 5	15	26	16	28	12	21
2	4	7	7	12	10	17
1	12	21	24	41	27	47

* Present year 1988/89 was counted as a full year.

Highest Level of Formal Education Attained

Fifty-one respondents or 88 percent reported that they had a bachelor's degree. Five of the respondents (or 9 percent) reported that they had a master's degree and two (or 3 percent) reported "other qualifications". Six of the respondents indicated that they had either a diploma or a specialist certificate in addition to the bachelor's degree. The distribution of highest level attained is shown in Table 4.

Table 4
Numbers and Percentages of 58 Respondents Classified by
Highest Level of Education Attained

Level of Education Attained	f	%
Master's Degree	5	8.6
Bachelor's Degree	51	88.0
Other	2	3.4
	58	100.0

Marital Status

Thirty-six (or 62 percent) of the respondents were married. Of the thirty-six married respondents, eighteen (or 50 percent) were employed full time. Eleven (or 19 percent) of all respondents' spouses were employed as full time

educators. Seventy-one percent of Band school teachers were married. An alternate method of analysis indicates that 33 percent of Band schools' respondents' spouses were employed as full time educators. Fifty percent of Federal schools' teachers were married but only 26 percent of their spouses were employed full time educators. In all only 19 percent of all respondents' spouses were full time educators. Table 5 shows the distribution of marital status by jurisdiction, whether spouse is working full time and whether spouse is an educator.

Table 5
Some Characteristics of Spouses of Respondents

Category	Jurisdiction							
	Band f % of 21		Federal f % of 14		Provincial f % of 23		Total f % of 58	
Respondents - Married	15	71.4	7	50	14	60.9	36	62.1
Respondents - Not Married	16	28.6	7	50	9	39.1	22	38.2
Spouse works full time								
Yes	8	38.1	3	21.4	7	30.4	18	31.0
No	7	33.3	4	28.6	7	30.4	18	31.0
Full time working spouse is employed as educator								
Yes	5	23.8	2	14.3	4	17.4	11	19.0
No		14.3	1	7.1	3	13.0	7	12.1

Native and Non-Native Teachers

Of the 58 respondents, 46 or 79 percent were born Canadians. Three or 5 percent were landed immigrants. Only 4 (or 7 percent) were persons of Native ancestry and 5 (or 9 percent) were "other".

Of the 21 Band schools' teachers who took part in the study, 81 percent were born Canadians and 5 percent were landed immigrants. Another 5 percent were persons of Native ancestry and 9 percent were classified as "others". Ninety-three percent of Federal schools' teachers who responded were born Canadians and 7 percent were persons of Native ancestry. None was a landed immigrant or "other". Sixteen (16) or 69 percent of Provincial schools teachers were born Canadians. Nine percent were landed immigrants and another 9 percent were persons of Native ancestry. Thirteen (13) percent were others. Table 6 shows the distribution of racial characteristics of respondents.

Table 6
Racial Characteristics of Respondents

Jurisdiction								
Category	Band		Federal		Provincial		Total	
	f	%	f	%	f	%	f	%
	of 21		of 14		of 23		of 58	
Born Canadian	17	81	13	93	16	69	46	79.3
Landed Immigrant	1	5	0	0	2	9	3	5.2
Person of Native Ancestry	1	5	1	7	2	9	4	6.9
Other	2	9	0	0	3	13	5	8.6
	21	100	14	100	23	100	58	100

CHAPTER 4

Results

This Chapter presents frequency distributions and means of 58 respondents with respect to their satisfaction levels. These levels of satisfaction are presented (a) for respondents collectively, and (b) for respondents grouped by the demographic variables. The Pearson product-moment coefficients between the overall expressed satisfaction and satisfaction with each item are also presented. These coefficients were calculated using only those respondents whose answers ranged from 1 to 6 for each of the two items involved.

Frequency Distribution and Means

Overall Distribution of Responses

The items with the highest mean satisfaction levels were the teaching task and the interpersonal relationships among teachers and students. The highest dissatisfaction levels were with respect to the lack of availability of resources, level of student achievement, and attitude of society toward education.

Table 7 shows the percent distribution of responses for all 58 respondents taken collectively for each of the satisfaction items. It includes the percentage frequency

Table 7

Percentage Frequency Distribution of Responses to Satisfaction Items,
Percentage in the "Satisfied" Category and Means of Responses for Each
Item

Working Conditions	Percentage of Responses										Means (ignoring 0's and 7's)
	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant Or Not Applicable	Percentage answering Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)		
18. The way in which teacher/board collective bargaining is conducted in Ontario	27	7	19	10	7	0	19	17	36.2	1.58	
19. The way in which consultation between board and teachers is conducted during the school year	3	5	24	10	13	5	31	7	39.7	1.44	
20. Salary you receive	0	31	21	7	17	14	10	0	58.6	1.59	

Table 7 (continued)

Working Conditions	Percentage of Responses										Mean (ignoring 0's and 7's)
	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant or Not Applicable	Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)	Percentage answering (ignoring 0's and 7's)	
21. The use of level of education in partly determining salaries	7	40	29	10	7	5	2	0	79.3	1.85	
22. The use of length of teaching experience in partly determining salaries	7	36	28	9	9	5	3	3	72.4	1.81	
23. Retirement benefits provided	12	19	35	17	3	0	10	3	70.7	1.84	
24. Provisions for sabbatical leave	16	21	26	9	3	10	7	9	55.2	1.73	

Table 7 (continued)

Working Conditions	Percentage of Responses										Means (ignoring 0's and 7's)
	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant or Not Applicable	Percentage answering Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)		
25. Provisions for sick leave	9	33	29	16	2	5	5	2	77.6	1.87	
26. Provisions for maternity leave	21	22	17	14	5	5	2	14	53.4	1.82	
27. Number of hours you teach per week	2	33	26	16	7	7	7	3	74.1	1.78	
28. Number of hours of non-teaching duties assigned to you per week	7	16	17	24	7	3	16	10	56.9	1.69	

Table 7 (continued)

Working Conditions	Percentage of Responses										Means (ignoring 0's and 7's)
	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant or Not Applicable	Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)	Percentage answering	
29. Preparation time available to you during the official school day	0	16	16	14	10	16	28	2	44.8	1.46	
TEACHING RELATED MATTERS											
30. Your opportunity for promotion	10	17	24	17	9	7	7	9	58.6	1.72	
31. Expectations of administrators for you as a teacher	5	16	22	22	12	5	12	5	60.3	1.67	
32. Methods used in promotion of teachers	22	7	16	12	10	9	10	14	34.5	1.54	

Table 7 (continued)

Working Conditions	Percentage of Responses										Means (ignoring 0's and 7's)
	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant or Not Applicable	Percentage answering Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)		
33. The prospect of classroom teaching as your life-time career	7	26	35	12	5	7	5	3	72.4	1.81	
34. Your long-term salary prospects in education	10	16	38	12	16	3	3	2	65.5	1.75	
35. Methods used to evaluate teachers	5	9	16	22	21	12	10	5	46.6	1.52	
36. The distribution of resources within your school	3	19	17	16	16	7	21	2	51.7	1.55	

Table 7 (continued)

Working Conditions	Percentage of Responses										Means (ignoring 0's and 7's)
	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant or Not Applicable	Percentage answering Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)		
37. Your relationships with in-school administrators	27	7	19	10	7	0	19	17	36.2	1.58	
38. Your job security	3	22	21	4	9	9	21	2	56.9	1.60	
39. Your relationships with other teachers	0	55	22	10	0	0	5	9	86.2	1.94	
40. Physical conditions of staff rooms and staff offices	3	22	19	12	9	5	22	7	53.4	1.60	
41. Availability of useful advice to assist you with problems you encounter in teaching	0	14	17	14	9	19	26	2	44.8	1.46	

Table 7 (continued)

	Percentage of Responses										Means (ignoring 0's and 7's)	
	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant or Not Applicable	Percentage answering Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)			
Working Conditions												
42. Your involvement in decision-making in your school	2	21	28	16	6	10	16	2	63.8	1.66		
TEACHING MATTERS												
43. Your involvement in decision-making in your school jurisdiction	5	9	19	14	16	9	19	10	41.4	1.49		
44. Your freedom to select subject matter for classes you teach	0	50	29	10	3	2	3	2	89.7	1.91		

Table 7 (continued)

Working Conditions	Percentage of Responses										Means (ignoring 0's and 7's)
	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant or Not Applicable	Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)	Percentage answering (ignoring 0's and 7's)	
45. Your freedom to select teaching methods	0	57	28	9	2	0	3	2	93.1	1.95	
46. Your freedom to select teaching materials within the constraint of available funds	2	35	33	12	9	3	5	2	79.3	1.82	
47. Time-tabling of your teaching assignments	2	31	48	12	2	2	2	2	91.4	1.95	
48. Your assignment to teach particular grade levels	2	35	33	14	10	3	2	2	81.0	1.84	

Table 7 (continued)

Percentage of Responses

Working Conditions	Percentage of Responses								Means (ignoring 0's and 7's)	
	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant or Not Applicable		Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)
49. Your assignment to teach particular subjects	7	35	30	16	5	3	2	3	79.43	1.89
50. Average size of classes you teach	0	60	19	3	0	7	7	3	82.8	1.86
51. Amount of preparation correction required by your teaching assignment	5	14	29	19	7	9	9	9	62.1	1.72
52. Availability of library resources	5	5	9	19	22	9	31	5	32.8	1.35

Table 7 (continued)

Working Conditions	Percentage of Responses										Means (ignoring 0's and 7's)
	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant or Not Applicable	Highly, Moderately or Slightly Satisfied	(ignoring 0's and 7's)	
53. Availability of audio-visual resources	0	10	12	16	21	10	29	2	37.9	1.39	
54. Availability of teachers' aides to assist you	2	14	16	19	12	7	24	7	48.3	1.53	
55. Physical conditions of your classrooms	0	36	24	12	14	2	9	3	72.4	1.75	
56. Availability of substitute teacher services when you wish to be absent for professional activities	3	12	10	7	10	9	35	3	39.7	1.43	

Table 7 (continued)

	Percentage of Responses										Means (ignoring 0's and 7's)	
	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant or Not Applicable	Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)			
Working Conditions												
57. Performance of on-call substitute teachers who teach your classes when you are absent	0	10	16	19	9	10	28	9	44.8	1.49		
STUDENT RELATED MATTERS												
58. Your relationship with students	0	45	41	7	3	2	2	0	93.1	1.93		
59. Attitudes of students toward learning	0	9	19	21	22	14	16	0	48.3	1.48		
60. General behavior of students in the school	0	12	22	12	24	20	9	0	46.6	1.47		

Table 7 (continued)

Working Conditions	Percentage of Responses										Means (ignoring 0's and 7's)
	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant or Not Applicable	Percentage answering Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)	Means (ignoring 0's and 7's)	
61. Average level of student achievement	0	12	22	12	24	20	9	0	46.6	1.47	
62. Ability levels of students taking your classes	0	3	17	17	22	24	16	0	37.9	1.38	
63. General behavior of students in your classes	0	19	33	17	16	10	0	5	69.0	1.73	
64. Methods used in reporting pupils' attitudes and achievement to parents	3	10	29	16	12	12	17	0	55.2	1.57	

Table 7 (continued)

Working Conditions	Percentage of Responses										Means (ignoring 0's and 7's)
	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant or Not Applicable	Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)	Percentage answering	
65. Availability of diagnostic services	3	3	16	14	21	19	22	2	32.8	1.35	
OCCUPATION RELATED MATTERS											
66. Status of teachers in society	3	9	28	26	22	3	9	0	62.1	1.64	
67. Attitude of society toward education	0	5	12	19	43	7	12	2	36.2	1.37	
68. Attitudes of parents toward education	2	2	10	28	19	10	28	2	39.7	1.41	

Table 7 (continued)

Working Conditions	Percentage of Responses										Means (ignoring 0's and 7's)
	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant or Not Applicable	Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)	Means (ignoring 0's and 7's)	
69. Your sense of achievement in teaching	0	19	40	22	7	9	3	0	81.0	1.81	
70. Recognition by others of your work	0	14	35	24	19	5	3	0	72.4	1.72	
71. Social relationships in your work	5	24	26	21	16	2	2	5	70.7	1.79	
72. Intellectual stimulation in your work	2	16	35	16	17	7	7	2	65.5	1.68	
73. Opportunities for further formal study (i.e., in university college or institute)	3	3	17	24	17	10	22	2	44.8	1.47	

Table 7 (continued)

Working Conditions	Percentage of Responses										Means (ignoring 0's and 7's)
	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant or Not Applicable	Percentage answering Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)	Percentage answering Highly, Moderately or Slightly Dissatisfied (ignoring 0's and 7's)	
74. Opportunities for useful in-service education	3	3	17	24	17	10	22	2	44.8	1.47	
75. Availability of facilities in your community for recreation, fine arts, etc.	2	2	2	9	17	12	52	5	12.1	1.13	
76. Your overall level of satisfaction with your job	2	16	38	24	3	9	5	3	77.6	1.82	

distribution of responses. It also includes the percentage frequency distribution for all eight response categories, for the satisfied (4-6) meshed category (ignoring 0's and 7's), and the mean score for each satisfaction item (ignoring 0's and 7's).

Percentages associate highly with the means although some major discrepancies occur. For example. "Your freedom to select teaching methods" and "Your relationship with students" both had 93 percent satisfied but their respective means were 1.95 and 1.93 and their ranks were first and fourth. Again, "Your freedom to select teaching materials" and "Provisions for maternity leave" both had means of 1.82 but their respective percentages were 80 percent and 53 percent "satisfied". Twenty-four of the 58 items with the highest satisfaction scores are listed in Table 8. Of the 24 items with the highest satisfaction scores, four had satisfaction scores of 90 percent or more "satisfied", five between 80 and 89 percent, ten between 70 and 79 percent and five between 50 and 69 percent.

Items with the highest satisfaction scores have been ranked from 1-24 in Table 8. The "Freedom to select teaching methods" ranks first with a mean of 1.95 or 93 percent "satisfied". Table 8 shows that items which ranked high in satisfaction were those that dealt mostly with the teaching assignment and relationships with students and fellow

Table 8

Items With the Highest Satisfaction Scores,
Means and Percentages of Respondents "Satisfied" (Highly,
Moderately and Slightly) for Twenty-four Items having the
Highest Mean Satisfaction Scores

Item	Mean	Percentage Satisfied
1. Your freedom to select teaching methods	1.95	93
2. Time-tabling of your teaching assignment	1.95	91
3. Your relationship with other teachers	1.94	86
4. Your relationship with students	1.93	93
5. Your freedom to select subject matter	1.91	90
6. Your assignment to teach particular subjects	1.89	79
7. Provisions for sick leave	1.87	78
8. Average size of classes you teach	1.86	83
9. The use of level of education in partly determining salaries	1.85	79
10. Your assignment to teach particular grade levels	1.84	81

Table 8 (continued)

Item	Mean	Percentage Satisfied
11. Retirement benefits provided	1.84	71
12. Your freedom to select teaching materials within the constraint of available funds	1.82	80
13. Provisions for maternity leave	1.82	53
14. Your sense of achievement in teaching	1.81	81
15. The use of length of experience in partly determining salaries	1.81	72
16. The prospect of classroom teaching as your life time career	1.81	72
17. Social relationships in your work	1.79	71
18. Number of hours you teach per week	1.78	74
19. Physical conditions of your classroom	1.75	72
20. Your long-term salary prospects in education	1.75	66
21. Provisions for sabbatical leave	1.73	55
22. Recognition by others of your work	1.72	72
23. Amount of preparation/correction time required by your teaching assignment	1.72	62

Table 8 (continued)

Item	Mean	Percentage Satisfied
24. Number of hours of non-teaching duties assigned to you per week	1.69	57

teachers. The item "Time-tabling of your teaching assignment" ranked second with a mean of 1.95 or 91 percent "satisfied". "Your relationship with other teachers" had a mean of 1.94 or 86 percent "satisfied", and "Your relationships with students" had a mean of 1.93 or 93 percent "satisfied".

Table 9 shows items with the highest dissatisfaction levels. "Availability of facilities in your community" ranks first with a means of 1.13 or 87 percent "dissatisfied". Of the ten items with the highest dissatisfaction levels, six had scores of 60 percent or more "dissatisfied", and all the items had dissatisfaction scores of 50 percent or more.

Five of the ten items of the highest dissatisfaction dealt with lack of resources. Dissatisfaction seemed to be related to isolation in some form. The first three items in the rank order concern lack of facilities in the communities, library resources and diagnostic services, both which had means of 1.35 or 66 percent "dissatisfied". Attitude of society toward education and level of student

Table 9

Means and Percentages of Respondents "Dissatisfied" (Highly, Moderately and Slightly) for Ten Items Having the Lowest Mean Satisfaction Scores and Highest Percentages Dissatisfied.

Item	Mean	Percentage Dissatisfied
1. Availability of facilities in your community	1.13	87
2. Availability of library resources	1.35	66
3. Availability of diagnostic services	1.35	66
4. Attitude of society toward education	1.37	63
5. Average level of student achievement	1.38	62
6. Availability of audio-visual resources	1.39	61
7. Attitude of parents toward education	1.41	59
8. Availability of substitute teacher services when you wish to be absent for professional activities	1.43	57
9. The way in which consultation between board and teachers concerning	1.44	56

Table 9 (continued)

Item	Mean	Percentage Satisfied
9. working conditions is conducted during the school year.		
10. Preparation time available to you during the official school day	1.46	54

achievement ranked fourth and fifth with means of 1.37 or 63 percent and means of 1.38 or 62 percent respectively.

An inspection of the percentage frequency distribution in Table 7 reveals the following:

- (a) 60 percent were "Highly Satisfied" with "Average size of classes taught";
- (b) over 50 percent were "Highly Satisfied" with "Freedom to select subject matter taught";
- (c) over 50 percent were "Highly Dissatisfied" with "Availability of resources in the community for recreation, fine arts, etc."

The item "Average size of classes taught is the highest single satisfaction score and the "Availability of resources in the community for recreation" is the highest dissatisfaction score.

Overall Satisfaction Levels and Subgroups

School Jurisdictions

The percentage frequency distribution for the questionnaire "Your overall level of satisfaction with your job" reveals that 70 percent of Band school teachers were "satisfied" with their job; over 90 percent of Provincial schools' teachers were either "Highly Satisfied" or "Moderately Satisfied"; and over 80 percent of Federal schools' teachers were "Satisfied".

Overall only 19 percent of all teachers were either "Highly Dissatisfied" or "Moderately Dissatisfied" with their job. Figure 4 shows percent "Satisfied" and "Dissatisfied" by school jurisdiction.

In Figure 4, percentages plotted are the column percentages for the "Satisfied" and "Dissatisfied" categories for Band, Provincial and Federal schools. It is clearly indicated that the satisfaction levels of teachers in provincial schools is higher compared to the satisfaction levels of teachers in either Band or Federal schools.

Percent "Satisfied" and "Dissatisfied" for Band,
Provincial and Federal Schools

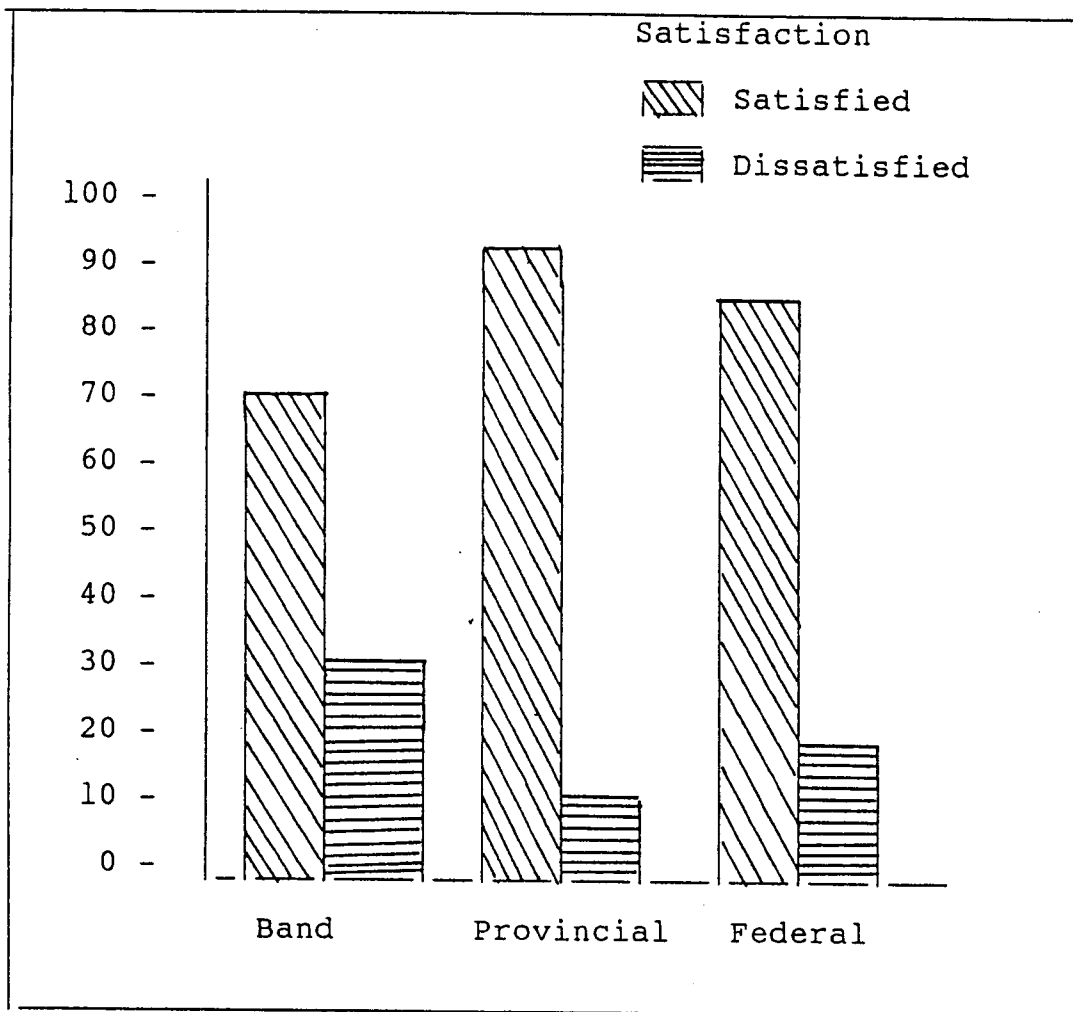


Figure 4

Percent "Satisfied" and "Dissatisfied" by School
Jurisdiction

Grade Level Taught

In reporting results for overall satisfaction by grade level taught, the small number of pre-grade one teachers, 4, should be kept in mind. Three or 75 percent of pre-grade one teachers reported that they were "Satisfied". Of the 32 grade 1-6 teachers, 23 or 72 percent showed overall satisfaction, 87 percent of special education teachers were satisfied and 83 percent satisfied for junior high. Two senior high teachers took part in the study and they both reported satisfaction.

Consistency of Major Teaching Assignment With Training and Experience

Of the 45 teachers who felt that their major teaching assignment was consistent with their training and experience, 40 or 89 percent indicated overall satisfaction with their job. Only 38 percent who felt that their major teaching assignment was not consistent with their training and experience reported overall satisfaction with their job.

Overall Satisfaction Level and Sex

Of the 30 female teachers who took part in the study, 24 or 80 percent reported overall satisfaction. Twenty-one out of 28 male teachers, or 75 percent indicated that they were satisfied.

Overall Satisfaction and Age

Ten-year class interval categories were used to identify respondents' age. Seventy-one percent of the respondents in the age group of 20-29 reported overall satisfaction. Of the 26 respondents between the ages of 30 and 39, 20 or 77 percent reported satisfaction. Eighty-six percent of teachers between age 40 and 49 showed that they were satisfied. Four respondents with age 50 and above took part in the study. All four reported (100 percent) satisfaction.

Overall Satisfaction Level and Teaching Experience

The experience of respondents ranged between one and thirty-four years. For simplicity of presentation, years of teaching experience have been put in the categories of 1, 2, 3 to 5, 6 to 10, 11 to 19, 20 to 29 and 30 and above. Of the twelve respondents in their first year of teaching, 9 or 75 percent reported that they had overall satisfaction. Seventy-five percent of respondents in their second year of teaching indicated overall satisfaction. Twelve of the 15 teachers or 80 percent showed that they were either "Highly", "Moderately" or "Slightly" satisfied. Seventy-one percent of the teachers with 6-9 years of teaching experience reported overall satisfaction. Nine of the 10 respondents, or 90 percent of teachers with 10-14 years of teaching experience were satisfied. Only 50 percent of teachers with 15-19 years of teaching experience reported overall satisfaction. Three of the 4 teachers or 75 percent of teachers with 20-29 years of experience indicated satisfaction. Both the two teachers with experience of 30-years and above, reported satisfaction.

Of note is that of the 58 respondents, 24 were in their first year of teaching in their present school jurisdiction. Twenty-seven or 47 percent of all the teachers were in their first year of teaching in their present school. Only 12

percent of all the teachers were in their second year of teaching in their present jurisdiction, and 17 percent were in their second year of teaching in their present school. Of the 27 teachers in their first year of teaching in their present school, 20 or 74 percent reported satisfaction. Of the teachers in their first year of teaching in their present school jurisdiction 71 percent reported satisfaction. Seventy percent of the teachers in their second year of teaching in their present school reported overall satisfaction; and 86 percent of the teachers in the second year of teaching in their present school jurisdiction showed that they were satisfied. Of the 12 respondents who had spent 3-5 years in their present school, 92 percent showed satisfaction. Sixty-seven percent of the respondents who spent 6-10 years in their present school reported satisfaction. All three teachers who had spent 11 or more years in their present school reported (a 100 percent) satisfaction.

Eighty-five percent of respondents who were in their second year in their present jurisdiction were "satisfied" with their job. Eighty-eight percent (14 out of 16) of the teachers with 3-5 years experience in their present jurisdiction were satisfied. Only 50 percent with those in their sixth to tenth year in their present jurisdiction reported satisfaction.

The relationships between total years of teaching experience, in present jurisdiction with present school and satisfaction levels were very similar to those obtained in using the age categories.

Overall Satisfaction and Level of Education Attained

Forty of the 51 respondents (or 78 percent) who indicated that the bachelor's degree was the highest level of qualification attained showed satisfaction. Eighty percent of the respondents who had a Master's degree reported that they were satisfied with their job. One of the two respondents who had "Other" qualifications reported dissatisfaction.

Overall Satisfaction Level and Marital Status

Of the 36 respondents who indicated that they were married 81 percent reported that they were satisfied with their job. Of the 18 respondents who indicated that their spouses worked full time 15 (or 83 percent) reported satisfaction. Ninety-one percent of those whose spouses were educators reported that they were satisfied.

Satisfaction Level and Racial Heritage

Of the 46 Canadians (other than persons of Native ancestry) 33 (or 72 percent) reported overall satisfaction. Seventy-five percent of persons of Native ancestry indicated that they were satisfied. All three landed immigrants reported (a 100 percent) satisfaction. Only 60 percent of the "Other" category reported overall satisfaction with their teaching work.

Satisfaction Levels and Teaching Conditions

Working Conditions

Seventy percent of all respondents reported that they were satisfied with their working conditions. In this group of items, 79 percent of the respondents indicated that they were "satisfied" with "The use of level of education in partly determining salaries". The lowest single score in this group was for "The way in which teacher/board collective bargaining is conducted in Ontario" with only 36 percent "Satisfied". However, it should be kept in mind that 38 percent of the respondents indicated that they were either "Neutral" or the item about collective bargaining was "Not Relevant or Not Applicable". The item "Provisions for

sick leave" also indicated 78 percent "satisfied" compared with 55 and 53 percent for "Provisions for subbatical leave" and "maternity leave" respectively. Thirty-five percent of the respondents reported that they were either "Neutral" or the item was "Not relevant or Not applicable".

Teaching-Related Matters

Sixty-four percent of all respondents reported that they were satisfied with teaching-related matters. Among the group of items pertaining to teaching related matters, the item "Your relationship with other teachers" indicated the highest satisfaction score of 86 percent satisfied. The item "Methods used in promotion of teachers" had the lowest satisfaction score of 35 percent "Satisfied" in this group. However, 36 percent of the respondents were either "Neutral" or felt that "Methods used in promotion of teachers" were "Not Relevant or Not Applicable".

Teaching Matters

The group of items dealing with teaching matters had a 71 percent "satisfied". Among this group, "Your freedom to select teaching methods" had a 93 percent satisfied and 91 percent of the respondents also reported satisfaction with

the item "Time-tabling of your teaching assignments". A further 90 percent showed satisfaction with the item "Your freedom to select subject matter". The lowest satisfaction scores in this group were recorded with "availability of library resources (33 percent "satisfied"), and availability of audio-visual resources (38 percent "satisfied").

Student Related Matters

Only 45 percent of the respondents reported satisfaction with student related matters. However, among this group, the item "Relationships with students" recorded a 93 percent satisfaction and the items "Availability of diagnostic services" and "Average level of student achievement" scored 33 percent and 38 percent respectively "satisfied".

Occupation Related Matters

Of the 58 respondents only 41 percent reported satisfaction with the group of items designated "occupation related matters". Among this group of items, 81 percent of the respondents indicated that they were "satisfied" with "Your sense of achievement in teaching"; and 72 percent reported satisfaction with "Recognition of others in your

work". Only 12 percent of the respondents expressed satisfaction with the item "Availability of facilities in your community for recreation, fine arts, etc."; and 36 percent showed satisfaction with the item "Attitude of society toward education". "Attitude of parents toward education" in this group of items indicated a 40 percent "satisfied".

Satisfaction Levels and Job Content Factors

Table 10 shows means and percentage frequency distribution of respondents for the 58 teachers, taken collectively, with respect to items measuring the satisfaction levels of job content factors.

Table 10
Means and Percentage Frequency Distribution of Responses For
58 Teachers, Taken Collectively, With Respect to Items
Measuring Satisfaction Levels of Job Content Factors

Item	Mean	Percentage Satisfied	Percentage Reporting "Neutral" and "Not Relevant" or "Not Applicable"
Recognition by others of your work	1.72	72	0

Table 10 (continued)

Intellectual stimulation in your work	1.68	66	4
Your sense of achievement in teaching	1.81	81	0
Status of teachers in society	1.64	62	3
Attitude of society toward education	1.37	36	2
Attitude of parents toward education	1.41	40	4
Average level of student achievement	1.38	38	0

1. Recognition. A 72 percent of the teachers reported that they were "satisfied" with the item "Recognition by others of your work". No respondents reported "Neutral" or considered the item to be "Not Relevant" or "Not Applicable"

2. Intellectual Stimulation. Of the 58 respondents, 66 percent indicated that they had intellectual stimulation in their work. Four percent reported "Neutral" or considered the item to be "Not Relevant" or "Not Applicable".

3. Sense of Achievement. Eighty-one percent of the respondents felt that they were satisfied with their sense of achievement in teaching. Respondents seemed to have considered this item important because there were no scores

for the response categories of "Neutral" and "Not Relevant" or "Not Applicable".

4. Status of Teachers. Sixty-two percent of all respondents reported that they were satisfied with "Status of teachers in society". This percentage is low when one considers the importance of "status" in the motivation of teachers.
5. Attitude of Society. Only 36 percent of respondents indicated that they were "satisfied" with the attitude of society toward education. It was noted that respondents exercised much care in answering this questionnaire. Only 2 percent of the respondents reported that they were "Neutral" or considered this item as "Not Relevant" or "Not Applicable", compared with : "Provisions for Maternity Leave" (35 percent).
6. Attitude of Parents. Only 40 percent of the teachers showed satisfaction with the attitude of parents toward education.
7. Student Achievement. The teachers indicated a less amount of satisfaction with the average level of their students' achievement (38 percent "satisfied").

Satisfaction Levels and Job Context Factors

Table 11 shows means and percentage frequency distribution of responses for all 58 teachers taken collectively for items measuring the satisfaction levels of working conditions.

Teaching perception of working conditions were studied using twelve categories. The overall level of satisfaction for the group category of working conditions is 70 percent "satisfied". Seven of the twelve variables measuring working conditions had their percentages below the group percentage. Three of the items were below 50 percent "satisfied". Items such as collective bargaining, maternity leave, sabbatical leave and number of hours of non-teaching duties received the least attention of respondents in the group category. For example 38 percent of all the teachers indicated that the item "collective bargaining" was "Not Relevant" or "Not Applicable". A further 35 percent revealed that they were not concerned about maternity leave. All the respondents indicated in the study that they were concerned about salary and preparation time (0 and 2 percent respectively reporting "Neutral" or "Not Relevant" or "Not Applicable"). Among the items under working conditions, respondents indicated that they were mostly satisfied with the use of level of

Table 11
 Means and Percentage Frequency Distribution of Responses
 for All 58 Teachers, Taken Collectively with Respect to
 Items Measuring The Satisfaction Levels of Working
 Conditions

Item	Mean	Percentage Satisfied	Percentage Reporting "Neutral" or "Not Relevant" or "Not Applicable"
1. The way in which teacher/board collective bargaining is conducted in Ontario	1.58	36	38
2. The way in which consultation between board and teachers concerning working conditions is conducted during the school year	1.44	40	10
3. Salary you receive	1.59	59	0
4. The use of level of education in partly determining salaries	1.85	79	7
5. The use of length of teaching experience in partly determining salaries	1.81	72	10

Table 11 (continued)

Item	Mean	Percentage	Percentage Reporting
6. Retirement benefits provided	1.84	71	15
7. Provisions for sabbatical leave	1.73	55	25
8. Provisions for sick leave	1.87	78	11
9. Provisions for maternity leave	1.82	53	35
10. Number of hours you teach per week	1.78	74	5
11. Number of hours on non-teaching duties assigned to you per week	1.69	57	17
12. Preparation time available to you during the official school day	1.46	45	2

education in partly determining salaries and provisions for sick leave (79 and 78 percent respectively "satisfied").

Job Security

Seventy-one percent of all the teachers indicated

that they were satisfied with retirement benefits provided by their school jurisdictions. The study also indicated that 78 percent were satisfied with provisions for sick leave. Fifty-three percent for provisions for maternity leave, 66 percent for long-term salary prospects in education and a further 57 percent were satisfied with the item "Your job security".

Interpersonal Relationships

Table 12 shows Means and Percentages of Respondents Satisfied (Highly, Moderately and Slightly) for 4 items measuring interpersonal relationships.

Four items were designed to gather data on how respondents perceive their interpersonal relationships with superordinates, subordinates and peers. Among the items, "relationships with in-school administration" recorded the lowest percentage "satisfied" (60 percent). The analysis revealed that 86 percent of the teachers were "satisfied" with their relationships with other teachers and 93 percent were "satisfied" with their relationships with the children they taught. Seventy-one percent were satisfied with their overall social relationships in their work.

In general, teachers showed discrimination in answering the questionnaires for these items. For example, the scores

for the item "Your relationships with students" indicated that no respondent was either "Neutral" or considered the item to be "Not Relevant" or "Not Applicable".

Table 12
Means and Percentages of Respondents Satisfied With Respect
to Items Measuring Interpersonal Relationships

Item	Mean	Percentage Satisfied
1. Your relationship with in-school administration	1.65	60
2. Your relationships with other teachers	1.94	86
3. Your relationships with other students	1.93	93
4. Social relationships in your work	1.79	71

Supervision

The analysis revealed that 60 percent of all the teachers were "satisfied" with the item "Expectations of administrators for you as a teacher". Only 47 percent indicated that they were satisfied with methods used in evaluating teachers.

Teachers' Individual Selection of Aspects

Leading to Overall Satisfaction and Dissatisfaction With Teaching In Isolated Communities

All the teachers were asked to state those aspects which contributed most to their overall satisfaction and dissatisfaction with teaching in isolated communities. Fifty-five out of 58, or 94 percent of all teachers supplied usable personal comments relating to their overall satisfaction or dissatisfaction with teaching in isolated communities. Table 13 shows the categories under which the responses were analyzed and the percentages of those teachers who supplied comments regarding each aspect.

Overall Satisfaction

When asked to state the aspects which contributed to the teachers' overall satisfaction in teaching in isolated communities, "working with children" appears to be the largest category of responses. 46.2 percent of the teachers mentioned interacting with students and seeing them make progress in school. The next largest categories of responses mentioned were, the environment (13.0 percent),

Table 13

Percentage Frequency of Aspects which Contribute Most to Overall Satisfaction and Dissatisfaction with Teaching in Isolated Communities (N=58)

Aspects	Percentage of Respondents Mentioning Each Aspect	
	As a Satisfier	As a Dissatisfier
Working with children	42.6	
The environment	13.0	
Relationships with other teachers	13.0	3.7
Achievement motivation	13.0*	
Freedom to select subject matter and teaching methods	11.1	
Holidays	1.9	
Job Security	1.9	1.9
Attitudes of society toward education		35.2
In-school administration	1.9	20.4

Table 13 (continued)

Aspects	As a Satisfier	As a Dissatisfier
Availability of resources and facilities		11.1
Isolation		11.1
Behavior of students		11.1
Salary	3.7	9.3
Indian Affairs/ Ministry		3.7
Preparation time		3.7

*This means that 13.0% of all the teachers who mentioned at least one aspect which contributed most to their overall satisfaction with teaching identified an aspect which could be classified under "achievement motivation".

relationships with other teachers (13.0 percent), and achievement motivation (13.0 percent). However, 3.7 percent of respondents also mentioned "relationships with other teachers" as a source of dissatisfaction.

Another 11.1 percent of the teachers mentioned that they were satisfied with the freedom they had to run their classrooms as they wished. Several mentioned that they were free to select subject matter and teaching methods without

criticism from either the in-school administration or parents.

Only 1.9 percent of the respondents mentioned holidays and job security, respectively, as satisfiers. However, job security was also mentioned by 1.9 percent as a dissatisfier.

Overall Dissatisfaction

The most common problems cited by teachers were concerns with "Attitudes of society toward education" (35.2 percent dissatisfied), and in-school administration (20.4 percent dissatisfied). Concerning "Attitude of society toward education" the problem that was stated most vehemently was the carefree attitudes of parents toward their children's education, and the "caretaker" positions assumed by the teachers in isolated communities. As regards in-school administration, the problems cited were the principal's leadership styles and the ignorance of school boards about educational issues.

11.1 percent said that "Availability of resources and facilities" were a source of dissatisfaction. An equal number of teachers (11.1 percent) felt that "isolation" itself was a source of dissatisfaction. The most frequently mentioned complaints were opportunities for professional

development and lack of basic amenities. Another 11.1 percent mentioned the "behavior of students" as a dissatisfier. A 9.3 percent indicated that "salary" was a source of dissatisfaction. However 3.7 percent of the teachers also mentioned "salary" as a source of satisfaction. A further 3.7 percent mentioned the Department of Indian Affairs and the Ministry as sources of dissatisfaction. The negative features that were mentioned as a part of their involvement with Indian Affairs and/or the Ministry of Education concerned "armchair" administration, poor treatment of teachers and unnecessarily high expectations of teachers. A final 3.7 percent mentioned "preparation time" as causing dissatisfaction with teaching in isolated communities.

Relationship of Overall Satisfaction to Satisfaction With
Individual Items

Pearson Product-Moment

Correlation Coefficients

Table 14 shows the Pearson correlation coefficients between the overall satisfaction item and each of the other 58 satisfaction items. The data indicates that overall

satisfaction is highly associated with expectations of administrators for teachers ($r = .49, p < .001$), with the assignment to teach particular subjects ($r = .47, p < .001$), with the assignment to teach particular grade levels ($r = .46, p < .001$), with the general behavior of students in the classes taught ($r = .44, p < .001$), and with the intellectual stimulation of teachers in their work ($r = .44, p < .001$).

Table 14

Pearson Correlation Coefficients Between Satisfaction with
Individual Items and Overall Satisfaction

<u>Working Conditions</u>	<u>r</u>
18. The way in which teacher/board collective bargaining is conducted in Ontario.	0.46
19. The way in which consultation between board and teachers concerning working conditions is conducted during the school year.	0.27
20. Salary you receive.	0.27
21. The use of level of education in partly determining salaries.	0.26

Working Conditionsr

22. The use of teaching experience in partly determining salaries.	- 0.07
23. Retirement benefits provided.	0.09
24. Provisions for sabbatical leave	- 0.25
25. Provisions for sick leave.	- 0.19
26. Provisions for maternity leave.	- 0.24
27. Number of hours you teach per week.	0.23
28. Number of hours of non-teaching duties assigned to you per week.	0.12
29. Preparation time available to you during the official school day.	- 0.02

Teaching-Related Mattersr

30. Your opportunity for promotion.	0.15
31. Expectations of administrators for you as a teacher.	0.49
32. Methods used in promotion of teachers.	0.42
33. The prospect of classroom teaching as your life time career.	- 0.05
34. Your long-term salary prospects in education.	0.05
35. Methods used to evaluate teachers.	0.23
36. The distribution of resources within your school.	0.41

<u>Teaching-Related Matters</u>	<u>r</u>
37. Your relationship with in-school administrators.	0.41
38. Your job security.	0.37
39. Your relationships with other teachers.	0.10
40. Physical conditions of staffrooms and staff offices.	0.09
41. Availability of useful advice to assist you with problems you encounter in teaching.	0.33
42. Your involvement in decision making in your school.	0.31
43. Your involvement in decision making in your school jurisdiction.	0.38

<u>Teaching Matters</u>	<u>r</u>
44. Your freedom to select subject matter for the classes you teach.	0.05
45. Your freedom to select teaching methods.	0.09
46. Your freedom to select teaching materials within the constraint of available funds.	0.17

<u>Teaching Matters</u>	<u>r</u>
47. Time-tabling of your teaching assignments.	0.30
48. Your assignment to teach particular grade levels.	0.46
49. Your assignment to teach particular subjects.	0.47
50. Average size of classes you teach.	0.24
51. Amount of preparation/correction required by your teaching assignment.	0.08
52. Availability of library resources.	0.04
53. Availability of audio/visual resources.	0.09
54. Availability of teachers' aides to assist you.	0.02
55. Physical conditions of your classrooms.	0.19
56. Availability of substitute teacher services when you wish to be absent for professional activities.	0.23
57. Performance of on-call substitute teachers who teach your classes when you are absent.	0.35

<u>Student Related Matters</u>	<u>r</u>
58. Your relationships with students.	0.41

<u>Student Related Matters</u>	<u>r</u>
59. Attitudes of students toward learning.	0.26
60. General behavior of students in the school.	0.24
61. Average level of student achievement.	0.27
62. Ability levels of students taking your classes.	0.23
63. General behavior of students in your classes.	0.44
64. Methods used in reporting pupils' attitudes and achievements to parents.	0.38
65. Availability of diagnostic services.	0.13

<u>Occupation-Related Matters</u>	<u>r</u>
66. Status of teachers in society.	0.16
67. Attitude of society toward education.	0.05
68. Attitudes of parents toward education.	0.23
69. Your sense of achievement in teaching.	0.47
70. Recognition by others of your work.	0.22
71. Social relationships in your work.	0.05
72. Intellectual stimulation in your work.	0.44
73. Opportunities for further formal study (i.e., in university, college or institute).	0.02
74. Opportunities for useful in-service	

Occupation Related Matters

	<u>r</u>
education.	0.23
75. Availability of facilities in your community for recreation, fine arts, etc.	0.20
=====	

The coefficients indicate that teaching matters, student-related matters and occupation-related matters are all positively related to teacher satisfaction in isolated communities. The analysis indicates that there are no relationships between overall satisfaction and many of the negotiable working conditions, such as the various types of leave. For example, overall satisfaction is negatively correlated with sabbatical leave ($r = -.25$), with maternity leave ($r = -.24$), with sick leave ($r = -.19$), and with preparation time available to teachers during the official working day ($r = -.19$).

Teacher Characteristics and Overall Satisfaction Levels

Table 15 presents the correlation coefficient matrix of teacher characteristic items and the overall satisfaction variable.

The highest correlations with overall satisfaction are reported for school jurisdiction ($r = .22$), age ($r = .21$), experience in present jurisdiction ($r = .12$), spouse as an

educator ($r = .12$), grade level taught ($r = .10$), and experience in present school ($r = .10$). The results also indicate that consistent teaching assignment ($r = -.39$), level of education ($r = -.14$), marital status ($r = -.12$), and sex ($r = -.03$) are unrelated to teacher satisfaction in isolated communities. The most significant correlations in the matrix are with age and years of teaching experience ($r = .85$), experience in present school and experience in present jurisdiction ($r = .68$), level of education and years of teaching experience ($r = .49$), and years of teaching experience and experience in present jurisdiction ($r = .53$).

Working Conditions

The pattern of correlations among the various measures of working conditions indicates interrelationships of some of the items. For example salaries teachers receive are closely interrelated with the way in which collective bargaining is conducted in Ontario ($r = .66$). At the same time salaries are also closely linked with the way consultation between board and teachers concerning working conditions is conducted during the school year ($r = .48$). The use of level of education and the use of experience in determining salaries correlate significantly ($r = .38$). The number of teaching hours also correlates highly with the

number of hours of non-teaching duties assigned to teachers ($r = .42$). Collective bargaining correlates with the way in which consultation between board and teachers is conducted during the school year.

As shown in Table 16, there is negative correlation between the use of level of education in determining salaries and number of teaching hours per week ($r = -.23$).

Correlation Coefficient Matrix for Working Conditions and the Overall Satisfaction Item (N=58)

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Collective Bargaining		.39**	.66***	.06	-.12	-.06	-.17	.17	-.11	.26	.28*	-.13	.46**
2. Board/Teacher Consultation	.39**		.48***	.17	-.04	.08	.14	-.16	.04	.32**	.37**	-.19	.27*
3. Salary	.66***	.48***		.27*	.08	.05	-.05	.13	.08	.20	.25*	-.25*	.27*
4. Education Level & Salary	.06	.17	.27*		.38**	.13	.33*	-.15	-.09	-.23*	-.04	-.25*	.26*
5. Experience & Salary	-.12	-.04	.08	.38**		-.19	.28*	.14	-.10	.10	.08	-.22	-.07
6. Retirement Benefits	-.06	.08	.05	.13	-.19		.18	.20	.20	.03	.00	-.06	.09
7. Sabbatical Leave	-.17	.14	-.05	.33*	.28*	.18		.04	.39*	.06	.17	.20	-.25
8. Sick Leave	.17	-.16	.13	-.15	.14	.20	.04		.18	.07	-.08	-.10	-.19
9. Maternity Leave	-.11	.04	-.08	-.09	-.10	.20	.39*	.18		.03	.09	.04	-.24
10. Teaching Hours	.26	.33***	.20	-.23*	.10	.03	.06	.07	-.03		.42**	.17	.23*
11. Extra-Curricular Activities	.28*	.37***	.25*	-.04	.08	.00	.17	-.08	.09	.42**		.18	.12
12. Preparation Time	-.13	-.19	-.25*	-.25*	-.22	-.08	.20	-.01	.04	.17	.18		.02
13. Overall Satisfaction	.46**	.27*	.27*	.26*	-.07	.09	-.25	-.19	-.24	.23*	.12	-.02	

Teaching-Related Matters

Table 17 presents the correlation matrix for the various items measuring satisfaction levels and teaching related matters. The correlations among the measures indicate coefficients ranging from .00 to .67 ($p < .001$). Methods used in the promotion of teachers, for example, correlates highly with expectations of administrators for teachers ($r = .67$), opportunity for promotion ($r = .65$), and involvement in decision-making ($r = .54$). As another example, decision-making correlates with all the other measures in this category, but most significantly with relationships with in-school administration ($r = .63$), with availability of professional advice ($r = .59$), with methods used in the promotion of teachers ($r = .54$), and with expectations of administrators for teachers ($r = .45$). However, measures such as relationships with other teachers seem to be completely unrelated to methods used to evaluate teachers ($r = -.19$), the prospects of classroom teaching as a career ($r = -.11$), methods used in the promotion of teachers ($r = -.07$), and the distribution of resources within the school ($r = -.06$). As regards teaching-related matters, overall satisfaction level of teachers seems to be highly associated with expectations of administrators for teachers ($r = .49$).

Table 17

Correlation Coefficient Matrix for Teaching-Related Matters and the Overall Satisfaction Item (N=58)

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Promotion Opportunities	.24	.65***	.32	.07	.20	.27	.11	.19	-.12	-.12	.16	.19	.21	.15	
2. Administration	.24	.67***	.09	-.03	.25*	.43	.39**	.25*	.21	.10	.30*	.45	.49***		
3. Promotion Methods	.65***	.67***	.13	-.17	.26	.12	.35*	.34*	-.07	-.02	.56***	.54	.42		
4. Teaching as Career	.32*	.09	.13	.13	.00	.36	-.02	.09	-.11	.05	.05	.09	.05		
5. Salary Prospects	.07	-.03	-.17	.13	.37**	.13	-.04	.08	.06	.08	.07	.01	.01	.05	
6. Evaluation	.29	.26	.00	.00	.37**	.23	.00	.01	-.19	-.12	.30*	.25	.23		
7. Resources	.43***	.12	.36	.13	.23	.23	.10	.18	-.06	.16	.19	.11	.41***		
8. In-School Administration	.11	.39**	.35*	-.02	.04	.00	.10	.45***	.37**	.33*	.47***	.63	.41***		
9. Job Security	.19	.25*	.34*	-.09	.08	.01	.18	.45***	.14	.20	.44***	.32	.37**		
10. Relationships with Teachers	.01	.21	-.07	-.11	-.06	-.19	-.06	.37**	.14	.16	.08	.01	.10		
11. Staffroom & Offices	.16	.10	-.02	.05	.08	-.12	.16	.33*	.20	.16	.53***	.24	.09		
12. Professional Advice	.19	.30*	.56***	.05	.07	.30*	.19	.47***	.44***	.08	.53***	.59	.33**		
13. Decision Making	.21	.45***	.54***	.09	.01	.25*	.11	.63***	.32**	.01	.24*	.59***	.31*		
14. Overall Satisfaction	.15	.49***	.42*	-.05	.23	.41***	.41***	.37**	.10	.09	.33**	.33**	.31*		

* p < .05; ** p < .01; *** p < .001

Teaching Matters

The correlation coefficient matrix for items measuring the category of teaching matters is presented in Table 18. It is found that the highest correlation to overall satisfaction occurs with the assignment to teach particular subjects ($r = .46$). The correlations between individual items range from .00 to .76 ($p < .001$). The freedom to select subject matter, for example, correlates highly with freedom to select teaching methods ($r = .76$), with freedom to select teaching materials ($r = .51$), and with time-tabling of teaching assignments ($r = .48$). Also, the assignment to teach particular subjects correlates significantly with time-tabling of teaching assignments ($r = .43$), and with the assignment to teach particular grade levels ($r = .51$). There is also a high coefficient between preparation time and class size ($r = .52$),. The availability of substitute teachers naturally correlates with performance of substitute teachers at $r = .52$ ($p < .001$).

The analysis also reveals that grade level taught ($r = .46$) and the assignment to teach particular subjects ($r = .47$) are significantly related to overall satisfaction. However, negative correlations occur between freedom to select teaching methods, with availability of substitute teachers ($r = -.11$), with availability of audio-visual aids

Table 18

Correlation Coefficient Matrix for Teaching Matters and the Overall Satisfaction Item (N=58)

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Subject Matter		.76***	.51***	.48***	.03	.12	.23*	.31*	.10	.01	.08	-.03	.02	.06	.05
2. Teaching Methods			.30**	.30**	-.10	-.09	.13	.10	.01	-.14	.26*	-.14	.12	-.09	-.09
3. Materials				.51***	.05	.31**	.34**	.34**	.15	.17	.02	.05	.11	.27*	.17
4. Timetable					.30**	.43***	.36***	.23*	.18	.19	.09	.05	.05	.07	.30
5. Grade Level						.51***	.24*	.28*	.33**	.25*	.19	.26	.19	.20	.46***
6. Subjects							.34**	.21	.27*	.30*	.14	.28	.21	.33	.47***
7. Class Size								.52***	.20	.00	.02	.23*	.03	.20	.24*
8. Preparation Time									.52***	.34**	.10	.00	.12	.16	.08
9. Library Resources										.34**	.30	.26*	.10	.21	.05
10. Audio Visuals											.37***	.28*	.17	.09	
11. Teachers' Aides												.05	.15	.21	.02
12. Classrooms													.01	-.01	.19
13. Substitute Teachers													.15	.01	.23*
14. Substitute Teachers' Performance														.52***	.35**
15. Overall Satisfaction														.23*	.35**

* p < .05; ** p < .01; *** p < .001

($r = -.14$), grade level taught ($r = -.10$) and with performance of substitute teachers ($r = -.09$). Freedom to select teaching methods is completely unrelated to overall satisfaction ($r = -.09$).

Student-Related Matters

Table 19 shows the correlation coefficient matrix for the category of student-related matters. The coefficients among the variables range from .3 to .72. All the variables in this category are positively inter-correlated. This means, teachers' overall levels of satisfaction depend on all of these items to some extent. The correlations indicate a pattern of consistency of the responses to the various items. For example, ability levels of students taking teachers' classes and average level of student achievement correlate significantly ($r = .72$) ($p < .001$). Attitudes of students toward learning correlates with average level of student achievement ($r = .52$), with general behaviour of students in the school ($r = .62$), and with general behaviour of students in teachers' classes ($r = .46$). General behaviour of students in the school is positively associated with general behaviour of students in teachers' classes ($r = .60$) and levels of student achievement ($r = .62$). Teachers' relationships with students is also positively associated with the general behaviour of students in their classes ($r = .46$). The ability level of students correlates highly with the general behaviour of students in class ($r = .47$) and level of student achievement ($r = .72$). Finally, methods used in reporting pupils' achievement to parents correlate

Table 19

Correlation Coefficient Matrix for Student-Related Matters and the Overall Satisfaction Item (N=58)

Variables	1	2	3	4	5	6	7	8	9
1. Relationships with Students		.26*	.25*	.21*	.28*	.46***	.32*	.20	.41***
2. Students Learning Attitudes	.26*		.62***	.52***	.33**	.46***	.22*	.13	.26*
3. General Behavior of Students in School	.25*	.62***		.62***	.44***	.60***	.30**	.23*	.24*
4. Level of Student Achievement	.21*	.52***	.62***		.72***	.50***	.30**	.25*	.27*
5. Ability Level of Students	.28*	.33**	.44***	.72***		.47***	.31**	.26*	.23*
6. General Behavior of Students in Class	.46***	.46***	.60***	.50***	.47***		.32**	.22	.44***
7. Reporting to Parents	.32**	.22*	.30**	.30**	.31**	.32**		.47***	.38***
8. Diagnostic Services	.20	.13	.23*	.25*	.26*	.22	.47***		.13
9. Overall Satisfaction	.41**	.26*	.24*	.27*	.23*	.44***	.38***	.13	

* p < .05; ** p < .01; *** p < .001

significantly with availability of diagnostic services. In this category of items measuring student-related matters, the general behaviour of students in class seem to be the most highly related to overall satisfaction level of teachers ($r = .41$).

Occupation-Related Matters

The data in Table 20 reveal significant relationships among the variables measuring occupation-related matters. Attitudes of parents toward education, for example, correlates significantly with attitude of society toward education ($r = .59$), with status of teachers in society ($r = .40$), with sense of achievement in teaching ($r = .32$), with opportunities for useful in-service education ($r = .32$), and with recognition by others of teachers' work ($r = .26$) but not with social relationships in teachers' work ($r = -.15$). Other significant correlations in the matrix are, attitude of society toward education and teacher's status in society ($r = .49$); sense of achievement and intellectual stimulation ($r = .24$); opportunities for useful in-service education and intellectual stimulation ($r = .29$); and opportunities for useful in-service education and opportunities for further formal study (that is, in university, college or institute) ($r = .40$). There are no correlations between opportunities

Table 20

Correlation Coefficient for Occupation-Related Matters and Overall Satisfaction Item (N=58)

Variables	1	2	3	4	5	6	7	8	9	10	11
1. Status		.49***	.40***	.19	.14	.03	.08	.15	.18	.06	-.11
2. Attitude of Society	.49***		.59***	.07	.29**	-.07	.12	.12	.22	.16	.05
3. Attitudes of Parents	.40***	.59***		.32**	.26*	-.15	.13	.17	.32**	.18	.19
4. Achievement	.19	.07	.32**		.10	-.13	.28	.17	.35***	.04	.47***
5. Recognition	.14	.29**	.26**	.10		.03	.24	.14	.21	.10	.22
6. Social Relationships	.03	-.07	-.15	-.13	.03		.09	-.24*	.04	.00	.05
7. Intellectual Stimulation	.08	.12	.13	.28*	.24	.09		.15	.29*	.17	.44***
8. Study Opportunities	.15	.12	.17	.17	.14	-.24*	.15		.40***	-.20	.02
9. In-Service Education	.18	.22	.32**	.35***	.21	.04	.29*	.40***		-.03	.24*
10. Availability of Facilities	.06	.16	.18	.04	.10	.00	.17	-.20	-.03		.20
11. Overall Satisfaction	.16	.03	.14	.41	.22	.05	.44***	.02	.24*	.20	

* p < .05; ** p < .01; *** p < .001

for further formal study and social relationships in teacher's work ($r = -.24$), between availability of facilities and opportunities for further formal study ($r = -.20$), and between useful in-service education and availability of facilities ($r = -.03$). The data indicates that overall satisfaction levels of teachers in occupation-related matters are dependent highly on the sense of achievement of teachers ($r = .47$) and the intellectual stimulation of teacher ($r = .44$).

CHAPTER 5

Discussion

No previous studies have examined teacher satisfaction in isolated communities of Northwestern Ontario. Moreover, only a few studies have examined teacher satisfaction in isolated communities in general (Smith, 1977). These findings are exceptional, therefore, in identifying factors that cause satisfaction and dissatisfaction in these communities.

The results suggest a relatively large proportion of teachers are satisfied with their work. The analysis indicates that there is a positive relationship between satisfaction level and school jurisdiction ($r = .22$). Teachers in Provincial schools seem to be more satisfied with their job (90 percent) than those in Federal (80 percent) and Band (70 percent) schools. The differences in satisfaction levels among jurisdictions could be explained in terms of management of the schools. The administrative machinery of Provincial schools appears to the researcher to be functioning more effectively than those of the other jurisdictions. For example, the school phenomenon of transferring control of education from the Federal authorities to the Bands has several repercussions on the Federal and Band schools. First, the Federal authorities

seem to be more bureaucratic than the Provincial authorities and therefore are inactively involved in the administration of their schools, especially at a time when they are preparing to hand over all their schools to local authorities.

Secondly, the local education authorities that control the Band schools are inexperienced as trustees. There seems to be a philosophical difference between teachers and trustees in the way the schools are managed.

Finally, unlike Provincial schools, Band and Federal schools do not seem to operate on clear-cut educational policies. For example, there seems to be no direct linkage between the various administrations and teaching staffs of the schools. That is to say, communication channels seem to be blocked between teachers and the administration at the local and higher levels.

These findings indicate a positive relationship between grade level taught and overall satisfaction. Among all the teachers, special education teachers were the most satisfied (87 percent). This result might have to do with class size, as, there are comparatively fewer students in special education classes and in the these classes teachers' sense of achievement may be greater than in normal grades.

Although the analysis revealed a negative correlation between satisfaction level and the consistency of teachers'

major teaching assignment with their training and experience ($r = -.39$), only 38 percent of those whose teaching assignment was not consistent with their training and experience reported satisfaction. The data also indicated that there is no relationship between "consistent teaching assignment" and teachers' sense of achievement ($r = -.13$), and between consistent teaching assignment and intellectual stimulation ($r = -.12$). It could therefore be concluded that teachers whose major teaching assignments were not consistent with their training and experience might have measured their satisfaction levels against variables such as salary prospects ($r = .15$) and the average sizes of classes they teach ($r = .14$).

Several researchers such as Lortie (1975), Holdaway (1971; 1978) and Smith et al. (1969) have reported that there are differences in satisfaction levels between male and female teachers. However, these results suggest that there is no relationship between overall satisfaction levels of teachers and sex ($r = -.03$). While 80 percent of all the female teachers reported satisfaction 75 percent of all the male teachers indicated that they were satisfied. Given the conditions under which teachers find themselves in isolated communities, the researcher had suspected at the outset of this study that there would be no marked differences between overall satisfaction levels of male and female teachers.

The findings also suggest a positive relationship between age and satisfaction level ($r = .21$). Feitler et al. (1981), found that teachers between the ages of 31 and 44 were less satisfied than others. These results, however, indicate that teachers between the ages of 20-29 were less satisfied than all the others. This could be explained in terms of the findings that only 7 percent of all the teachers who took part in the study were in their second year of teaching in the isolated communities. These were those teachers mainly found between the ages of 20 and 29, and therefore, were mostly new graduates. Kerber et al. (1987) noted that the dissatisfaction and turnover rate among new graduates "... could be attributed to the unrealistic expectations of new graduates in their first full time job and the resulting disillusionment often experienced during the early years of employment" (p. 15-16). It was not surprising, therefore, that the young teachers were the most dissatisfied. For example, the facilities and community resources which are taken for granted in urban areas but are lacking in isolated communities could easily cause disillusionment to young graduates.

The findings in this study support Holdaway's (1978) findings that there is a positive relationship between experience and overall satisfaction of teachers. The results

in this study indicate that while 92 percent of all the teachers with 3 to 5 years experience reported satisfaction only 67 percent of those with 6 to 10 years indicated that they were satisfied. Holdaway (1978) also found that more experienced teachers were dissatisfied with items such as methods of promotion and availability of teachers' aides.

The results in this study provide less support for the relationship between the level of education attained and overall satisfaction levels of teachers as suggested by Wickstrom (1973). The data show a correlation coefficient of $-.14$ between the level of education attained and overall satisfaction. While 80 percent of all the teachers who had a bachelor's degree reported satisfaction, 75 percent of teachers with a Master's degree responded that they were satisfied. The difference in percentage satisfied could be explained in terms of the small number of teachers with a Master's degree who took part in the study.

In this study, marital status does not relate to overall satisfaction ($r = .12$). However, there is a relationship between spouse as an educator and overall satisfaction level ($r = .12$). Ninety-three percent of all the teachers whose spouses are educators indicated that they were satisfied, while 73 percent of unmarried teachers reported satisfaction. Perhaps, teachers whose spouses are

educators influence each other's level of satisfaction through discussions at home.

Satisfaction levels and ethnic origins of teachers are not related in this study ($r = -.07$). These findings support Watland's (1988) findings that "teachers from different cultural backgrounds hold the same perceptions of professionalism" (p. 136).

Seventy percent of all the teachers indicated that they were satisfied with their working conditions. Results indicate that salaries have a significant but comparatively low correlation with satisfaction level ($r = .27$). These findings support Mitchell et al. (1988) who found that salaries and benefit increases are not as crucial to recruitment and retention of teachers as exciting work, congenial working conditions, interesting co-workers and the satisfaction derived from performing teaching tasks competently.

It was found in this study that 64 percent of all teachers reported satisfaction with teaching-related matters. The results show that satisfaction level of teachers is highly associated with expectations of administrators for teachers ($r = .49$). These results reinforce the importance of the role of the principal in a school. The principal's leadership in the school is of great importance to teachers (Shreeve et al, 1987; Conley et al.,

1989; Smith, 1977). Herzberg's (1968) two-factor theory identifies the leadership exercised in an organization as a hygiene factor. That is to say, poor leadership in a school may make teachers dissatisfied and may also cause a frequent turnover of teachers. In many respects, teachers in isolated communities felt that their principals were inefficient. Unlike urban or suburban provincial schools where principals are required to hold the principal's certificate offered by the Ministry of Education, principals in isolated communities do not have these requirements. Principals in these communities, therefore, are not trained to become principals and apparently, do not know much about administration, human relations and school management. The inefficiency of principals seems inevitably to cause friction between teachers and the in-school administration.

As regards teaching matters it was found in this study that teachers were less satisfied with matters over which they had no control. For example, while over 90 percent of all the teachers indicated that they were satisfied with time-tabling of teaching assignments, only 45 percent report satisfaction with performance of "on-call" substitute teachers, which has a comparatively high correlation coefficient of .35 with overall satisfaction. Perhaps, administrators and trustees do have the capability of

reducing some sources of dissatisfaction such as the supply of teachers' aides.

The correlation coefficients between overall satisfaction and the various items measuring student-related matters are all positive and range from .13 to .44. These results indicate that teacher satisfaction is highly associated with student-related matters. While 93 percent of all teachers reported that they were satisfied with their relationships with students, only 38 percent were satisfied with the average level of student achievement. The data also reveal a significant inter-correlation between teachers' sense of achievement and the average level of student achievement ($r = .20$). This means low level of student achievement may cause teacher dissatisfaction. The low level of student achievement in isolated communities may be caused by frequent turnover rate of teachers. As most schools in isolated communities operate on multi-grade systems, the frequent turnover of teaching staff may cause discontinuity in school programs and this may, in turn, lead to low levels of student achievement.

The most common occupation-related problem cited by teachers was concerned with lack of facilities in the communities for recreation, fine arts, and so on. While the availability of facilities in the community seems to be highly associated with overall satisfaction (.23), only 12

percent of all the teachers reported that they were satisfied with the facilities they had in their communities. On the whole, teachers seem to be less satisfied with occupation-related matters (41 percent satisfied). For example, apart from lack of facilities, teachers were also less satisfied with attitudes of society toward education (36 percent satisfied), and attitudes of parents toward education (40 percent satisfied).

Perhaps, teachers felt that society and parents were unsupportive of their children's education because of lack of effective communication between teachers and members of the community. Many of the parents in the communities do not speak English and therefore seldom talk with teachers about their children's achievement in school. In his study of Navajo Reservation teachers, Smith (1977) found that the seemingly negative attitude of parents toward education might be due to a breakdown in communication between teachers and parents. Smith noted that many of the parents did not speak English and therefore could not communicate effectively with teachers. There was only minimal interaction between parents and teachers, and this often made teachers feel that community members were not interested in the education of their children. Perhaps, another reason for the lack of support on the part of parents is that Native people feel that formal education may be undermining their culture.

CHAPTER 6

Summary, Conclusions and Recommendations

This chapter summarizes the major findings, presents some general conclusions and comments, and provides recommendations for action and further study.

Purpose of the Study

This study was conducted in order to gather information concerning how teachers in isolated communities of Northwestern Ontario perceived their work and employment conditions. Whereas there are several studies on teacher satisfaction, the review of the literature suggests that how teachers feel about their work and employment conditions is less researched in Northwestern Ontario. However, there has been a considerable public interest about the shortage of teaching staff and frequent turnover of teachers in isolated communities. This study gathered quantitative information and personal comments from teachers about how they perceived their work and employment conditions.

Methodology

From a sample population of 94 teachers in three school jurisdictions, 58 (or 61.7 percent) returned usable questionnaires. The raw data were coded for use in computer programs. Cross-tabulations and the Pearson product-moment correlations were employed as the main techniques of analysis.

Highest Satisfaction Levels of Teachers

The teachers indicated a substantial amount of satisfaction with various aspects of their job. Teachers reported the highest satisfaction with items involving (a) freedom to select teaching methods, subject matter and time-tabling of teaching assignments, (b) relationships with teachers and students, and (c) working conditions such as provisions for sick leave and class size.

The analysis of personal comments which identified those aspects that contributed most to the teachers' overall satisfaction revealed that 42.6 percent of the responses mentioned "working with children". The next highest categories of responses were "Relationships with other teachers" (13 percent), "The environment" (13 percent),

"Achievement motivation" (13 percent), and "Freedom to select teaching methods and materials" (11 percent).

Highest Dissatisfaction Levels of Teachers

The highest percentages of respondents who reported dissatisfaction occurred on the items involving (a) "Availability of facilities and resources in the community" (87 percent dissatisfied), (b) "Attitudes of society and parents toward education", (c) "Average level of student achievement and (d) "Lack of availability of substitute teacher services".

The analysis of personal comments which identified aspects that contributed most to teachers overall dissatisfaction indicated that the largest proportion of teachers, 35 percent (of the responses) mentioned "Attitudes of society and parents toward education". The next highest categories of responses were "In-school administration" (20 percent), "Availability of facilities, resources and services in the community" (11 percent), "Isolation" (11 percent), "Behavior of students" (11 percent, and "Salary" (9 percent).

Differences in Satisfaction Levels

For Various Groups

The overall satisfaction levels for the various sub-populations such as school jurisdiction, grade level taught, major teaching assignment, sex, age, teaching experience, level of education attained, working status of spouse and ethnic group were analyzed. The Pearson product-moment coefficients between each group and overall satisfaction were also calculated.

School Jurisdiction

The jurisdiction in which teachers worked was highly associated with overall satisfaction ($r = .22$). The percentages "satisfied" for teachers categorized by jurisdiction revealed 70 percent for Band, 90 percent for Provincial and 80 percent for Federal. Whereas Band teachers showed the most dissatisfaction with salaries, student discipline and attitude of society toward education, Federal teachers were dissatisfied with preparation time, class size, salaries, living conditions and community's attitude toward education. Provincial teachers were mainly concerned with preparation time, class size, living conditions and professional help.

Grade Level Taught

Grade level taught, although a factor, seems not to be primarily associated with job satisfaction. The results of this study reveal that grade level taught had a significant but comparatively low correlation with job satisfaction ($r = .10$). The analysis indicated that 87 percent of special education teachers were overall satisfied with their job. Eighty-three percent junior high, 75 percent pre-grade one and 72 percent elementary (grade 1-6) teachers indicated satisfaction. The two senior high school teachers who took part in the study reported that they were both satisfied.

Consistency of Major Teaching Assignment

Consistency of major teaching assignment is indirectly related to satisfaction ($r = -.39$). However, of the teachers who felt that their major teaching assignment was consistent with their training and experience, 89 percent mentioned overall satisfaction. The "inconsistent" assignment teachers recorded only 38 percent satisfied.

Sex

Sex may not be a determinant of job satisfaction for teachers as had been suggested by the literature review. Mean satisfaction was not correlated with sex ($r = -.03$). Eighty percent of female teachers reported overall satisfaction while 75 percent of male teachers indicated that they were satisfied overall.

Age

Overall satisfaction levels for the various age groups were 71 percent for 20-29 years; 77 percent for 30-39 years, 86 percent for 40-49 years, and 100 percent for over 50 years. Age seems to be a determinant of job satisfaction ($r = .21$).

Teaching Experience

Teaching experience and age have indicated a significant direct relationship ($r = .85$). The results of the analysis, however, indicated that teaching experience had a significant but comparatively low correlation with job satisfaction ($r = .10$). Seventy-five percent of teachers in their first year reported overall satisfaction, 75 percent

for second year, 80 percent for 3 to 5 years experience, 71 percent for 6 to 9 years, 90 percent for 10 to 14 years, 50 percent for 15 to 19 years, 75 percent for 20 to 29 years and 100 percent satisfied for over 30 years of teaching experience.

When considering satisfaction levels and experience in present schools, both were found to be related ($r = .10$). Percentages satisfied overall were 74 percent for first year, 70 percent for second year, 92 percent for 3 to 5 years, 67 percent for 6 to 10 years and 100 percent for 11 or more years.

Experience in present school jurisdiction was also associated with satisfaction ($r = .12$). It was found that of those teachers in their present jurisdiction, 71 percent of those in their first year reported satisfaction, 85 percent for second year, 88 percent for 3 to 5 years, 50 percent for 6 to 10 years and 100 percent for 11 or more years.

Level of Education Attained

This study revealed that level of education is negatively associated with job satisfaction ($r = -.14$). However, 78 percent of those respondents with a Bachelor's degree showed overall satisfaction, 80 percent of those with

a Master's degree and only 50 percent of those who had "Other" qualifications indicated overall satisfaction.

Working Status of Spouse

Analysis indicated that the working status of spouse is associated with satisfaction. "Spouse as an educator" and overall satisfaction are significantly correlated ($r = .12$). Ninety-one percent of all teachers whose spouses were educators indicated overall satisfaction. Also 83 percent of those who said their spouses worked full time reported satisfaction. Eighty-one percent of the teachers who were married mentioned that they were satisfied while 73 percent of all unmarried respondents indicated satisfaction.

Ethnic Group

The findings in this study suggested that there is no relationship between satisfaction levels and ethnic origins of teachers ($r = -.07$). When respondents were asked to indicate their ethnic origin, the analysis revealed that 72 percent of those who reported that they were born Canadians other than persons of Native ancestry reported satisfaction. Seventy-five percent of people of Native ancestry were satisfied, 50 percent of those who reported that they were "Other" and the 3 landed immigrants who took part in the study said that they were satisfied.

Conclusions

The findings in this study reflect that, overall, teachers were satisfied with their work and employment conditions. The analysis revealed, however, that the items which were mostly associated with teacher satisfaction in isolated communities were expectations of administrators for teachers, the teaching assignment itself, teachers' sense of achievement in teaching and the general behavior of children in the classes which they teach. The items which showed the highest levels of satisfaction were related to the control teachers had over their teaching assignments and their interpersonal relationships with co-workers and students. The majority of the teachers revealed from their personal comments that the aspects which contributed most to their overall satisfaction were working with children, achievement motivation and relationships with co-workers. Holdaway (1978), in his study of Alberta teachers found that "working with children" contributed most to teachers' overall satisfaction. Lortie (1975) also noted that teachers mostly derived their satisfaction from the feelings that they had successfully accomplished their teaching duties. From the quantified information and that expressed as personal opinions of teachers, it appears that most of the satisfaction items concerned aspects which teachers

themselves could manipulate. A tentative conclusion is that teachers in isolated communities are most sensitive to intrinsic rewards directly linked with their interpersonal relationships with their co-workers and the students they teach. Lortie (1975) notes that "psychic rewards" are the most important determinant of teacher satisfaction. According to Lortie "... much of a teacher's work motivation will rotate around the conduct of daily tasks - the actual instruction of students" (p. 104). While intrinsic rewards or "psychic rewards" (Lortie, 1975) seem to provide teachers with much satisfaction, lack of extrinsic rewards such as wage, promotion or public recognition could be a source of dissatisfaction. The relatively high sense of achievement of teachers in isolated communities is commendable considering it as a major "motivator". Herzberg (1968) emphasizes the primacy of motivators as a major determinant of job satisfaction.

Perhaps, the most important significance of these findings is that salary and benefit increases are not as crucial to recruitment and retention of teachers as educational administrators often feel. Material benefits could not compensate for the negative effects of uncongenial working relationships, un-cooperative society and parents or low student achievement.

The high percentage (87 percent) dissatisfied with lack of availability of facilities and resources in their communities is a cause for concern for educational administrators. Smith (1977) noted that lack of availability of facilities and resources was a major source of dissatisfaction among teachers of the Navajo Reservation. Teachers' personal comments showed that they were dissatisfied with the attitudes of society and parents toward education and in-school administration. Holdaway (1978), and Smith (1977) also identified the attitudes of society and parents as a major source of teacher dissatisfaction. The items identified by teachers as causing the most dissatisfaction are items over which teachers do not have control. Perhaps educational administrators should attempt to eliminate some of the sources of dissatisfaction over which they have control.

The most common job-context problem cited concerned in-school administration. The main complaint was often the poor quality of the principals' leadership styles. There were criticisms of principals in all the school jurisdictions, but, for the most part, these criticisms came from the Band schools.

The "attitudes of society and parents toward education" also seems to be a major source of dissatisfaction. Teachers' personal comments indicated that community members

were generally unsupportive of teachers in the education of their children. Findings similar to the above have been reported by Holdaway (1978), Smith (1977), and Wright (1986). Holdaway argues that this unfortunate situation arises as a result of the role which the media plays in society. However, teachers' personal comments showed that isolated communities' members did not value the education of their children.

Recommendations for Change

As a result of the findings, the investigator has arrived at the following recommendations for change and for future study.

Perhaps, the most serious question facing school administrators and policy-makers in isolated communities is how to create a working environment which in many respects resembles that found in urban areas. It is suggested that administrators' should make efforts to understand and remove the causes of dissatisfaction over which they might have control.

As regards lack of availability of facilities and resources, it is recommended that school jurisdictions provide the needed facilities, resources and services to teachers or encourage business organizations to provide

these facilities and services in a manner that will allow teachers to pay relatively low prices for them.

Considering attitudes of society and parents toward education, it is recommended that faculties of education should adequately prepare their students for teaching in isolated communities. That is to say, faculties should prepare their students for the type of conditions they will be meeting in these communities. The faculties could do this by including training programs that would acquaint pre-service teachers with real situations in isolated communities. Some of these programs could be in the form of mandatory student teaching for pre-service teachers who intend to teach in isolated communities. By doing this, students will become familiar with some of the situational problems and would attempt to start finding solutions back in the faculty before entering the teaching field. Perhaps, the faculties of education could also set up programs for training school trustees (or local education authorities) of isolated communities so that the Natives become familiar with what is required of trustees.

Also, it is recommended that parents should be highly involved in running school programs. Smith (1977) noted that one of the most effective ways of bringing parents and teachers together in isolated communities was for both parties to participate in solving real problems of the

school. The investigator, for example, knows of one of the communities whose members and teachers were involved in fund-raising activities for a school trip. The teachers and parents were mainly involved in running a coffee-shop. The program was such that once in a while teachers, students and parents went out to fetch wood for heating the coffee-shop. The facility was run by a teacher and a parent each day of the week. This kind of interaction brought teachers and parents together and allowed them to acquire a better understanding of school issues.

It is recommended that home visits be made by each teacher at least twice (apart from report card delivery days) during the year. The teacher will have the opportunity of meeting parents of his or her students in their home environment.

The criticism of the principals is a problem that can be solved by educational administrators. Perhaps there could be a more rigid process of recruiting principals. The present system whereby principals are appointed by the local educational authority does not allow for recruiting personnel who are qualified for the principal's job. It is suggested that principals in isolated communities should hold the principals' certificate of the Ministry of Education or should be required to take the certificate program or some other qualifications that would prepare them

in theories of administration and leadership styles which they could put into practice in their schools. The principal's leadership is crucial to the well-being of a school.

Recommendations for Further Study

In the future, researchers might examine the following questions:

(i) What causes frequent teacher turnover in isolated communities?

(ii) How can the leadership qualities of principals in isolated communities be improved?

(iii) How can the relationship between teachers and community members in isolated communities be improved?

(iv) What are the experiences of recent graduates of faculties of education in isolated communities?

Finally, this study might be replicated with a large sample of teachers representative of the province as a whole.

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APPENDICES

APPENDIX A

GENERAL COMMENTS OF TEACHERS REGARDING SATISFACTION AND
DISSATISFACTION

GENERAL COMMENTS

For the most part, respondents provided far more comments to overall dissatisfaction to overall satisfaction. Comments concerning dissatisfaction were of a rather general nature covering a wider range of items. These criticisms were made consistently by teachers from all the schools jurisdictions. As a result the investigator came to a tentative conclusion that the source of the problems that teachers seem to encounter in isolated communities lies primarily in the uniqueness of the environments in which they find themselves.

In order to provide an understanding of the perceptions of teachers in the isolated communities, most of the respondents' comments have been included in this report verbatim. Respondents' schools jurisdictions, grade levels most commonly taught, sex, age, teaching experience, educational qualification, marital status and citizenship have been provided without identifying the respondents.

Dissatisfaction

Attitudes of Society Toward Education

A female pre-grade one teacher (Provincial; 30-39 years; 14 years teaching experience; Bachelor's degree; married; born Canadian).

"The poor attitude of a small community toward teachers as the 'intelligencia' and the attitude of some people that teachers cannot seem to do enough ever."

A female early childhood and special education teacher (Provincial; 30-39 years; 9 years teaching experience; Bachelor's degree and special education diploma; married; born Canadian).

"Attitudes of some community members regarding teachers is negative (jealous of pay, holidays and feel the job is easy!)."

A male junior-high (grades 7-9) teacher (Band; 40-49 years; 13 years teaching experience; Bachelor's degree; unmarried; born Canadian).

"Lack of parents' concern with education."

A female elementary (grade 1-6) teacher (Federal; 20-29 years; 2 years teaching experience; Bachelor's degree and a diploma; married; born Canadian).

"Teaching in an isolated reserve is completely different from anywhere else. Because most of the teachers

are non-native, it creates hostility. Many in the community feel we teach 'white education'. It can make things very difficult."

A male special education teacher (Provincial; 30-39 years; 12 years teaching experience; Master's degree; not married; born Canadian).

"Small town politics vis-avis the school."

A male elementary (grades 7-9) teacher (Provincial; 30-39 years; 4 years teaching experience; Bachelor's degree and specialist diploma; not married; born Canadian).

"Gossips in the town which place unnecessary pressures upon the school staff and lack of support for the school on the part of the community."

A female elementary (grades 1-6) teacher (Provincial; 30-39 years; 11 years teaching experience; Bachelor's degree; married; born Canadian).

"Poor attitude toward education passed down from parent to child."

A female elementary (grades 1-6) teacher (Landed immigrant; 30-39 years; 10 years teaching experience; Bachelor's degree; married).

"Certain community members and unfortunately those in power are very negative toward non-natives. Though the teaching staff is very dedicated to their work (and the

students really like us), the board is very unsupportive. They have recently had some very ugly incidents which are racially based. It is a very sad situation because I had felt as if I couldn't work here for a longer time."

A male special education teacher (Federal; 30-39 years; 8 years teaching experience; specialist diploma; married; born Canadian).

"Attitude and involvement of community members on this reserve are far less than tolerable."

A female elementary (grades 1-6) teacher (Band; 20-29 years; 1 year teaching experience; Bachelor's degree; not married; person of native ancestry).

"The lack of co-operation and support from the community. The parents' lack of interest in their children's academic development."

A male elementary (grade 4-10) teacher (Band; over 50 years; 23 years teaching experience; Bachelor's degree; not married; born Canadian).

"The lack of concern shown by community and parents in particular for education. The lack of positive leadership in upper management levels and the Band Council."

A female junior-high (grades 7-9) teacher (Provincial; 30-39 years; 18 years teaching experience; Master's degree; married; landed immigrant).

"Lack of parental involvement. Parents are apathetic to very facet of their children's education."

A male senior high (grades 10-12) teacher (Band; 40-49 years; 14 years teaching experience; not married; born Canadian).

"Very weak administration. Circumstances here are not typical of most schools. There is no clear direction for students. No attendance policy to speak of, very poor guidance from home and school, respect for learning and school is very poor."

A female special education teacher (Provincial; over 50 years; 28 years teaching experience; Master's degree; not married; born Canadian).

"TV programs and parents who do not care what their children are doing or what they are at any time. Society has allowed programs on TV which negatively affect children's attitudes toward life and each other. Many of the favourite protagonists are actually anti-heroes. Unfortunately, children identify with them and act accordingly. Parents who do not place parameters on their children's behavior develop children who have low self-esteem and poor self-control."

A female elementary (grades 1-6) teacher (Provincial; 20-29 years; 5 years teaching experience; Bachelor's degree; not married; person of native ancestry.)

"I feel society as a whole expects the school to do far too much. The school itself should not have the pressure and responsibility to meet all the students' needs, i.e., intellectually, morally, physically and spiritually. What about other community services, or even parents? A prime example of this is asking teachers to teach about 'AIDS'. Why can't the health community do this? Why make teachers?"

A male elementary (grades 1-6) teacher (Band; 20-29 years; 1 year teaching experience; Bachelor's degree; born Canadian).

"The community and its attitude toward education."

A female elementary (grades 1-6) teacher (Band; 30-39 years; 8 years teaching experience; Bachelor's degree; not married; born Canadian).

"There's not enough teacher support from the community in terms of keeping teachers on a long-term basis."

In-School Administration

A female special education teacher (Band; 30-39 years, 4 years teaching experience; Bachelor's degree; married; born Canadian).

"Disorganization of the system generally. Tendency

not to plan in advance for activities, thereby providing more opportunity for special events, making day-to-day learning activities fail. Too much confusion in events among teaching staff. Too many teachers complaining with no suggestions for improvement which could be implemented."

A female elementary (grades 1-6) teacher (Band; 30-39 years; 10 years teaching experience; Bachelor's degree; married; landed immigrant).

"We have a severe administrative breakdown in our school system. The school board is not supportive of the teaching staff. There is racial discrimination. The whole system is falling apart owing to very poor administration. It is board opinion that an elementary grade does not need qualified substitute teachers. This makes it very difficult, especially if you have to be away from your class for an extended period of time."

A male early childhood (pre-grade one) teacher (Federal; over 50 years; 34 years teaching experience; Bachelor's degree; not married; born Canadian).

"The lack of good, honest leadership by the principal. The constant complaining and back-stabbing of some of the band staff toward the teaching staff. The idea of trying to satisfy two masters - Indian Affairs and the Indian Band, who often have conflicting interests. The

feeling teachers are not to be trusted but are a bunch of dishonest, lazy no good jerks that seemed to be the attitude of the principal this year which rubbed off into most of the band staff who assist at running the school. This is most unfortunate and I hope it will be corrected."

A female special education teacher (Band; 30-39 years; 9 years teaching experience; Bachelor's degree; married; born Canadian).

"Lack of direction by board and principal."

A female early childhood (pre-grade one) teacher (Provincial; 30-39 years; 14 years teaching experience; Bachelor's degree; married; born Canadian).

"The role of the principal in making sure that rules are enforced."

A female early childhood (pre-grade one) teacher (Federal; 20-29 years; 1 year teaching experience; Bachelor's degree; not married; born Canadian).

"As a first year teacher I feel that I do not have the knowledge to evaluate areas such as teacher promotion. I also do not plan to return to the North next year so job security is not at present important to me. The main sources of dissatisfaction are the in-school administration, the isolation, the necessity of sharing accommodation and the difficulty in dealing with parents (i.e. language barrier)."

A female elementary (grades 1-6) teacher (Band; 20-29 years; 2 years teaching experience; Bachelor's degree; not married; born Canadian).

"Lack of support from principal, Director, community. Too many personal conflicts are interfering in administrative positions."

A male junior-high (grades 7-9) teacher (Provincial; 20-29 years; 2 years teaching experience; Bachelor's degree; married; born Canadian).

"Poor and inexperienced administration."

A female early childhood (pre-grade one) teacher (Band; 30-39 years; 19 years teaching experience; Bachelor's degree; married; born Canadian).

"The lack of understanding what education is by board and administration. These groups have very little concept at this point of how to operate a facility that goes from junior kindergarten to grade 12. This has only occurred because of changes in both areas in the last two years."

A male senior-high (grades 10-12) teacher (Band; 40-49 years; 14 years teaching experience; Bachelor's degree; not married; born Canadian).

"Very weak administration."

A male senior-high (grades 10-12) teacher; 40-49 years; 10 years teaching experience; Bachelor's degree; married; born Canadian).

"An administration from the principal upward that could not operate a one-car funeral procession."

Availability of resources and facilities

A female early childhood (pre-grade one) teacher (Federal; 20-29 years; 1 year teaching experience; Bachelor's degree; not married; born Canadian).

"The inability to get resources and materials."

A female elementary (grades 1-6) teacher (Federal; 30-39 years; 1 year teaching experience; Bachelor's degree; not married; born Canadian).

"Lack of resource material, library and audio visual materials."

A female elementary (grades 1-6) teacher (Federal; 20-29 years; 4 years teaching experience; Bachelor's degree; not married; born Canadian).

"Our board has implemented IPRC procedures, but as yet has very little in the way of diagnostic or programming support. Thus special education students sometimes lose out! My dissatisfaction here lies in the lack of resource and support people - physical and building constraints."

A male (pre-grade one - senior-high grade 12) teacher (Provincial; 40-49 years, 24 years teaching experience;

Bachelor's degree; not married; landed immigrant).

"Poor facilities - lack of library, gymnasium, inside facilities."

A female elementary (grades 1-6) teacher (Band; 20-29 years; 1 year teaching experience; Bachelor's degree; married; "Other" citizenship).

"The environment - (a) lack of equipment/resources (b) no school yard equipment here at all (children having nothing to do at recess), (c) lack of space."

A male one-room junior kindergarten - grade 8 school principal (30-39 years; 3 years teaching experience; Bachelor's degree; not married; born Canadian).

"My school is a one-room school with limited space and resources, with an enrollment of 19 students in 10 grade levels. It is impossible to adequately teach all grade levels and all curriculum. Too many students in too many grade levels (19 students in 10 grade levels). Inadequate resources - inadequate classroom space."

Isolation

A female early childhood and special education teacher (Provincial; 30-39 years; 9 years teaching experience; Bachelor's degree, special education diploma; married; born Canadian).

"Little to occupy oneself in the community if one is

not an outdoor person. It is difficult to improve your personal qualifications owing to distance from larger centres, education courses must be offered by distance education. I'm sure they'd be popular."

A female early childhood (pre-grade one) teacher (Federal; 20-29 years; 1 year teaching experience; Bachelor's degree; not married; born Canadian).

"One can only fly into the community, and only if the weather permits. Owing to the isolation, essential commodities, such as groceries are very expensive."

A female elementary (grades 1-6) teacher (Provincial; 30-39 years; 4 years teaching experience; Bachelor's degree; not married; born Canadian).

"Difficult to get out of village to go to town or to attend conferences - transportation is limited owing to the isolation. One telephone for the whole village, located in the store. This is often inconvenient."

A female elementary (grades 1-6) teacher (Band; 20-29 years; 3 years teaching experience; married; "Other" citizenship).

"The location is very remote and I am the only teacher and principal. I am unable to attend or upgrade my pay category because of personal priorities, cost and remoteness."

A male elementary (Grades 1-6) teacher (Provincial;

20-29 years; 1 year teaching experience; Bachelor's degree; not married; born Canadian).

"The lack of people of my own age who have a similar mind set to relate to."

A male elementary (Grades 1-6) teacher (Provincial; 30-39 years; 4 years teaching experience; Bachelor's degree; not married; born Canadian).

"In remote areas, advancement is almost impossible. In order to grow professionally I'm moving to another region of Ontario. Specifically, I'm interested in curriculum development and/or principalship.

A female elementary (grades 1-6) teacher (Provincial; 20-29 years; 5 years teaching experience; Bachelor's degree; not married; Person of native ancestry).

"Isolation from stores, entertainment and family."

Behavior of Students

A female elementary (grades 1-6) teacher (Provincial; 20-29 years; 1 year teaching experience; Bachelor's degree; not married; born Canadian).

"The behavior and attitude of the students. Good behavior means that students can relate and understand the material. Classes though are often disturbed by bad behavior."

A male junior-high (grades 7-9) teacher (Provincial; 20-29 years; 1 year teaching experience; Bachelor's degree; married; landed immigrant).

"I am a first year teacher and am impressed with the excellent working conditions and benefits. However, I don't feel that students understand the value of decent education, also being a mining town, I feel that many people feel that formal education isn't all that important. Students' enthusiasm for learning is often very low."

A male junior-high (grades 7-9) teacher (Band; 30-39 years; 3 years teaching experience; Bachelor's degree; not married; born Canadian).

"While I am not pleased with the overall behavior of the students in my class, I see it as partly caused by their own frustration with their life situation. They are aware that they are not performing well in general and they have a high expectation of failure."

A female elementary (grades 1-6) teacher (Federal; 20-29 years; 1 year teaching experience; Bachelor's degree; not married; born Canadian).

"Students do not seem to care about success or achievement - no self-motivation."

A male junior-high (grades 7-9) teacher (Provincial; 30-39 years; 16 years teaching experience; Master's degree; not married; "Other" citizenship).

"General ill-discipline of students and their attitudes to learning leaves much to be desired."

A female elementary (grades 1-6) teacher (Provincial; 20-29 years; 4 years teaching experience; married; born Canadian).

"Living in a small isolated community has a big effect on the children here. They know each other so well, each other's families, that things come up in class that should never be mentioned.

The children are outright rude to each other which can become a problem at times. As well the older students have no respect for teachers and this attitude permeates the school. The problems stems, I think, from the home environment, where comments are made about teachers in front of the children because parents often feel threatened by the teachers."

Salary

A male elementary (grade 1-6) teacher (Federal; 30-39 years; 6 years teaching experience; Bachelor's degree; not married; born Canadian).

"Pay. Cost of living here is high - hydro, rent and food. I'd like to see the Federal pay scale comparable to the Provincial pay scale instead of falling far behind as

it does now."

A male junior-high (grade 7-9) teacher (Band; 30-39 years; 9 years teaching experience; Bachelor's degree; married; landed immigrant).

"Salaries are not up to par with other boards in Northwestern Ontario. The teaching staff here 'logs' many hours and are underpaid as compared to other boards."

Department of Indian Affairs/Ministry

A female junior-high (grades 7-9) teacher (Federal; 20-29 years; 4 years teaching experience; Bachelor's degree; not married; born Canadian).

"Indian Affairs interference and its unreliability. They demand a lot of program changes but they never stay in their positions to follow through on their changes. Indian Affairs treats their teachers very poorly. They constantly underfund the schools."

A male junior-high (grades 7-9) teacher (Provincial; 40-49 years; 12 years teaching experience; Bachelor's degree; not married; born Canadian).

"No say in the Ministry's control over us."

A female junior-high (grades 7-9) teacher (Federal; 20-29 years; 4 years teaching experience; Bachelor's degree; not married; born Canadian).

"Downsizing of Indian Affairs has placed a lot of

burden on teachers - there is little professional support."

Preparation Time

A female special education teacher (Provincial; 30-39 years; 11 years teaching experience; Bachelor's degree; married; born Canadian).

"Not enough time in the day to get everything done."

Actual Responses - Satisfaction

Working with children

A female early childhood and special education teacher (Provincial; 30-39 years; 9 years teaching experience; Bachelor's degree; married; born Canadian).

"Children are generally receptive learners. Feelings of having made an impact on a child's self-concept, learning."

A female special education teacher (Band; 30-39 years; 4 years teaching experience, Bachelor's degree; married; born Canadian).

"The enjoyment of working one-to-one with students and seeing them feel good about their learning."

A female elementary (grades 1-6) teacher (Band; 30-39 years; 10 years teaching experience; Bachelor's degree;

married; landed immigrant).

"I love the children. They are quite lovable. I find a challenge to try to motivate and find alternative teaching strategies for language differences. Most of these children come from homes where alcoholism, drug, sexual and physical abuse are rampant. School is their haven and they are glad to be at school."

A female elementary (grades 1-6) teacher (Federal; 20-29 years; 2 years teaching experience' Bachelor's degree and a diploma; married; born Canadian).

"I have enjoyed my 2 years in this community because it has strengthened me as a teacher. There are many obstacles we must face and we do it in order to present quality education. My classes have been terrific. Student response is genuine and they give me much pleasure."

A male junior high (grades 7-9) teacher (Band; 30-39 years; 3 years teaching experience; Bachelor's degree; married; born Canadian).

"My students making some progress in language."

A female elementary (grades 1-6) teacher (Band; 20-29 years; 1 year teaching experience; Bachelor's degree; not married; person of native ancestry).

"The children give me the most overall satisfaction in my job. It is a great joy seeing them make progress in class."

A female elementary (grades 1-6) teacher (Band; 20-29 years; 3 years teaching experience; married; "Other" citizenship).

"The progression of my students in class."

A male junior-high (grades 7-12) teacher (Band; 30-39 years; 9 years teaching experience; Bachelor's degree; married; landed immigrant).

"I enjoy the children (students) from this community. I particularly enjoy my involvement in the present extra curricular field with the children."

A male junior-high (grades 7-9) teacher (Provincial; 40-49 years; 12 years teaching experience; Bachelor's degree; not married; born Canadian).

"That I am helping students to better themselves for a better future."

A male senior-high (grades 10-12) teacher (Band; 40-49 years; 14 years teaching experience; Bachelor's degree; not married; born Canadian).

"The satisfaction of seeing students develop and mature emotionally and mentally."

A female special education teacher (Provincial; over 50 years; 28 years teaching experience; Master's degree; not married; born Canadian).

"Children. I have never overcome my joy in watching children grow mentally, emotionally and socially."

A male senior-high (grades 10-12) teacher (Band; 40-49 years; 10 years teaching experience; Bachelor's degree; born Canadian).

"When I see learning happening in the classroom and the good working relationships with the students."

The Environment

A male elementary (grades 7 and 8) teacher (Provincial; 30-39 years; 4 years teaching experience; Bachelor's degree and specialist diploma; not married; born Canadian).

"I enjoy the unpolluted environment. Housing conditions and benefits are also excellent."

A male special education teacher (Provincial; 30-39 years; 12 years teaching experience; Master's degree; not married; born Canadian).

"The community setting. Opportunities for camping, skiing, etc. transfer to job satisfaction."

A female special education teacher (Provincial; 30-39 years; 11 years teaching experience; Bachelor's degree; married; born Canadian).

"Closeness of job to home."

A male elementary (grade 1-6) teacher (Federal; 30-39 years; 6 years teaching experience; Bachelor's degree; not

married; born Canadian).

"A structurally decent and well-maintained teacherage. Opportunities for recreation-hiking, camping, biking, etc."

A female elementary (grades 1-6) teacher (Provincial; 30-39 years; 4 years teaching experience; Bachelor's degree; not married; born Canadian).

"A comfortable teacherage. Because of isolation from friends, a person who does not need other people or one who has a strong religious background will find more job satisfaction."

Relationships with other teachers

A female pre-grade one teacher (Provincial; 30-39 years; 14 years teaching experience; Bachelor's degree; married born Canadian).

"Friendliness and co-operation of staff."

A male elementary (grades 1-6) teacher (Federal; over 50 years; Certificate in Advanced Study; born Canadian).

"Good relationships with colleagues and district office."

A male junior-high (Grades 7-9) teacher (Band; 40-49 years; 13 years teaching experience; Bachelor's degree; not married; born Canadian).

"Good staff in the school."

A female elementary (grades 1-6) teacher (Provincial; 30-39 years; 11 years teaching experience; Bachelor's degree; married; born Canadian).

"The excellent quality of my fellow teachers."

A female elementary (grades 1-6) teacher (Provincial; 20-29 years; 4 years teaching experience; Bachelor's degree; married; born Canadian).

"Working with a friendly group of people brings a somewhat relaxed setting."

A female elementary (grades 1-6) teacher (Provincial; 20-29 years; 5 years teaching experience; Bachelor's degree; not married; person of native ancestry).

"A close staff."

Achievement motivation

A male junior-high (grades 7-9) teacher (Provincial; 20-29 years; 1 year teaching experience; Bachelor's degree; married; landed immigrant).

"My own enthusiasm and optimism. I treat students with respect - I'm firm, fair and friendly."

A male early childhood (pre-grade one) teacher (Federal; over 50 years; 34 years teaching experience; Bachelor's degree; not married; born Canadian).

"As a senior teacher both in years and of age and experience, I feel an inner happiness with many of the

staff who come to me with problems and for advice. I hope I am able in some little way to help them."

A male (grade 4-10) teacher (Band; over 50 years; 23 years teaching experience; Bachelor's degree; not married; born Canadian).

"The challenge of working under extremely harsh conditions to improve educational opportunities for Native children.

A male elementary (grades 1-6) teacher (Provincial; 20-29 years; 1 year teaching experience; Bachelor's degree; not married; born Canadian).

"Wide range of grades accelerates the experience I receive teaching."

A male elementary (grades 1-6) teacher (Provincial; 30-39 years; 4 years teaching experience; Bachelor's degree; not married; born Canadian).

"The humanistic quality of teaching."

Freedom to Select Subject Matter and Teaching Methods

A male junior-high (grades 7-9) teacher (Provincial; 20-29 years; 2 years teaching experience; Bachelor's degree; married; born Canadian).

"The freedom of choice in planning."

A female elementary (grades 1-6) teacher (Federal; 20-29 years; 4 years teaching experience; Bachelor's

degree; not married; born Canadian).

"Freedom to run my classroom as I see fit."

A male junior-high (grades 7-9) teacher (Band; 30-39 years; 8 years teaching experience; Bachelor's degree; not married; born Canadian).

"Freedom to use my methods."

A female elementary (grades 1-6) teacher (Provincial; 30-39 years; 18 years teaching experience; Master's degree; married; landed immigrant).

"Freedom to select and implement curriculum."

A male elementary (grades 1-6) teacher (Federal; 20-29 years; 3 years teaching experience; Bachelor's degree; not married; born Canadian).

"Flexibility of teaching methods, materials and what is actually taught."

Requested Changes in Working Conditions.

Respondents were asked to make recommendations for change. They were particularly asked to state changes in the working conditions that they would like to see introduced in 1990. Table 13 presents percentages of teachers responding to the question for (a) each school

Table 21

Percentages of Teachers, Classified by School
Jurisdiction, Who Mentioned Particular Changes that They
would like to See Introduced by 1990 in Working Conditions
of Teachers

Mentioned Change	School		Jurisdiction	Total
	Band	Federal	Provincial	
N-Respondents	13	11	19	43
Increased preparation time	7.7	27.3	57.9	34.9
Increased salaries	46.2	27.3	--	20.9
Increased professional help	15.4	27.3	15.8	18.6
Smaller class for multi-grade classes	--	18.2	26.3	16.3
Improved living conditions of teachers	--	18.2	21.1	11.6
Better student discipline in schools	15.4	--	10.5	9.3
Increased community involvement in education	15.4	18.2	--	9.3
Increased involvement in decision making	7.7	--	10.5	7.0
More curriculum specification	7.7	--	10.5	7.0

Table 21 (continued)

Mentioned Change	Jurisdiction			Total
	School Band	Federal	Provincial	
Supply of teacher's aides	7.7	--	10.5	7.0
Improvement in pre-service teacher training	7.7	--	5.3	4.7
Abolition of lunch time supervision	--	--	10.5	4.7
Change in structure of school year	--	--	10.5	4.7
Stop adding subjects to curriculum	--	9.1	--	2.3
Correction of retirement superannuation funds	7.7	--	--	2.3
Equal opportunity in hiring teachers	7.7	--	--	2.3

jurisdiction and (b) for the total.

Overall Distribution

When asked to make recommendations for changes they would like to see in 1990, the largest category of responses, 34.9 percent of all teachers who responded to

this question mentioned preparation time. For example, many said that they would like to see more preparation time allocated for teachers during the school day. This desire was most frequently mentioned by the teachers of all the school jurisdictions.

The next largest category of responses making up 20.9 percent of all the teachers responding to this question mentioned "Increased salaries."

Another 18.6 percent of the responses mentioned "Increased professional help." Many of these teachers mentioned that they would like to have greater assistance from qualified resource personnel, particularly in curriculum development.

16.3 percent said they would like to see smaller class sizes for multi-grade classes.

Other desired changes mentioned by the respondents to this question were, "Improved living conditions" (11.6 percent), "Better student discipline" (9.3 percent), "Increase community involvement in education" (9.3 percent), "Increased involvement in decision making": (7.0 percent), "Supply of teacher's aides" (7.0 percent), "Improvement in pre-service training of teachers" (4.7 percent), "Abolition of lunch time supervision" (4.7 percent), "Change of retirement superannuation fund" (2.3 percent) and "Equal opportunity in hiring teachers" (2.3

percent).

Distribution by School Jurisdiction

Table 13 indicates that large percentages of teachers in Provincial and Federal schools mentioned the introduction on "Increased preparation time" more frequently than teachers in Band schools. The percentage in Provincial schools was above the overall total percentage for the school jurisdictions. The percentages mentioning "Increased preparation time" were 59.7 percent (Provincial), 27.3 percent (Federal) and 7.7 percent (Band). "Increased salaries" were mentioned by 46.2 percent of Band teachers and 27.3 percent of Federal teachers, but none of the Provincial teachers mentioned this item. Increased professional help was the concern of the respondents from all jurisdictions (27.3 percent Federal; 15.8 percent Provincial; and 15.4 percent Band). 26.3 percent of Provincial teachers and 18.2 percent of Federal teachers mentioned "Smaller class size for multi-grade classes". This item was not mentioned by any of the Band teachers.

Provincial teachers were clearly the most concerned with "Improved living conditions" with 21.1 percent asking for change. 18.2 percent of Federal teachers also

mentioned improved conditions but none of the Band teachers seemed to be concerned with this item. Band teachers had 15.4 percent asking for "Better student discipline". 10.5 percent of the Federal teachers were also concerned about "student discipline." None of the provincial teachers mentioned student discipline. While 18.2 percent and 15.4 percent of Federal and Band teachers were respectively concerned by "Increased community involvement in education", this item was not at all mentioned by Provincial teachers. Provincial teachers were the only ones concerned about "Lunch time supervision" and change in structure of school year" (10.5 percent respectively). Federal teachers were the only ones concerned about the item, "Stop adding subjects to curriculum" (9.1 percent), and it was only the Band teachers who showed interest in "correction of retirement superannuation funds" and "Equal opportunity in hiring of teachers (2.3 percent each).

Actual Responses

In order to provide an understanding of teachers' desired changes in working conditions in isolated communities, the investigator includes some selected comments in this report. Information about school jurisdiction, sex, age and teaching experience have been

provided without identifying the respondents.

Increased Preparation Time

A female pre-grade one teacher (Provincial; 30-39 years; 14 years teaching experience).

"I would like to see opportunities for planning time during the day."

A female elementary (grades 1-6) teacher (Provincial; 20-29 years; 1 year teaching experience).

"More preparation time during school hours."

A female special education teacher (Band; 30-39 years; 9 years teaching experience).

"More preparation time will benefit the teachers."

A female early childhood and special education teacher (30-39 years; 9 years teaching experience).

"At present there's no preparation time. The allocation of preparation time will even benefit the students more."

A female special education teacher teacher (Band; 30-39 years; 4 years teaching experience).

"There's no preparation time and teachers use most of their leisure hours preparing for classes. It would be nice to increase teachers' salaries to compensate for the many hours spent in preparing for classes."

A male special education teacher (Provincial; 30-39 years; 12 years teaching experience).

"Increased preparation time and no responsibility for lunch hour supervision."

A male elementary (grades 1-6) teacher (Federal; over 50 years; 39 years teaching experience).

"Adequate preparation time allocated to teachers."

A male junior high (grades 7-9) teacher (20-29 years; 1 year teaching experience).

"More preparation time for elementary teachers."

A male early childhood (pre-grade one) teacher (Federal; 20-29 years, 1 year teaching experience).

"I would like to see more preparation time; teachers use too much of their own time preparing for classes."

A male elementary (grades 1-6) teacher (Provincial; 20-29 years; 1 year teaching experience).

"Some more planning time needed."

A female elementary (grades 1-6) teacher (Federal; 20-29 years; 4 years teaching experience).

"All teachers need a more consistent use of preparation time."

A female elementary (grades 1-6) teacher (Provincial; 20-29 years years; 4 years teaching experience).

"More preparation time."

A male elementary (grades 1-6) teacher (Provincial;

20-29 years; 5 years teaching experience).

"Too many hours spent in preparation time and there's no time left to live. We teachers need more preparation time."

A male one-room (JK-8 school) teacher (Provincial; 30-39 years; 3 years teaching experience).

"Providing mandatory preparation time for at least two hours/week."

Increased Salaries

A female elementary (grades 1-6) teacher (Federal; 20-29 years; 2 years teaching experience).

"Salary increase - it gets tougher and tougher all the time!"

A female elementary (grade 1-6) teacher (Band; 20-29 years; 1 year teaching experience).

"High salaries. Teachers should be paid according to the work they do. I feel they are underpaid."

A female elementary (grades 1-6) teacher (Band; 20-29 years; 3 years teaching experience).

"I truly feel a good teacher should receive pay according to class evaluation. You are teachers and should be paid for your teaching ability not according to your qualifications."

A male junior-high (grades 7-9) teacher (Band; 30-39 years; 9 years teaching experience).

"Salaries are not up to par with other boards of Northwestern Ontario. The teaching staff here spends too many hours in school work and yet are underpaid. I would like to see salaries increased."

A male elementary (grades 1-6) teacher (Band; 20-29 years; 3 years teaching experience).

"Government, and of course, people in general show how much they value teachers by how much they pay them. If education is important they should begin funding it accordingly."

Increased Professional Help

A male junior-high (grades 7-9) teacher (Band; 30-39 years; 3 years teaching experience).

"Greater availability of assistance from qualified resource personnel with regard to the establishment of curriculum geared towards student abilities and needs."

A female elementary (grades 1-6) teacher (Provincial; 20-29 years; 4 years teaching experience).

"Beginning teachers particularly need help from qualified personnel to acquaint them with what they are not taught in pre-teacher education. There must be, for example a consistency in what is expected for long range

plans."

A female elementary (grades 1-6) teacher (Provincial; 20-29 years; 5 years teaching experience).

"Teachers need more professional development."

A female early childhood and special education teacher (Provincial; 30-39 years; 9 years teaching experience).

"Faculties of education must offer courses in distant education for teachers in isolated communities. Course such as sociology and psychology would be wonderful for furthering ourselves in the specific fields in which we are working (e.g. additional qualification courses could easily be run this way with practicum within the home school). At present I'm trained in P/J but would love the opportunity to pick up an intermediate qualification."

Smaller Class Sizes for Multi-grade Classes

A male elementary (grade 1-6) teacher (Provincial: 30-39 years; 4 years teaching experience).

"Class sizes - Primary, 20; Junior, 24; Intermediate, 28."

A female special education teacher (Provincial; over 50 years; 28 years teaching experience).

"I'd like the 'grade' organization to be abolished. Pupils should be able to progress through curricula at

individual speed according to abilities. This probably would be possible only if a small group of children could remain with one instructor over a period of years - perhaps using primary, junior, etc., as they change levels but erasing age requirements.

A male junior-high (grade 7-9) teacher (Federal; 40-49 years; 15 years teaching experience).

"18 to 1 student/teacher ratio."

A female early childhood and special education teacher (Provincial; 30-39 years; 9 years teaching experience).

"Declining enrollments are causing staff cuts which result in triple-grading. It would be nice if this could be avoided. As the teacher handles too many children at different grade levels, it is the children who will inevitably be the losers to it, owing to limited individualization of teaching."

A female early childhood (pre-grade one) teacher (Federal; 20-29 years; 1 year teaching experience).

"I would like to see smaller classes."

A female elementary (grade 1-6) teacher (Provincial; 30-39 years; 18 years teaching experience).

"Reduced class sizes."

A male (one room JK-8 school) teacher (Provincial; 30-39 years; 3 years teaching experience).

"Multi-grade classrooms (3 or more grades) should have a maximum of 12 students."

Improved Living Conditions of Teachers

A female elementary (grades 1-6) teacher (Federal; 30-39 years; 1 year teaching experience).

"Better choice of food - vegetables, fruit, fresh meat, etc. Better health services and water treatment."

A male junior high (grades 7-9) teacher (Provincial; 20-29 years; 2 years teaching experience).

"In this remote area, I would like to see an improvement in living conditions for teachers, particularly, better housing."

A male junior kindergarten to grade 12 teacher (Provincial; 40-49 years; 24 years teaching experience).

"Better facilities, better teacherages."

A male special education teacher (Federal; 30-39 years; 8 years teaching experience).

"More access to facilities and teaching resources."

A female elementary (grades 1-6) teacher (Provincial; 30-39 years; 4 years teaching experience).

"That housing conditions (of teacherages in isolated communities) be included in collective agreements."

Better Student Discipline in Schools

A male junior-high (grades 7-9) teacher (Provincial; 30-39 years; 16 years teaching experience).

"General ill-discipline of students and attitude to learning should be improved."

A female elementary (grades 1-6) teacher (Provincial; 20-29 years; 1 year teaching experience).

"I would like to see the strap reintroduced into the school setting. I find that the principal and teachers have no real authority over the students."

A male junior-high (grades 7-9) teacher (Band; 40-49 years; 13 years teaching experience).

"More discipline leeway."

A male junior-high (grades 7-9) teacher (Band; 20-29 years; 1 year teaching experience).

"Better attitudes of students and community toward education."

Increased Community Involvement in Education

A female special education teacher (Band; 30-39 years; 4 years teaching experience).

"A push for more parent involvement in learning - working with the teachers instead of pushing all the responsibility of learning on teachers and/or school

system."

A female elementary (grades 1-6) teacher (Federal; 20-29 years; 1 year teaching experience).

"Cohesive staff relationships with Band members. Band and staff should hold meetings to discuss educational issues. Parents and staff meetings."

A male early childhood (pre-grade one) teacher (Federal; over 50 years; 34 years teaching experience).

"A better understanding relationship between Band members and school staff (working in both ways)."

Increased Involvement in Decision Making

A male junior-high (grades 7-9) teacher (Provincial; 40-49 years; 12 years teaching experience).

"More input into the educational system by teachers regarding programs, books and materials used.

A female early childhood (pre-grade one) teacher (Band; 30-39 years; 19 years teaching experience).

"In this particular location, teachers need to be consulted in any discussion concerning working conditions. There, at present, is no input whatsoever. There are also no negotiations concerning salaries, benefits and other related items."

More Curriculum Specification

A female elementary (grades 1-6) teacher (Provincial; 20-29 years; 1 year teaching experience).

"Standard forms made for Long Range Planning - setting out a goals package especially for beginning teachers."

A female elementary (grades 1-6) teacher (Provincial; 20-29 years; 5 years teaching experience).

"More consistency in the province in academic expectations for students, for example, "all grade 4 should cover this."

Supply of Teacher's Aides

A female elementary (grades 1-6) teacher (Band; 20-29 years; 1 year teaching experience).

"I value my teacher's aide a great deal and there should be more hired within the system."

A female elementary (grades 1-6) teacher (Provincial; 20-29 years; 5 years teaching experience).

"More money for special education and teacher's aides so that needy students can receive individual help. Too much extra required of classroom teachers."

Improvement in Pre-Service Teacher Training

A male elementary (grades 1-6) teacher (Provincial; 30-39 years; 4 years teaching experience).

"Improvements to the quality of pre-service teacher training. More an apprentice style of training of new teachers. Make pre-service trainees fully familiar with current Ministry philosophy and modern theories of child development."

A female special education teacher (Band; 30-39 years; 4 years teaching experience).

"More appropriate material provided in educational colleges to prepare teachers better for the real teaching environment."

Stop Adding Subject Curriculum

A female junior-high (grades 7-9) teacher (Federal; 20-29 years; 4 years teaching experience).

"The Ministry of Education keeps on adding subjects to their guidelines. They need to move toward an Integrated Whole Language Approach and a thematic approach for grades 1-8."

Correction of Retirement Superannuation Funds

A female elementary (grades 1-6) teacher (Band; 30-39

years; 10- years teaching experience).

"I would like to see the retirement program (superannuation funds) problems corrected. This is a key to a person's (teacher's) future.

Equal Opportunity in Hiring Teachers

A male senior-high (grades 10-12) teacher (Band; 40-49 years; 10 years teaching experience).

"Stop hiring people because of their colour instead of qualification."

APPENDIX B

INSTRUMENTATION

Section A

1. Name of your school jurisdiction	Band Operated _____	CC
	Federal _____	1-3
	Provincial _____	4
2. Which one of the following best describes your present position?		
1. Early childhood (pre-Grade 1)	4. Junior high (Grades 7-9)	5
2. Elementary Grades 1-6)	5. Senior high (Grades 10-12)	
3. Special Education		
3. Is your major teaching assignment consistent with your training and experience?		
1. Yes _____	2. No _____	6
4. What is your sex?	1. Female _____	7
	2. Male _____	
5. What was your age on January 1, 1989?		
1. 20-29	2. 30 -39	8
3. 40-49	4. 50 and above	
6. How many years of experience do you have as an educator? (Count the present year as a full year)		
(a) Total _____ years		9-10
(b) In your present school _____ years		11-12
(c) In your present jurisdiction _____ years		13-14
7. What is the highest level of education you have attained?		
1. Diploma _____		15
2. Bachelors _____		
3. Masters _____		
4. Other _____		
8. (a) Does your spouse work full-time? 1. No _____ 2. Yes _____ (3. Not married _____)		16
(b) If "Yes", is your spouse also employed as an educator? 1. No _____ 2. Yes _____		17

Continue to Section B

SECTION B

Rate your degree of satisfaction.
Circle the selected number

	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant OR Not Applicable
WORKING CONDITIONS								
18. The way in which teacher/board collective bargaining is conducted in Ontario.	7	6	5	4	3	2	1	0
19. The way in which consultation between board and teachers concerning working conditions is conducted during the school year.	7	6	5	4	3	2	1	0
20. Salary you receive	7	6	5	4	3	2	1	0
21. The use of level of education in partly determining salaries.	7	6	5	4	3	2	1	0
22. The use of length of teaching experience in partly determining salaries.	7	6	5	4	3	2	1	0
23. Retirement benefits provided.	7	6	5	4	3	2	1	0
24. Provisions for sabbatical leave.	7	6	5	4	3	2	1	0
25. Provisions for sick leave.	7	6	5	4	3	2	1	0
26. Provisions for maternity leave.	7	6	5	4	3	2	1	0
27. Number of hours you teach per week.	7	6	5	4	3	2	1	0
28. Number of hours of non-teaching duties assigned to you per week.	7	6	5	4	3	2	1	0
29. Preparation time available to you during the official school day.	7	6	5	4	3	2	1	0
TEACHING RELATED MATTERS								
30. Your opportunity for promotion.	7	6	5	4	3	2	1	0
31. Expectations of administrators for you as a teacher.	7	6	5	4	3	2	1	0
32. Methods used in promotion of teachers.	7	6	5	4	3	2	1	0
33. The prospect of classroom teaching as your life-time career.	7	6	5	4	3	2	1	0
34. Your long-term salary prospects in education.	7	6	5	4	3	2	1	0
35. Methods used to evaluate teachers.	7	6	5	4	3	2	1	0
36. The distribution of resources within your school	7	6	5	4	3	2	1	0
37. Your relationships with in-school administrators.	7	6	5	4	3	2	1	0
38. Your job security.	7	6	5	4	3	2	1	0
39. Your relationships with other teachers.	7	6	5	4	3	2	1	0
40. Physical conditions of staffrooms and staff offices.	7	6	5	4	3	2	1	0
41. Availability of useful advice to assist you with problems you encounter in teaching.	7	6	5	4	3	2	1	0
42. Your involvement in decision making in your school.	7	6	5	4	3	2	1	0
43. Your involvement in decision making in your jurisdiction.	7	6	5	4	3	2	1	0

Do you have any COMMENTS on any of the above matters?

Continue to Section C

Rate your degree of satisfaction
Circle the selected number

	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant OR Not Applicable
TEACHING MATTERS								
44. Your freedom to select subject matter for classes you teach.	7	6	5	4	3	2	1	0
45. Your freedom to select teaching methods.	7	6	5	4	3	2	1	0
46. Your freedom to select teaching materials within the constraint of available funds.	7	6	5	4	3	2	1	0
47. Timetabling of your teaching assignments.	7	6	5	4	3	2	1	0
48. Your assignment to teach particular grade levels.	7	6	5	4	3	2	1	0
49. Your assignment to teach particular subjects.	7	6	5	4	3	2	1	0
50. Average size of classes you teach.	7	6	5	4	3	2	1	0
51. Amount of preparation correction required by your teaching assignment.	7	6	5	4	3	2	1	0
52. Availability of library resources.	7	6	5	4	3	2	1	0
53. Availability of audio-visual resources.	7	6	5	4	3	2	1	0
54. Availability of teachers' aides to assist you.	7	6	5	4	3	2	1	0
55. Physical conditions of your classrooms.	7	6	5	4	3	2	1	0
56. Availability of substitute teacher services when you wish to be absent for professional activities.	7	6	5	4	3	2	1	0
57. Performance of on-call substitute teachers who teach your classes when you are absent.	7	6	5	4	3	2	1	0

STUDENT RELATED MATTERS								
58. Your relationships with students.	7	6	5	4	3	2	1	0
59. Attitudes of students toward learning	7	6	5	4	3	2	1	0
60. General behavior of students in the school.	7	6	5	4	3	2	1	0
61. Average level of student achievement.	7	6	5	4	3	2	1	0
62. Ability levels of students taking your classes.	7	6	5	4	3	2	1	0
63. General behavior of students in your classes.	7	6	5	4	3	2	1	0
64. Methods used in reporting pupils' attitudes and achievements to parents.	7	6	5	4	3	2	1	0
65. Availability of diagnostic services.	7	6	5	4	3	2	1	0

Do you have any COMMENTS on the above matters?

Continue to Section D

SECTION D

Rate your degree of satisfaction
Circle the selected number

	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not Relevant OR Not Applicable
OCCUPATION RELATED MATTERS								
66. Status of teachers in society.	7	6	5	4	3	2	1	0
67. Attitude of society toward education.	7	6	5	4	3	2	1	0
68. Attitudes of parents toward education.	7	6	5	4	3	2	1	0
69. Your sense of achievement in teaching	7	6	5	4	3	2	1	0
70. Recognition by others of your work.	7	6	5	4	3	2	1	0
71. Social relationships in your work.	7	6	5	4	3	2	1	0
72. Intellectual stimulation in your work.	7	6	5	4	3	2	1	0
73. Opportunities for further formal study (i.e., in university, college or institute).	7	6	5	4	3	2	1	0
74. Opportunities for useful in-service education.	7	6	5	4	3	2	1	0
75. Availability of facilities in your community for recreation, fine arts, etc.	7	6	5	4	3	2	1	0
76. Your overall level of satisfaction with your job.	7	6	5	4	3	2	1	0

SECTION E

77. I am a 1. Landed Immigrant _____ 2. Born Canadian _____
 3. Person of Native Ancestry _____ 4. Other _____

Do you have any COMMENTS on the above matters?

Continue to Section F

SECTION F

78. Would you be willing to be interviewed for about 30 minutes on the topic of
"Satisfaction with Teaching and Employment Conditions?" 1. Yes _____ 2. No _____

What changes would you like to see introduced by 1990 in the working conditions of teachers?

Which factors contribute most to your overall satisfaction with teaching in your present setting?

Which factors contribute most to your overall dissatisfaction with teaching in your present setting?

THANK YOU FOR YOUR COOPERATION

Would you please return your questionnaire immediately after completion



Lakehead University

955 Oliver Rd., Thunder Bay, Ontario, Canada P7B 5E1

SCHOOL OF EDUCATION

1989 01 30

District Superintendent of Education
Indian Affairs of Canada
905 East Victoria Avenue
Thunder Bay, Ontario P7C 1B3

Attention: Mr. Norm Coulther

Dear Sir:

I am a graduate student studying Educational Administration at Lakehead University.

I am conducting research for my Master's thesis in the area of job satisfaction of teachers. My research is a comparative analysis of teacher satisfaction in native school settings and rural non-native school settings in the Northwestern Ontario region.

I would be grateful if you could send me the following information about the Federal Schools and Band Operated Schools in the Northwestern region as of December 31, 1988:

1. list of all the Federal Schools and Band Operated Schools;
2. number of teachers in the system;
3. number of teachers in each school;
4. number of native teachers and non-native teachers in the system;
5. number of male teachers and number of female teachers;
6. number of native children and number of non-native children.

Should you have any questions, please feel free to contact me during working hours at 343-8110, ext. 8837.

I may be contacting you for some more information at a later date.

I thank you in advance for your co-operation and assistance.

Yours truly,



February 07, 1989

School of Education
Lakehead University
955 Oliver Road
Thunder Bay, Ontario
P7B 5E1

Your file Votre référence

Our file Notre référence

4700-12(E9)

Attention: Seth Arbo

Dear Seth:

In response to your letter of January 30, 1989, attached is a listing of the Band Operated and Federal schools in the Western District for your master's thesis information.

If you should require additional information on schools in the Northern District, this may be found at:

Indian & Northern Affairs Canada
Box 369
45 Prince Street
Sioux Lookout, Ontario
POV 2T0

We would appreciate receiving a copy of your research findings upon completion.

Best wishes in your continued studies.

Yours truly,

N. R. R. Coulter
District Superintendent
of Education
WESTERN DISTRICT

905 E. Victoria Avenue
Thunder Bay, Ontario
P7C 1B3

Attachment

/yt



Lakehead University

955 Oliver Rd., Thunder Bay, Ontario, Canada P7B 5E1

SCHOOL OF EDUCATION

343-8837

1989 03 17

Dear Principal:

I am a graduate student in the School of Education, Lakehead University studying Educational Administration. I am currently conducting a research study for my Master of Education thesis. The research deals with job satisfaction of teachers in remote areas of Northwestern Ontario. Enclosed herein are questionnaires designed to provide information on teachers' perceptions of their job and employment conditions in remote school settings.

I would appreciate it if you could distribute the questionnaires along with the stamped addressed envelopes to all members of your teaching staff. Would you please ask teachers to fill out the questionnaire, place it in the stamped addressed envelope that is provided and see that it is mailed. No name is required on the questionnaire and teachers can be assured that individual answers will be kept completely confidential. Note that you are not required to fill out the questionnaire.

Your cooperation in this endeavour will be greatly appreciated.

Yours truly,



Lakehead University

955 Oliver Rd., Thunder Bay, Ontario, Canada P7B 5E1

SCHOOL OF EDUCATION

343-8837

1989 03 17

Dear Teacher:

I am a graduate student in the School of Education, Lakehead University studying Educational Administration. I am currently conducting a research study for my Master of Education thesis. The research deals with job satisfaction of teachers in remote areas of Northwestern Ontario.

By kind permission of your principal, I earnestly request your assistance in this research by completing the attached questionnaire. Hopefully, this will not take more than 15 minutes of your time. The questionnaire is designed to obtain your perception of your job as a teacher and your feelings about teaching in a remote school setting. All the questions are straightforward. Please answer each item as honestly and candidly as possible.

Please complete the questionnaire, place it in the stamped addressed envelope and see that it is mailed.

No name is required on the questionnaire. Your individual answers will be kept completely confidential and I can assure you that they will all be destroyed upon the completion of my assignment.

Thank you for your cooperation.

Yours truly,

April 24, 1989

Dear Principal:

I wish to thank you for allowing your school to participate in my research. I am glad to say that I have started receiving responses from teachers.

I would appreciate it if you could remind all members of your teaching staff to fill out the questionnaire, place it in the stamped addressed envelope that was provided and see that it is mailed.

Please disregard this reminder if the responses have already been mailed to me.

I thank you again for your co-operation.

Yours truly,

Seth Agbo

P.S. Please post enclosed letter for your teaching staff.

APPENDIX D

PEARSON PRODUCT MOMENT
CORRELATION COEFFICIENT
MATRICES

Correlation Coefficient Matrix for Working Conditions and the Overall Satisfaction Item (N=58)

	Collective Bargaining Board/Teacher Consult.	Salary	Education Level - Salary	Experience - Salary	Retirement Benefits	Sabbatical Leave	Sick Leave	Maternity Leave	Teaching Hours	Extra Curricular Activities	Preparation Time	Overall Satisfaction
Collective Bargaining Board/Teacher Consult.	.39 n=36 p=.009	.46 n=36 p=.020	.06 n=36 p=.355	-.12 n=36 p=.244	-.04 n=33 p=.373	-.17 n=33 p=.178	-.17 n=35 p=.169	-.11 n=26 p=.290	.26 n=35 p=.068	.28 n=35 p=.050	-.13 n=36 p=.216	.46 n=33 p=.003
Salary	.48 n=52 p=.000	.48 n=52 p=.000	.17 n=50 p=.123	-.04 n=48 p=.400	.08 n=46 p=.310	.14 n=40 p=.199	-.16 n=47 p=.143	.04 n=36 p=.402	.32 n=50 p=.010	.37 n=44 p=.007	-.19 n=51 p=.093	.27 n=49 p=.030
Education Level - Salary	.48 n=52 p=.000	.48 n=52 p=.000	.27 n=54 p=.023	.08 n=52 p=.296	.05 n=49 p=.379	-.05 n=44 p=.382	.13 n=52 p=.171	.08 n=38 p=.313	.20 n=55 p=.074	.25 n=48 p=.043	-.25 n=57 p=.029	.27 n=55 p=.023
Experience - Salary	.17 n=50 p=.123	.27 n=54 p=.023	.38 n=51 p=.003	.13 n=47 p=.195	.33 n=42 p=.015	.33 n=42 p=.015	-.15 n=50 p=.151	-.09 n=37 p=.306	-.23 n=52 p=.048	-.04 n=46 p=.405	-.25 n=53 p=.035	.26 n=51 p=.031
Retirement Benefits	.08 n=46 p=.310	.05 n=45 p=.379	.13 n=47 p=.195	.19 n=46 p=.102	.18 n=40 p=.129	.18 n=40 p=.129	.20 n=47 p=.091	.20 n=35 p=.130	.03 n=49 p=.427	.00 n=42 p=.500	-.08 n=48 p=.305	.29 n=46 p=.324
Sabbatical Leave	.14 n=40 p=.199	.13 n=44 p=.171	.33 n=42 p=.015	.28 n=42 p=.035	.18 n=40 p=.129	.18 n=40 p=.129	.04 n=41 p=.409	.18 n=34 p=.152	.06 n=42 p=.365	.17 n=40 p=.147	-.08 n=46 p=.300	.20 n=43 p=.100
Sick Leave	.17 n=35 p=.159	.13 n=44 p=.171	.33 n=42 p=.015	.14 n=41 p=.161	.20 n=47 p=.091	.20 n=47 p=.091	.04 n=41 p=.409	.18 n=34 p=.152	.07 n=49 p=.307	.07 n=46 p=.365	-.01 n=46 p=.662	.19 n=49 p=.091
Maternity Leave	.04 n=26 p=.290	.08 n=38 p=.402	-.09 n=37 p=.306	.10 n=35 p=.130	.20 n=34 p=.152	.39 n=30 p=.017	.18 n=34 p=.152	.07 n=37 p=.441	.06 n=42 p=.307	.09 n=33 p=.311	.04 n=38 p=.399	.24 n=36 p=.078
Teaching Hours	.33 n=50 p=.001	.20 n=55 p=.074	-.23 n=52 p=.048	.10 n=49 p=.252	.03 n=50 p=.409	.06 n=42 p=.365	.07 n=42 p=.307	-.03 n=37 p=.441	.23 n=52 p=.048	.17 n=47 p=.052	.18 n=47 p=.108	.12 n=54 p=.450
Extra Curricular Activities	.37 n=44 p=.007	.25 n=48 p=.043	-.04 n=46 p=.405	.08 n=46 p=.310	.00 n=42 p=.500	.17 n=40 p=.147	.04 n=41 p=.409	-.09 n=34 p=.152	.42 n=42 p=.307	.42 n=47 p=.052	.18 n=47 p=.108	.12 n=54 p=.450
Preparation Time	.19 n=36 p=.093	.25 n=57 p=.029	-.25 n=53 p=.035	-.25 n=51 p=.040	-.08 n=48 p=.305	-.07 n=46 p=.365	.00 n=42 p=.500	-.09 n=34 p=.152	.18 n=47 p=.108	.18 n=47 p=.108	.18 n=47 p=.108	.12 n=54 p=.450
Overall Satisfaction	.46 n=49 p=.003	.27 n=55 p=.023	.26 n=51 p=.031	-.07 n=49 p=.271	-.07 n=46 p=.365	-.07 n=46 p=.365	.00 n=42 p=.500	-.09 n=34 p=.152	.18 n=47 p=.108	.18 n=47 p=.108	.18 n=47 p=.108	.12 n=54 p=.450

Correlation Coefficient Matrix for Teaching-Related Matters and the Overall Satisfaction Item (N=58)

	Pro- motion Oppor- tunities	Admin- istrat- ors	Pro- motion Methods	Teach- ing As Career	Salary Prospects	Eval- uation	Re- sources	In- School Admin- istra- tion	Job Secur- ity	Relation- ships Teachers	Staff - Room + Offices	Profess- ional Advice	Decision Making	Overall Satis- faction
Pro- motion Oppor- tunities		.24 n= 44 p=.059	.65 n= 36 p=.000	.32 n= 44 p=.017	.07 n= 42 p=.330	.20 n= 43 p=.098	.27 n= 45 p=.037	.11 n= 44 p=.240	.19 n= 46 p=.104	-.12 n= 52 p=.215	.16 n= 43 p=.153	.19 n= 46 p=.106	.21 n= 46 p=.076	.15 n= 44 p=.162
Admini- strators	.24 n= 44 p=.059		.67 n= 35 p=.000	.09 n= 47 p=.273	-.03 n= 46 p=.423	.29 n= 47 p=.024	.43 n= 49 p=.001	.39 n= 49 p=.003	.25 n= 49 p=.042	.21 n= 48 p=.073	.10 n= 47 p=.252	.30 n= 51 p=.017	.45 n= 51 p=.000	.49 n= 49 p=.000
Pro- motion Methods	.65 n= 36 p=.000	.67 n= 35 p=.000		.13 n= 34 p=.227	-.17 n= 35 p=.161	.26 n= 36 p=.064	.12 n= 37 p=.235	.35 n= 35 p=.020	.34 n= 37 p=.019	-.07 n= 36 p=.348	.02 n= 34 p=.458	.56 n= 37 p=.000	.54 n= 37 p=.000	.42 n= 35 p=.006
Teaching As Career	.32 n= 44 p=.017	.09 n= 47 p=.273	.13 n= 34 p=.227		.13 n= 49 p=.180	.00 n= 48 p=.500	.36 n= 49 p=.006	-.02 n= 48 p=.444	-.09 n= 49 p=.267	-.11 n= 47 p=.232	.05 n= 48 p=.374	.05 n= 51 p=.362	.09 n= 51 p=.261	-.05 n= 49 p=.378
Salary Prospects	.07 n= 42 p=.330	-.03 n= 46 p=.423	-.17 n= 35 p=.161	.13 n= 49 p=.180		.37 n= 48 p=.005	.13 n= 49 p=.187	-.04 n= 47 p=.388	.08 n= 48 p=.290	.06 n= 47 p=.341	.08 n= 47 p=.293	.07 n= 50 p=.311	.01 n= 50 p=.473	.05 n= 48 p=.378
Evaluation	.20 n= 43 p=.098	.29 n= 47 p=.024	.26 n= 36 p=.064	.00 n= 48 p=.500	.37 n= 48 p=.005		.23 n= 52 p=.051	.00 n= 49 p=.495	.01 n= 49 p=.481	-.19 n= 48 p=.096	-.12 n= 47 p=.217	.30 n= 51 p=.018	.25 n= 51 p=.038	.23 n= 49 p=.056
Resources	.27 n= 45 p=.037	.43 n= 49 p=.001	.12 n= 37 p=.235	.36 n= 49 p=.006	.13 n= 49 p=.187	.23 n= 52 p=.051		.10 n= 52 p=.243	.18 n= 52 p=.099	-.06 n= 50 p=.329	.16 n= 49 p=.40	.19 n= 54 p=.084	.11 n= 53 p=.216	.41 n= 52 p=.001
In-School Admini- stration	.11 n= 44 p=.240	.39 n= 49 p=.003	.35 n= 35 p=.020	-.02 n= 48 p=.444	-.04 n= 47 p=.388	.00 n= 49 p=.495	.10 n= 52 p=.243		.45 n= 51 p=.000	.37 n= 50 p=.004	.33 n= 48 p=.012	.47 n= 53 p=.000	.63 n= 53 p=.000	.41 n= 51 p=.001
Job Security	.19 n= 46 p=.104	.25 n= 49 p=.042	.34 n= 37 p=.019	-.09 n= 49 p=.267	.08 n= 48 p=.290	.01 n= 49 p=.481	.18 n= 52 p=.099	.45 n= 51 p=.000		.14 n= 50 p=.170	.20 n= 50 p=.080	.44 n= 54 p=.000	.32 n= 53 p=.009	.37 n= 52 p=.003
Relation- ships Teachers	.01 n= 42 p=.464	.21 n= 48 p=.073	-.07 n= 36 p=.348	-.11 n= 47 p=.232	.06 n= 47 p=.341	-.19 n= 48 p=.096	-.06 n= 50 p=.329	.37 n= 50 p=.004	.14 n= 50 p=.170		.16 n= 49 p=.138	.08 n= 53 p=.292	.01 n= 52 p=.461	.10 n= 50 p=.243
Staffroom & Offices	.16 n= 43 p=.153	.10 n= 47 p=.252	.02 n= 34 p=.458	.05 n= 48 p=.374	.08 n= 47 p=.293	-.12 n= 47 p=.217	.16 n= 49 p=.140	.33 n= 48 p=.012	.20 n= 50 p=.080	.16 n= 49 p=.138		.53 n= 52 p=.000	.24 n= 51 p=.048	.09 n= 50 p=.269
Profess- ional Advice	.19 n= 46 p=.106	.30 n= 51 p=.017	.56 n= 37 p=.000	.05 n= 51 p=.362	.07 n= 50 p=.311	.30 n= 51 p=.018	.19 n= 54 p=.084	.47 n= 53 p=.000	.44 n= 54 p=.000	.08 n= 53 p=.292	.53 n= 52 p=.000		.59 n= 55 p=.000	.33 n= 54 p=.007
Decision Making	.21 n= 46 p=.076	.45 n= 51 p=.000	.54 n= 37 p=.000	.09 n= 51 p=.261	.01 n= 50 p=.473	.25 n= 50 p=.038	.11 n= 51 p=.216	.63 n= 53 p=.000	.32 n= 53 p=.009	.01 n= 52 p=.461	.24 n= 51 p=.048	.59 n= 55 p=.000		.31 n= 53 p=.011
Overall Satis- faction	.15 n= 44 p=.162	.49 n= 49 p=.000	.42 n= 35 p=.006	-.05 n= 49 p=.378	.23 n= 49 p=.056	.41 n= 52 p=.001	.41 n= 51 p=.001	.37 n= 52 p=.003	.10 n= 50 p=.243	.09 n= 50 p=.269	.33 n= 54 p=.007	.33 n= 54 p=.007	.31 n= 53 p=.011	

Correlation Coefficient Matrix for Teaching Matters and the Overall Satisfaction Item (N=58)

	Subject Matter	Teaching Methods	Materials	Time Table	Grade Level	Subjects	Class Size	Preparation Time	Library Resources	Audio Visuals	Teachers Aides	Class-Rooms	Substitutes	Substitute Perform.	Overall Satisfac-
Subject Matter	.76 n= 57 p=.000	.51 n= 56 p=.000	.48 n= 56 p=.000	.03 n= 52 p=.403	.12 n= 56 p=.195	.23 n= 50 p=.044	.31 n= 55 p=.015	.10 n= 57 p=.241	.01 n= 53 p=.474	.08 n= 56 p=.277	-.03 n= 54 p=.396	.02 n= 54 p=.452	.05 n= 53 p=.339	.05 n= 54 p=.367	
Teaching Methods	.76 n= 57 p=.000	.30 n= 56 p=.012	.30 n= 56 p=.013	-.10 n= 56 p=.223	-.09 n= 52 p=.264	.13 n= 56 p=.171	.10 n= 50 p=.245	.01 n= 55 p=.482	-.14 n= 57 p=.157	.26 n= 53 p=.030	-.14 n= 56 p=.156	-.12 n= 54 p=.198	-.09 n= 53 p=.269	-.09 n= 54 p=.257	
Materials	.51 n= 56 p=.000	.30 n= 56 p=.012	.51 n= 55 p=.000	.05 n= 55 p=.368	.31 n= 51 p=.013	.34 n= 56 p=.005	.34 n= 50 p=.009	.15 n= 54 p=.137	.17 n= 56 p=.107	.02 n= 52 p=.447	.05 n= 55 p=.361	.11 n= 53 p=.211	.27 n= 52 p=.025	.17 n= 53 p=.112	
Time Table	.48 n= 56 p=.000	.30 n= 56 p=.013	.51 n= 55 p=.000	.36 n= 55 p=.004	.43 n= 52 p=.001	.36 n= 55 p=.004	.23 n= 49 p=.054	.18 n= 54 p=.098	.19 n= 56 p=.079	.09 n= 52 p=.258	.05 n= 55 p=.345	.05 n= 53 p=.362	.07 n= 52 p=.303	.30 n= 53 p=.013	
Grade Level	.03 n= 56 p=.403	-.10 n= 56 p=.223	.05 n= 55 p=.368	.36 n= 55 p=.004	.51 n= 52 p=.000	.24 n= 55 p=.042	.28 n= 49 p=.024	.33 n= 54 p=.007	.25 n= 56 p=.030	.19 n= 52 p=.091	.26 n= 55 p=.030	.19 n= 53 p=.083	.26 n= 52 p=.081	.46 n= 51 p=.000	
Subjects	.12 n= 52 p=.195	-.09 n= 52 p=.264	.31 n= 51 p=.013	.43 n= 52 p=.001	.51 n= 52 p=.000	.34 n= 51 p=.007	.21 n= 45 p=.086	.27 n= 50 p=.031	.30 n= 52 p=.016	.14 n= 48 p=.168	.28 n= 51 p=.022	.21 n= 49 p=.072	.33 n= 48 p=.012	.47 n= 49 p=.000	
Class Size	.23 n= 56 p=.044	.13 n= 56 p=.171	.34 n= 56 p=.005	.36 n= 55 p=.004	.24 n= 55 p=.042	.34 n= 51 p=.007	.52 n= 50 p=.000	.20 n= 54 p=.076	.00 n= 56 p=.500	.02 n= 52 p=.454	.23 n= 55 p=.044	.03 n= 53 p=.404	.20 n= 52 p=.081	.24 n= 51 p=.042	
Preparation Time	.31 n= 50 p=.015	.10 n= 50 p=.245	.34 n= 50 p=.009	.23 n= 49 p=.054	.21 n= 49 p=.024	.28 n= 45 p=.086	.52 n= 50 p=.000	.34 n= 49 p=.008	.10 n= 50 p=.252	.00 n= 46 p=.500	.23 n= 49 p=.053	.12 n= 48 p=.212	.16 n= 46 p=.144	.08 n= 48 p=.290	
Library Resources	.10 n= 55 p=.241	.01 n= 55 p=.482	.15 n= 54 p=.137	.18 n= 54 p=.098	.33 n= 54 p=.007	.27 n= 50 p=.031	.20 n= 54 p=.076	.34 n= 49 p=.008	.37 n= 55 p=.002	.30 n= 51 p=.017	.26 n= 54 p=.029	.10 n= 53 p=.248	.21 n= 52 p=.072	.05 n= 52 p=.369	
Audio/Visuals	.01 n= 57 p=.474	-.14 n= 57 p=.157	.17 n= 56 p=.107	.19 n= 56 p=.079	.25 n= 56 p=.030	.30 n= 52 p=.016	.00 n= 56 p=.500	.10 n= 50 p=.252	.37 n= 55 p=.002	.03 n= 53 p=.405	.21 n= 56 p=.059	.28 n= 54 p=.021	.17 n= 53 p=.111	.05 n= 54 p=.256	
Teacher's Aides	.08 n= 53 p=.277	.26 n= 53 p=.030	.02 n= 52 p=.447	.09 n= 52 p=.258	.19 n= 52 p=.091	.14 n= 48 p=.168	.02 n= 52 p=.454	.00 n= 46 p=.500	.30 n= 51 p=.017	.03 n= 53 p=.405	.05 n= 52 p=.371	.15 n= 51 p=.146	.21 n= 50 p=.074	.02 n= 50 p=.445	
Class-Rooms	-.04 n= 56 p=.396	-.14 n= 56 p=.156	.05 n= 55 p=.361	.05 n= 55 p=.345	.26 n= 55 p=.030	.28 n= 51 p=.022	.23 n= 55 p=.344	.23 n= 49 p=.053	.26 n= 54 p=.029	.21 n= 56 p=.059	.05 n= 52 p=.371	.01 n= 53 p=.482	-.01 n= 53 p=.468	.19 n= 53 p=.092	
Substitutes	.02 n= 54 p=.452	-.11 n= 54 p=.198	.11 n= 53 p=.211	.05 n= 53 p=.362	.19 n= 53 p=.083	.21 n= 49 p=.072	.03 n= 53 p=.404	.12 n= 48 p=.212	.10 n= 53 p=.248	.28 n= 54 p=.021	.15 n= 51 p=.146	.01 n= 53 p=.482	-.01 n= 53 p=.468	.23 n= 51 p=.052	
Substitute Perform.	.06 n= 53 p=.339	-.09 n= 53 p=.269	.27 n= 52 p=.025	.07 n= 52 p=.303	.20 n= 52 p=.081	.33 n= 48 p=.012	.20 n= 52 p=.081	.16 n= 46 p=.144	.21 n= 52 p=.072	.17 n= 53 p=.111	.21 n= 50 p=.074	-.01 n= 53 p=.468	.52 n= 50 p=.000	.35 n= 50 p=.007	
Overall Satisfaction	.05 n= 54 p=.367	-.09 n= 54 p=.251	.17 n= 53 p=.116	.30 n= 53 p=.015	.46 n= 53 p=.000	.47 n= 49 p=.000	.24 n= 53 p=.042	.08 n= 48 p=.290	.05 n= 52 p=.369	.09 n= 54 p=.266	.02 n= 50 p=.445	.19 n= 53 p=.092	.23 n= 51 p=.052	.35 n= 50 p=.007	

Correlation Coefficient Matrix for Student-Related Matters and the Overall Satisfaction Item (N=58)

	Relationships with Students	Students' Learning Attitudes	General Behavior School	Level of Student Achievement	Ability Level of Students	General Behavior Class	Reporting To Parents	Diagnostic Services	Overall Satisfaction
Relationships with Students		.26 n= 58 p=.023	.25 n= 58 p=.027	.21 n= 58 p=.054	.28 n= 54 p=.019	.46 n= 55 p=.000	.32 n= 56 p=.008	.20 n= 55 p=.068	.41 n= 55 p=.001
Students' Learning Attitudes	.26 n= 58 p=.028		.62 n= 58 p=.000	.52 n= 58 p=.000	.33 n= 54 p=.007	.46 n= 55 p=.000	.22 n= 56 p=.054	.13 n= 55 p=.176	.26 n= 53 p=.029
General Behavior School	.25 n= 58 p=.027	.62 n= 58 p=.000		.62 n= 58 p=.000	.44 n= 54 p=.000	.60 n= 55 p=.000	.30 n= 56 p=.012	.23 n= 55 p=.045	.24 n= 55 p=.038
Level of Student Achievement	.21 n= 58 p=.054	.52 n= 58 p=.000	.62 n= 58 p=.000		.72 n= 54 p=.000	.50 n= 55 p=.000	.30 n= 56 p=.012	.25 n= 55 p=.035	.27 n= 55 p=.022
Ability Level of Students	.28 n= 54 p=.019	.33 n= 54 p=.007	.44 n= 54 p=.000	.72 n= 54 p=.000		.47 n= 53 p=.000	.31 n= 52 p=.012	.26 n= 51 p=.032	.23 n= 51 p=.052
General Behavior - Class	.46 n= 55 p=.000	.46 n= 55 p=.000	.60 n= 55 p=.000	.50 n= 55 p=.000	.47 n= 53 p=.000		.32 n= 53 p=.010	.22 n= 52 p=.060	.44 n= 52 p=.000
Reporting to Parents	.32 n= 56 p=.008	.22 n= 56 p=.054	.30 n= 56 p=.012	.30 n= 56 p=.012	.31 n= 52 p=.012	.32 n= 53 p=.010		.47 n= 54 p=.000	.38 n= 53 p=.003
Diagnostic Services	.20 n= 55 p=.068	.13 n= 55 p=.176	.23 n= 55 p=.045	.25 n= 55 p=.035	.26 n= 51 p=.032	.22 n= 52 p=.060	.47 n= 54 p=.000		.13 n= 52 p=.175
Overall Satisfaction	.41 n= 55 p=.001	.26 n= 53 p=.029	.24 n= 55 p=.038	.27 n= 55 p=.022	.23 n= 51 p=.052	.44 n= 52 p=.000	.38 n= 53 p=.003	.13 n= 52 p=.175	

