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Andrews University
School of Education

JOB SATISFACTION AMONG TEACHERS IN SEVENTH-DAY
ADVENTIST SCHOOLS AND ITS RELATIONSHIP
TO COMMITMENT AND SELECTED
WORK CONDITIONS

A Dissertation
Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

by
Athanas K. Rutebuka
August 1996

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ABSTRACT

JOB SATISFACTION AMONG TEACHERS IN SEVENTH-DAY
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by

Athanase K. Rutebuka

Chair: Lyndon G. Furst

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

Title: JOB SATISFACTION AMONG TEACHERS IN SEVENTH-DAY
 ADVENTIST SCHOOLS AND ITS RELATIONSHIP TO
 COMMITMENT AND SELECTED WORK CONDITIONS

Name of researcher: Athanase K. Rutebuka

Name and degree of faculty chair: Lyndon G. Furst, Ed.D.

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Problem

The Seventh-day Adventist Church in North America has evidenced concerns over young people losing their commitment to the church, to SDA schools, and even to Christianity. Given the important role teachers play in the formation of young people, the purpose of this study was to determine the degree of teachers' job satisfaction and its relationship to commitment and selected work conditions.

Method

The population for this study included 261 elementary- and secondary-school teachers employed by the

Lake Union Conference of Seventh-day Adventists in 116 schools. A survey-research method was used to determine the degree of teachers' job satisfaction and its relationship to commitment and selected work conditions. The instrument was adapted from an earlier study on Catholic schools and was pilot tested to adjust it to the Adventist system. Statistical procedures used to analyze the data included Pearson (r) Product-Moment Correlation, Analysis of Variance, and Multiple Regression analysis.

Findings

1. Teachers in the Lake Union Conference of Seventh-day Adventists are generally satisfied with their work. They chose to work for the SDA Church because of their commitment to the church.

2. Commitment to the teaching profession was to be highly related to job satisfaction among male teachers, whereas, commitment to the church organization was highly related to job satisfaction among female teachers.

3. Personal significance was more highly related to teachers' job satisfaction than any other work condition factor, especially among female teachers. Male teachers considered adult social interaction more important for their job satisfaction.

4. Faith dimension was the most important work condition factor related to commitment to the church organization, whereas personal significance was related to commitment to the teaching profession.

To my wife Marie and our children
Andrew and Michelle who have contributed
generously to the fulfillment of this project

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CHAPTER I

INTRODUCTION

Over the last 60 years, many studies have been conducted in the area of job satisfaction. Job satisfaction is one of the most widely discussed and studied constructs (Cranny, Smith, & Stone, 1992, p. xv). As noted by Young and Davis (1983), since Hoppock's (1935) study, about 3,300 other studies have been reported on this topic. Schneider and Brief (Cranny et al., 1992, p. ix) also stated that job satisfaction continues to receive more attention from scholars in the organizational sciences than any other single topic. In 1959, when Herzberg published his findings, the study of motivation and worker satisfaction took another turn. Herzberg emphasized the importance of the work itself as a major factor influencing worker satisfaction (Iredale, 1985, p. 1).

Job satisfaction is very important for the well-being of an individual given the amount of time he/she spends on the job during his/her lifetime. Haldane (1981, p. 151) remarked that "today, for an increasing number of people, work is a way of being. It takes up more than half the

waking hours of some 98 million Americans." The impact of work, he continued, "reaches into all parts of living." Haldane concluded that "If it can be managed, work might just as well be enjoyable, satisfying, growth-building -self-actualizing" (p. 151).

Achieving job satisfaction in the business world, however, has not been easy because there is no one adequate theory suitable for all workplaces. Thus, up until Herzberg's time, workers were "kept happy" by using other related activities such as work breaks, shorter hours, and pay-incentive schemes (Tredale, 1985, p. 1). At the time of this study, no single theory had been adopted that adequately described the phenomena of job satisfaction, though many have been proposed (e.g., Herzberg, Mausner, & Snyderman, 1959; Hoppock, 1935; Locke, 1976; Porter, 1975), and as many conflicting results have been obtained.

Subsequently, other researchers built on Herzberg's theory and translated it into the educational field, and a progression of thought developed. Since most studies in industries were concerned with workers, the studies in education also began with their counterparts, the teachers. Research on schools repeatedly points to the importance of teachers, as well as principals, in creating environments conducive to school purposes (Brophy & Good, 1986; Chubb & Moe, 1988, 1990; Edmonds, 1979; Rosenshine,

1979; Stalling, 1987), whatever those purposes might be. The same should be true, therefore, for the administration to create an environment conducive to teachers' personal and professional satisfaction as they teach and develop the future generation.

Concern on the future and the development of the people are the words also echoed by Ryakitimbo (1995) quoting Folkenberg, president of the Adventist Church worldwide, at the occasion of laying a "foundation stone" on the Teacher Training Center on the campus of Tanzania Adventist College (Tanzania, Africa). He declared: "We need to invest in Education for the future of our church and for the development of our people" (p. 5).

This declaration is foundational since the population growth of any nation or community is determined by several factors, namely: immigration, emigration, deaths, and births. But its survival is determined by how well its growing youth are brought up. Consequently, the survival of the Seventh-day Adventist Church largely depends on the youth enrolled in its primary and secondary schools. It is important that students find teachers in conditions that will allow them to accomplish their task appropriately. Teachers need to feel secure and supported by the entire system of church administration.

The concept of teachers' job satisfaction discussed in this study is relatively new as it focuses on teachers

in order to understand students whose main problem is the lack of interest in both church activities and Seventh-day Adventist schools. In many ways, this problem has been identified by several scholars in the Seventh-day Adventist Church.

To give a sample of how this problem has been documented, Rice (1993, p. 4) remarked that the question being discussed by the faculty at Valley Vista Academy was: "Why are so many of our youth losing their commitment to the church and the schools and even to Christianity?"

Gillespie (1992) observed also that "our teachers are trying to educate students who are moving closer and closer to the secular population in life-style and beliefs" (p. 10). In another study, Dudley (1992, p. 9) suggested that problems like these may point to an erosion of faith commitment on the part of our members and their children. However, Rice (1993) cautioned that

most of the youth who stop attending church do not leave because they no longer believe the church's doctrines. Rather, they leave because they never felt really accepted, loved, or needed. (p. 4)

Rice, therefore, is suggesting that young people are not necessarily responsible for their problems. If this is true, in order to understand these problems and eventually find their solutions, it is important to look beyond the young people. If the young people are not responsible for the problem attributed to them, other

responsible entities probably would be their environment, their parents, their religious leaders, and their school teachers and administrators. This study was limited to school teachers whose job satisfaction, job commitment, and work conditions were investigated.

Speaking about teachers, Osborn (1992) argued that "if teachers are not happy in their work they will be unlikely to foster a positive religious education program or a dynamic school climate" (p. 9).

Within the Seventh-day Adventist school system in North America, at least one study has been undertaken recently to address, among many other variables, the job satisfaction of teachers. This study suggested that only 24.0% of Adventist teachers in North America are "very satisfied" with their current teaching job (Benson & Donahue, 1991, p. 39). For some years, however, the Seventh-day Adventist Church in North America has evidenced concern over what appears to be declining effectiveness of its educational and congregational programs for youth (Rice & Gillespie, 1992, p. 50).

Teaching is a very challenging job and a difficult task especially on the elementary- and secondary-school levels. But teaching is also a very important task because it involves the formation and, sometimes, the transformation of children. Over 80 years ago, Cubberley (1909) suggested that "our schools are, in a sense,

factories in which the raw products (children) are to be shaped and fashioned into products to meet the various demands of life" (p. 338). This is still true in 1996, although most educators reject the factory model for schooling. Cubberley's argument is supported by White (1943):

Teachers, what opportunities are yours! What a privilege is within your reach of molding the minds and characters of the youth under your charge! What a joy it will be to you to meet them round the great white throne, and to know that you have done what you could to fit them for immortality! If your work stands the test of the great day, like sweetest music will fall upon your ears the benediction of the Master, "Well done, thou good and faithful servant: . . . enter thou into the joy of the Lord." Matthew 25:21. (p. 48)

In any case, teachers need to care enough during their encounter with students and bear in mind that the formation or transformation they are hoping for in their students is an asset that will help them the rest of their lives.

White (1923) suggested further that "no work ever undertaken by man requires greater care and skill than the proper training and education of youth and children" (p. 57). These words, primarily addressed to both parents and teachers, are similar to those in the Bible: "Train up a child in the way he should go: and when he is old, he will not depart from it" (Prov 22:6). In a separate publication, White (1943) emphasized that "the early

education of the youth generally shapes their characters for life" (p. 77).

Different sayings in the African tradition (some translated literally here) also emphasize an early formation in the right direction. In Zimbabwe, for instance, one learns that "a cow's hide is easier to fold when it is fresh and tender, but hard when it is dry," whereas in Rwanda one hears: "A crooked tree can only be straightened up when it is still young (flexible)" -- should one wait till it has grown bigger, it will not be possible to straighten it up or it will break in the process. It is therefore very important to show the right direction to these young people and help them stay focused while they are still young.

Most importantly, to perform the task of appropriate training, parents and teachers must themselves understand "the way the child should go" (White, 1923, p. 57). White (1943) added:

The teacher of truth can impart effectively only that which he himself knows by experience. Christ taught the truth because He was the truth. His own truth, His character, His life experience, were embodied in His teaching. (p. 435)

This study, therefore, evaluated teachers' job satisfaction, job commitment, and the importance of their work conditions. Before these three concepts are dealt with, however, it is important to outline briefly the

philosophy of Christian education in the context of the Seventh-day Adventist Church.

Philosophy of SDA Christian Education

The educational establishment, like any other organization, should have a certain philosophy to direct it. "Without direction school programs meander, become targets for social pressure or operate in a state of programmatic contradiction" (Wiles & Bondi, 1989, p. 87). According to Steeples (1990), what makes one school different from another is "the extent to which a [school] allows its sense of mission, which embodies its vision of and for itself, to influence its planning and to guide its actions" (p. 30).

All schools, both public and private, should also have a core mission which guides organizational policies, plans, and endeavors. Successful schools are characterized as having an administration and faculty who affirm and support the core mission (Chubb & Moe, 1988, 1990; Purkey & Smith, 1983). This support of the core mission is also what is expected from administrators and teachers in Seventh-day Adventist schools.

In order to work for and be effective in the Adventist school system, it is critical for educators to comprehend the dimensions of the philosophy of "true Christian education" and their implications on leadership

(Khillah, 1986, p. 4). According to the Constitution and Bylaws of the General Conference, the purpose of the Seventh-day Adventist Church is "to teach all nations the everlasting gospel of our Lord and Saviour, Jesus Christ and the commandments of God" (SDA Yearbook, 1995, p. 9). Thus, Christ should be the focus of education in order to have a "Christ-like" education. Christian education can best be achieved by the combined and balanced efforts from parents, educators, and church leaders. Students are best served "when their [parents, teachers, and church leaders] complementary roles represent not just a partnership, but a mutually beneficial compact on behalf of students" (Sergiovanni, 1996, p. xii). When these three work together, negative environmental influences on children may be avoided or, at least, considerably minimized.

The education system of the Seventh-day Adventist Church serves as an important illustration of how teacher commitment and satisfaction operate in the context of Christian education. Like other Christian and religiously affiliated schools, the core mission of Seventh-day Adventist schools has both an academic and a religious purpose: "The harmonious development of the physical, the mental, and the spiritual powers" (White, 1903, p. 13). The academic purpose of SDA schools, to educate students and to prepare them for a productive role in society, is

shared with schools in general, whether public, private, or parochial.

However, the religious purpose of SDA schools is derived from their affiliation with the Seventh-day Adventist Church. The mission statement for Andrews University (Andrews University Working Policy, 1994) states for instance that:

Andrews University, established by the Seventh-day Adventist Church in order to prepare church leaders, laity, and other responsible citizens to fulfill the Gospel Commission, is committed to providing high-quality Christian education in the context of the Adventist faith. (section 1:103)

This unique religious mission includes the spiritual formation of students, the communication of values, and the integration of faith and culture.

The schools of the prophets (model for SDA schools), founded by the prophet Samuel in ancient Israel, were intended to accomplish three objectives:

to serve as a barrier against the wide-spread corruption, to provide for the mental and spiritual welfare of the youth, and to promote the prosperity of the nation by furnishing it with men qualified to act in the fear of God as leaders and counselors. (White, 1903, p. 46)

Seventh-day Adventist educators are expected to assume direct responsibility for the school's core mission by attending to both the academic and religious aspects of the school program because the above three objectives regarding schools of the prophets are just as relevant to Adventist schools. These objectives provide the reason

for the church being in the business of education (Dudley, 1992, p. 6). Teachers should take seriously this advice from White (1923):

Let it never be forgotten that the teacher must be what he desires his pupils to become. . . . He should be a man who fears God, and feels the responsibility of His work. He should understand the importance of physical, mental, and moral training, and should give due attention to each. He who would control his pupils must first control himself. (pp. 58-59)

Christian schools, regardless of their denominational affiliation, typically incorporate religious principles into their academic mission by recruiting and retaining faculty who evidence some commitment to both the religious and academic purpose of the school. Statistics show that the Seventh-day Adventist Church in North America has maintained this standard in hiring teachers exclusively from its constituency. It was reported that 100.0% of both elementary- and secondary-school teachers in 1992 were Adventists (General Conference of SDA, 1993, pp. 39 & 42).

Statement of the Problem

For some years, the Seventh-day Adventist Church in North America has evidenced concern over a declining effectiveness of its educational and congregational programs for the youth. Young people are losing their commitment to the Seventh-day Adventist Church, to its schools, and even to Christianity. Thus, teachers have a

problem of educating students who are moving closer and closer to the secular population in lifestyle and beliefs.

However, it is likely that most of the youth who stop attending church do not leave because they no longer believe the church's doctrines. Rather, they leave because they do not feel really accepted in the church and schools. It has been suggested that, as far as schools are concerned, teachers who are not happy are not likely to foster a positive school climate (Osborn, 1992, p. 9).

Consequently, given that students have a problem, as stated above, and that they may not be fully responsible for it, both the church and the school share a major responsibility to influence the educational success and failure of children (Bey & Turner, 1996, p. 85) and, given that teachers are unlikely to foster a positive climate if they are not happy, the search for solutions to students' problems must include an investigation of the level of teachers' job satisfaction, their job commitment, and their work conditions. No study of this nature has been conducted in the Lake Union Conference of Seventh-day Adventists. The closest was Valuegenesis; but that study was too broad to be very practical for the Lake Union Conference.

Purpose of the Study

The primary purpose of this study was to determine the degree of job satisfaction among teachers in Seventh-day Adventist schools and its relationship to commitment and selected work conditions. Second, the study investigated whether educators with different commitment orientations experience different levels of satisfaction. Finally, this study explored how selected work conditions relate to teachers' job commitment and satisfaction.

Research Questions

Recognizing the fact that commitment and satisfaction are intangible factors that cannot be measured directly, this study investigated factors that are likely to cause teachers' satisfaction/dissatisfaction in the Lake Union Conference elementary and secondary schools. The study attempted to answer the main question: "How satisfied are teachers in the Lake Union Conference and what work conditions are likely to improve their satisfaction level and their commitment to the job?" This question was further subdivided into three sub-questions:

1. What is the degree of job satisfaction experienced by Adventist elementary- and secondary-school teachers employed by the Lake Union Conference of Seventh-day Adventists?

2. Is there a significant relationship between job commitment and job satisfaction among teachers employed by the Lake Union Conference of Seventh-day Adventists?

3. How are views on selected work conditions related to job satisfaction among teachers employed by the Lake Union Conference of Seventh-day Adventists?

Importance of the Study

A key factor in attaining school effectiveness is the management and administration of the human resource (Khillah, 1986, p. 14). Findings from recent research show that many young people are leaving the church. If this trend continues, the Seventh-day Adventist Church will face a decrease in membership and suffer from a lack of committed leadership. This study may enable school administrators to see where teachers are on job (church) commitment and job-satisfaction scales. Church leaders may also use the results of this study to improve the operation of Adventist schools. Knowing the results may allow church leaders to adjust and find a solution that may allow more commitment and more satisfaction so that both the school and the church can be more attractive to young people. Also, as teachers become more satisfied, they stay in one place longer, thus decreasing moving expenses and providing organizational stability.

Definition of Terms

The following terms are defined in order to clarify their usage in this study:

Adventist Church or Seventh-day Adventist (SDA)

Church: The Adventist Church is a conservative worldwide Christian body. It is evangelical, professing no creed but the Bible, and placing an emphasis on the imminent return of the Lord. Adherents observe the Sabbath of the Bible which is the seventh day of the week. The term may be simply referred to as SDA.

An Adventist or a Seventh-day Adventist: A person or a member of the Seventh-day Adventist Church.

Conference: Unit of the SDA Church governance composed of local churches within a given area, usually determined according to state boundaries.

Educator(s): Designates teachers, principals, or other school administrators.

General Conference: The central governing organization of the Seventh-day Adventist Church headquartered in Silver Spring, Maryland, USA, with the major function of coordinating the worldwide work of the SDA Church.

Job/Church Commitment: The degree of devotion and loyalty (and the practice of each) to one's job and to the overall philosophy of the Seventh-day Adventist Church including such aspects as loyalty, identification, and

involvement with the core religious mission of SDA schools that is manifested in SDA educational philosophy and practice.

Job Satisfaction: The quality, state, or level of satisfaction which is a result of various interests and attitudes of a person toward his/her job (Good, 1973, p. 320). This definition is closely related to what this study intended to establish: a (positive) feeling on a variety of work environments as they allow one to accomplish his/her task.

Lake Union Conference: The unit of the SDA Church administration comprising the following conferences primarily named after their states: Illinois, Indiana, Lake Region, Michigan, and Wisconsin. The Union headquarters is at 125 College Avenue, Berrien Springs, Michigan.

North America Division: Organizational branch of the General Conference of the SDA Church for the United States of America and Canada. The division headquarters is in Silver Spring, Maryland.

Union: A unit of the SDA Church organization formed by a group of conferences.

Valuegenesis: A study that was sponsored by the North America Division of the Seventh-day Adventist Church in 1992 to collect information from SDA elementary- and

secondary-school students, parents, pastors, teachers, and principals.

Work Conditions: Characteristics within the work environment which can make teachers more or less satisfied with their job.

Delimitation of the Study

This study is delimited to elementary- and secondary-school teachers in the Lake Union Conference of the Seventh-day Adventist Church. Therefore, it is recognized that observations are generalized primarily to that population. Given the administrative nature of Andrews Academy and Ruth Murdoch Elementary schools, different from the rest of the schools in the Union, both schools are not included in this study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this study was to determine the degree of job satisfaction and its relationship to commitment and selected work conditions among school teachers employed by the Lake Union Conference of the Seventh-day Adventist Church. The main question that underlies this study was: How satisfied are teachers in the Lake Union Conference and what work conditions are likely to improve their satisfaction level and their commitment to the job?

To develop this review of literature, a computerized card catalog was accessed. Also, the computerized databases for the Educational Resources Information Center (ERIC) and Dissertation Abstracts International (DAI) were searched. The James White Library on the campus of Andrews University, Berrien Springs, Michigan, and the library of the University of Notre Dame, South Bend, Indiana, were the major resource centers for this review of literature.

This chapter reviews the literature that addresses both the purpose and the main question in three main parts: (1) business and educational administration,

(2) recent research findings, and (3) the Valuegenesis study. The first part of this literature review discusses how theories in business administration have influenced the practices in educational administration. This discussion is followed by topics from the human-resource-management field such as communication, work conditions, job motivation, and job commitment. It continues with direct school-oriented topics such as academic personnel management, teachers' problems, and student performance. These topics, however, are too broad to be dealt with comprehensively here. Thus, only a brief description of how each of them pertains to job satisfaction is given.

The second part of the chapter discusses some recent research and findings in the areas of job satisfaction, job commitment, and work conditions (relating specifically to teachers). Dissertations and journal articles are the main sources of this information. The chapter concludes with the Valuegenesis research findings pertaining to the present study. At the end of each section, a brief summary relating the discussion in that section to the present study is given.

Business and Educational Administration

Relationship Between Business Administration and Educational Administration

Administration is generally defined as "the process of working with and through others to efficiently

accomplish organizational goals" (Sergiovanni et al., 1980, p. 5). "Efficiently" is the key word in this rather short definition; it eliminates the possibility of working "randomly" through others. It suggests that there should be a plan, a strategy, or whatever preparation that can make one more efficient. Administration is viewed, therefore, as the art and science of "getting things efficiently done" (p. 5).

Administration, as generally defined above, is the same in either business or education. A good business administration theory, however, is likely to fail if it is applied in the education setting because the two organizations have different goals. Educational administration as a profession emerged in the mid-1940s (Sergiovanni et al., 1980); its operations were guided by theories borrowed from the business field. That borrowing still exists today. Sergiovanni (1996) puts it thus:

We now import our theories of leadership from management disciplines anchored in our business schools, and we import our leadership practices from corporations. (p. xiii)

Probably now more than ever before, a great need exists among education administrators to develop theories appropriate to education. Possibly the educational administration profession has grown so big and complex that it is hard to craft business theories that can meet the demand in education. Sergiovanni states further that

these imports do not serve our real goals. . . . We need to develop our own theories and practices . . . that emerge from and are central to what schools are like, what schools are trying to do, what kinds of people schools serve. (p. xiii)

Realistically, no two businesses are exactly alike. Each one should have its rules and regulations. Thus, schools also should be governed by regulations related to what they are in business for. Sergiovanni continues his argument saying that "instead of continuing to import corporate views of leadership to schools, we should return to our roots" (p. xvi); he explains:

The roots of school leadership are not found in providing 'visionary leadership' as described by corporate writers, but in serving the common good, in ministering to the needs of the school, and providing the oversight that protects the school and keeps it on a true course, clarifying purposes, promoting unity, and helping people to understand the problem they face and to find solutions. The image proposed for schools is leadership as pedagogy. When leadership as pedagogy is practiced, principals, for example, exercise their stewardship responsibilities by committing themselves to building, serving, caring for, and protecting the school and its purposes. Leadership as pedagogy calls both leader and followers alike to higher levels of commitment, to higher levels of goodness, to higher levels of effort, and to higher levels of accountability. (Sergiovanni, 1996, p. xvi)

Communication

Several topics in the area of human-resource management can be addressed in this research, but I believe that communication is the most crucial one in the management of human resources. Communication is "the source of information used by managers in making decisions

that affect organizations" (Schermerhorn, Hunt, & Osborn, 1988, p. 411; see also Griffin & Moorhead, 1986, p. 511).

An organization is nothing without people. Lall and Lall (1994) stated that

human resources are the most valuable resources that any nation, state, organization, or church can have at its disposal. To organize and marshal these resources is the task of management. (p. 215)

The human resource, therefore, needs to be organized, guided, protected, and listened to so that its objectives and those of the employer can be accomplished adequately.

Good communication procedure needs to be established, on one hand, between the church, the school, and the parents. On the other hand, there is a need for effective communication within each of these three entities--between the administration and teachers. By listening to each other effectively, a better understanding of each one's problems and/or concerns can be attended to. This can be a starting point in job satisfaction. Effective communication between administrators and teachers is needed because in one way or another a teacher's problem becomes a student's problem sooner or later.

Currently, several means of communication exist in the business world, such as word of mouth, telephone, written correspondence, publications, and, most recently, electronic mail. "Any communicative network that brings the school community closer together with the intent of

enriching the personnel and professional sides of life is useful" (Bey & Turner, 1996, p. 43). Communication is defined by Schermerhorn et al. (1988) as "an interpersonal process of sending and receiving symbols with meanings attached to them" (p. 411). However, "there is legitimate concern that too many managers may emphasize the former and neglect the latter, especially in their relationships with subordinates" (p. 422). Wiles and Bondi (1996) also suggest that administrators

must be sensitive to the needs of various client groups with whom they interact. They must employ diplomacy in their language usage, assuming that what they say will be heard and conveyed to others. [Administrators] must be particularly good listeners, hearing not only what is said but also what is not said. (p. 20)

The listening element of communication is very crucial; it is very different from hearing, whose activities occur without any extra effort from the listener. To listen is to do more than to hear because it also involves the retention of (the message) what is heard (Hunsaker, 1990, p. 126). Whereas hearing is an involuntary activity, listening is a voluntary one (Bone, 1988, p. 12). "Listening, then, is a combination of what you hear, what you understand, and what you remember" (Hunsaker, 1990, p. 126).

Good listening is very important for everyone's personal, professional, social, and family success. In particular, those in charge of the human-resource

management should consider listening even more important than talking because good listening is also an important leadership trait (Drakeford, 1967, p. 87). The communication process is only complete after a feedback is timely given to who/what ever is concerned in the process.

Work Conditions

For the purpose of this study, job satisfaction is understood as a positive feeling on a variety of work environments as they allow one to accomplish his/her task. These work environments are usually the work conditions that attach (detach) an employee to (from) his/her employer depending on how favorable (unfavorable) they are. They can be compared to a certain glue that attaches two objects together. If the glue is good, the two objects can stick together for a long time; but if it is weak or bad, the two objects stick together for only a short time, or not at all.

According to Scott (1982), "Every action that a human being does is to meet his/her needs. A knowledge of what needs people have is extremely important if we are going to motivate people to want to work" (p. 6). An early contribution in the knowledge of human needs was the work of Abraham H. Maslow. Maslow suggested that human needs are arranged in hierarchical order in five levels: physiological, security (safety), social (belonging),

self-esteem, and self-actualization (Hodgetts, 1990; Wiles & Bondi, 1996). These needs have a prepotency effect in such a way that as one level of needs is satisfied, the next level is activated.

In 1959, Herzberg et al. discovered that certain factors relating to work, or job content, tend to be associated with one's feelings of satisfaction with one's job. When those factors associated with job content were absent, they caused feelings of dissatisfaction (p. 111). Herzberg, therefore, built on Maslow's work and determined that some job characteristics he called "motivators" (associated with positive feelings) led to job satisfaction. Those are such factors as recognition, responsibility, and possibility for growth. They are related to Maslow's self-actualization. Other job characteristics such as salary, work conditions, and job security are "hygiene factors" (associated with negative feelings). They are environmentally related, are always in need of replenishment, and their absence causes dissatisfaction (Hodgetts, 1990; Wiles & Bondi, 1996).

Since 1959, numerous studies have been undertaken to study Herzberg's theory. Locke (1969), for instance, stated that job satisfaction could not be limited to factors of job content and job context alone (p. 314). He felt that job satisfaction was an interaction between what one expected from his job and what one perceived the job

was offering him (p. 316). Longenecker and Pringle (1984) argued that

employees also have attitudes related to the work environment, job security or uncertainty, prestige of the product or department, and organization location. Their attitudes toward these factors are indicative of their apathy or enthusiasm toward the activities and objectives of the organization. (p. 426)

Moreover, continued Longenecker and Pringle, specific attitudes need not be uniformly favorable or unfavorable. An employee, for example, may feel proud of the company and its contribution to society but dislike the monotony of work (p. 326).

In the context of teaching, satisfied teachers found their work stimulating and challenging (Goodlad, 1984); thus they derived a sense of accomplishment from teaching (Lortie, 1975).

Job Motivation

According to Gannon (1982), "Motivation basically means an individual's needs, desires, and concepts that cause him/her to act in a particular manner" (p. 323). Mondy, Holmes, and Flippo (1983) described motivation as "the process of influencing or stimulating a person to take action by creating a work environment whereby the goals of the organization and the needs of the people are satisfied" (p. 315). "Motivation is difficult to define. The word has no fixed meaning in contemporary psychology

and is used in a variety of ways" (Konnert & Augenstein, 1990, p. 87). Theories on motivation are as varied as its definition; but they attempt to answer frequently asked "why?" questions about human behavior. Those questions may be: Why do people work overtime? Why do some people work harder than others? Why doesn't salary increase improve production? Why doesn't a pupil attend class? etc. (p. 88). Thus, the force that pushes one to act or behave in a certain way may be referred to as motivation.

In his study of teacher motivation, Stenbridge (1983) stated in the basic assumptions that

- 1) Motivation is an important, if not the most important, element in the management or administration of teachers;
- 2) Administrators desire to have motivated teachers working at the institutions for which they are responsible;
- 3) Teachers want to be motivated to the highest degree possible;
- 4) Motivated teachers have the effect of increasing the efficiency and effectiveness of the college in its attempt to attain its objectives and mission.
- 5) Motivation cannot be measured directly, therefore, it is necessary to examine presumed indicators of motivation such as satisfaction and dissatisfaction. (p. 8)

Khillah (1986) observed that motivation is a popular subject among school principals, educational leaders, managers, and those who are in administrative offices (p. 35); they all have one thing in common: to manage people. There is, therefore, a need to motivate employees, whether teachers, factory workers, or persons in business in order

to achieve both their needs and the organization's, as
Konnert and Augenstein (1990) explain:

A solid understanding of motivation is essential for explaining causes of behavior in schools or divisions, predicting effects of executive decisions and directing behavior to achieve system goals. (p. 89)

Job Commitment

Mitchell (1979) noted that when the object of commitment is an organization or institution, commitment acts as a binding force on individuals to carry out and adhere to policies and philosophies, as well as to retain their membership. Moreover, persons who are highly committed to the organization and to its mission tend to derive more satisfaction from their work than those who are less committed (Lee & Mowday, 1987; Porter & Steers, 1973). Thus, according to Armstrong (1991) quoting White's definition, commitment denotes three areas of feeling or behavior related to the organization in which a person works:

1. Belief in, and acceptance of, the organization itself and/or its goals and values.
 2. Willingness to exert effort on behalf of the organization beyond what is contracted for. This might include giving private time to work, postponing a holiday, or making some other personal sacrifice for the organization without the expectation of immediate personal gain.
 3. Desire to maintain membership of the organization.
- (p. 181)

Commitment is, therefore, a wider concept than motivation and tends to be more stable over a period of time (p. 181).

Teacher commitment can be caused by several different factors. No matter what those factors are, however, they affect his/her behavior. That behavior, good or bad, can play a role in the way teachers relate to students. The more problems teachers have on the job, the more dissatisfied they are and less committed they become. However, in other circumstances, the level of satisfaction may have nothing to do with the quantity of the problems, but, rather, the quality or the severity of the problem.

Academic Personnel Management

A teacher is an academic professional; the academic personnel are a very important body of any school. They "are an institution's most valuable asset" (Matier, 1991, p. 31). They are qualified as "very complex people, both as individuals and in a group. They live in a world apart from most people, complete with special interests, training, and hang-ups" (Richman & Farmer, 1974, p. 258). The same authors argued, however, that in spite of the complexity of this academic professional body,

faculty can be guided, led, or forced to do things, but they must frequently be handled in quite special ways. Managers who learn how to do this will go down as great men. Those who fail to grasp the minimal essentials of the problem resign early. (p. 259)

Not only are the academic personnel considered special, but Sergiovanni (1996) argues that schools are also special places: "Schools should be treated as special cases because they serve as transitional places for children. They stand between the subjective and protected environment of the family, and the objective and exposed environment of the outside world" (p. xii).

According to Mayhew (1979), faculties are an indisputable resource in ensuring institutional survival and viability. Whatever is done in the academic program will be done by faculty, and they can do it superbly, well, or poorly (p. 224). Hesburgh (1979), speaking mainly for institutions for higher education, stated that

the faculty are the most important constituency of the president. . . . The faculty make the institution what it is, good or bad or in between. The faculty are also the president's most difficult constituency. (p. 11)

Maeroff (1988) also observed that "unless teachers are treated with humaneness and dignity, the education of children cannot fulfill its potential" (p. xiii). In spite of the age of some of these statements, the truth in them is still alive today. School administrators, therefore, need to make sure that this special academic professional body is recognized as such, treated with respect, and has what it needs in order to operate successfully.

This special consideration, however, should be taken with an understanding that teachers as both individuals and professionals operate within limits. Thus, recognition and respect should work both ways. It is the teachers' duty to conform themselves as professionals towards the people they work with (administrators, colleagues, and staff) and those they serve (students and parents). They should be accountable for what they do. Accountability is briefly discussed later under the subheading "Student Performance."

Teachers' Problems

Addressing the issue of crisis in teaching and its contributing factors, Raschke et al., (1985) stated that "teachers' dissatisfaction with the condition of their profession and with their occupational setting is clearly the most visible and significant factor" (p. 559).

In a study undertaken in October 1986 (Turner, 1987) on "What Are the Critical Problems in Teaching?" one teacher said:

I'm tired of getting all the blame for what's wrong with education and none of the credit for what's right. Teachers have been too passive in allowing outside interference with our classrooms. We need to control our classroom and our profession. (p. 58)

In the same study, teachers argued that they knew best what happens and what is needed in the classroom. They are professionals who would like to be treated as such.

They want to be in charge of what they do. They are tired of seeing decisions made by people whose last classroom experience was as a student. It appears, therefore, that teachers receive more orders from their administrators than they get help from them. It is like a one-way street.

The other common critical problems in teaching and how teachers react to them are summarized in Table 1. These problems are classified as major, moderate, and minor. Since each situation may differ from one school to another, it is important that those administrators who are responsible for more than one school be aware of those differences. For instance, a problem in one school may not be a problem in another; a major problem in one school may be a minor problem in another. In either case, solutions proportional to the problems should be used because each school is different.

Students' Performance

According to Plowman (1971), "The main object of the educational process is the improvement of student performance" (p. xxi). This is achieved through professional educators who have always been deeply concerned with student performance (p. 2). Sometimes, educators do not work in an environment that allows them

TABLE 1

TEACHERS' CRITICAL PROBLEMS
(GIVEN IN PERCENTAGES)

Problem	Major	Moderate	Minor	No Problem
Finding time to accomplish all objectives	59.0	32.0	8.0	1.0
Having too many nonprofessional duties (lunch duty, paperwork, etc.)	44.0	36.0	15.0	5.0
Teaching children who have problems outside the classroom (divorce, drugs, etc.)	34.0	37.0	25.0	4.0
Working in overcrowded classrooms	34.0	23.0	22.0	21.0
Getting support/cooperation from parents	26.0	38.0	28.0	8.0
Getting support from administrators	23.0	31.0	27.0	19.0
Motivating students	19.0	35.0	36.0	10.0
Dealing with too much student testing	18.0	25.0	37.0	20.0
Maintaining classroom discipline	14.0	28.0	40.0	18.0
Maintaining personal enthusiasm	11.0	25.0	41.0	23.0

Note. From "What Are the Critical Problems in Teaching?" by R. R. Turner, 1987, Learning87, 15(7), p. 58. Copyright 1987 by the Education Center Inc. Reprinted with permission.

to achieve their teaching objectives. Kelly (1989) started his book The Curriculum with these words:

The teacher, like the artist, the philosopher, and the man of letters, can only perform his work adequately if he feels himself to be an individual directed by an inner creative impulse, not dominated by and fettered by an outside authority. (p. iv)

The teacher, as an individual, plays a crucial role in student academic performance. "Real curriculum is what is experienced by students at the classroom level The actions of the teacher delivering the curriculum actually define the study program" (Wiles & Bondi, 1996, p. 18). Thus, a good curriculum implemented by a teacher who is not satisfied can produce very poor results, whereas a bad curriculum implemented by a teacher who is satisfied can produce positive results. In brief, the effectiveness and success of a curriculum ultimately depend on the teacher. It is not enough to have a good curriculum; it is not enough to have a good principal or a good program development director. What is more important is to have a good, satisfied, and loving teacher.

Apparently teachers address students at the level of their own satisfaction. Teachers' level of satisfaction may determine their attitudes toward students, and those attitudes can influence students' behavior. Finally, the behavior can cause students to perform poorly or successfully or in between. The extent to which a teacher

can influence a student cannot be emphasized more than how Ginott (1972) described himself as a teacher.

I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized. (p. 16)

Miller and Rose (1975) argued that "the unconscious influence of the attitude of the instructor upon the students is difficult to estimate, but it is tremendously important. The genuine enthusiasm displayed by the instructor is always a major factor in motivation because it is contagious" (pp. 36-37).

A good teacher emphasizes "human fellowship"; he/she should not be a mere technician (Wright, Camp, Stosberg, & Fleming, 1971, p. 322). The qualities of good teachers can be described in several ways. According to Kelly and Kelly (1985), good teachers are

those who adapt their skills and personalities to harmonize with the expectations of their teaching assignment. What has worked exceptionally well in one situation will likely need to be modified in another situation (possibly even the next group of students in the same school and classroom) to be equally successful. As a result, you must look at the qualities identified as constantly shifting in importance or emphasis as you move from one situation to another within your classroom. (p. 114)

Student performance is not one person's endeavor; it is a two-team effort. A formal team is composed of a student, a teacher, an administrator, and the parents, and an informal team is composed of the student's peers and/or the environment. But it is the duty of the formal team to monitor the influence of the informal team and advise the student accordingly. Thus, each student who performs poorly should be considered as a failure of the formal team. That failure should also be investigated and the causes determined to avoid a repeat. Alexander, Entwisle, and Dauber (1993) suggested that a number of investigations have documented association between children's classroom behavior patterns and early performance (p. 802). Thus, if the failure can be detected earlier, there could be a chance of later success.

Wiggins (1993) argues that teachers and administrators should be held accountable for what they do with students. No one is above the law; teachers and administrators are obliged to answer questions about how their students are doing, irrespective of what they choose to report. Accountability is defined as "a moral (sometimes, by extension, legal) obligation to those with whom I have a formal relationship" (p. 257). Accountability is a point well taken in this study; it

requires everyone to be responsible and to understand what is expected from him/her.

In summary, it can be stated that business administration and educational administration are more similar than different. However,

schools would be better off if they relied less on the corporate models, and more on the democratic legacy promulgated by the American founders and embodied in such sacred documents as the Declaration of Independence, the Constitution, and the Bill of Rights. (Sergiovanni, 1996, p. xv)

However, appropriate school theories themselves may not be the answer to school problems and issues.

Effective communication between all concerned parties may also facilitate the understanding of what is going on in schools. Mutual respect of each one's profession and position makes everyone's task more manageable and satisfactory. Teachers feel that they are not only part of the team, but also the major players. Their attitudes may change; the bottom line is that they may feel valued and pass on this satisfaction to students.

School decisions should be based on what we believe is good and on what we know is effective for enhancing student academic, social, and moral development (Sergiovanni, 1996, p. xvii). A theory for the schoolhouse should strive to transform the school in such a way that it becomes a center of inquiry--a place where professional knowledge is created and used as teachers

learn together, solve problems together, and inquire together; it should encourage principals, teachers, parents, and students to be self-managing, to accept responsibility for what they do and to feel a sense of obligation and commitment to do the right thing (p. xv).

Recent Research and Findings

As stated earlier, no other study has been done in this area for Seventh-day Adventist school teachers. However, a number of studies dealt with either the whole or a part of the present topic in both public and private schools, colleges, and universities both within the USA and in other countries. In this section, the findings of such studies are summarized.

Before such a summary can be presented, it is important to note that job commitment and job satisfaction have been extensively discussed in the area of industrial psychology by different scholars. Their findings are very important to the understanding of those terms in the area of educational administration. Thus, this section starts with job commitment and satisfaction from the industrial psychology point of view. It is followed by a discussion of the views of scholars in educational administration.

Studies in Industrial Psychology

McFarlane (1985) remarked that much literature treats work commitment and work satisfaction as distinct

attitudes, though relatively few empirical studies support such treatment. He studied the extent to which commitment and satisfaction were distinct attitudes. Two focal points were used to evaluate this distinction: attitudes toward the job and attitudes toward the organization. Participants were 157 male and 409 female employees at a large western university.

Intercorrelations among the work attitudes showed they were all significantly related. Cluster analyses of the work-attitude items produced independent clusters for job satisfaction, organization satisfaction, and job commitment. Organizational commitment did not cluster independently from organization satisfaction, suggesting that the measurement of organizational commitment was not as distinctive as the other work-attitude scales. Variation in the work attitudes was determined to a greater extent by the attitudinal focus (job or organization) than by the type of attitude (satisfaction or commitment). Even though these findings show that greater distinctions may be produced by the job or organization than by commitment or satisfaction, other findings clearly suggested that all four work attitudes are distinguishable.

Relationships between the work attitudes and behavioral intentions support the distinction among the four work attitudes. Job attitudes accounted for the most

unique variance in intentions to attend work; organizational commitment and job satisfaction accounted for the greatest variance in intentions to remain in the organization; job attitudes were most important in determining intentions to perform well; and satisfaction attitudes were the best predictors of the intention to remain in the job.

Results of McFarlane's study suggested commitment and satisfaction were distinct attitudes and that people can differentiate their attitudes towards the job and the organization. In summary, the evidence suggested the four work attitudes were distinguishable constructs.

A study similar to McFarlane's was done by Shore (1985). The participants were employees from a medium-sized western city. The purpose of Shore's study was to determine the extent to which employees differentiated these work- commitment attitudes (job, organization, and career).

Intercorrelations among the three work-commitment measures showed that organizational and career commitment were least related, whereas job and career commitment were most related. Exploratory cluster analyses of the work-commitment items produced independent clusters only for organizational commitment. Job and career commitment items grouped together in one large cluster. The

confirmatory cluster analyses produced independent clusters for job, organizational, and career commitment.

All three work-commitment measures tended to have a low correlation with several demographic variables (education, tenure, marital status, gender, and age). Job and career commitment showed similar patterns of correlations with a number of perceived job characteristics (autonomy, variety, working with others, task identity, task significance, feedback, and participation in decisions). In contrast, organizational commitment tended to correlate more highly with perceptions of the job characteristics than either job or career commitment.

Correlations between job and organizational commitment and between organizational and career commitment were moderated by some perceived job characteristics and some demographic variables. Multiple regression analyses showed that the significant predictors (job characteristics and demographic variables) of job and career commitment were most similar, whereas the predictors of organizational and career commitment were least similar.

In summary, the greatest distinction was found between commitment to the career and organization, followed by the relationship between job and

organizational commitment, and the least distinction was found between career and job commitment.

Geyer (1985) addressed the generality of Rusbult's (1980a) investment model, which postulated that job satisfaction is a function of job rewards and job costs, and that job commitment is a function of job rewards, job costs, investment size, and alternative value. Employee turnover is viewed as a function of job commitment.

In his study of 308 employees, Geyer found that the job commitment postulate was supported, yet much shrinkage occurred when the job commitment equation was cross-validated with the Farrell and Rusbult (1981) sample. Contrary to the model, age and education level impacted on the prediction of job commitment beyond the effects of investment model parameters. Also contrary to the model, all four of the investment model parameters predicted job satisfaction. When cross-validated, the job satisfaction equation maintained a moderate degree of predictive efficiency. These results, which were obtained using the global measures of investment model parameters, cast doubt on the validity and generality of the job satisfaction and job commitment postulates of the investment model. Similar results were obtained with the concrete measures.

Consistent with the investment model, the interaction of investment level and importance weights contributed to

the prediction of job commitment beyond the effects of the investment level and importance measures. The interaction term for an intrinsic investment factor formed from concrete items was also significant; for an extrinsic investments measure, it was not. Measures of job commitment, turnover intentions, and organizational commitment were highly correlated, as predicted. Yet, Farrell and Rusbult's (1981) view that job commitment reflects turnover intentions was not supported, suggesting a need for further development of the job commitment measure. All four investment model parameters (measured globally) predicted organizational commitment; and job rewards, alternative value, and investment size predicted turnover intentions.

Studies in Private Schools

Ciriello (1987) conducted a study that was the most closely related to the current topic. In fact, the instrument used in the present study to collect the data, as detailed in chapter 3, was mainly hers, except that (1) a number of questions were omitted for irrelevancy in the present study, and (2) her study was designed only for Catholic primary-school teachers.

Ciriello investigated the interrelationships among organizational, teaching, and job commitment. She explored the connections between commitment and

attachment, satisfaction, work factors, and personal instructional goals.

Ciriello found that commitment is a binding force for one's loyalty, identification, and involvement with an institution. Commitment was conceived as a multifaceted construct with separate factor scales for job, organization, and profession. Thus, Ciriello found that most teachers had high organizational commitment and high commitment to teaching. The degree of importance attributed to religion in one's life influenced the teacher's perception of how consequential the work factor of the faith dimension was to remaining at the school.

Ciriello also found that teachers who chose to teach in Catholic schools primarily because of reasons related to its organizational identity were more attached but not more satisfied with the general working conditions of their teaching position. Teachers who demonstrated both teaching and organizational commitment were more attached and had higher satisfaction scores than teachers who were committed to teaching but had low organizational commitment.

Finally, the personal instructional goals of the teacher were influenced by the dimension of commitment most important to him or her.

Khillah (1986) found that Seventh-day Adventist secondary-school teachers were confronted with most of the

same motivating factors as their counterparts in public schools. Job dissatisfaction can result in teacher mobility, which may disrupt the operation of any school system.

Khillah's study is very important, mainly because it attempted to discover the motivating factors that cause job satisfaction/dissatisfaction among a population that is similar to the one the present research is trying to study. Khillah suggested that several studies both in industry and public education have defined areas of job satisfaction and dissatisfaction. He found that (1) the principal's role in motivating teachers is vital, (2) older teachers were more satisfied and fulfilled than younger ones, (3) the first three satisfiers were: (a) interpersonal relations with principal, (b) interpersonal relations with students, and (c) interpersonal relations with peers, other staff, and parents; (4) the first three dissatisfiers were: (a) union/local conference policies and educational leadership provided, (b) job security, and (c) interpersonal relations with principal.

Tarr (1992) remarked that commitment among Catholic school teachers embodied three dimensions: (1) commitment to the organizational mission of Catholic schools; (2) commitment to teaching; and (3) commitment to job-specific characteristics. This study conducted on teachers in the Boston Catholic elementary and secondary schools

formulated a theoretical model to consider variables which precede commitment, namely, prior attendance of and tenure in Catholic schools and the importance of religion, and variables which intervene between commitment and satisfaction, namely, perceived support and professional and mission-related efficacy. Results indicated that the importance of religion and the length of organizational tenure were significant predictors of organizational commitment for lay Catholics. Along with prior attendance to Catholic schools, they predicted 18.0% and 22.0% of organizational commitment for lay Catholic elementary and secondary teachers, respectively. Moreover, teachers committed to the organization as a group had significantly more positive perceptions of supportive relationships with colleagues than either teachers committed to teaching or those committed to job-specific characteristics.

Perceived support was a strong predictor of mission-related efficacy, which in turn predicted internal satisfaction for both elementary and secondary teachers. Perceptions of principal and collegial support were significant predictors of internal satisfaction for all teachers.

Teachers committed to the organization were significantly more satisfied than job-committed teachers with all seven aspects of the school's reward structure: religious and professional environment; political climate;

community support; personal relations; compensations; and teaching-specific features. Tarr concluded that both length of tenure in Catholic schools and the importance of religion are hallmarks of an organizationally committed Catholic laity. Teachers committed to the organization view relationships with colleagues more positively, evidence higher levels of mission-related efficacy, and derive more satisfaction from their work than either teaching- or job-committed teachers. These results are generally consistent with previous studies reporting a positive relationship between organizational commitment and work-related satisfaction. Thus, predictably, those teachers who were most committed to the religious goals of the school had the highest levels of satisfaction.

Henry (1989) studied teacher job satisfaction as measured by the Supervision Subscale of the Job Description Index and leadership styles of the principals as measured by the Leader Behavior Analysis (LBA) of a heavily value-laden subculture of Christian fundamentalists of the Tennessee Association of Christian Schools. Teachers' job satisfaction levels were analyzed by gender, age, educational background, and two experience factors.

Principals' leadership styles were measured using the Leader Behavior Analysis-Self (LBA-Self) questionnaire and

by reports of the principals' teachers utilizing the Leader Behavior Analysis-Other (LBA-Other).

The study revealed that the majority of the principals (79%) perceived themselves as having multiple styles of leadership with a high relationship orientation, while 86% of the teachers perceived their principals as exhibiting multiple styles of leadership with a high relationship orientation. This finding differed significantly from other studies that suggested this population would primarily utilize an authoritarian style with a high task orientation. Teachers overwhelmingly expressed satisfaction with the leadership style of their principal.

Teacher empowerment (Washington, 1991) is an issue of interest as it relates to motivation, self-efficacy, feeling of ownership, job satisfaction, and productivity as a social concern and job commitment. The purpose of Washington's study was to determine principals' perceptions of power, teachers' perceptions of power and the effects, if any, on the work environment in the Caddo Parish School System. Additionally, this study investigated the principals' attitudes about self-empowerment and teacher empowerment within the school setting. A further purpose of this study was to determine ways by which power, if any, was exercised and distributed in the school setting. Furthermore, the study

had developed conclusions and inferences for motivating teachers through teacher empowerment within the school system.

Subjects in this study were 121 teachers who responded to randomly distributed questionnaires which queried them as to their perception of the use of power and whether a relationship existed between the principals' use of power and the teachers' attitudes toward their work environment.

Principals and teachers reported the same perception of the utilization of power. However, female principals were perceived to exercise personal power, whereas male principals were perceived to exhibit positional power.

Principals expressed a feeling of being empowered by the virtue of their position. They are willing to share their power in a democratic way and believe teachers should share in their decision-making process. However, some decisions must be made solely by the principals.

Studies in Public Schools

Tharrington (1993), in a study conducted in 28 K-6 schools of Gaston County, North Carolina, revealed that reported teacher job satisfaction was significantly related to the perceived principal supportive leadership behavior; the perceived principal restrictive leadership behavior; the perceived principal openness index; and the

teacher demographic characteristics of years employed by the school system, years teaching at current school, and total years teaching in public schools (in all cases teachers with less experience reported higher job satisfaction). In addition, findings revealed that reported teacher job satisfaction was not significantly related to the perceived principal directive leadership behavior.

Collier (1992) examined the predictors of job satisfaction for female elementary-school teachers in an urban public school. Specifically, how do personal variables and career variables affect job satisfaction at various age levels? The results showed that teachers in their 20s and 30s were more satisfied with supervision and their jobs in general than teachers in their 40s and 50s. Stepwise multiple regression analyses showed which personal and career variables were significant predictors for each of the four age categories. For 20-year-old teachers, marriage was a positive predictor of job satisfaction. For the 30-year-old teachers, number of positions was a negative predictor while having an advanced degree was a positive predictor. For 40- and 50-year-old teachers, negative predictors included teaching in upper elementary grades, having an advanced degree, and marriage. Number of positions and having children were positive predictors of some job satisfaction dimensions

(work, supervision, pay, promotion, coworkers, and job in general) and negative predictors of others.

Teague (1992) found that teacher levels of decision involvement had a significant effect on their levels of job satisfaction; that a positive correlation on teacher levels of involvement between education and managerial decision issues was significant; exemplary school teachers had a significantly higher level of decision involvement than their matched counterparts in other schools. Her study was to determine if differences existed between teacher levels of involvement in decision making and their job satisfaction in nine exemplary and nine other selected Ohio high schools, matched by school enrollment and per-pupil-expenditure.

The significant relationship of teacher levels of involvement in decision making and their job satisfaction was linear. Teachers with higher decision-making involvement experienced higher levels of job satisfaction. Those with medium or lower levels of decision-making involvement had matching levels of job satisfaction.

The contribution of efficacy, both personal self-efficacy and general teacher efficacy to the job, pay, and career satisfaction of Saskatchewan (Canada) educators, was investigated. Using global measures for job, pay, and career satisfaction, educators reported the highest satisfaction with careers and the lowest with pay.

Female educators were more satisfied with their careers and their pay than their male counterparts. Although no significant differences exist between female and male educators regarding general teacher efficacy, female educators reported significantly higher levels of personal self-efficacy than did males.

Principal component analysis revealed three independent dimensions: satisfaction with salary level, salary structure/administration, and benefits. Pay satisfaction with raises, a factor identified in other research studies, was not confirmed as an independent dimension. In contrast to previous reported research, pay satisfaction as a global construct and as the independent dimension associated with level, structure/administration and benefits, did not significantly correlate with income level.

Benit (1992) explored the relationship between principal leadership style (perceived by both teachers and principals) and teachers' job satisfaction. The sample utilized in this study consisted of 484 public school teachers and 27 building principals in the tri-county metro Detroit area of Michigan.

The major findings emerging from the descriptive and analytical treatment of the data were as follows: (1) principal leadership style does affect teacher job satisfaction; (2) teachers' job satisfaction has a

positive correlation with leadership styles: high task and high relationship, and participating: low task and high relationship; (3) the frequency and intensity of teachers' job satisfaction as perceived by teachers were not significantly affected by demographic factors such as age, gender, educational level, years of experience, years in present school, type of school, and number of inservice days over the past 5 years; (4) the size of school was not significant in the relationship between the principal and teacher job satisfaction; (5) the relationship of principal leadership style and teacher job satisfaction was dependent as perceived by the teachers; (6) the leadership styles of telling and delegating were perceived to be the least beneficial to teacher job satisfaction; and (7) the leadership style at the elementary, middle, and high school were not perceived to be significantly different in accordance with teacher job satisfaction.

Chittom (1991) investigated the relationship between Mississippi public secondary teachers' perceptions of school climate and their level of job satisfaction. The findings, considered to be statistically significant at the 0.05 level, showed that teachers with high levels of job satisfaction indicated more favorable impressions of school climate than did teachers with low levels of job satisfaction. Those teachers with high levels of job satisfaction indicated more favorable impressions of

school climate as measured by each of the subscales on the School Climate Survey than did teachers with low levels of job satisfaction. The variables of subject taught and type of school district, appointed or elected superintendent, did not make a difference in the relationship between levels of job satisfaction and perception of school climate.

Other Studies

Clement (1992) used the conceptual framework of adult development theory and a group of variables identified by research as important to the job satisfaction of teachers in order to determine: (1) how teachers in four age categories ranked the ability of the variables to contribute to their job satisfaction, and (2) if the rankings differed with age. The rankings also were examined in light of several demographic factors. The population of the study included the staffs of seven Orange County comprehensive high schools who responded to a questionnaire on which they ranked the variables. Statistical analysis of the data revealed that only one variable, convenient work hours, differed significantly from other variables. This variable was significantly more important to the 29-50 age groups. The variables which ranked highest among all ages were achievement of students, working with students, and positive school

climate. Advancement, personal growth, and relationships with superiors were ranked lowest among all ages.

Teachers perceive status, recognition, and advancement as too unavailable to be meaningful to them. Convenient work hours is a major attractor to teaching and an important retention factor.

McDaniel (1993) examined the differences in elementary and secondary teachers' perceptions of the degree of conflict, principals' use of conflict management behavior, commitment to the organization, and school climate. Perceptions regarding these variables were obtained from 141 elementary teachers in four districts in Pennsylvania and compared to similar data collected previously from secondary teachers in the same districts. Commitment to the organization was measured using Cook's commitment scale. Commitment between the two groups of teachers revealed no significant relationships.

On the whole, there were more similarities than differences. These similarities support the position that common influences act to create similar environments in elementary and secondary schools. Finally, results also revealed a positive relationship between commitment and openness of school climate and a negative relationship between conflict level and openness of school climate.

Notary (1983) used both univariate and multivariate statistics to investigate the relationship between

turnover and job satisfaction, job commitment, and demographic variables of noncertified ($n = 2023$) employees such as food service, clerical, and custodial workers, from 14 large school systems in Indiana's 20 northern counties.

Statistical results inferred that (1) the continuing and noncontinuing employees do not statistically differ on any measure of job satisfaction or job commitment as measured by the Job Descriptive Index and the Occupational Commitment Questionnaire, respectively; (2) the continuing group was significantly higher ($p < 0.05$) than the noncontinuing group on the variables of job tenure, organizational tenure, union membership, and age; (3) the continuing employees differed significantly ($p < 0.05$) from the noncontinuing employees on the set of measures including all variables when compared simultaneously through discriminant analysis; (4) nine variable subsets were generated and discriminant linear equations were generated for each combination. The discriminant function of Selection 2 ($x = \text{age, supervision, co-worker}$) was found to be the best predictor, with 62.0% of the study's employees correctly identified. The percentage for all subsets ranged from 59.0 to 62.0%; (5) univariate analysis, when used exclusively in turnover prediction, engendered a deficient portrayal of the potential

discriminating ability of the variables supervision and co-worker satisfaction.

In summary, it was found, univariately, that continuing employees significantly differed from noncontinuing employees on the variables of job tenure, organizational tenure, age, and union membership. However, multivariate analysis, accounting for interrelationships among all variables taken collectively, successfully differentiated between continuing and noncontinuing groups at a 0.05 level of significance.

Bowers (1992) examined the relationship between teachers' job satisfaction and staff development/in-service activities from 35 middle level schools. The analysis did not indicate a significant relationship between teachers' satisfaction and professional growth/in-service activities, although 52.0% of the teachers stated that professional growth increased their job satisfaction. Over half of the teachers were satisfied with their level of involvement in planning and implementing staff development activities, but 26.0% wanted a little more involvement.

On a population of 339 experienced teachers (4 or more years), Perkins (1992) investigated job satisfaction and teachers' perceptions of their principals' leadership style in accordance with Hersey and Blanchard's model of situational leadership. Subjects were full-time members of the Charlotte-Mecklenburg School System (CMSS).

The experienced teachers were less than satisfied with teaching. Significant differences were evident in the nine subscales of the Job Satisfaction Questionnaire. Teachers were most satisfied with their co-worker relationships and least satisfied with the financial aspects of their profession. Teachers in elementary schools were only slightly more satisfied than their counterparts in the CMSS. Teachers with female principals were significantly more satisfied with their administration than teachers with male principals. However, no significant difference surfaced in overall job satisfaction in regard to principal gender. Both male and female teachers were more satisfied with female principals.

Teachers were significantly more satisfied with their administration when their principals were perceived as high- task/high-relationship leaders. They were least satisfied when their principals were perceived as low-task/low-relationship leaders. The overall job satisfaction of the experienced teacher was not significantly impacted by the background variables of teacher gender, principal gender, years of experience, and school-type assignment.

Gerbino (1991) explored the conditions under which teachers' level of involvement in decision making was associated positively with their satisfaction with

decision- making processes and job satisfaction in general.

Three hundred teachers in 80 schools representing 25 districts in upstate New York responded to the survey designed by Gerbino. The majority of teachers did not experience true participatory decision making. They preferred higher autonomy, earlier involvement, and a great deal more influence. The presence of these preferred processes were positive correlates of satisfaction with decision making.

Gerbino found that participation in decision making is a multidimensional event. A single factor, self-esteem, explained nearly 57.0% of the variance in the total job satisfaction scale. It is possible that teachers' participation in shared decision making has not yet reached a sufficient threshold where it could be expected to impact job satisfaction. This is compounded by the finding that teachers had less experience with managerial decisions, lower autonomy, later involvement, and less influence than as the case with technical decisions. Involvement in managerial and non-technical decisions may have the greatest potential for increasing job satisfaction of teachers.

Foran-Collins (1990) investigated, among other things, the relationships between formal teacher preparation and teachers' job satisfaction. He also

examined the relationships between teacher satisfaction and teachers' perceived level of support, feedback/supervision, level of clinical consultation, in-service training, liaison services, classroom ratios, teacher age, gender, and employment status. Subjects included 80 teachers working with severely disturbed adolescents in the Massachusetts Bureau of Institutional Schools' system.

Significant relationships were found between teacher satisfaction and on-the-job support, feedback/supervision, and clinical consultation provided to teachers, and between satisfaction and teacher age and the type of facility in which teachers work.

Teacher satisfaction, in this study, was related to teachers' perceptions as to the capabilities of their supervisors and the on-the-job support provided by the administration, as well as the altruistic aspects of the teachers' jobs, making them feel as though they were helping youth and contributing to society. Teachers' dissatisfaction with their positions centered around pay and working conditions. This may imply that the role of the administrator is crucial in ensuring that teachers are satisfied with their jobs and that administrator support may influence a teacher's choice to remain in teaching rather than to leave the field for a more lucrative position with more chance for advancement.

Collmer (1990) indicated that how a teacher perceived the attitude of the principal directly affected how the teacher rated job satisfaction. Job dissatisfaction produced low morale, absenteeism, and inept or uncaring teachers. Teachers who were satisfied with their job had better job performance, were less likely to be absent, and usually remained with the system for a longer period of time. Research indicated that it was up to the principal to create a stimulating environment that would encourage each staff member to do his/her best.

The leadership style of the principal sets the climate of the school. The way the principal interacted with the teachers directly influenced the way teachers interacted with the students. Research indicated that effective schools had strong leaders and teachers who were caring and dedicated.

Teacher job satisfaction was greater when the principal exhibited the integration and consideration dimensions of leader behavior. Teachers also showed greater job satisfaction when principals were warm, caring, and sensitive to their needs and ideas. It was important for teachers to be involved in the decision making at their schools and to be free to try new ideas. A fine line exists between teachers being over-supervised and under-supervised, as both extremes caused feelings of job dissatisfaction.

Westbrook (1988) suggested that teachers' job satisfaction was an issue of interest as it related to productivity, as a social concern, and as an indicator for organizational and job commitment. The purpose of Westbrook's study was to determine if a relationship existed between teachers' job satisfaction and productivity. This study also investigated teacher preference for extrinsic, intrinsic, or ancillary rewards; specific groups related by demographics were examined for their preference for extrinsic, intrinsic, or ancillary rewards. These same groups were compared to discover if trends in dissatisfaction existed.

Two hundred thirty teachers responded to a randomly distributed questionnaire which queried them as to their satisfaction level with their job, their particular school, their preference for specific types of rewards, sources of dissatisfaction, and whether or not they would choose to teach again. The questionnaire was based on questions used in a 1964 study conducted by Lortie and replicated in a 1984 study conducted by Kottkamp, Provenzo, and Cohn.

Productivity was measured by an evaluation score in the specific domain of a teacher's classroom learning environment. Results were analyzed specifically by age groups, gender, levels of formal education, and years of teaching experience. The level of satisfaction was

determined as being related to productivity. Satisfaction with one's school was the best predictor of the productivity score; gender and the level of formal education were also predictors of productivity. All groups overwhelmingly chose the specific type of intrinsic rewards described as "The times I know I have reached a student." These results were consistent with the studies conducted in 1964 and in 1984. Dissatisfaction factors showed mixed results. Interruptions and time pressures were cited more often by older and more educated groups. Clerical duties were more often identified by males, younger teachers, and teachers whose highest level of education was a bachelor's degree.

Yee (1988) examined careers in classrooms by focusing on teachers' views of factors affecting their level of professional involvement and job satisfaction, as well as the process by which they arrive at their decisions to remain in or leave the profession. This investigation explored the diverse career patterns within the context of workplaces where attrition varies.

This analysis was built on case studies and in-depth interviews with 15 former and 44 current teachers in three high schools. Talks with site administrators, document inspection, and observations supplemented the interviews with teachers. Moreover, this research incorporated the responses from surveys of 215 teachers at the three sites.

The study documented how sources of satisfaction and reward varied significantly from an inner-city school in New York to a wealthy, suburban school in the San Francisco Bay area to a working-class school outside Los Angeles. Further, the level and direction of teachers' efforts and performance were shaped by workplace conditions; they were not simply a product of individual predisposition or personality.

Teaching careers were the result of a dynamic process and the interaction among multiple factors: workplace, personal, occupational, and professional. Intrinsic rather than extrinsic rewards emerged as a key factor in career decisions and attitudes, as did the interplay between teachers' sense of efficacy and job commitment. All of these factors, however, were conditioned fundamentally and continually by a teacher's particular workplace.

These findings modified models of career development for teachers and led to important policy considerations for how to motivate teachers, not only to remain in the classroom but sustain commitment to excellence in teaching. They also challenged conventional solutions to teacher retention which relied mainly on extrinsic rewards.

Studies in Foreign Countries

The primary purpose of Choi's (1992) study was: (1) to test Herzberg's two-factor theory (hygiene factors and motivators) in a Korean teaching situation, (2) to gather and analyze data about the sources of Korean teacher job satisfaction and dissatisfaction from instruments that reflected two competing theories, and (3) to compare the sources of teacher satisfaction and dissatisfaction in terms of gender, age, diploma, school level, marital status, and years of teaching experience. Herzberg's two-factor theory was partially supported in this study.

The analyses of the data also indicated that some differences exist between Korean and United States teachers in factors which lead to satisfaction and dissatisfaction. The analyses also indicated that teachers tended not to differ in their responses to sources of job satisfaction and dissatisfaction in terms of the six specified demographic variables. Thus, the administrative policies needed in the Korean situation for reducing teacher dissatisfactions may differ from those recommended in the American teaching situation. It also was concluded that the underlying assumption that the characteristics of the phenomena related to job satisfaction remain the same across cultures was not substantiated.

Alkhamiri (1992) measured the level of organizational commitment and job satisfaction among the employees of the United Arab Emirates University. The theoretical and conceptual elements of the study evolved from the literature on social-systems theory, bureaucracy theory, organizational commitment, and job satisfaction. The study employed stepwise discriminant analysis. Data were gathered on a population of 205 subjects from the United Arab Emirates University, including both those still working at the university and those who left to work elsewhere. Alkhamiri found that there was a significant difference in the level of organizational commitment and job satisfaction between the two groups. In the area of job satisfaction, supervision was found to be the leading contributor in discriminating significantly between the two groups.

Abu Saad (1990) examined the relationships between organizational climate dimensions and demographic variables (gender, tenure, seniority, educational level, origin, school size, and school location) as they relate to teachers' job satisfaction dimensions in the Bedouin elementary schools of the Negev. He found that (1) two significant job satisfaction dimensions emerged: (a) satisfaction with work itself and (b) satisfaction of social needs; (2) five significant organizational climate dimensions emerged: (a) principal leadership, (b) teaching

load, (c) autonomy, (d) teachers' intimacy, and (e) school facilities and services; (3) there was a relationship between organizational climate and job satisfaction. The findings revealed that the more supportive the principal, the higher the level of teachers' satisfaction with work; and the more autonomous the school climate, the higher the level of satisfaction with work. Furthermore, (4) there was a relationship between the demographic variables and job satisfaction, or the higher the proportion of female teachers, the higher the level of satisfaction with work; the higher the educational level of the teachers, the higher the level of satisfaction with work; and the higher the proportion of Bedouin Arab teachers, the higher the level of satisfaction with both work itself and social needs. And (5), there was a relationship between the interactions among and between organizational climate dimensions and demographic variables as they related to job satisfaction dimensions.

Data revealed that the more supportive the principal's leadership, the more positive the relationship between teachers' intimacy and satisfaction with work itself. The higher the teachers' educational level, the more positive the relationship between gender and teachers' satisfaction with work itself.

Tseng (1990) examined the relationship of teachers' perceptions of their involvement in decision making and

job satisfaction in six most southern counties and cities in Taiwan, Republic of China. The second purpose was to investigate the extent of teachers' participation and job satisfaction. The third purpose was to determine the relationship between teachers' desired and actual participation.

Through stratified random sampling procedures, 300 teachers from 45 vocational-industrial senior high schools were selected; and 249 teachers' data were complete.

The analysis of data led to these conclusions: (1) Teachers' extent of desired participation was greater than their actual participation in decision making on both instructional and managerial issues; (2) teachers desired greater participation in instructional issues than in managerial issues; (3) there were no significant differences in job satisfaction of the teachers in the decisional conditions of saturation, equilibrium, and deprivation; (4) there was a significant relationship between teachers' job satisfaction and their actual participation when controlling all the other predictor variables; and (5) there was a significant relationship between teachers' desired and actual participation when controlling all the demographic variables.

Tarawneh (1989) examined the factors determining the attraction and retention of qualified secondary-school teachers in Jordan, and explored policy initiatives the

Jordanian government might take to rectify these problems. The target population consisted of three subpopulations: secondary teachers, secondary principals, and administrators in the Ministry of Education and its educational directorates in Jordan.

The study's findings indicated that teachers' job satisfaction, administrative aspects of teaching, and socioeconomic factors determine the attraction and retention of qualified teachers in Jordan. The administrative aspects include rating of teachers' annual and progress reports by both principals and supervisors, authority relations within the educational system, difficulty of getting one's pay, respect in teacher-principal relations, and work-group relations. The socioeconomic factors include pay and benefits, social values and beliefs, and the needs and expectations of teachers that determine their decision to change careers or to choose teaching as a career in the first place.

Hajnal (1992) investigated the contribution of efficacy, both personal self-efficacy and general teacher efficacy to the job, pay, and career satisfaction of a random sample of 291 Saskatchewan educators.

The efficacy of educators was measured using the teacher efficacy scale while satisfaction with pay was measured globally as well as with the Pay Satisfaction Questionnaire (PSQ). Other contextual, demographic, and

attitudinal characteristics were examined. The responses to one open-ended question provided a qualitative component to the research.

Using global measures for job, pay, and career satisfaction, educators reported the highest satisfaction with careers and the lowest with pay. Female educators were more satisfied with their careers and their pay than their male counterparts. Although there were no significant differences between female and male educators regarding general teacher efficacy, female educators reported significantly higher levels of personal self-efficacy than males.

Principal component analysis of the PSQ revealed three independent dimensions: satisfaction with salary level, salary structure/administration, and benefits. Pay satisfaction with raises, a factor identified in other research studies using the PSQ, was not confirmed as an independent dimension. In contrast to previous reported research, pay satisfaction as a global construct and as the independent dimensions associated with level, structure/administration, and benefits did not significantly correlate with income level.

Canonical correlation analyses revealed paradoxical relationships, as efficacy measures contributed more to the explanation of job and career satisfaction than to pay satisfaction, and teacher efficacy contributed more to the

explanation of pay satisfaction than did personal self-efficacy. The lack of any pay-for-performance element in the salary schedule of Saskatchewan educators was proposed as a potential source of these complexities.

In summary, the above findings demonstrate how job commitment and job satisfaction are distinct attitudes. When job commitment is classified into three distinct attitudes (job, organization, career or profession), most studies support a high commitment to both the organization and career (in industry) and the teaching profession (in education). There was a low commitment to the job. Job satisfaction was found to be a result of the interpersonal relationship between teachers and the administration, teachers among themselves, and between teachers and students. Older teachers tend to be more satisfied than younger ones. A supportive administrative behavior that involves teachers in as many tasks as they can handle (including decision making), empowers, and motivates them is likely to succeed in the business of education and to produce teachers who are more satisfied than those working under an administration that does not take into account these factors.

The Valuegenesis Research Findings

In 1992 the Valuegenesis study collected data from nearly 12,000 Adventist students attending sixth through

twelfth grades in Adventist schools in the United States and Canada (Rice, 1993). Approximately 2,600 additional questionnaires were filled out by pastors, school administrators, teachers, and parents. The respondents answered more than 400 questions about their beliefs, commitment to the SDA Church, lifestyle preferences, and perceptions about their church, school, and family life. According to Gillespie (1992), the Valuegenesis research suggested:

1. Our educational system is in a state of flux. We share the concern of all major faiths--low faith maturity, at-risk student behavior, and climate problems that affect learning and spiritual growth;
2. We have gained clearer perceptions of the educational activity occurring in our schools;
3. We have had reaffirmed that our teachers are deeply dedicated to developing Christian character in their students; and
4. Our teachers are trying to educate students who are moving closer and closer to the secular population in life-style and beliefs. This conclusion provides us with some frustration, draws us to re-evaluate our teaching task, and calls us to refocus our unique mission. (p. 10)

Gillespie's last point in the quotation above was referred to in chapter I. It reflects the same concern that Valley Vista Academy teachers had in the question: "Where did we go wrong? Why are so many of our youth losing their commitment to the church and the schools and even to Christianity?" also introduced earlier in chapter I. Both ideas are brought back for more discussion. Rice

(1993) suggested that "most of the youth who stop attending church do not leave because they no longer believe the church's doctrines. Rather, they leave because they never felt really accepted, loved, or needed" (p. 4). Rice noticed a missing ingredient in Adventist schools: warmth. In addition, the Valuegenesis study discovered that "Adventist youth have higher levels of faith maturity and denominational loyalty than the young people in five of the major Protestant denominations" (p. 4).

One of the 6 dominant elements considered to be missing in many Adventist young people's lives, continued Rice, is the experience of warmth and support. "Elements of acceptance, caring, and belonging were noticeably absent in the perceptions of a majority of young Adventists" (p. 5). However, said Rice, "it is possible that youth in Adventist schools and churches have higher expectations for warmth in their communities than do youth in other organizations." Whether or not expectations are accurate, the perceptions differed markedly because when students were asked about church environment, "only 39 percent of the Adventist youth said their churches were warm, as compared to 60 to 71 percent of the other church groups surveyed" (p. 5).

Gillespie (1992) noted that

if Valuegenesis identified anything, it showed that the teacher is central to the task of religious education. Many have argued that the reason faith maturity was as high as it was in Adventist youth (22 percent) is due to the influence of Adventist educators. (p. 11)

But in spite of teachers' efforts, "if teachers are not happy in their work they will be unlikely to foster a positive religious education program or a dynamic school climate" (Osborn, 1992, p. 9).

Benson and Donahue (1991) in Valuegenesis: Report 3 found that only 24.0% of Adventist teachers in North America are "very satisfied" with their current teaching job. They ranked considerably lower than public school teachers (50.0%), and Catholic school teachers, 42.0% (p. 39). For the Lake Union Conference teachers, this percentage is even lower; 20.0% of teachers reported that they are "very satisfied". The reasons for dissatisfaction, observed Osborn (1992, p. 9) as he elaborated on the Valuegenesis study, included: (1) lack of job security and the inability to take early retirement when faced with burnout, (2) lack of parental support--only 23.% of teachers "strongly agree" that they received help from parents; (3) less pastoral support--only 62.0% of schools rated pastoral support as "good" or "excellent"; and (4) lack of teacher involvement in establishing curriculum and selecting textbooks.

An overview of teachers' feelings is presented in Table 2 for Adventist teachers in both Lake Union Conference (LUC) and North America Division (NAD). Statistics are adapted from the Valuegenesis database available in the Center for Statistical Services at Andrews University. Variables are selected from 32 School Quality Indicators (Benson & Donahue, 1991, p. 12); the numbers refer to the variable number in the original document, where some variables are grouped to form one variable. For the purpose of a better understanding, the grouped variables are presented individually in one section. One basic table could not accommodate the variety of responses that were required from different variables. Thus, different sections are arranged according to the response format (value label).

Although the statistics show that there is still more room for improvement, Lake Union Conference teachers are doing reasonably well compared to the average teacher in the North American Division. In most cases, LUC percentages are higher than those of NAD. Still, 20.0% of LUC teachers said that they are "very satisfied" with their teaching job compared to 24.0% of the North American Division.

TABLE 2

VALUEGENESIS LUC AND NAD TEACHERS' STATISTICAL COMPARISON
(GIVEN IN PERCENTAGES)

Variable	LUC	NAD	LUC	NAD
	Important		Extremely Important	
#5. Teachers committed to Adventism	42.0	44.0	33.0	31.2
	Agree		Strongly Agree	
#10. Teachers feel obligation to promote faith	14.3	25.3	77.1	68.1
#14. Teachers are interested in students	56.1	56.7	21.7	21.4
Teachers praise students' efforts...	47.0	47.9	16.6	15.8
Teachers listen to what their students say	55.2	54.6	16.3	14.9
#28. Teachers involved in forming education policy	37.1	46.3	28.6	29.4
	Often		Very Often	
#11. Pray with your students at the start of a class	11.4	10.4	68.6	59.5
Talk with individual students about faith	40.0	36.2	34.3	30.4
Talk in the classroom about your religious faith	34.3	30.1	34.3	34.9
Integrate religious concepts into subject matter	34.3	33.7	40.0	37.0
	Once/day		More Than Once	
#15. Help students with school work during evenings	17.1	3.3	2.9	2.8
Talk privately with students about personal problems	2.9	5.3	8.6	10.6
Give extra help to students who have difficulties	2.9	8.6	42.9	27.6
Talk with students socially before class...	14.3	19.2	51.4	33.2
	Satisfied		Very Satisfied	
#20. Teachers experience job satisfaction	48.6	51.1	20.0	24.1

Table 2--Continued.

	Good		Excellent	
#29. School has support of pastor(s)				
Principals' response	45.5	35.2	31.8	38.5
Teachers' response	34.3	34.9	37.1	31.4
#30. School has support of parents				
Principals' response	63.6	52.0	22.7	31.3
Teachers' response	62.9	48.9	17.1	17.2
#32. Teachers have support of school administrators	34.3	32.7	51.4	50.9
	LUC	NAD	LUC	NAD
	61%-70%	71%-80%	81%-90%	91%-100%
#31. Teachers communicate with parents*	11.4	3.5	8.6	4.8
	8.6	5.1	37.1	33.9

Note: LUC = Lake Union Conference; NAD = North American Division.

*Response choices refer to the number of students' parents the teacher talked to in a typical year.

Both teachers and principals were asked to evaluate the support given by local pastors to schools (#16). Principals, 31.8%, said it was "excellent," compared to 37.1% of teachers. Thus, it appears that more teachers receive more pastoral support than principals think they receive. On the contrary, responding to the question regarding parents' support, 22.7% of principals said it was "excellent" compared to 17.1% of teachers. Both of these areas were rated lower by the Lake Union Conference teachers in comparison to NAD.

In summary, the Valuegenesis study shows the relationship between the church, the school, and the home. Within the school, it shows the relationship between school administrators and teachers, and between teachers and students. This is where it becomes very important to the present study. As stated earlier, parents, teachers, administrators, and church leaders are all part of students' problems. Therefore, they also should be part of the solution.

Summary

This chapter reviewed studies that have been done in the areas of job satisfaction, job commitment, and importance of work conditions. The material was presented in three major sections: (1) business and educational

administration, (2) recent research studies, and (3) the Valuegenesis findings.

The relationship between business administration and educational administration was established and it was found that these two fields are more similar than different in terms of managing the human resource, the most valuable asset of any organization or school. Thus, everything that needs to be done such as to improve communication, improve the work conditions, to motivate people, etc., should be done in order to help both the human resource and the organization to achieve their respective goals.

Teachers are responsible for the success or failure of any school; they are special people with special training. If their problems are not dealt with immediately and appropriately, sooner or later their problems may become students' problems.

In the "recent studies" section, five subsections dealt respectively with studies in industrial psychology, private schools, public schools, some unclassified studies addressing job satisfaction and job commitment in various ways, and studies in foreign countries. Research studies suggested that commitment and satisfaction are distinct attitudes and that people can differentiate their attitudes towards the job and the organization. How a teacher perceives the attitude of the principal directly

affects how the teacher rates job satisfaction. Most teachers have high organizational commitment and high commitment to teaching. The specific type of intrinsic rewards described in many situations was "The times I know I have reached a student."

Teachers' job satisfaction is an issue of interest as it relates to productivity, as a social concern, and as an indicator for organizational and job commitment. Job dissatisfaction produces low morale, absenteeism, and inept or uncaring teachers. Employee turnover is viewed as a function of job commitment. Teachers who are satisfied with their job have better job performance, are less likely to be absent, and usually remain with the system for a longer period of time.

The degree of importance attributed to religion in one's life influences the teacher's perception of how consequential the work factor of faith dimension is to remaining at the school. Teachers who demonstrate both teaching and organizational commitment are more attached and have higher satisfaction scores than teachers who are committed to teaching but have low organizational commitment.

The leadership style of the principal sets the climate of the school. The way the principal interacted with the teachers directly influences the way teachers interacted with the students. Perceptions of principal

and collegial support are significant predictors of internal satisfaction for all teachers.

Involvement in managerial and non-technical decisions may have the greatest potential for increasing job satisfaction of teachers. Convenient work hours is a major attractor to teaching and an important retention factor. Interruptions and time pressures were cited more often by older and more educated groups. Clerical duties were more often identified by males, younger teachers, and teachers whose highest level of education is a bachelor's degree.

Studies also indicate that there are some differences among teachers from different countries in factors which lead to satisfaction and dissatisfaction. Thus, the administrative policies needed for reducing teacher dissatisfactions may differ from one country to another.

Female educators were more satisfied with their careers and their pay than their male counterparts. Female educators reported significantly higher levels of personal self-efficacy than did males. Using global measures for job, pay, and career satisfaction, educators reported the highest satisfaction with careers and the lowest with pay.

The Valuegenesis study findings demonstrate the standing of the Adventist teachers in both the Lake Union Conference and in North America. Compared to Adventist

teachers in North America, the Lake Union Conference is doing very well. Many teachers feel obliged to promote faith and are interested in students. However, there is more room for improvement because those teachers who are satisfied with their work are still in the minority.

CHAPTER III

GENERAL METHODOLOGY

The purpose of this study was to determine the degree of job satisfaction among school teachers employed by the Lake Union Conference of the Seventh-day Adventist Church and its relationships to commitment and selected work conditions. To accomplish this purpose a questionnaire was adapted from Ciriello's 1987 study on Catholic teachers to accommodate Adventist teachers' environment.

In this chapter, the researcher (1) identifies the population and its characteristics, (2) describes the design of the study, (3) describes the questionnaire development and collection of data, (4) presents the hypotheses and procedures to test them, and (5) introduces the analysis of the data.

Population

The population for this study included all elementary- and secondary-school teachers in the Lake Union Conference (LUC) of Seventh-day Adventists. However, teachers working at both Andrews Academy and Ruth Murdoch Elementary School, in Michigan, were excluded from this study. The fact that these schools are part of

Andrews University administrative structure differentiates them from the rest of other schools in the union that are directly under the conference or union administration.

In 1992, there were 122 schools (114 elementary and 8 secondary) and 389 teachers (284 in elementary and 105 in secondary schools) in the Lake Union Conference (General Conference of SDA, 1993; Lake Union Conference, 1993-1994 Directory). The North American Division's Department of Education Annual Report (1993) reported that 384 teachers and principals were serving in 120 schools. Since the 1992 statistics were published, it appears that two schools were not accounted for in the '93-'94 LUC Education Directory. The current study is based on the information reported in the 1994-95 LUC Education Directory.

The questionnaire was sent to 333 teachers working in 116 schools (elementary, junior, and senior academies). Junior academies, as well as teachers working there, were classified in the elementary-school category. Teachers with double assignments (working in both elementary and secondary school) were classified according to their primary assignments. In total, 333 teachers constituted the population of this study, as summarized in Table 3.

Geographically, the Lake Union Conference includes the Adventist churches in four states: Illinois, Indiana, Michigan, and Wisconsin. Each state in the LUC territory

is organized into a conference. The fifth conference, Lake Region Conference, is an inter-state organization whose mission is to carry the Adventist message to the people of the Lake Union territory especially those in the African-American community (Dower, 1994).

TABLE 3
POPULATION SUMMARY

Conference	Schools		Total Schools	Teachers		Total Teachers
	Elem.	Sec.		Elem.	Sec.	
Illinois	21	1	22	47	13	60
Indiana	15	1	16	27	8	35
Lake Region	7	2	9	31	17	48
Michigan	47	2	49	114	29	143
Wisconsin	19	1	20	35	12	47
Total	109	7	116	254	79	333

Note. Elem. = Elementary; Sec. = Secondary/Academy.

Instrument

Teachers' job satisfaction, job commitment, and the importance of selected work conditions were measured by an instrument designed by Maria Ciriello (1987) for her study of Catholic teachers. The instrument (see Appendix 1) was adapted for the present research by changing the name "Catholic" and other Catholic-related terms to "Adventist" (or SDA) and other terms that are specific to the Adventist subculture. The six-page-long original

questionnaire was further shortened by reducing some sections. The final questionnaire was three pages and could be completed in a maximum of 20 minutes, according to the pilot study done in January 1995.

Pilot Study

The subjects for the pilot study were Andrews University (Berrien Springs, Michigan) graduate students. A total of 24 men and women (13 men and 11 women) out of 25 responded to this questionnaire. Subjects were required to answer all questions, but the main purpose of the pilot study was to make sure that the study was appropriate for Seventh-day Adventist teachers. To achieve this purpose, an evaluation form on the back of each questionnaire was included so that subjects could state whether or not the questionnaire was: (1) clearly understood, (2) relevant to Seventh-day Adventist teachers, (3) non-threatening, and (4) not too long. A "yes" or "no" response was required for questions 1, 2, and 3. For question 4, four time-period options ranging from 20 minutes or less to 1 hour or more were given.

Respondents pointed out some areas that were not clear to them. Personal contacts between the researcher and the respondents were made in some cases for a better understanding. Corrections or adjustments were made where it was necessary. Thus, as presented in Table 4, 17/21 (81.0%) of the respondents said they understood the

questionnaire well; 18/18 (100.0%) said the questionnaire was relevant, and 2/21 (10.0%) said that the questionnaire was threatening. These percentages are based on responses given to each question.

For the time period required to answer the questionnaire, 20/23 (87.0%) said they took 20 minutes or less to finish it. The complete time results of the pilot study can be found in Table 5.

TABLE 4
SUMMARY OF THE PILOT STUDY

	Understand	Relevant	Threat
Yes	17	18	2
No	4	0	19
# of Responses	21	18	21

TABLE 5
TIME TO COMPLETE THE QUESTIONNAIRE SUMMARY

Time Options	Responses
20 min. or less	20
20 - 40 min.	3
40 - 60 min.	0
1 hour or more	0
Total Responses	23

Unlike Ciriello's original questionnaire that had six main sections, the new questionnaire had only three sections. It focused only on items related to commitment, job satisfaction, and importance of work conditions. The questionnaire incorporated only two items in the demographic section (Part I). Since each respondent to the questionnaire was identified, other needed demographic data such as gender, teaching level, and conference were obtained from the 1994-95 Education Directory of the Lake Union Conference. The information was verified and updated by the school superintendents when necessary. A 5-point Likert scale was used for 21 statements related to job factors or commitment (Part II), for 43 statements on job satisfaction (Part III), and for 23 statements on the importance of work conditions (Part IV).

Permission to Conduct the Research

The authorization for this study was obtained from the Andrews University Office of Scholarly Research, in charge of evaluating research involving human subjects and officially known as the Human Subjects Review Board (HSRB), in March 1995 (Appendix 2). The education director of the Lake Union Conference also was consulted by the researcher's advisor and showed his interest in having this kind of study done in the territory under his supervision. Thus, permission had been granted earlier (January 1995) by the educational affairs committee known

as the Education Management Team (EMT) of the Lake Union Conference (Appendix 3).

Collection of Data

All elementary-school teachers' questionnaires were coded with a number according to their respective conferences and were identified accordingly. Similarly, questionnaires for secondary-school teachers had their own code number. Thus, by looking at one questionnaire, the researcher was able to determine which conference it came from and whether it was from an elementary- or a secondary-school teacher. Each number was cross-referenced to the respondent's name. Later, each returned questionnaire was crossed off the mailing list. A master list for the population was kept separately from the questionnaires to guarantee confidentiality for the respondent. Only the researcher could determine who was the respondent. Identifying respondents helped the researcher to avoid sending additional questionnaires to those who had already responded.

Each questionnaire package included (1) the questionnaire itself (see Appendix 1), (2) an instruction sheet (see Appendix 4), and (3) a self-addressed, postage-paid return envelope. The initial mailing was launched in early spring 1995 to 333 teachers. To establish a relationship between the researcher and the respondents, a pre-letter (see Appendix 4) preceded the questionnaire

package to announce the survey form to follow. Not only did the pre-letter prepare teachers for responding, but it also offered those who would like to have the results of the study to so indicate by returning the bottom portion of the pre-letter. By the closing date, 60 of the 333 teachers (or 18%) had indicated they would like to have the results of the study. During the summer of 1995, a copy of the results was sent to those who had requested them.

The instruction sheet and a postage-paid envelope were designed to facilitate the completion and the return of the questionnaire. A follow-up reminder postcard was sent to those who had not responded within 2 weeks of the first mailing. A second and third mailing of the questionnaire were undertaken, and a reminder card was sent between the mailings of the questionnaire (see Appendix 4 for Collection of Data correspondence). By early June 1995, the researcher had collected 282 responses (85.0%), of which 261 (or 78.4%) were useable. The collection of data was closed at that time. Of the 21 respondents (5.7%) whose questionnaires were rejected, 16 were not completed correctly. The remaining five were returned either due to an incorrect address or respondents who had moved without leaving a forwarding address.

Analysis of Data/Procedures

In this study, the SPSS PC+ statistical package was used to analyze the data. The major variables for this study were (1) job satisfaction, (2) job commitment, and (3) importance of work conditions. These variables were defined and described earlier.

Research Questions and Null Hypotheses

The three research questions proposed are repeated here followed by their related null hypotheses and procedures to analyze them.

Question 1

What is the degree of job satisfaction experienced by elementary- and secondary- school teachers employed by the Lake Union Conference of Seventh-day Adventists?

Hypotheses 1.1-1.5

1.1. There is no difference between the job satisfaction of elementary-school teachers and secondary-school teachers.

1.2. There is no difference between the job satisfaction of male and female school teachers.

1.3. There is no interaction between teachers' gender and teaching level with respect to job satisfaction.

1.4. There is no relationship between school teachers' years of service and job satisfaction.

1.5. There is no relationship between school teachers' age and job satisfaction.

Hypotheses 1.1, 1.2, and 1.3 were tested by a two-way analysis of variance (ANOVA). Hypotheses 1.4 and 1.5 were tested by one-way analysis of variance to find the relationship between years of service and job satisfaction and to determine the difference between age groups and job satisfaction, respectively.

Question 2

Is there a significant relationship between job commitment and job satisfaction among teachers employed by the Lake Union Conference of Seventh-day Adventists?

Hypothesis 2.1, Sub-hypotheses 2.1.1-2.1.8

2.1. There is no relationship between job satisfaction and job commitment among elementary- and secondary-school teachers.

2.1.1. There is no relationship between job satisfaction and job commitment among elementary-school teachers.

2.1.2. There is no relationship between job satisfaction and job commitment among secondary-school teachers.

2.1.3. There is no relationship between job satisfaction and job commitment among male school teachers.

2.1.4. There is no relationship between job satisfaction and job commitment among female school teachers.

2.1.5. There is no relationship between job satisfaction and job commitment among male elementary-school teachers.

2.1.6. There is no relationship between job satisfaction and job commitment among female elementary-school teachers.

2.1.7. There is no relationship between job satisfaction and job commitment among male secondary-school teachers.

2.1.8. There is no relationship between job satisfaction and job commitment among female secondary-school teachers.

These hypotheses were tested using Pearson (r) Product-Moment Correlation and multiple regression analysis. The independent variables were the three job commitment constructs, namely: commitment to a specific job, commitment to the organization and commitment to teaching profession. The dependent variable was the total job satisfaction score.

Question 3

How are views on selected work conditions related to job commitment and job satisfaction among teachers

employed by the Lake Union Conference of Seventh-day Adventists?

Hypotheses 3.1-3.4

3.1. There is no difference between male and female school teachers with respect to the importance of work conditions.

3.2. There is no difference between elementary- and secondary-school teachers with respect to the importance of work conditions.

3.3. There is no interaction between gender and teaching level with respect to the importance of work conditions.

3.4. There is no relationship between work conditions and job satisfaction among school teachers.

Sub-hypotheses 3.4.1 and 3.4.2

3.4.1. There is no relationship between work conditions and job satisfaction among male school teachers.

3.4.2. There is no relationship between work conditions and job satisfaction among female school teachers.

Hypothesis 3.5, Sub-hypotheses 3.5.1 and 3.5.2

3.5. There is no relationship between work conditions and job commitment among school teachers.

3.5.1. There is no relationship between work conditions and job commitment among male school teachers.

3.5.2. There is no relationship between work conditions and job commitment among female school teachers.

The independent variables are the five work conditions constructs; namely, faith dimension, personal significance, role conflict, adult social interaction, and finance. The dependent variable was the total job satisfaction score. Hypotheses 3.1, 3.2, and 3.3 were tested separately by a two-way analysis of variance (ANOVA) for each of the five work condition factors. Hypotheses 3.4 and 3.5 and sub-hypotheses 3.4.1, 3.4.2, 3.5.1, and 3.5.2 were tested by multiple regression analysis. All hypotheses and sub-hypotheses were tested at 0.05 level of significance.

Major Variables

The major variables in the study were job satisfaction, job factors (commitment), and selected work conditions. The following section defines and describes how each variable was used.

Job Satisfaction

Job satisfaction variables were used to find the degree that teachers felt positively or negatively about various aspects of their work. Respondents indicated

their degree of satisfaction on each variable using a 1 to 5 scale where 1 indicated "very unsatisfactory" and 5 indicated "very satisfactory." The scores of individual items in the job satisfaction section were averaged to find a score for job satisfaction. Job satisfaction was the dependent variable. The detail of job satisfaction variables, the descriptive statistics, and reliability scores are presented in Appendix 5. The reliability score was calculated based on the average correlation of the 43 items in the job satisfaction scale. Reliability is the "consistency of the instrument in measuring whatever it measures" or the "degree to which an instrument will give similar results for the same individuals at different times" (Wiersma, 1991, pp. 274-275). Table 6 presents a summary of the statistics for the scales and subscales of this study. The mean for the 43 job satisfaction variables is 3.74 with a standard deviation of .53 and a reliability (Cronbach's alpha) of 0.93.

Job Factors (Commitment)

Job factors (commitment) category was divided into the following subcategories: commitment to a specific job, commitment to the organization, and commitment to the teaching profession. These commitment constructs were the independent variables. The details of the job factors (commitment) scale are presented in Appendix 5. Table 6 presents a summary of the job factors scale where the mean

of the 21 items is 3.32, the standard deviation is 0.48, and the reliability is 0.72.

TABLE 6
VARIABLE SCALES AND SUB-SCALES RELIABILITY ANALYSIS
(N=261)

Scales and Subscales	# of Items	$\bar{x}$	SD	Cronbach's Alpha
Job Satisfaction	43	3.74	.53	.93
Job Commitment	21	3.32	.48	.72
Specific Job	4	2.57	.94	.46
Organization	5	4.17	.71	.70
Teaching Prof.	5	3.72	.70	.61
Work Conditions	23	4.01	.50	.85
Faith Dimension	3	4.34	.68	.72
Pers. Signif.	6	4.34	.56	.78
Role Conflict	4	3.80	.82	.55
Adult Soc. Inter.	5	4.02	.72	.72
Finance	3	3.40	.92	.57

Commitment is a multifaceted construct operationalized, first, as a scaled variable measured by multiple items, and second, as an assignment to a group on the basis of a response to a single item. Commitment factors, therefore, are clusters of items used to describe and measure the job, the organization, and the teaching facets of commitment. The items in the commitment subgroups were the same as those outlined by Ciriello (1987) in her study on Catholic school teachers. Using a

5-point Likert scale (5 as very important), subjects indicated the influence each item had on their decision to work at their respective schools. The reliability analysis, based on the correlations of items on each construct, for selected job factors (commitment) is presented in Appendix 5. Table 6 presents a summary of three job factors subscale statistics.

Work Conditions

The work conditions variables are those characteristics which distinguish one job from another. Using a 5-point Likert scale, respondents indicated the degree of importance each item had to remaining at their current employment. Appendix 5 gives the details of the work conditions variables. Table 6 presents a summary of 23 work conditions statistics. They have a mean of 4.01, a standard deviation of 0.50, and a reliability of 0.85.

Selected work conditions variables were divided into five groups; namely, faith dimension, personal significance, role conflict, adult social interaction, and finance. These variables, outlined in Table 6, were the independent variables. The subgroups were designed according the previous study done by Ciriello (1987) for her Catholic school teachers study. The reliability analysis for the work condition factors is presented in Table 6 where the faith dimension has an alpha of 0.72; personal significance, 0.78; role conflict, 0.55; adult

social interaction, 0.72; and finance, 0.57. Appendix 5 gives the details of the work conditions factors. Table 7 gives a side-by-side comparison of the means and standard deviations for male and female teachers, elementary- and secondary-school teachers and the population in each group. The results show that in all scales and subscales, female teachers have higher means than their male counterparts. The importance of work conditions (scale) and commitment to the organization (sub-scale) had higher means in the four groups. The faith dimension subscale had higher means among male and elementary teachers, whereas personal significance had higher means among female and secondary-school teachers.

TABLE 7
SCALE AND SUBSCALE MEANS

Scales/Subscales	Male (N=101)		Female (N=160)		Elem. (N=200)		Sec. (N=61)	
	$\bar{x}$	<u>SD</u>	$\bar{x}$	<u>SD</u>	$\bar{x}$	<u>SD</u>	$\bar{x}$	<u>SD</u>
Job Satisfaction	3.69	.48	3.78	.55	3.76	.54	3.69	.48
Job Commitment	3.25	.44	3.37	.50	3.34	.49	3.27	.46
Specific Job	2.37	.86	2.69	.97	2.61	.95	2.41	.90
Organization	4.11	.66	4.20	.75	4.16	.74	4.19	.64
Teaching Profession	3.70	.68	3.73	.71	3.71	.71	3.75	.67
Work Conditions	3.91	.52	4.08	.47	4.01	.49	4.02	.51
Faith Dimension	4.24	.71	4.41	.65	4.34	.69	4.36	.63
Personal Significance	4.19	.60	4.44	.51	4.33	.59	4.39	.45
Role Conflict	3.74	.75	3.83	.86	3.80	.78	3.78	.95
Social Interaction	3.95	.72	4.06	.72	4.03	.73	3.99	.70
Finance	3.30	.84	3.46	.96	3.40	.90	3.38	.99

Summary

This chapter dealt with four main sections; namely, the description of the instrument, the variables, the description of the population, and the development of research hypotheses.

The instrument used for the collection of the data was a shorter version of the one used in Ciriello's 1987 study. In addition to two questions in the demographic section, three other sections present statements related to job satisfaction (the dependent variable), job commitment, and selected work conditions (both being independent variables). The job commitment was further divided into three constructs: specific job location commitment, organization commitment, and commitment to teaching. The selected work conditions section has five dimensions: faith, personal significance, role conflict, adult social interaction, and finance.

The population of this study consisted of 333 teachers employed by the Lake Union Conference of the Seventh-day Adventists. These elementary- and secondary-school teachers worked in 116 elementary and secondary schools in the Lake Union Conference. A survey questionnaire was sent to all of them; 261 useable questionnaires (78.4%) were retained for this study.

Three main questions were addressed and discussed according to 11 main hypotheses and 12 sub-hypotheses.

The analysis of variance (ANOVA), Pearson ($\underline{r}$) Product-Moment Correlation, and multiple linear regression analysis were the major statistical procedures used to test the hypotheses.

CHAPTER IV

FINDINGS

The primary purpose of this study was to determine the degree of job satisfaction among school teachers employed by the Lake Union Conference of the SDA Church. Second, this study investigated whether educators with different commitment orientations experience different levels of satisfaction. Finally, it explored how the selected work conditions relate to teachers' job commitment. In order to achieve these purposes, three main questions were asked and 23 hypotheses and sub-hypotheses were developed.

This chapter presents the findings in five main areas: (1) population summary, (2) job satisfaction, (3) job satisfaction and job commitment, (4) selected work conditions and job commitment, and (5) teachers' comments.

Population Summary

It is important to note that teachers in the SDA elementary schools operate in a very different environment from that of public schools. While most public schools are commonly organized in central locations, one-room schools are still scattered throughout conferences in the

Adventist system of education. These schools often are located far from their respective headquarters. The number of students attending may vary from fewer than 10 in one- or two-room schools to more than a 100 in a junior academy. For the purpose of demographic information, an attempt was made in this study to break down elementary schools according to their environment categories. Table 8 summarizes this information for the LUC schools; Appendix 6 gives details of school environment.

Similarly, secondary schools were differentiated between boarding and day schools. Among the seven academies that are part of this study, four are boarding schools and three are day schools. Table 9 summarizes the statistics of academy teachers whose returned questionnaires were retained for the study.

Whether or not teachers in either environment (one-room school or more in elementary, boarding or day school in academy) experience different problems is another research question not addressed here. Table 10 presents a summary of all respondents by conference, school, teaching level, and gender. The usable responses were 261 of the total 333 (78.4%). Percentages appearing on the bottom line and in the far right-hand column of Table 10 refer to the proportion of teacher responses over the total respondents in two main categories: (1) teaching level and gender and (2) conference or school. For example,

TABLE 8
ELEMENTARY SCHOOLS STATISTICAL SUMMARY

Conference	Environment: No. School Rooms and Teachers by Gender									Total Schools
	1 or 2 rooms	Teachers		3 or 4 rooms	Teachers		5 or more rooms	Teachers		
		M	F		M	F		M	F	
Illinois	16	8	3	3	2	5	2	5	11	21
Indiana	12	2	11	2	1	3	1	2	5	15
Lake Region	2	1	2	3	1	3	2	1	10	7
Michigan	33	10	25	9	9	16	5	13	21	47
Wisconsin	15	6	12	4	5	7	0	0	0	19
Total schools	78			21			10			109
Tot. teachers		27	53		18	34		21	47	200

TABLE 9
ACADEMIES, NUMBER AND GENDER OF TEACHERS

Academy	Boarding		Day School		Total
	Male	Fem.	Male	Fem.	
Battle Creek (MI)			5	2	7
Broadview (IL)	6	7			13
Chicago (IL)			3	4	7
Great Lakes (MI)	11	6			17
Indiana (IL)	4	2			6
Peterson-Warren (MI)			1	2	3
Wisconsin (WI)	5	3			8
Total Teachers	26	18	9	8	61

responses from female elementary teachers were 134 from a possible 261 (51.3%). Responses from Michigan Conference elementary schools were 94 of a possible 261 (36.0%). Only three responses of the 261 came from Peterson-Warren Academy (1.1%). Under "conference" in Table 10, the conference name (in uppercase) is followed by the number of elementary schools in that conference. Academy names appear below conference names in lowercase.

The 261 teachers were grouped into four age groups (Table 11). Years of teaching experience were collapsed into three categories (Table 12).

TABLE 10

SUMMARY OF RESPONDENTS PER CONFERENCE/SCHOOL

CONFERENCE Academy	Tot. Pop.	Tot. Res.	Elementary		Secondary		% of Tot. Resp.
			Male	Fem.	Male	Fem.	
ILLINOIS	60	34	15	19			13.0
Broadview		13			6	7	5.0
INDIANA	35	24	5	19			9.2
Indiana		6			4	2	2.3
LAKE REGION	48	18	3	15			6.9
Peterson-W.		3			1	2	1.1
Chicago		7			3	4	2.7
MICHIGAN	143	94	32	62			36.0
Battle C.		7			5	2	2.7
Great Lakes		17			11	6	6.5
WISCONSIN	47	30	11	19			11.5
Wisconsin		8			5	3	3.1
Total Teachers	333	261	66	134	35	26	100.0
Percentage of response			25.3	51.3	13.4	10.0	

TABLE 11

AGE RANGE OF RESPONDENTS BY GENDER

Group	Age	Male	Female	Total	%
1	under 35	28	37	65	25.0
2	35-44	27	47	74	28.4
3	45-54	34	48	82	31.4
4	55 and over	12	28	40	15.3
Total Teachers		101	160	261	100.0

TABLE 12

DENOMINATIONAL TEACHING EXPERIENCE STATISTICS

Group	Experience	Male	Female	Total	%
1	0-5 years	23	37	60	23.0
2	6-15 years	40	72	112	43.0
3	16 and more	38	51	89	34.0
Total Teachers		101	160	261	100.0

Among the 261 teachers, 195 (75.0%) had worked also in other Adventist schools; 14 (5.4%) in other private schools, and 77 (30.0%) in public schools.

Job Satisfaction

The topic of job satisfaction was approached to seek to address the question: "What is the degree of job satisfaction experienced by elementary- and secondary-school teachers employed by the Lake Union Conference of Seventh-day Adventists?"

The questionnaire incorporated 43 items on which teachers indicated their level of satisfaction on a scale of 1 to 5 (1 as very unsatisfactory, 5 as very satisfactory). These items described feelings about various aspects of teachers' work. During the data processing, individual job satisfaction scores were averaged together to form a single variable (satisfaction). The score of this new variable represents the average job satisfaction score for the population. It is this score that is used throughout the study.

The descriptive statistics arranged from the highest to the lowest mean for all 43 items are summarized in Table 13. Teachers in the Lake Union Conference are generally satisfied with their jobs. The mean satisfaction score was 3.74 on a 5-point scale. Variables that ranked highest in the job satisfaction factors were: "My interest in my work" and "My comfort as an Adventist," which ranked equally, each with a mean of 4.38. "My ability to teach spiritual values" had a mean of 4.32; "Ability to help my students grow spiritually," a mean of 4.31; "Relations with my students," a mean of 4.30; and "Ability to help students learn," a mean of 4.25.

Variables that ranked lowest included the "Bureaucracy in the school/conference," with a mean of

TABLE 13

DESCRIPTIVE STATISTICS FOR JOB
SATISFACTION VARIABLES RANKED IN ORDER ($N = 261$)

Variable	Mean	SD
My interest in my work	4.38	.82
My comfort as an Adventist	4.38	.92
My ability to teach spiritual values	4.32	.82
Ability to help my students grow spiritually	4.31	.86
Relations with my students	4.30	.81
Ability to help my students learn	4.25	.74
Amount of freedom I have	4.23	.90
My professional competence	4.21	.77
Degree of creativity possible in my work	4.18	.95
Relations with the principal/superintendent	4.08	1.13
Challenge of my work	4.07	.92
Relations with rest of the staff	4.06	1.08
My professional preparation	4.02	.89
My self-esteem as a teacher	4.02	1.03
Number of students in class	4.02	1.11
Discipline in my classes	3.98	.97
Philosophy of the principal/superintendent	3.93	1.08
Sense of accomplishment I have	3.87	.94
Philosophy of the school/conference	3.86	1.06
Relations with local pastor	3.83	1.24
Amount of responsibility I have	3.77	1.10
My voice in school affairs	3.70	1.11
Compatibility between my family and my work	3.65	1.35
Sense of community among faculty and students	3.64	1.03
Academic ability of the students	3.62	.95
Recognition of my teaching ability	3.62	1.11
Recognition of ministerial role in the church	3.61	1.14
Support of the school by the Church	3.53	1.25
Amount of professional stimulation in my work	3.51	1.01
Recognition of my services	3.51	1.12
Discipline in the school	3.49	1.04
Support of school by parents	3.49	1.12
Benefits I receive	3.49	1.17
Communication in this school/conference	3.42	1.11
My ability to work with slow learners	3.33	1.04
Ability to work with gifted students	3.32	1.09
Interest of church leaders in school	3.27	1.21
Inservice opportunity available	3.24	1.18
Prevailing student attitudes	3.18	1.04
Amount of time required for class preparation	3.16	1.15
Salary I receive	3.16	1.16
Opportunity for advancement	3.06	1.25
Bureaucracy in the school/conference	2.97	1.19

2.97; "Opportunity for advancement," a mean of 3.06; "Amount of time required for classroom preparation" and "Salary I receive," both with a mean of 3.16 each; "Prevailing student attitudes" with a mean of 3.18, and "Inservice opportunity available" with a mean of 3.24. These variables contribute little to teacher satisfaction but are not low enough to indicate dissatisfaction. Thus, apart from "bureaucracy in the school/conference," with a mean of 2.97, the other variables are above the mean of 3, the mid-point on a 1 to 5 Likert scale. These 43 items were found to be adequate measures of job satisfaction. Results of the reliability test of the 43 items ($\alpha = 0.93$) are presented in Chapter 3 (Table 6).

Five hypotheses deal with job satisfaction. Hypotheses 1.1 to 1.3 were tested by a two-way analysis of variance (ANOVA) to measure the difference in job satisfaction between elementary- and secondary-school teachers, between male and female school teachers, and the interaction between teachers' teaching level and gender with respect to job satisfaction.

Hypotheses 1.4 and 1.5 were tested by one-way analysis of variance to determine the relationship between years of service and job satisfaction and the differences between different age groups and job satisfaction, respectively. All hypotheses and sub-hypotheses were tested at the 0.05 level of significance.

Hypotheses 1.1 - 1.5

1.1. There is no difference between job satisfaction of elementary-school teachers and secondary-school teachers.

Table 14 shows job satisfaction means with respect to gender and teaching level. Although elementary-school teachers' satisfaction level ($\bar{x} = 3.76$) was higher than their secondary-school counterparts ($\bar{x} = 3.69$), the ANOVA test (Table 15) indicated that the difference between these two means was not statistically significant ($F = 0.45$, $p = 0.51$). Therefore, the null hypothesis that there is no difference in job satisfaction among elementary- and secondary-school teachers employed by Lake Union Conference was retained.

1.2. There is no difference between job satisfaction of male and female school teachers.

Using Table 14 for job satisfaction means with respect to gender, the ANOVA test (Table 15) indicated that the difference between the job satisfaction of male ($\bar{x} = 3.69$) and female ($\bar{x} = 3.78$) is not statistically significant ($F = 1.56$, $p = 0.21$). Therefore, the null hypothesis that there is no difference between job satisfaction among male and female school teachers employed by Lake Union Conference was retained.

1.3. There is no interaction between teachers' gender and teaching level with respect to job satisfaction.

Table 14 presents the teachers' job satisfaction means with respect to gender and teaching level. As indicated on Table 15, there was no interaction between teaching level and gender among Lake Union Conference teachers ($F = 0.11$ $p = 0.74$). Thus, the null hypothesis that there is no interaction between teachers' gender and teaching level with respect to job satisfaction was retained.

TABLE 14
JOB SATISFACTION MEANS WITH RESPECT TO
GENDER AND TEACHING LEVEL

	Elementary	Secondary	All
Male	3.71 $\underline{n} = 66$	3.64 $\underline{n} = 35$	3.69 $\underline{n} = 101$
Female	3.79 $\underline{n} = 134$	3.76 $\underline{n} = 26$	3.78 $\underline{n} = 160$
All	3.76 $\underline{n} = 200$	3.69 $\underline{n} = 61$	3.74 $\underline{n} = 261$

TABLE 15

ANOVA BETWEEN TEACHERS' GENDER AND TEACHING LEVEL
WITH RESPECT TO JOB SATISFACTION

Source of Variation	<u>SS</u>	<u>DF</u>	<u>MS</u>	<u>F</u>	<u>Sig</u>
Main Effects	.684	2	.342	1.237	.292
Teaching Level	.123	1	.123	.445	.505
Gender	.432	1	.432	1.564	.212
2-way Interactions	.031	1	.031	.113	.737
Teaching Level and Gender	.031	1	.031	.113	.737
Explained	.715	3	.238	.862	.461
Residual	71.021	257	.276		
Total	71.736	260	.276		

1.4. *There is no relationship between school teachers' years of service and job satisfaction.*

Two categories of teachers' years of service--service in the current school and service in other SDA schools--were added together to determine the total teaching experience in the Seventh-day Adventist Church for every teacher. By so doing, a new variable "denominational teaching experience" was created. The denominational teaching experience was divided into three groups (Table 12) ranging from 0-5, 6-15, and 16 years and more.

One-way analysis of variance (Table 16) yielded an $F = 5.41$ ($p = 0.005$), suggesting that the difference is statistically significant. Thus, the hypothesis that

there is no relationship between teachers' years of service and job satisfaction was rejected.

TABLE 16

ANOVA FOR DENOMINATIONAL TEACHING EXPERIENCE

Source	DF	SS	MS	F	Sig.
Between Groups	2	2.889	1.444	5.412	.005
Within Groups	258	68.847	.267		
Total	260	71.736			

Using Tukey's multiple comparison procedure, it was found that the more years of denominational experience, the higher the mean of job satisfaction among the three groups and that groups 1 and 2 (teachers with 0-5 and 6-15 years of denominational experience) were not significantly different from one another at the 0.05 level (Table 17). However, the two groups were statistically different from group 3. Teachers with 16 years or more of denominational experience have significantly higher satisfaction scores (larger means) than those who have less than 16. The hypothesis that there is no relationship between years of service and job satisfaction, therefore, was rejected, as stated above.

TABLE 17

TEACHING EXPERIENCE AND TUKEY TEST

Group	Experience	<u>N</u>	$\bar{x}$	Group and Significance
1	0-5 years	60	3.59	
2	6-15 years	112	3.73	
3	16 and more	89	3.87	1,2*

*Statistically different at $p < .01$.

1.5. There is no difference in job satisfaction of school teachers in various age categories.

The entire population of this study was classified into four age groups: 18 to 34 years, 35 to 44, 45 to 54, and 55 years and older. The number of subjects in each group and the descriptive statistics are presented in Table 18.

One-way analysis of variance (Table 19) yielded an $F = 7.09$ ($p = 0.0001$), suggesting that the difference is statistically significant. Thus, the hypothesis that there is no difference between teachers' age and job satisfaction was rejected.

The difference between age group means and job satisfaction prompted the researcher to determine where the difference lay among the four groups. Using Tukey's multiple-comparison procedure, it was found that groups 2, 3, and 4 (or teachers between ages of 35-44, 45-54, and 55 and over) were not significantly different from one

another at the 0.05 level (Table 19). However, these three groups were all statistically different from group 1. Older teachers, those 35 years and more, have significantly higher satisfaction scores (larger means) than those below 35. The hypothesis that there is no difference in job satisfaction of school teachers in various age categories, therefore, was rejected.

TABLE 18
AGE GROUP STATISTICS AND TUKEY TEST

Group	Age Range	N	$\bar{x}$	Group and Significance
1	18-34	65	3.50	
2	35-44	74	3.77	1*
3	45-54	82	3.85	1*
4	55 or more	40	3.88	1*

*Statistically different at $p < 0.01$.

TABLE 19
ANOVA FOR TEACHERS' AGE AND JOB SATISFACTION

Source	DF	SS	MS	F	Sig.
Between Groups	3	5.485	1.828	7.093	.0001
Within Groups	257	66.251	.258		
Total	260	71.736			

Job Satisfaction and Job Commitment

This section results from the question: "Is there a significant relationship between job commitment and job satisfaction among teachers employed by the Lake Union Conference of Seventh-day Adventists?"

Nine hypotheses and sub-hypotheses deal with this question. These hypotheses were tested using both Pearson (r) product-moment correlation and multiple regression analysis. The independent variables were the three job commitment constructs, namely: specific job (school) commitment, commitment to the organization (the Seventh-day Adventist Church), and commitment to the teaching profession. The dependent variable was the total job satisfaction score (satisfaction).

Job factors (commitment) are clusters of items used to describe and measure the specific job, the organization, and the teaching profession. Fourteen items were selected and grouped into three categories as described in chapter 3. Their descriptive statistics are presented in Appendix 5 and Table 6. Variables related to "commitment to the organization" had the highest mean (4.17); those to "the teaching profession" were intermediate (3.72); and those to "specific job" were lowest (2.57). These data show that teachers have higher commitment to the organization than to the teaching

profession or a specific job. All hypotheses and sub-hypotheses were tested at the 0.05 level of significance.

Hypothesis 2.1

There is no relationship between job satisfaction and job commitment among elementary- and secondary-school teachers.

A correlation between the three commitment constructs (job, teaching profession, and organization) and job satisfaction score (Table 20) indicated that, among the three constructs, commitment to the organization had the highest correlation with job satisfaction ($r = 0.45$), followed by commitment to teaching ($r = 0.34$). Commitment to a specific job had the lowest correlation with job satisfaction ($r = 0.25$).

These correlations indicate a statistically significant relationship between job satisfaction and all three job commitment constructs among elementary- and secondary-school teachers. It remained to identify, however, which combination of commitment constructs was a better predictor of job satisfaction. For this reason, the multiple regression analysis was used. Thus, both Pearson (r) Product-Moment correlation and regression analysis were used to test this hypothesis and its sub-hypotheses.

TABLE 20

DESCRIPTIVE STATISTICS AND CORRELATION BETWEEN
JOB SATISFACTION AND COMMITMENT CONSTRUCTS
($N = 261$)

Variables	$\bar{x}$	<u>SD</u>	<u>r</u>
Job Satisfaction	3.74	.53	---
Commitment to Specific Job	2.57	.94	.25***
Commitment to the Organization	4.17	.71	.45***
Commitment to Teaching Profession	3.72	.70	.34***

*** $p < 0.001$.

Using a multiple regression analysis (stepwise method), "commitment to teaching profession," although the second best in terms of correlation, was not significant in a three-predictor model, mainly because it was highly correlated with "commitment to the organization." The full model with these three predictors explained 24.0% of variance in job satisfaction ($R^2 = 0.24$). The final model (Table 21) with two predictors "commitment to the organization" and "commitment to job" explained 23.0% of variance in job satisfaction ($R^2 = 0.23$). Commitment to the organization was the best predictor of job satisfaction; alone it explained 20.0% of variance in job satisfaction. Based on both of these tests, the hypothesis that there is no relationship between job

satisfaction and job commitment among elementary- and secondary-school teachers was rejected.

TABLE 21

REGRESSION ANALYSIS (STEPWISE) FOR JOB
SATISFACTION AND COMMITMENT CONSTRUCTS

Step	Independent Variables	<u>b</u>	Beta	<u>t</u>	<u>p</u>	Inc.
1	Commitment to the Organization	2.66	.42	7.61	.00	.20
2	Commitment to Specific Job	1.05	.17	3.16	.00	.03
<u>R</u> ² = 0.23 <u>F</u> = 39.37 <u>p</u> = .000						

Sub-hypothesis 2.1.1

There is no relationship between job commitment and job satisfaction among elementary-school teachers.

For elementary school teachers, commitment to the organization was found to be highly correlated to job satisfaction with $r = 0.47$ (Table 22) followed by commitment to teaching profession ($r = 0.35$) and commitment to job location ($r = 0.23$). Thus, while all three constructs were significant, commitment to the organization was more closely related to job satisfaction among teachers in the elementary schools.

TABLE 22
 SATISFACTION AND COMMITMENT
 STATISTICS FOR ELEMENTARY-SCHOOL TEACHERS
 (N = 200)

Variables	$\bar{x}$	<u>SD</u>	<u>r</u>
Job Satisfaction	3.76	.54	---
Commitment to Specific Job	2.61	.95	.23***
Commitment to the Organization	4.16	.74	.47***
Commitment to Teaching Profession	3.71	.71	.35***

***p < 0.001.

In the multiple regression analysis, the selected model contained "commitment to the organization" and "commitment to job location." They both explained 24.0% of the variance in job satisfaction ($R^2 = 0.24$) as summarized in Table 23. Commitment to the organization was a better predictor of job satisfaction among elementary-school teachers. It explained 22.0% of variance in job satisfaction by itself. Therefore, the hypothesis that there is no relationship between job commitment and job satisfaction among elementary-school teachers was rejected.

TABLE 23

REGRESSION ANALYSIS (STEPWISE) FOR JOB SATISFACTION
AND COMMITMENT CONSTRUCTS AMONG ELEMENTARY TEACHERS

Step	Independent Variables	<u>b</u>	Beta	<u>t</u>	<u>p</u>	Inc.
1	Commitment to the Organization	2.77	.44	7.0	0.00	0.22
2	Commitment to Specific Job	0.90	.15	2.35	0.02	0.02
<u>R</u> ² = .24, <u>F</u> = 31.37, <u>p</u> = .000						

Sub-hypothesis 2.1.2

There is no relationship between job commitment and job satisfaction among secondary-school teachers.

For secondary-school teachers the correlation between job satisfaction and commitment to the organization was the highest ($\underline{r} = 0.39$). It was followed by commitment to specific job ($\underline{r} = 0.30$) and commitment to teaching profession ($\underline{r} = 0.28$), as presented in Table 24. Thus, a higher relationship exists between job satisfaction and commitment to a specific job among secondary-school teachers than there was between job satisfaction and the teaching profession. However, like their elementary-school counterparts, commitment to the organization was more closely related to satisfaction than the other commitment constructs.

TABLE 24

SATISFACTION AND COMMITMENT CONSTRUCTS
FOR SECONDARY-SCHOOL TEACHERS
($N = 61$)

Variables	$\bar{x}$	<u>SD</u>	<u>r</u>
Job Satisfaction	3.69	.48	---
Commitment to Specific Job	2.41	.90	.30*
Commitment to the Organization	4.19	.64	.39***
Commitment to Teaching Profession	3.75	.67	.28**

* $p < 0.05$. ** $p < 0.01$. *** $p < 0.001$.

The results of the multiple regression analysis were consistent with the correlations in Table 24. Only two predictors--commitment to the organization and commitment to specific job--were significant (Table 25). Together, they explained 21.0% (15.0% of which was explained by commitment to the organization) of the variance in job satisfaction ($R^2 = 0.21$). Thus, the hypothesis that there is no relationship between job commitment and job satisfaction among secondary school teachers was rejected.

TABLE 25

REGRESSION ANALYSIS (STEPWISE) FOR SATISFACTION
AND COMMITMENT CONSTRUCTS AMONG SECONDARY TEACHERS

Step	Independent Variables	b	Beta	t	p	Inc.
1	Commitment to the Organization	2.28	.35	3.00	.00	.15
2	Commitment to Specific Job	1.44	.24	2.11	.04	.06
$R^2 = .21, F = 7.82, p = .001$						

Sub-hypothesis 2.1.3

There is no relationship between job commitment and job satisfaction among male school teachers.

The correlation between job commitment and job satisfaction among male teachers (Table 26) revealed that commitment to teaching profession was the most highly correlated with job satisfaction among the three constructs ($r = 0.30$). Commitment to the organization ($r = 0.27$) was next. Commitment to specific job ($r = 0.18$) was not significant.

Thus, for male teachers, the teaching profession was more closely related to job satisfaction than commitment to the organization.

TABLE 26

SATISFACTION AND COMMITMENT CONSTRUCTS
STATISTICS FOR MALE TEACHERS
(N=101)

Variables	$\bar{x}$	<u>SD</u>	<u>r</u>
Job Satisfaction	3.69	.48	---
Commitment to Specific Job	2.37	.86	.18
Commitment to the Organization	4.11	.66	.27**
Commitment to Teaching Profession	3.70	.68	.30***

p < 0.01. *p < 0.001.

The multiple regression analysis (Table 27) test was consistent with the correlations above. Among the three variables, commitment to teaching was found to be the best predictor explaining 9.0% ($R^2 = 0.09$) of variance in job satisfaction. Although 9.0% was not much, it was statistically significant to state that there was indeed a relationship between the teaching profession (of job commitment constructs) and job satisfaction. Consequently, the hypothesis that there is no relationship between job commitment and job satisfaction among male school teachers was rejected.

TABLE 27

REGRESSION ANALYSIS (STEPWISE) FOR SATISFACTION
AND COMMITMENT CONSTRUCTS AMONG MALE TEACHERS

Step	Independent Variable	<u>b</u>	Beta	<u>t</u>	<u>p</u>	Inc.
1	Commitment to Teaching Profession	1.82	.30	3.12	.002	.09
$R^2 = 0.09, F = 9.75, p = .002$						

Sub-hypothesis 2.1.4

There is no relationship between job commitment and job satisfaction among female school teachers.

The correlation between job commitment and job satisfaction among female school teachers (Table 28) indicated that commitment to the organization was the highest ($r = 0.54$), followed by commitment to teaching profession ($r = 0.35$), and finally commitment to specific job ($r = 0.26$). However, the correlations also were higher (larger r) than the previous ones in Table 26 for male teachers.

TABLE 28

SATISFACTION AND COMMITMENT
CONSTRUCTS FOR FEMALE TEACHERS
(N = 160)

Variables	$\bar{x}$	<u>SD</u>	<u>r</u>
Job Satisfaction	3.78	.55	---
Commitment to Specific Job	2.69	.97	.26***
Commitment to the Organization	4.20	.75	.54***
Commitment to Teaching Profession	3.73	.71	.36***

***p < 0.0001

In the multiple regression analysis, the selected model with two predictors explained 31.0% of the variance in job satisfaction ($R^2 = 0.31$). However, as presented in Table 29, most of this percentage (29.0%) was contributed by commitment to the organization. Thus, the hypothesis that there is no relationship between job commitment and job satisfaction among female teachers was rejected.

TABLE 29

REGRESSION ANALYSIS (STEPWISE) FOR SATISFACTION
AND COMMITMENT CONSTRUCTS AMONG FEMALE TEACHERS

Step	Independent Variables	<u>b</u>	Beta	<u>t</u>	<u>p</u>	Inc.
1	Commitment to the Organization	3.17	.50	7.38	.000	.29
2	Commitment to Specific Job	0.95	.16	2.30	.023	.02
$R^2 = 0.31, F = 35.23, p = .000$						

Sub-hypothesis 2.1.5

There is no relationship between job commitment and job satisfaction among male elementary-school teachers.

The correlation between job commitment and job satisfaction among male elementary-school teachers (Table 30) indicated that commitment to teaching profession was the only significant job commitment construct. Its correlation with job satisfaction is ($r = 0.28$). Thus, there was a strong relationship between commitment to the teaching profession and job satisfaction among male teachers and among male elementary-school teachers.

TABLE 30

SATISFACTION AND COMMITMENT CONSTRUCTS
FOR MALE ELEMENTARY TEACHERS
(N = 66)

Variables	$\bar{x}$	<u>SD</u>	<u>r</u>
Job Satisfaction	3.71	.50	---
Commitment to Specific Job	2.41	.87	.11
Commitment to the Organization	4.13	.63	.23
Commitment to Teaching Profession	3.59	.68	.28*

*p < 0.05.

The multiple regression analysis revealed that commitment to teaching profession was the only predictor of job satisfaction among male school teachers. The final model presented in Table 31 indicates that commitment to teaching profession explained 8.0% ($R^2 = 0.08$) of the variance in job satisfaction; the regression results were consistent with the correlations above. Thus, the hypothesis that there is no relationship between job commitment and job satisfaction among male elementary-school teachers was rejected.

TABLE 31

REGRESSION ANALYSIS (STEPWISE) FOR SATISFACTION AND
COMMITMENT CONSTRUCTS AMONG MALE ELEMENTARY TEACHERS

Step	Independent Variables	<u>b</u>	Beta	<u>t</u>	<u>p</u>	Inc.
1	Commitment to Teaching Profession	1.76	.28	2.32	.024	.08
$R^2 = .08, F = 58.21, p = .000$						

Sub-hypothesis 2.1.6

There is no relationship between job commitment and job satisfaction among female elementary school teachers.

Table 32 indicates that commitment to the organization was highly correlated with job satisfaction ($r = 0.55$) among female elementary-school teachers. It was followed by commitment to teaching ($r = 0.38$) and commitment to specific job ($r = 0.27$). Again these correlations were higher (larger r) than the previous ones in Table 30 for male elementary-school teachers.

In the multiple regression analysis, the selected model contained only commitment to the organization. It explained 31.0% of variance in job satisfaction ($R^2 = 0.31$). Commitment to the organization, therefore, was the best predictor of job satisfaction among female elementary-school teachers. The hypothesis that there is no relationship between job commitment and job

satisfaction among female elementary school teachers consequently was rejected.

TABLE 32
SATISFACTION AND COMMITMENT CONSTRUCTS
STATISTICS FOR FEMALE ELEMENTARY TEACHERS
($N = 134$)

Variables	$\bar{x}$	SD	r
Job Satisfaction	3.79	.56	---
Commitment to Specific Job	2.71	.97	.27***
Commitment to the Organization	4.17	.78	.55***
Commitment to Teaching Profession	3.76	.72	.38***

*** $p < 0.001$.

TABLE 33
REGRESSION ANALYSIS (STEPWISE) FOR SATISFACTION AND
COMMITMENT CONSTRUCTS AMONG FEMALE ELEMENTARY TEACHERS

Step	Independent Variables	b	Beta	t	p	Inc.
1	Commitment to the Organization	3.37	.55	7.63	.000	.31
$R^2 = .31$, $F = 58.21$, $p = .000$						

Sub-hypothesis 2.1.7

There is no relationship between job commitment and job satisfaction among male secondary-school teachers.

Commitment to teaching profession had the highest correlation with job satisfaction ($r = 0.42$) among male secondary-school teachers. Commitment to the organization and commitment to specific job were almost equally correlated ($r = 0.35$ and $r = 0.34$ respectively with job satisfaction) (Table 34). Thus, a stronger relationship existed between commitment to the teaching profession and job satisfaction among male secondary-school teachers than commitment to the organization or to a specific job. The same type of relationship was found among their elementary-school counterparts.

TABLE 34

SATISFACTION AND COMMITMENT CONSTRUCTS
STATISTICS FOR MALE SECONDARY TEACHERS
($N = 35$)

Variables	$\bar{x}$	SD	r
Job Satisfaction	3.64	.46	---
Commitment to Specific Job	2.29	.84	.34*
Commitment to the Organization	4.09	.72	.35*
Commitment to Teaching Profession	3.89	.66	.42**

* $p < 0.05$. ** $p < 0.01$.

In the multiple regression analysis, commitment to teaching profession was the best predictor of job satisfaction among male secondary-school teachers (Table 35). It explained 18.0% of the variance in job

satisfaction ($R^2 = 0.18$). Other variables were not statistically significant. Thus, given that there was a relationship, the hypothesis that there is no relationship between job commitment and job satisfaction among male secondary-school teachers was rejected.

TABLE 35

REGRESSION ANALYSIS (STEPWISE) FOR SATISFACTION AND COMMITMENT CONSTRUCTS AMONG MALE SECONDARY-SCHOOL TEACHERS

Step	Independent Variables	b	Beta	t	p	Inc.
1	Commitment to Teaching Profession	2.48	.42	2.67	.012	.18
$R^2 = 0.18, F = 7.08, p = .012$						

Sub-hypothesis 2.1.8

There is no relationship between job commitment and job satisfaction among female secondary-school teachers.

The correlation between commitment constructs and job satisfaction among female secondary-school teachers showed that commitment to the organization was highly correlated with job satisfaction ($r = 0.45$). It was followed by commitment to specific job ($r = 0.24$) and commitment to teaching profession ($r = 0.20$) as presented in Table 36. Thus, a stronger relationship exists between commitment constructs and job satisfaction among female secondary-school teachers than there is among their male

counterparts. The stronger relationship also was observed among female elementary-school teachers. But, unlike elementary-school teachers, here a stronger relationship was found between a specific job and job satisfaction among secondary-school teachers than to the teaching profession.

TABLE 36
SATISFACTION AND COMMITMENT CONSTRUCTS
STATISTICS FOR FEMALE SECONDARY-SCHOOL TEACHERS
($N = 26$)

Variables	$\bar{x}$	SD	r
Job Satisfaction	3.76	.52	---
Commitment to Specific Job	2.59	.96	.24
Commitment to the Organization	4.34	.49	.45*
Commitment to Teaching Profession	3.57	.66	.20

* $p < 0.05$.

The multiple regression analysis, Table 37, revealed that the selected model had only one predictor: "commitment to the organization." This model explained 20.0% of the variance in job satisfaction ($R^2 = 0.20$). This test was consistent with the correlation in Table 36 above. Consequently, the hypothesis that there is no relationship between job commitment and job satisfaction among female secondary-school teachers was rejected.

TABLE 37

REGRESSION ANALYSIS (STEPWISE) FOR SATISFACTION
AND COMMITMENT CONSTRUCTS AMONG FEMALE
SECONDARY-SCHOOL TEACHERS

Step	Independent Variables	b	Beta	t	p	Inc.
1	Commitment to the Organization	4.10	.45	2.45	.022	.20
$R^2 = .20$, $F = 5.98$, $p = .022$						

To summarize the findings in hypothesis 2.1 and its sub-hypotheses, one can say that commitment to the organization was related more strongly to and a better predictor of higher level of satisfaction among all teachers, among all elementary-school teachers, among all secondary-school teachers, among female teachers, among female elementary-school teachers, and among female secondary-school teachers, whereas commitment to the teaching profession was related to higher levels of satisfaction among all male teachers, among male elementary-school teachers, and among male secondary-school teachers. The relationship between commitment constructs and job satisfaction among different teacher groups was higher with the organization and teaching than it was with a specific job.

Commitment to the organization and commitment to teaching were also found to be better predictors of job satisfaction among the groups as denoted above. This

summary is presented in Table 38 where the figures represent the regression coefficients in R^2 increments; the best predictors are presented in bold print.

TABLE 38

 R^2 INCREMENT SUMMARY FOR JOB SATISFACTION PREDICTORS

Commitment Constructs	Teachers' Job Satisfaction by Category								
	All	Elem	Sec.	Male	Fem.	M/E	F/E	M/S	F/S
Specific Job	.03	.02	.06	.00	.02	.00	.00	.00	.00
Teaching	.00	.00	.00	.09	.00	.08	.00	.18	.00
Organization	.20	.22	.15	.00	.29	.00	.31	.00	.20
Final Model (R ²) ¹	.23	.24	.21	.09	.31	.08	.31	.18	.20

Note. M/E = Male Elementary; M/S = Male Secondary; F/E = Female Elementary; F/S = Female Secondary.

Best predictors are in boldface.

¹Total may not add up due to rounding.

Selected Work Conditions and Job Commitment

Under this topic the data that are addressed are related to the question: "How are views on selected work condition factors related to job commitment and job satisfaction among teachers employed by the Lake Union Conference of Seventh-day Adventists?"

Variables measuring specific areas of the importance of work conditions were selected and grouped into five groups, namely: faith dimension, personal significance, role conflict, adult social interaction, and finance.

These groups were the independent variables. Table 6 and Appendix 6 give the summary and the details, respectively, of the means and standard deviations for each variable in the group and the overall mean for each group. Faith dimension and personal significance were equally important (same mean of 4.34), whereas finance was the least important (mean of 3.40). The dependent variable was the average job satisfaction score.

Hypotheses 3.1, 3.2, and 3.3 were tested by a two-way analysis of variance (ANOVA). Hypotheses 3.4 and 3.5 and sub-hypotheses 3.4.1, 3.4.2, 3.5.1, and 3.5.2 were tested by Pearson (r) product-moment correlation and multiple regression analysis. All hypotheses and sub-hypotheses were tested at the 0.05 level of significance.

Hypotheses 3.1 - 3.3

3.1. There is no difference between male and female school teachers with respect to the importance of work conditions.

The work conditions factors are composed of five groups of variables as described earlier; namely, (1) faith dimension; (2) personal significance; (3) role conflicts; (4) adult social interaction; and (5) finance. This hypothesis together with hypotheses 3.2 and 3.3 were analyzed by a two-way ANOVA. Each of the five groups was tested separately. Tables 39, 41, 43, 45, and 47 (under hypothesis 3.3) give the means for each work conditions

factor with respect to gender and teaching level. Tables 40, 42, 44, 46, and 48 summarize the five ANOVA tests (one for each work conditions factor).

Considering the means between male and female school teachers, it was found that female teachers had a higher mean (4.41) than male teachers (4.24) in the faith dimension (Table 39). Female teachers also had a higher mean (4.44) than male teachers (4.19) in personal significance (Table 41). It was found that faith dimension (Table 40) and personal significance (Table 42) were statistically significant with respect to gender at the 0.05 level with $F = 4.33$ ($p = 0.04$) and $F = 14.91$ ($p = 0.00$), respectively. Consequently, the hypothesis that there is no difference between male and female school teachers with respect to selected work conditions was rejected for faith dimension and personal significance and retained for the rest of the work condition factors.

3.2. There is no difference between elementary- and secondary-school teachers with respect to the importance of work conditions.

The five work conditions means tables and five ANOVA tests described in hypothesis 3.1 were also used for this hypothesis to determine whether or not there is a difference between teaching level (elementary- and secondary-school) and the selected work conditions. As presented in Tables 40, 42, 44, 46, and 48, none of the

work conditions was statistically significant with respect to the teaching level. Thus, the null hypothesis that there is no difference between elementary- and secondary-school teachers with respect to the selected work conditions was retained for the five work condition factors.

3.3. There is no interaction between gender and teaching level with respect to the importance of work conditions.

Tables for the five work conditions means and five two-way analysis of variance tests to measure the interaction between gender and teaching level with respect to work conditions were described in hypothesis 3.1. The results are presented in Tables 39, 41, 43, 45, and 47 for the means; the ANOVA tests are presented in Tables 40, 42, 44, 46, and 48.

Faith dimension

This group contains variables that measure the aspect of the work that fosters the expression of community and belief. The interaction test examined whether "gender" and "teaching level" had an effect in one's consideration of the faith dimension factor (of the work conditions). Table 39 presents the teachers' faith dimension means with respect to gender and teaching level.

As presented in Table 40, no interaction was found between gender and teaching level with regard to the faith

dimension $F = 0.75$ ($p = 0.39$). Thus, the hypothesis that there is no interaction between gender and teaching level with respect to the selected work conditions (faith dimension) was retained.

TABLE 39

FAITH DIMENSION MEANS WITH RESPECT TO
GENDER AND TEACHING LEVEL

Gender	Elementary	Secondary	All
Male	4.19 $n = 66$	4.33 $n = 35$	4.24 $n = 101$
Female	4.41 $n = 134$	4.38 $n = 26$	4.41 $n = 160$
All	4.34 $n = 200$	4.36 $n = 61$	4.34 $n = 261$

TABLE 40

ANOVA BETWEEN GENDER AND TEACHING LEVEL
WITH RESPECT TO FAITH DIMENSION

Source of Variation	SS	DF	MS	F	Sig.
Main Effects	1.972	2	.986	2.180	.115
Gender	1.958	1	1.958	4.331	.038*
Teaching Level	.167	1	.167	.370	.544
2-way Interactions	.341	1	.341	.754	.386
Gender and Teaching Level	.341	1	.341	.754	.386
Explained	2.312	3	.771	1.704	.167
Residual	116.222	257	.452		
Total	118.535	260	.456		

* Significant at $p < 0.05$.

Personal significance

This group contains variables that measure the aspects of the work that are opportunities for personal growth and development. The interaction test examined whether "gender" and "teaching level" had an effect in one's consideration of the personal significance factor of the importance of work conditions. Table 41 presents the teachers' personal significance means with respect to gender and teaching level.

As presented in Table 42, no interaction was found between gender and teaching level with regard to the personal significance $F = 1.99$ ($p = 0.16$). Thus the hypothesis that there is no interaction between gender and teaching level with respect to selected work conditions (personal significance) was retained.

TABLE 41
PERSONAL SIGNIFICANCE MEANS WITH RESPECT
TO GENDER AND TEACHING LEVEL

	Elementary	Secondary	All
Male	4.11 $\underline{n} = 66$	4.35 $\underline{n} = 35$	4.19 $\underline{n} = 101$
Female	4.44 $\underline{n} = 134$	4.45 $\underline{n} = 26$	4.44 $\underline{n} = 160$
All	4.33 $\underline{n} = 200$	4.39 $\underline{n} = 61$	4.34 $\underline{n} = 261$

TABLE 42

ANOVA BETWEEN GENDER AND TEACHING LEVEL
WITH RESPECT TO PERSONAL SIGNIFICANCE

Source of Variation	<u>SS</u>	<u>DF</u>	<u>MS</u>	<u>F</u>	<u>Sig.</u>
Main Effects	4.608	2	2.304	7.760	.001
Gender	4.426	1	4.426	14.907	.000*
Teaching Level	.744	1	.744	2.505	.115
2-way Interactions	.593	1	.593	1.999	.159
Gender and Teaching Level	.593	1	.593	1.999	.159
Explained	5.201	3	1.734	5.839	.001
Residual	76.303	257	.297		
Total	81.504	260	.313		

* Significant at $p < .01$.

Role conflict

This group contained variables that measure the aspects of the work that demand simultaneous responses to demands outside the work. The interaction test examined whether "gender" and "teaching level" had an effect in one's consideration of the role conflict factor of the importance of work conditions. Table 43 presents the teachers' role conflict means with respect to gender and teaching level.

As presented in Table 44, no interaction was found between gender and teaching level with regard to the role conflict $F = 2.02$ ($p = 0.16$). Thus, the hypothesis that there is no interaction between gender and teaching level

with respect to selected work conditions (role conflict) was retained.

TABLE 43
ROLE CONFLICT MEANS WITH RESPECT TO
GENDER AND TEACHING LEVEL

	Elementary	Secondary	All
Male	3.68 $\underline{n} = 66$	3.85 $\underline{n} = 35$	3.74 $\underline{n} = 101$
Female	3.86 $\underline{n} = 134$	3.68 $\underline{n} = 26$	3.83 $\underline{n} = 160$
All	3.80 $\underline{n} = 200$	3.78 $\underline{n} = 61$	3.80 $\underline{n} = 261$

TABLE 44
ANOVA BETWEEN GENDER AND TEACHING
LEVEL WITH RESPECT TO ROLE CONFLICT

Source of Variation	<u>SS</u>	<u>DF</u>	<u>MS</u>	<u>F</u>	<u>Sig.</u>
Main Effects	.551	2	.275	.408	.665
Gender	.521	1	.521	.773	.380
Teaching Level	.000	1	.000	.000	.986
2-way Interactions	1.361	1	1.361	2.019	.157
Gender and Teaching Level	1.361	1	1.361	2.019	.157
Explained	1.911	3	.637	.945	.419
Residual	173.240	257	.674		
Total	175.151	260	.674		

Adult social interaction

This group contained variables that measure the aspects of the work that describe the general, adult, working relationships. The interaction test examined whether "gender" and "teaching level" had an effect on one's consideration of social interaction factor of the selected work conditions. Table 45 presents the teachers' social interaction means with respect to gender and teaching level.

As presented in Table 46, no interaction was found between gender and teaching level with regard to the social interaction $F = 0.24$ ($p = 0.62$). Thus, the hypothesis that there is no interaction between gender and teaching level with respect to selected work conditions (adult social interaction) was retained.

TABLE 45

ADULT SOCIAL INTERACTION MEANS WITH
RESPECT TO GENDER AND TEACHING LEVEL

	Elementary	Secondary	All
Male	3.94 $\underline{n} = 66$	3.98 $\underline{n} = 35$	3.95 $\underline{n} = 101$
Female	4.07 $\underline{n} = 134$	4.01 $\underline{n} = 26$	4.06 $\underline{n} = 160$
All	4.03 $\underline{n} = 200$	3.99 $\underline{n} = 61$	4.02 $\underline{n} = 261$

TABLE 46

ANOVA BETWEEN GENDER AND TEACHING
LEVEL WITH RESPECT TO ADULT SOCIAL INTERACTION

Source of Variation	<u>SS</u>	<u>DF</u>	<u>MS</u>	<u>F</u>	<u>Sig.</u>
Main Effects	.693	2	.346	.665	.515
Gender	.640	1	.640	1.230	.268
Teaching Level	.003	1	.003	.006	.940
2-way Interactions	.125	1	.125	.240	.624
Gender and Teaching Level	.125	1	.125	.240	.624
Explained	.818	3	.273	.524	.666
Residual	133.766	257	.520		
Total	134.584	260	.518		

Finance

This group contained variables that measure the aspects of the work relating to the circumstances of remuneration. The interaction test examined whether "gender" and "teaching level" had an effect on one's consideration of the finance factor (of the importance of the work conditions). Table 47 presents teachers' finance means with respect to gender and teaching level.

As presented in Table 48, no interaction was found between gender and teaching level with regard to finance $F = 0.39$ ($p = 0.53$). Thus, the hypothesis that there is no interaction between gender and teaching level with respect to selected work conditions (finance) was retained.

TABLE 47

FINANCE MEANS WITH RESPECT TO
GENDER AND TEACHING LEVEL

	Elementary	Secondary	All
Male	3.27 <u>n</u> = 66	3.37 <u>n</u> = 35	3.30 <u>n</u> = 101
Female	3.47 <u>n</u> = 134	3.40 <u>n</u> = 26	3.46 <u>n</u> = 160
All	3.40 <u>n</u> = 200	3.38 <u>n</u> = 61	3.40 <u>n</u> = 261

TABLE 48

ANOVA BETWEEN GENDER AND TEACHING
LEVEL WITH RESPECT TO FINANCE

Source of Variation	<u>SS</u>	<u>DF</u>	<u>MS</u>	<u>F</u>	<u>Sig.</u>
Main Effects	.525	2	.262	.862	.424
Gender	.519	1	.519	1.704	.193
Teaching Level	.006	1	.006	.019	.391
2-way Interactions	.122	1	.122	.399	.528
Gender and Teaching Level	.122	1	.122	.399	.528
Explained	.646	3	.215	.708	.548
Residual	78.250	257	.304		
Total	78.897	260	.303		

Hypothesis 3.4

There is no relationship between work conditions and job satisfaction among school teachers.

Correlations were used to test this hypothesis but a multiple regression analysis was also run to determine

which combination of the five work conditions factors (faith dimension, personal significance, role conflict, social interaction, and finance) was a better predictor of job satisfaction.

The correlation indicated that three work conditions were more strongly related to job satisfaction. Those work conditions were: personal significance ($r = 0.40$); faith dimension ($r = 0.38$), and adult social interaction ($r = 0.31$). Role conflict ($r = 0.11$), and finance ($r = 0.09$) were not significant. Thus, a stronger relationship exists between job satisfaction and personal significance than any other work condition factor. However, faith dimension did not seem to be much different from personal significance. Consequently, the hypothesis that there is no relationship between selected work conditions and job satisfaction among school teachers was rejected. These correlations are summarized in Table 49.

TABLE 49

WORK CONDITIONS AND JOB SATISFACTION
STATISTICS ($N = 261$)

Variables	$\bar{x}$	<u>SD</u>	<u>r</u>
Job Satisfaction	3.74	.53	---
Faith Dimension	4.34	.68	.38***
Personal Significance	4.34	.56	.40***
Role Conflict	3.80	.82	.11
Adult Social Interaction	4.02	.72	.31***
Finance	3.40	.92	.09

*** $p < 0.001$.

In the multiple regression analysis, stepwise method, the selected model contained personal significance and faith dimension. The model explained 19.0% ($R^2 = 0.19$) of the variance in job satisfaction (Table 50). This result was consistent with the correlations in Table 49. The regression analysis shows, therefore, that there is a significant relationship between two work condition factors (personal significance and faith dimension) and job satisfaction among school teachers.

TABLE 50

REGRESSION ANALYSIS FOR JOB SATISFACTION
AND WORK CONDITION FACTORS

Step	Independent Variables	b	Beta	t	p	Inc.
1	Personal Significance	1.84	.27	3.76	.002	.16
2	Faith Dimension	2.31	.21	2.86	.025	.03
$R^2 = .19, F = 30.15, p = .000$						

Sub-hypothesis 3.4.1

There is no relationship between work conditions and job satisfaction among male school teachers.

Among male teachers, both adult social interaction and personal significance were found to be almost equally correlated with job satisfaction ($r = 0.34$) and ($r = 0.33$) respectively, followed by faith dimension ($r = 0.30$). Finance ($r = 0.18$) and role conflict ($r = 0.15$) were not significant. Therefore, at various levels, a relationship exists between the work condition factors; namely, social interaction, personal significance, faith dimension, and job satisfaction among male teachers as presented in Table 51. Consequently, the hypothesis that there is no relationship between work conditions and job satisfaction among male school teachers was rejected.

TABLE 51

WORK CONDITION FACTORS AND JOB SATISFACTION
STATISTICS FOR MALE TEACHERS
(N = 101)

Variables	$\bar{x}$	<u>SD</u>	<u>r</u>
Job Satisfaction	3.69	.48	---
Faith Dimension	4.24	.71	.30***
Personal Significance	4.19	.60	.33***
Role Conflict	3.74	.75	.15
Adult Social Interaction	3.95	.72	.34***
Finance	3.30	.84	.18

***p < 0.001.

In the multiple regression analysis (Table 52) faith dimension, finance, and role conflict were not significant in the equation. Thus, the selected model contained adult social interaction and personal significance. These variables together explained 15.0% of the variance in job satisfaction ($R^2 = 0.15$). Social interaction was a better predictor between the two; alone it explained 11% of variance in job satisfaction.

TABLE 52

REGRESSION ANALYSIS FOR SATISFACTION AND
WORK CONDITION FACTORS AMONG MALE TEACHERS

Step	Independent Variables	<u>b</u>	Beta	<u>t</u>	<u>p</u>	Inc.
1	Social Interaction	1.32	.23	2.13	.035	.11
2	Personal Significance	1.25	.22	2.02	.047	.04
$R^2 = .15, F = 8.61, p = .000$						

Sub-hypothesis 3.4.2

There is no relationship between work conditions and job satisfaction among female school teachers.

Among female teachers, the correlation revealed that personal significance was highly correlated with job satisfaction ($r = 0.45$). It was followed by faith dimension ($r = 0.42$) and adult social interaction ($r = 0.29$). Role conflict ($r = 0.08$) and finance ($r = 0.04$) did not have a statistically significant correlation. Therefore a relationship exists between work conditions factors; namely, personal significance, faith dimension, social interaction, and job satisfaction among female teachers as presented in Table 53. This hypothesis was rejected because the relationship did exist between work conditions and job satisfaction among female school teachers.

TABLE 53

WORK CONDITION FACTORS AND SATISFACTION
STATISTICS FOR FEMALE TEACHERS
(N=160)

Variables	$\bar{x}$	<u>SD</u>	<u>r</u>
Job Satisfaction	3.78	.55	---
Faith Dimension	4.41	.65	.42***
Personal Significance	4.44	.51	.45***
Role Conflict	3.83	.86	.08
Adult Social Interaction	4.06	.72	.29***
Finance	3.46	.96	.04

*** $p < 0.001$.

In the multiple regression analysis, personal significance and faith dimension were found to be predictors of job satisfaction. Together they explained 25.0% of variance in job satisfaction ($R^2 = 0.25$). However, 20.0% of variance was contributed by personal significance alone, as indicated in Table 54.

TABLE 54

REGRESSION ANALYSIS FOR SATISFACTION AND
WORK CONDITION FACTORS AMONG FEMALE TEACHERS

Step	Independent Variables	<u>b</u>	Beta	<u>t</u>	<u>p</u>	Inc.
1	Personal Significance	2.36	.31	3.71	.000	.20
2	Faith Dimension	3.13	.26	3.14	.002	.05
$R^2 = .25$, $F = 25.64$, $p = .000$						

Thus, to summarize hypothesis 3.4, it was found that a strong relationship existed between personal significance, of the work condition factors, and job satisfaction among all teachers together, and among female teachers alone. A stronger relationship between job satisfaction and adult social interaction was among male teachers. The variables personal significance and adult social interaction were at the same time better predictors of job satisfaction. Table 55 summarizes the findings of hypothesis 3.4 and its sub-hypotheses by presenting the regression coefficients in R^2 increments with best predictors shown in bold print.

TABLE 55

**R² INCREMENT SUMMARY OF JOB SATISFACTION
PREDICTORS**

Importance of Work Conditions	Teachers' Job Satisfaction		
	All	Male	Fem.
Faith Dimension	.03	.00	.05
Personal Significance	.16	.04	.20
Role Conflict	.00	.00	.00
Adult Social Interaction	.00	.11	.00
Finance	.00	.00	.00
Final Model (R ²) ¹	.19	.15	.25

Note. Best predictors in boldface.

¹Total may not add up to R² due to rounding.

Hypothesis 3.5

There is no relationship between work conditions and job commitment among school teachers.

For this hypothesis and its two sub-hypotheses, a 3 x 5 correlation matrix was constructed to determine the relationship between the three job commitment constructs and the five work condition factors. Each correlation matrix was followed by a multiple regression test to determine which combination of work conditions was a better predictor of commitment. Job commitment constructs were the dependent variables; work condition factors were the independent variables.

1. **Commitment to Specific Job:** Among the five "work condition" factors, finance was found to be statistically significant and had the highest correlation ($r = 0.18$) with commitment to a specific job. Faith dimension, personal significance, adult social interaction, and role conflict were not statistically significant. Thus, among all teachers, there was a relationship between one work condition factor, namely, finance and commitment to a specific job.

2. **Commitment to the Organization:** Three "work conditions" factors that highly correlated with commitment to the organization were faith dimension (with $r = 0.57$) followed by personal significance ($r = 0.41$) and adult social interaction ($r = 0.31$). Role conflict ($r = 0.15$) had a weaker relationship. These four variables were statistically significant. Finance was not statistically significant. Thus, faith dimension, personal significance, adult social interaction, and role conflict were found to be related (Table 56) to commitment to the organization.

3. **Commitment to Teaching Profession:** Three "work conditions" factors that highly correlated with commitment to the teaching profession were found to be personal significance ($r = 0.46$), faith dimension ($r = 0.40$), and adult social interaction ($r = 0.35$). Role conflict and finance were also correlated with commitment to the

teaching profession, but this relationship was not as strong as the three others as shown in Table 56. Nevertheless, a relationship, at various levels, appeared between all work condition factors and commitment to the teaching profession. Personal significance was the factor more highly correlated to the teaching profession. Table 56 summarizes these correlations. For hypothesis 3.5, all teachers were considered.

Using the multiple regression analysis, stepwise method, it was found that:

1. Finance was the only significant factor in "commitment to specific job". Alone, it explained 3.0% of variance in commitment to specific job ($R^2 = 0.03$). Although finance was significant in the prediction of commitment to specific job, this significance might be considered as of little importance because it explained only 3.0% of variance in commitment to specific job (Table 57).

TABLE 56

CORRELATION BETWEEN WORK CONDITIONS
AND JOB COMMITMENT CONSTRUCTS ($N = 261$)

WORK CONDITIONS	COMMITMENT TO SPECIFIC JOB	COMMITMENT TO ORGANIZATION	COMMITMENT TEACHING PROF.
FAITH DIMENSION	.11 $p = .070$	.57 $p = .00$	.40 $p = .000$
PERSONAL SIGNIFICANCE	.10 $p = .101$	.41 $p = .00$	.46 $p = .000$
ROLE CONFLICT	.07 $p = .231$	.15 $p = .01$	.19 $p = .002$
ADULT SOCIAL INTERACTION	.08 $p = .204$	.31 $p = .00$	.35 $p = .000$
FINANCE	.18 $p = .004$	.04 $p = .53$	.18 $p = .003$

TABLE 57

REGRESSION ANALYSIS FOR COMMITMENT TO
SPECIFIC JOB AND WORK CONDITION FACTORS

Step	Independent Variables	b	Beta	t	p	Inc.
1	Finance	.25	.18	2.94	.004	.03
$R^2 = .03, F = 8.65, p = .004$						

2. Faith dimension was the only significant factor in "commitment to the organization". It explained 33% of variance in commitment to the organization ($R^2 = 0.33$) as presented in Table 58. Faith dimension, therefore, was

the best predictor of commitment to the organization. Faith dimension also had the highest correlation ($r = 0.57$) with commitment to the organization (Table 56).

TABLE 58
REGRESSION ANALYSIS FOR COMMITMENT
TO THE ORGANIZATION AND WORK CONDITION FACTORS

Step	Independent Variables	b	Beta	t	p	Inc.
1	Faith Dimension	1.01	.57	11.27	.000	.33
$R^2 = .33, F = 126.99, p = .000$						

3. Two factors, personal significance and adult social interaction, were retained as predictors of "commitment to teaching profession" (Table 59). Together they explained 23.0% of variance in commitment to teaching ($R^2 = 0.23$). However, the contribution of "adult social interaction" was only 2.0%. Thus, personal significance was a better predictor of commitment to teaching, explaining 21.0% of variance.

TABLE 59

REGRESSION ANALYSIS FOR COMMITMENT TO
TEACHING AND WORK CONDITION FACTORS

Step	Independent Variables	b	Beta	t	p	Inc.
1	Personal Significance	.401	.39	6.12	.000	.21
2	Adult Social Interaction	.152	.16	2.50	.013	.02
$R^2 = .23, F=39.17, p = .000$						

Thus, the hypothesis that there is no relationship between work conditions and job commitment among school teachers was:

1. rejected for commitment to job where both faith dimension and finance were significant at the 0.05 level
2. rejected for faith dimension where personal significance, role conflict, and adult social interaction were significant at the 0.05 level
3. rejected for commitment to teaching where every single work condition variable was significant at the 0.05 level.

Sub-hypothesis 3.5.1

There is no relationship between work conditions and job commitment among male school teachers.

A 3 x 5 correlation matrix (Table 60) was constructed for work conditions factors and commitment constructs. For this hypothesis all male teachers were considered.

These correlations are followed by the multiple regression analysis.

TABLE 60
CORRELATION BETWEEN WORK CONDITIONS AND JOB
COMMITMENT CONSTRUCTS AMONG MALE TEACHERS
($N = 101$)

WORK CONDITIONS	COMMITMENT TO SPECIFIC JOB	COMMITMENT TO ORGANIZATION	COMMITMENT TO TEACHING PROF.
FAITH DIMENSION	-.00 $p = .976$	.50 $p = .000$	.45 $p = .000$
PERSONAL SIGNIFICANCE	.02 $p = .859$	.35 $p = .000$	.49 $p = .000$
ROLE CONFLICT	-.08 $p = .428$	.22 $p = .028$	.23 $p = .023$
SOCIAL INTERACTION	.05 $p = .598$	.28 $p = .005$	.38 $p = .000$
FINANCE	.14 $p = .166$	.21 $p = .040$	.28 $p = .005$

1. **Commitment to Specific Job:** As presented in Table 60, none of the five work condition factors was statistically significant with commitment to a specific job. Consequently, for male school teachers no relationship existed between commitment to a specific job and the importance of work conditions. Thus the hypothesis that there is no relationship between work

conditions and a specific job among male teachers was retained.

2. Commitment to the Organization: All work condition factors were found to have a relationship with commitment to the organization. They were all statistically significant at the 0.05. Faith dimension had the highest correlation ($r = 0.50$), followed by personal significance ($r = 0.35$), adult social interaction ($r = 0.28$), role conflict ($r = 0.22$), and finance ($r = 0.21$). Thus, there is a strong relationship between work conditions and commitment to the organization among male teachers. Consequently, the hypothesis that there is no relationship between work conditions and commitment to the organization among male teachers was rejected.

3. Commitment to Teaching Profession: The five work condition factors were statistically significant at the 0.05 level. They were all correlated with commitment to the teaching profession. Personal significance had the highest correlation with $r = 0.49$, followed by faith dimension ($r = 0.45$), social interaction ($r = 0.38$), finance ($r = 0.28$), and role conflict ($r = 0.23$). Therefore, a strong relationship existed between work conditions and commitment to the teaching profession among male teachers. Consequently, the hypothesis that there is no relationship between work conditions and commitment to the teaching profession was rejected.

Using the multiple regression analysis, stepwise method, it was found that:

1. None of the five work condition factors was significant in "commitment to specific job". Consequently, none of the work condition factors was a predictor of commitment to specific job among male teachers. As a result, no model was given by the multiple regression analysis. These findings were also consistent with the correlations in Table 60.

2. Faith dimension was the only significant factor in "commitment to the organization". The model explained 25.0% of variance in commitment to the organization ($R^2 = 0.25$). Faith dimension, therefore, was the best predictor of commitment to the organization (Table 61). Faith dimension also had the highest correlation with commitment to the organization in the correlation matrix in Table 60.

TABLE 61

REGRESSION ANALYSIS FOR COMMITMENT TO THE ORGANIZATION
AND WORK CONDITION FACTORS AMONG MALE TEACHERS

Step	Independent Variables	b	Beta	t	p	Inc.
1	Faith Dimension	.77	.50	5.68	.000	.25
$R^2 = .25, F = 32.23, p = .000$						

3. Two factors, personal significance and finance were retained as predictors of "commitment to teaching profession". Together they explained 28% ($R^2 = 0.28$) of the variance in commitment to teaching. Finance, however, contributed only 3.0% to the final model. Thus, as presented in Table 62, personal significance was the best predictor of commitment to the teaching profession among male school teachers explaining 24.0% of variance by itself.

TABLE 62

REGRESSION ANALYSIS FOR COMMITMENT TO TEACHING
AND WORK CONDITION FACTORS AMONG MALE TEACHERS

Step	Independent Variables	b	Beta	t	p	Inc.
1	Personal significance	.43	.46	5.21	.000	.24
2	Finance	.25	.19	2.15	.034	.03
$R^2 = .28, F = 18.83, p = .000$						

Consequently, the hypothesis 3.5.1 that there is no relationship between work conditions and job commitment among male school teachers was:

1. retained for commitment to specific job because none of the work condition variables was significant at the 0.05 level

2. rejected for both commitment to the organization and commitment to the teaching profession because every

single work conditions factor was statistically significant at the 0.05 level.

Sub-hypothesis 3.5.2

There is no relationship between work conditions and job commitment among female school teachers.

A 3 x 5 correlation matrix (Table 63) was constructed for work condition factors and commitment constructs for female teachers. For this hypothesis, all female teachers were considered regardless of their teaching levels. These correlations were followed by the multiple regression analysis.

TABLE 63

CORRELATION BETWEEN WORK CONDITIONS AND JOB COMMITMENT CONSTRUCTS AMONG FEMALE TEACHERS ($N=160$)

WORK CONDITIONS	COMMITMENT TO SPECIFIC JOB	COMMITMENT TO THE ORGANIZATION	COMMITMENT TO TEACHING PROF.
FAITH DIMENSION	.15 $p = .053$	.62 $p = .000$	.36 $p = .000$
PERSONAL SIGNIFICANCE	.10 $p = .198$	.46 $p = .000$	.46 $p = .000$
ROLE CONFLICT	.14 $p = .085$	.11 $p = .152$	.17 $p = .029$
SOCIAL INTERACTION	.08 $p = .334$	.33 $p = .000$	.33 $p = .000$
FINANCE	.18 $p = .020$	-.05 $p = .532$	.13 $p = .109$

1. Commitment to Specific Job: It was found that both "finance" and "faith dimension" had the highest correlation, $r = 0.18$ and $r = 0.15$, respectively, with commitment to job. Role conflict had the lowest ($r = 0.14$). These three variables were statistically significant at the 0.05 level. Thus, there was a relationship between the three work condition factors (finance, faith dimension, and role conflict) and commitment to a specific job among female teachers. Finance seemed to have a stronger relationship, but it is not clear whether or not this relationship is statistically different from the other two factors. Consequently, the hypothesis that there is no relationship between work conditions and commitment to a specific job among female teachers was rejected.

2. Commitment to the Organization: Three factors, namely, faith dimension ($r = 0.62$), personal significance with $r = 0.46$, and adult social interaction ($r = 0.33$) were found to be highly correlated with commitment to the organization. These factors were statistically significant at the 0.01 level. Thus, there was a strong relationship between the three work condition factors (faith dimension, personal significance, and adult social interaction) and commitment to the organization among female teachers. Faith dimension was the most highly correlated with commitment to the organization.

Consequently, the hypothesis that there is no relationship between work conditions and commitment to the organization among female teachers was rejected.

3. **Commitment to Teaching Profession:** Three "work conditions" factors were highly correlated with commitment to the teaching profession: personal significance ($r = 0.46$) had the highest; faith dimension ($r = 0.36$) was next, and adult social interaction ($r = 0.33$) was third. Role conflict had the lowest ($r = 0.17$), but these four variables were statistically significant at the 0.05 level. Thus, there was a relationship between four work condition factors (personal significance, faith dimension, adult social interaction, and role conflict) and commitment to the teaching profession among female teachers. Therefore, personal significance had a stronger relationship with commitment to teaching. Consequently, the hypothesis that there is no relationship between work conditions and commitment to the teaching profession among female teachers was rejected.

Using the multiple regression analysis, stepwise method, it was found that:

1. The selected model contained finance and faith dimension as better predictors of "commitment to specific job" (Table 64). Together they explained 6.0% ($R^2 = 0.06$) of the variance of commitment to specific job. These same variables had a high correlation with commitment to job in

Table 63. Consequently, both finance and faith dimension were statistically significant but relatively unimportant predictors of commitment to job.

TABLE 64
REGRESSION ANALYSIS FOR COMMITMENT TO JOB AND
WORK CONDITION FACTORS AMONG FEMALE TEACHERS

Step	Independent Variables	<u>b</u>	Beta	<u>t</u>	<u>p</u>	Inc.
1	Finance	.27	.20	2.62	.010	.03
2	Faith Dimension	.35	.18	2.27	.025	.03
$R^2 = .06, F = 5.41, p = .005$						

2. Faith dimension and personal significance were significant in commitment to the organization. Together they explained 41.0% ($R^2 = 0.41$) of the variance in commitment to the organization. But, faith dimension alone explained 39.0%, leaving only 2.0% to personal significance as presented in Table 65. Thus, personal significance, while statistically significant, had little importance to commitment to the organization. Faith dimension was therefore a better predictor of commitment to the organization.

TABLE 65

REGRESSION ANALYSIS FOR COMMITMENT TO THE ORGANIZATION
AND WORK CONDITION FACTORS AMONG FEMALE TEACHERS

Step	Independent Variables	<u>b</u>	Beta	<u>t</u>	<u>p</u>	Inc.
1	Faith Dimension	1.02	.53	7.28	.000	.39
2	Personal Significance	0.20	.17	2.29	.023	.02
$R^2 = .41, F = 53.95, p = .000$						

3. Only one factor, personal significance, was retained as a better predictor of commitment to teaching profession. As indicated in Table 66, personal significance alone explained 21.0% ($R^2 = 0.21$) of the variance in commitment to teaching. Personal significance was also found to have the highest correlation with commitment to teaching among the five work condition factors.

TABLE 66

REGRESSION ANALYSIS FOR COMMITMENT TO TEACHING AND
WORK CONDITION FACTORS AMONG FEMALE TEACHERS

Step	Independent Variables	<u>b</u>	Beta	<u>t</u>	<u>p</u>	Inc.
1	Personal Significance	0.53	.46	6.44	.000	.21
$R^2 = .21, F = 41.51, p = .000$						

Thus, in summary, hypothesis 3.5.2 that there is no relationship between work conditions and job commitment among female school teachers was:

1. rejected for commitment to specific job where faith dimension, role conflict, and finance were statistically significant at the 0.05 level
2. rejected for commitment to the organization where faith dimension, personal significance, and adult social interaction were statistically significant at the 0.01 level
3. rejected for commitment to teaching profession where all of the work condition factors were statistically significant at the 0.05 level.

To summarize these findings, it was demonstrated that a weaker relationship existed among the entire population, and among both male and female teachers (as separate groups), between a specific job and the importance of work conditions. Only faith dimension and finance were statistically significant for the entire population, but they were so weak as to be relatively unimportant. Faith dimension, role conflict, and finance were also statistically significant among female teachers, but they also were so weak to be relatively unimportant as shown in Table 67.

TABLE 67

**R² INCREMENT SUMMARY FOR COMMITMENT
PREDICTORS**

Importance of Work Conditions	Commitment Constructs								
	Job			Organization			Teaching		
	All	Male	Fem.	All	Male	Fem.	All	Male	Fem.
Faith Dimension	.00	n/a ¹	.03	.33	.25	.39	.00	.00	.00
Personal Significance	.00	n/a	.00	.00	.00	.02	.21	.24	.21
Role Conflicts	.00	n/a	.00	.00	.00	.00	.00	.00	.00
Social Interaction	.00	n/a	.00	.00	.00	.00	.02	.00	.00
Finance	.03	n/a	.03	.00	.00	.00	.00	.03	.00
Final Model (R ²) ²	.03	n/a	.06	.33	.25	.41	.23	.28	.21

Note. Best predictors are in boldface.

¹n/a: no factor was significant.

²Total may not add up to R² due to rounding.

There was a strong indication, among female teachers especially, that the faith dimension (of the work conditions factors) is a relatively strong predictor of their commitment to the organization. There was also an indication that personal significance (of the work condition factors) was a strong predictor of commitment to the teaching profession. Faith dimension and personal significance were also found to be better predictors of commitment to the organization and to the teaching profession, respectively. Hypothesis 3.5 and its sub-hypotheses are summarized in Table 67; regression coefficients are shown in R² increments with best

predictors in bold print; but one must note that none of the five work conditions was found to be a good predictor of commitment to specific job.

Teachers' Comments

The questionnaire provided teachers with the opportunity to express themselves by commenting on any item in the questionnaire or on any related topic. A total of 46 teachers expressed their feelings about areas they felt needed some improvement. Some of their comments were not very clear; others were very emotional; some were negative, others were positive. However, most comments were constructive and suggested solutions worth considering.

In summary, teachers think that principals have too much power in hiring and firing in such a way that one's job security may be threatened when there is a change in the principalship. Principals have a tendency to hire their friends, teachers said. Teachers also described how their opinions are overlooked by the school board, and how they hear a lot about their mistakes instead of advice or encouragement from the administration. One teacher exclaimed: "I am only here because of my love for children and teaching to love and serve the Lord. If it were not for my love for the Lord . . . , I would have left teaching and the Church." Many teachers share the same thought in different ways as one teacher noted, "The most

important job factor to me is the opportunity to impact youth for Jesus at a critical point in their lives."

Teachers do not understand why policies for pastors are transferred to them without discussion, and yet at the same time teachers are not regarded as ministers. Older teachers stated that they are not treated with respect. Most of the time they are offered a lesser position a few years before retiring.

LUC teachers suggested that the certification requirements are not practically related to what they encounter in the field. They proposed that college teachers, especially those who teach future elementary school teachers, be given the opportunity to teach in elementary school every so often so that they can be in touch with the real world.

Teachers questioned the inadequate compensation that is not balanced with the cost of living. The salary scale should be higher and compatible to all conference educational salary scales, they said. They also questioned why benefits vary from school to school in the same conference. Some other teachers are however comfortable with the situation. One teacher declared, "The SDA school system I feel provides an adequate salary. God will take care of us."

Teachers are concerned about the permissiveness or double standards in the homes. It puts the school into a

difficult time in such a way that schools are compromising values more and more. After this observation, one teacher said, "A belief in strong SDA standards can make life a little more complicated in a time when standards are considered to be unimportant to many." Teachers described how they face students who have no apparent respect for them or fellow students. They said that the lack of self-control takes up a great deal of instruction time.

Teachers expressed that they needed more support from and cooperation with parents. There are parents who threaten to put their children in public schools whenever there is something wrong at their school. Other parents pull children out of school for their own (parents) vacation. Some parents neglect to feed their children or allow them sufficient time to rest, etc. Teachers said that all of these parents have one thing in common: They blame the school for all their children's problems.

Teachers described their duties and stated that beside their regular teaching loads (already overwhelmed by too much to do in a very limited time), they care for children dropped earlier than required and picked up late, they do the surveillance, janitorial work, and sometimes they are required to work on weekends. They lack time to visit/encourage and form friendships with other teachers.

A full text of teachers' comments is arranged under 12 topics: (1) teacher-principal (conference/board)

relationships, (2) retirement, (3) teacher-parent (community) relationships, (4) job security, (5) salary and benefits, (6) task and time, (7) teaching and ministry, (8) training and recruiting, (9) certification, (10) standards/values, (11) discipline, and (12) unclassified areas. The details of these comments can be found in Appendix 7, "Teachers' Comments."

Summary

This chapter has considered three questions: (1) the degree of teachers' job satisfaction, (2) the relationship between teachers' job commitment and job satisfaction, and (3) teachers' views on the selected work conditions. These questions were analyzed in 23 hypotheses and sub-hypotheses. ANOVA, Pearson (r) Product-Moment correlation and regression analysis were the statistic tests applied.

It was found that teachers were generally satisfied and no difference was evident in teachers' satisfaction either by gender or by teaching level. Teachers' years of service had a weak relationship with teachers' job satisfaction; but the relationship for teachers older than 35 seemed to be stronger than those under 35.

Teachers who were committed to the church organization were found to be more satisfied than those committed to either the teaching profession or the specific job. Commitment to the organization was also found to be a better predictor of job satisfaction. There

was a stronger relationship between commitment to a specific job location and job satisfaction among secondary-school teachers; that relationship, however, was weaker among elementary-school teachers. Commitment to teaching was the most highly correlated with job satisfaction among male teachers. Among female teachers, commitment to the organization was more highly correlated with job satisfaction. Consequently, commitment to teaching was found to be a better predictor of job satisfaction among male teachers, while commitment to the organization was a better predictor of job satisfaction for female teachers.

There appears to be no difference between male and female teachers with respect to selected work conditions. Only adult social interaction was found to be statistically different between elementary- and secondary-school teachers. It was also found that there was a relationship, at various levels, between work conditions and job satisfaction. Personal significance and faith dimension were the most highly correlated with job satisfaction. At the same time, these variables were better predictors of job satisfaction. For male teachers, adult social interaction and personal significance were the most highly correlated with job satisfaction. For female teachers, personal significance and faith dimension were better predictors of job satisfaction.

Regarding commitment constructs and the importance of work conditions, it was found that the overall correlation was low for the entire population. Finance had the highest correlation with commitment to job. Faith dimension and personal significance had the highest correlation with commitment to the organization. Personal significance was the most highly correlated with commitment to teaching. For both male and female school teachers, finance had a higher correlation with commitment to job; faith dimension had the highest correlation with commitment to the organization, and personal significance had the highest with commitment to teaching.

To determine better predictors of job satisfaction from the commitment constructs, the multiple regression analysis was used. When all teachers were considered together, regardless of their teaching level and gender, commitment to the organization was a better predictor of job satisfaction. Commitment to the organization was also a better predictor of job satisfaction when female teachers were considered alone. However, when male teachers were considered alone, commitment to the teaching profession became a better predictor.

The multiple regression analysis was also used to determine better predictors of job satisfaction from the work condition factors. Personal significance was found to be a better predictor of job satisfaction when all

teachers were considered. It was also a better predictor of job satisfaction when female teachers were considered alone. When male teachers were considered alone, adult social interaction was a better predictor of job satisfaction.

Multiple regression analysis was used, finally, to determine which factors of work conditions were better predictors of commitment constructs. Faith dimension was a better predictor of commitment to the organization among all teachers together, and among either group of male or female teachers considered separately. Personal significance was a better predictor of commitment to the teaching profession among all teachers together, and among either group of male or female teachers considered separately.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The primary purpose of this study was to determine the degree of job satisfaction among school teachers employed by the Lake Union Conference of the Seventh-day Adventist Church. Second, it investigated whether educators with different commitment orientations experience different levels of satisfaction. Finally, it explored how the selected work conditions relate to teachers' job commitment. In order to achieve these purposes, three main questions were asked and 23 hypotheses and sub-hypotheses were tested. The findings were presented in chapter 4.

This chapter summarizes the findings in relation to the questions asked, the purpose of the study, and the problem posed. Specific conclusions and recommendations for further study are also offered.

Introduction

The subjects in this study were elementary- and secondary-school teachers employed by the Lake Union Conference of the Seventh-day Adventist Church during the 1994-95 school year. In the spring of 1995, a survey

questionnaire was sent to 333 teachers, 261 (78.4%) of which were valid responses used in this study. Of the total, 200 teachers were in elementary schools, and 61 teachers in secondary schools (academies). Concerning gender, 101 teachers were males and 160 were females. These teachers were working in 116 elementary and secondary schools.

On a 1-to-5-point scale, teachers indicated how important each of the 21 items was in describing job factors (commitment); they also rated their level of job satisfaction on 43 items. Finally, teachers indicated how important each of the 23 items describing the work conditions was in influencing their decision to remain at the school where they were teaching.

A two-way ANOVA was used to compare job satisfaction of elementary- and secondary-school teachers, male and female teachers, and to compare the importance of the five work conditions for male and female, and elementary- and secondary-school teachers. Two-way ANOVA was used also to measure the interaction between gender and teaching level with respect to job satisfaction. Pearson (r) Product-Moment Correlation was used to measure the relationship between job satisfaction and job commitment among different teaching levels and gender and the interaction of teaching level and gender. It also was used to measure the relationship between work condition variables and job

satisfaction among different teaching levels and gender, and between work conditions and job commitment constructs among male and female teachers. Multiple regression analysis was used to determine the best predictors of job satisfaction and job commitment.

Summary and Discussion of Findings

The findings of this study were presented in chapter 4 under four headings; job satisfaction, job satisfaction and job commitment, work conditions and job commitment, and teachers' comments. This section summarizes those findings in the same order and provides a discussion pertaining to them. Each heading has a brief introduction and a general statement of the findings. Hypotheses of the same nature are briefly summarized together.

Job Satisfaction

Adventist teachers in the Lake Union Conference are generally satisfied with their job. The overall mean satisfaction score was 3.74 on a 5-point scale. Job satisfaction variables that had the highest means were "My interest in my work" with a mean of 4.38, "My comfort as an Adventist" (4.38), "My ability to teach spiritual values" (4.32), "Ability to help my students grow spiritually" (4.31), and "Relations with my students" (4.30). These variables are related to teachers'

enjoyment of their work and increased levels of satisfaction.

Variables with the lowest means were "Bureaucracy in the school/conference" with a mean of 2.97, "Opportunity for advancement" (3.06), "Salary I receive" (3.16), "Amount of time required for class preparation" (3.16), and "Prevailing student attitudes" (3.18). Later in the discussion these variables are dealt with in detail. Five hypotheses dealt with job satisfaction. Findings are presented below.

Hypotheses 1.1 - 1.5

1.1. There is no difference between the job satisfaction of elementary-school teachers and secondary-school teachers.

No statistical difference was found between elementary- and secondary-school teachers in the Lake Union Conference of Seventh-day Adventists with regard to job satisfaction. Thus, elementary- and secondary-school teachers in the Lake Union Conference may not be equally satisfied but there was not enough evidence to demonstrate this.

1.2. There is no difference between the job satisfaction of male and female school teachers.

No statistical difference was found between male and female school teachers in the Lake Union Conference of Seventh-day Adventists with regard to job satisfaction.

Thus, both male and female teachers in Lake Union Conference may not be equally satisfied but there was not enough evidence to demonstrate this.

1.3. There is no interaction between teachers' gender and teaching level with respect to job satisfaction.

No interaction was found between teaching levels and gender among Lake Union Conference school teachers. Consequently, findings of hypotheses 1.1 and 1.2 suggest that teachers in elementary and secondary schools, both male and female, may be equally satisfied with their work. Given that no interaction was found, any difference that might occur may not be due to the interaction between gender and teaching level.

Although no difference was found among the four groups, according the mean of each group, female teachers ($N = 160$) seemed to be more satisfied ($\bar{x} = 3.78$) than male teachers ($N = 101$, $\bar{x} = 3.69$); elementary-school teachers ($N = 200$) also seemed to be more satisfied ($\bar{x} = 3.76$) than secondary-school teachers ($N = 61$, $\bar{x} = 3.69$). However, these means may not be statistically different from each other. Thus, these means suggest a general satisfaction among the four teacher groups.

1.4. There is no relationship between school teachers' years of service and job satisfaction.

A significant difference exists between teachers' years of service and job satisfaction. According to one-

way ANOVA, the test yielded an $F = 5.41$ ($p = 0.005$).

Thus, teachers who have been in denominational teaching for 16 years or more seemed to be more satisfied than those who had worked fewer than 16 years.

1.5. There is no relationship between school teachers' age and job satisfaction.

A difference also exists between school teachers' age and job satisfaction $F = 7.09$ ($p = 0.0001$). Older teachers (those 35 years and older) had a significantly higher satisfaction score than those under 35.

For hypotheses 1.4 and 1.5, perhaps one can speculate that, on the one hand, the expectations of new or younger teachers are too high compared to the reality of meeting them. As they grow older, they begin to see reality and adjust their expectations accordingly. By so doing, their frustrations decrease and their level of satisfaction increases. This, perhaps is to be expected; it can be easily understood by comparing a spectator to a player in most games. From his/her back seat, a spectator sees several opportunities to win the game, but those opportunities are not always obvious to the player. Thus, unless a spectator becomes a player, he/she will not understand the challenges involved in the game. On the other hand, dissatisfied new or young teachers may decide to get out of the system.

Job Satisfaction and Job Commitment

Job commitment is a scale of 21 variables. No test of statistical difference was performed for the 21 variables to determine which group is committed to what. But, considering the means, female teachers averaged higher ($\bar{x} = 3.37$) than male teachers ($\bar{x} = 3.25$). Elementary-school teachers also averaged higher ($\bar{x} = 3.34$) than their secondary-school counterparts (3.27), but these means may not be statistically different from one another.

Job commitment also was divided into three constructs: commitment to the organization (Adventist Church), commitment to the teaching profession, and commitment to a specific job. For the entire population ($N = 261$), it was found that those variables related to commitment to the organization had the highest mean (4.17), followed by commitment to the teaching profession (3.72). Commitment to a specific job had the lowest mean (2.57).

Nine hypotheses dealt with job satisfaction and job commitment. Findings based on the three constructs are presented in the following hypotheses:

Hypothesis 2.1

There is no relationship between job satisfaction and job commitment among elementary- and secondary-school teachers.

There is indeed a relationship between job satisfaction and job commitment. Commitment to the organization (of commitment constructs) had the highest correlation ($\underline{r} = 0.45$), with job satisfaction followed by commitment to teaching ($\underline{r} = 0.34$) and commitment to a specific job ($\underline{r} = 0.25$). Commitment to the church organization was also a better predictor of job satisfaction. Thus, teachers in the Lake Union Conference of Seventh-day Adventists, like their counterparts in Catholic schools (Ciriello, 1987) who are primarily committed to the church, have higher levels of commitment to the Seventh-day Adventist Church.

Sub-hypotheses 2.1.1 - 2.1.8

2.1.1. There is no relationship between job satisfaction and job commitment among elementary-school teachers.

A relationship was found between job satisfaction and job commitment among elementary-school teachers. Commitment to the organization was found to be highly correlated ($\underline{r} = 0.47$) to job satisfaction among elementary-school teachers, followed by commitment to teaching ($\underline{r} = 0.35$), and commitment to a specific job ($\underline{r} = 0.23$). Commitment to the organization was also a better predictor of job satisfaction among elementary-school teachers.

2.1.2. There is no relationship between job satisfaction and job commitment among secondary-school teachers.

Commitment to the organization was found to be highly correlated ($r = 0.38$) to job satisfaction among secondary-school teachers, followed by commitment to a specific job ($r = 0.30$) and commitment to teaching ($r = 0.28$). Commitment to the organization was also a better predictor of job satisfaction among secondary-school teachers. However, a specific job also plays an important role in the satisfaction of secondary-school teachers.

Thus, both elementary- and secondary-school teachers agree on at least one construct: commitment to the organization. Commitment to the Adventist Church, therefore, is a good predictor of job satisfaction among elementary- and secondary-school teachers. However, the correlation between job satisfaction and commitment to the church organization seemed higher among elementary-school teachers than among secondary school teachers.

2.1.3. There is no relationship between job satisfaction and job commitment among male school teachers.

A relationship exists between job satisfaction and job commitment among male school teachers. Commitment to the teaching profession was found to be highly correlated

($r = 0.30$) to job satisfaction among male school teachers, followed by commitment to the organization ($r = 0.27$). Commitment to the teaching profession was also a better predictor of job satisfaction among male school teachers.

2.1.4. There is no relationship between job satisfaction and job commitment among female school teachers.

A relationship exists between job satisfaction and job commitment among female school teachers. Commitment to the organization was found to be highly correlated ($r = 0.54$) to job satisfaction among female school teachers, followed by commitment to teaching ($r = 0.35$) and commitment to a specific job ($r = 0.26$). Commitment to the organization was also a better predictor of job satisfaction among female school teachers.

Hypotheses 2.1.3 and 2.1.4 suggest a difference of opinions among male and female teachers. While male teachers' job satisfaction is related to commitment to the teaching profession, female teachers' satisfaction is related to commitment to the Adventist Church. It is not clear why the two groups differ. Probably men are more career-oriented than women. Traditionally, men are also the breadwinners of their families; therefore, they need to be more concerned about their economic welfare.

2.1.5. There is no relationship between job satisfaction and job commitment among male elementary-school teachers.

A relationship exists between job satisfaction and job commitment among male elementary-school teachers. Commitment to the teaching profession was found to be highly correlated ($r = 0.28$) to job satisfaction among male elementary-school teachers. Commitment to the teaching profession was also a better predictor of job satisfaction among male school teachers. Thus, job satisfaction of male elementary-school teachers is related to their commitment to the teaching profession.

2.1.6. There is no relationship between job satisfaction and job commitment among female elementary-school teachers.

A relationship exists between job satisfaction and job commitment among female elementary-school teachers. Commitment to the organization was found to be highly correlated ($r = 0.55$) to job satisfaction among female elementary-school teachers, followed by commitment to teaching ($r = 0.38$) and commitment to a specific job ($r = 0.27$). Commitment to the organization was also a better predictor of job satisfaction among female elementary-school teachers. Job satisfaction of female elementary-school teachers is related to their commitment to the Adventist Church.

The results of hypotheses 2.1.5 and 2.1.6 are similar to those in hypotheses 2.1.3 and 2.1.4. There is a consistency in opinions among the groups; job satisfaction among all male teachers and among male elementary-school teachers is related to commitment to the teaching profession, whereas that of all female teachers and female teachers in elementary schools is related to commitment to the church organization.

2.1.7. There is no relationship between job satisfaction and job commitment among male secondary-school teachers.

A relationship exists between job satisfaction and job commitment among male secondary-school teachers. Commitment to the teaching profession was found to be highly correlated ($r = 0.42$) to job satisfaction among male secondary-school teachers, followed by commitment to the organization ($r = 0.35$) and commitment to a specific job ($r = 0.34$). Commitment to the teaching profession was also a better predictor of job satisfaction among male secondary-school teachers. Job satisfaction of male secondary-school teachers is related to their commitment to the teaching profession.

2.1.8. There is no relationship between job satisfaction and job commitment among female secondary school teachers.

A relationship exists between job satisfaction and job commitment among female secondary-school teachers. Commitment to the organization was found to be highly correlated ($r = 0.45$) to job satisfaction among female secondary-school teachers, followed by commitment to a specific job ($r = 0.24$), and commitment to teaching ($r = 0.20$). Commitment to the organization was a better predictor of job satisfaction among female secondary-school teachers. Job satisfaction of female secondary-school teachers, therefore, is related to their commitment to the Adventist Church.

Thus, a clear distinction exists between job satisfaction and commitment constructs among teachers. Job satisfaction among male teachers at either elementary or secondary schools is related to commitment to the teaching profession; whereas job satisfaction among female teachers in either elementary or secondary schools is related to commitment to the church organization.

Work Conditions

A scale of 23 variables described teachers' work conditions. No statistical difference test was performed to determine which variable was more important than another at this point. But considering the means of the 23 variables, female teachers averaged higher ($\bar{x} = 4.08$) than male teachers ($\bar{x} = 3.91$). Elementary-school teachers

and their secondary- school counterparts (4.02 and 4.01) averaged almost equally.

Work condition variables were further divided into five factors on which teachers were to state how they consider the importance of each factor. The five work condition factors are: faith dimension (describing the aspects of the work that foster expression of community and belief); personal significance (describing the aspects of the work that provide opportunities for personal growth and development); role conflict (describing the aspects of the work that demand simultaneous response to demands outside the work); adult social interaction (describing the aspects of the work that are related to the general adult working relationships); and finance (describing the aspects of the work relating to the circumstances of remuneration).

For the entire population, it was found that factors related to faith dimension and personal significance had the highest means (4.34 each), followed by adult social interaction (4.02), role conflict (3.80), and finance (3.40). Findings of the five work condition factors are as presented in the following three hypotheses.

Hypotheses 3.1-3.3

3.1. There is no difference between male and female school teachers with respect to the importance of work conditions.

There is a difference between male and female teachers with respect to the importance of work conditions. Faith dimension and personal significance were found to be statistically significant with respect to gender at the 0.05 level $F = 4.33$ ($p = 0.04$) and $F = 14.91$ ($p = 0.00$) respectively. Female teachers had significantly higher means in both faith dimension and personal significance (4.41 and 4.44) than male teachers (4.24 and 4.19). Thus, it seems that faith dimension and personal significance are more important to female teachers than they are to male teachers.

3.2. There is no difference between elementary- and secondary-school teachers with respect to the importance of work conditions.

No statistical difference was found between teaching levels with respect to the five work condition factors. Thus, one could say that teachers in both elementary and secondary schools consider or view equally the importance of the work conditions. If different views exist, however, no evidence supports this assertion.

3.3. There is no interaction between gender and teaching level with respect to the importance of work conditions.

No interaction was found between gender and teaching levels with respect to the five work condition factors.

Thus, hypotheses 3.1 to 3.3 suggest that although faith dimension and personal significance are very important work conditions among both male and female teachers, female teachers view them as even more important than male teachers. The teaching level does not affect how either group feels about the importance of the work conditions.

Work Conditions and Job Satisfaction

Given the importance of work conditions and job satisfaction, male and female teachers had different feelings as to what work condition factor can make them more satisfied. Three hypotheses dealt with the importance of work conditions and job satisfaction. For the entire population, faith dimension and personal significance were highly ranked equally (mean of 4.34 each) among the five work condition factors. Adult social interaction was next with a mean of 4.02, followed by role conflict (3.80) and finance (3.40).

Hypothesis 3.4

There is no relationship between work conditions and job satisfaction among school teachers.

Among the five work condition factors, three had a relationship with job satisfaction: personal significance ($r = 0.40$), faith dimension ($r = 0.38$), and adult social interaction ($r = 0.31$). Personal significance was also a

better predictor of job satisfaction. Thus, all teachers feel that personal significance, faith dimension, and adult social interaction, are important to them. Role conflict and finance were not significant, suggesting that teachers do not have other activities major enough to interfere with their teaching; therefore, role conflict does not play a role in their job satisfaction. Also teachers do not consider finance as a major work condition that can contribute to their job satisfaction.

Sub-hypotheses 3.4.1 and 3.4.2

3.4.1. There is no relationship between work conditions and job satisfaction among male school teachers.

Among the five work condition factors, three had a relationship with job satisfaction among male school teachers: adult social interaction ($r = 0.34$), personal significance ($r = 0.33$), and faith dimension ($r = 0.30$). Adult social interaction was also a better predictor of job satisfaction among male teachers.

Thus, male teachers feel that adult social interaction, personal significance, and faith dimension are important to them. Finance and role conflict were not significant possibly for the same reason given in the previous hypothesis.

3.4.2. There is no relationship between work conditions and job satisfaction among female school teachers.

Among the five work condition factors, three had a relationship with job satisfaction among female school teachers: personal significance ($r = 0.45$), faith dimension ($r = 0.42$), and adult social interaction ($r = 0.29$). Personal significance was a better predictor of job satisfaction among female school teachers. Thus, female teachers feel that personal significance, faith dimension, and adult social interaction are important to them. Finance and role conflict were not significant.

Thus, it can be stated, for hypotheses 3.4.1 and 3.4.2, that male and female teachers have different views on the importance of work conditions. Job satisfaction among male teachers is related to adult social interaction and personal significance, whereas job satisfaction among female teachers is related to personal significance and faith dimension.

Work Conditions and Job Commitment

Work condition factors and job commitment constructs are as explained in the previous sections. Three hypotheses dealt with the relationships between five work condition factors and three job commitment constructs.

Hypothesis 3.5

There is no relationship between work conditions and job commitment among school teachers.

Among the five work condition factors finance ($r = 0.18$) and faith dimension ($r = 0.11$) were found to have a statistically significant relationship with commitment to a specific job. Finance was also a better predictor of commitment to a specific job.

Four work condition factors, namely faith dimension ($r = 0.57$), personal significance ($r = 0.41$), adult social interaction ($r = 0.31$), and role conflict ($r = 0.15$) had a significant relationship with commitment to the organization. Faith dimension was also a better predictor of commitment to the organization.

The five work condition factors were correlated with commitment to the teaching profession (personal significance $r = 0.46$, faith dimension $r = 0.40$, adult social interaction $r = 0.35$, role conflict $r = 0.19$, and finance $r = 0.18$). Personal significance was also a better predictor of commitment to the teaching profession.

Thus, it can be said that among all teachers commitment to a specific job is related to finance, whereas commitment to the church organization is related to faith dimension, and commitment to the teaching profession is related to personal significance.

Sub-hypotheses 3.5.1 and 3.5.2

3.5.1. There is no relationship between work conditions and job commitment among male school teachers.

No relationship was found between the five work condition factors and commitment to a specific job among male school teachers. Also, no model was found for predictors of commitment to a specific job.

However, all work condition factors were found to have a relationship with commitment to the organization; i.e., the faith dimension had $r = 0.50$, personal significance ($r = 0.35$), adult social interaction ($r = 0.28$), role conflict ($r = 0.22$), and finance ($r = 0.21$). Faith dimension was also a better predictor of commitment to the organization among males.

All work condition factors were also found to have a relationship with commitment to the teaching profession among male teachers. Personal significance had the highest correlation with $r = 0.49$, followed by faith dimension ($r = 0.45$), adult social interaction ($r = 0.38$), finance ($r = 0.28$), and role conflict ($r = 0.23$). Personal significance was also a better predictor of commitment to the organization.

3.5.2. There is no relationship between work conditions and job commitment among female school teachers.

Among the five work condition factors, finance

($r = 0.18$), faith dimension ($r = 0.15$), and role conflict ($r = 0.14$) were found to be statistically significant and had a relationship with commitment to a specific job among female teachers. Finance and faith dimension were better, but weak predictors of commitment to a specific job.

Four work condition factors, namely, faith dimension ($r = 0.62$), personal significance ($r = 0.46$), adult social interaction ($r = 0.33$), and role conflict ($r = 0.11$), had a relationship with commitment to the organization among female school teachers. Faith dimension was also a better predictor of commitment to the organization among female school teachers.

Four work condition factors were correlated with commitment to the teaching profession (personal significance $r = 0.46$, faith dimension $r = 0.36$, adult social interaction $r = 0.33$, and role conflict $r = 0.17$). Personal significance was also a better predictor of commitment to the teaching profession among female teachers.

In summary, among all male teachers, commitment to a specific job did not have a relationship with any of the five work condition factors. However, commitment to the church organization among both male and female teachers was related to the faith dimension, personal significance, and adult social interaction, but female teachers seemed to give these factors a higher importance (larger r 's)

than male teachers. Commitment to the teaching profession among male and female teachers is related to personal significance, faith dimension, and adult social interaction.

Discussion

Job Satisfaction

It was stated earlier that Lake Union Conference teachers were generally satisfied with their work and that no statistical difference was found neither between teaching levels nor genders. The overall satisfaction score was 3.74. Consequently, some level of homogeneity appears among the Adventist teachers with regard to job satisfaction. It is important to mention here that, in most tests, female teachers ($N = 160$) and elementary-school teachers ($N = 200$) seem to have higher means than male ($N = 101$) and secondary-school teachers ($N = 61$), respectively. This difference is probably due to the fact that female teachers naturally like to play with children and therefore they feel quite comfortable teaching them. Since there are more females ($N = 134$) than males ($N = 66$) in elementary schools, it makes sense to have elementary-school teachers' means higher than those in secondary for the same reason given above.

As expected, some job satisfaction variables were highly rated, others were not. Variables that had the highest means were "My interest in my work," "My comfort

as an Adventist," "My ability to teach spiritual values," "Ability to help my students grow spiritually," and "Relations with my students." These variables make teachers enjoy their work and increase their levels of satisfaction. But, there is a commonality also among these top job satisfiers: they are all work- or service-oriented. This is an indication of how highly teachers value their profession. Other variables with the lowest means were "Bureaucracy in the school/conference," "Opportunity for advancement," "Salary I receive," "Amount of time required for class preparation," and "Prevailing student attitudes."

Teachers seem to be concerned about bureaucracy (lowest mean on job satisfaction scale). It probably can be argued that, in general, very little bureaucracy exists in the Seventh-day Adventist Church, particularly in its school system where the administrative structure is fairly decentralized. But decentralization in itself may not be enough for Adventist teachers in the Lake Union Conference. They need to see their problems solved, their questions answered, and their concerns attended to in a timely manner. They probably want more dialogue with the administration. Perhaps bureaucracy is just a misperception; teachers think there should be bureaucracy even if there is not any. In any case, local administrators need to establish proper communication

methods allowing them to reach teachers and for teachers to reach them easily.

Job Satisfaction and Job Commitment

Commitment variables were considered under three different constructs: commitment to the organization, commitment to teaching, and commitment to a specific job. Variables related to commitment to the organization had a higher mean (4.17) on a scale of 1 to 5. They were followed by variables related to commitment to the teaching profession ($\bar{x} = 3.72$); and commitment to a specific job had the lowest ($\bar{x} = 2.57$). These findings agree with an earlier study among Catholic school teachers by Ciriello (1987). She found that commitment to the church organization had a higher mean than either commitment to teaching or to a specific job (p. 92).

In this study, Adventist school teachers in the Lake Union Conference indicated clearly that they did not enter the teaching career in the Seventh-day Adventist education system because they had nowhere else to go. They could have taught elsewhere or could have taken other jobs besides teaching. The item "unavailability of other teaching jobs" was the lowest rated on the commitment (job factors) scale with a mean of 1.92.

Teachers taught for the Adventist Church because they chose to; in fact, teachers expressed that it was "God's choice" (this variable had a mean of 4.67). Money was not

an attractive factor to teachers, "desire to earn extra money" with a mean of 1.95 suggests that teachers are not overly concerned about material benefits. By no means, however, does this suggest that teachers should not be paid adequately. It has been argued that many teachers "see nonsalary incentives as of equal or greater importance than salary" (Brantley & Freed, 1990, p. 9). Therefore, items such as "ability to help my students" and "ability to teach spiritual values" both with a mean of 4.31 are some of the intrinsic rewards teachers value highly.

Brantley and Freed (1990) stated further that "a sense of purpose and fulfillment in one's work, a timely word of thanks from an administrator, or a note of appreciation from a former student, are themselves powerful rewards." Thorn (1985) also found that "the opportunity for God-given, life-long service, . . . friendships with coworkers who share religious belief; and 'doing the kind of work that I do best'" were motivating factors for college teachers which can be also applied to elementary- and secondary-school teachers. Thus, teachers' work should be appreciated in all aspects. This argument is also supported by the church's North American Division, Office of Education, in this recommendation given by Project Affirmation in Risk & Promise (1990):

To affirm teachers and the value of Adventist educators by recognizing their ministry of education;

appreciating, respecting, and supporting their endeavors; paying them adequately; and providing them opportunities for professional growth. (p. 6)

These findings suggest that teachers in the Lake Union Conference were not primarily job seekers. They are committed to the organization, the Seventh-day Adventist Church, and its mission. They are teaching because they are primarily members of the organization and they want to serve that organization as it carries forward its self-assigned task of educating its youth.

The correlation between job satisfaction and commitment constructs seem to suggest that when both male and female teachers are in the same group (i.e., elementary school or secondary school), the group tends to be committed to the organization. But when teachers are in separate groups (i.e., female teachers, male teachers, male elementary, female secondary, etc.) the two groups have two different commitment orientations. Male teachers tend to be more committed to the teaching profession whereas female teachers tend to be more committed to the church organization. But one's personal commitment orientation does not change according to the group he/she belongs to. While some inherent differences between males and females can be considered for these differences, the suggestion of these data is mostly influenced by a great number of female respondents ($N = 160$) compared to male respondents ($N = 101$).

Work Conditions

The work condition factors facilitate how a teacher does his/her job. They also distinguish one job from another. Work condition factors are present within the organization generally and do not depend on personal performance (Ciriello, 1987, p. 83). Five work condition factors (faith dimension, personal significance, role conflict, adult social interaction, and finance) were presented for teachers to state how important they were to them.

Factors related to the faith dimension and those related to personal significance were statistically significant with respect to gender. Thus, views of female teachers on the importance of the work condition factors of faith dimension and personal significance are higher than those of male teachers. The teaching levels do not affect teachers' views on the importance of the work conditions. Although not necessarily statistically different, it is important to note how each group rates the most important work conditions. Factors related to faith dimension among male teachers and elementary-school teachers had higher means (4.24 and 4.34, respectively), whereas factors related to personal significance among female teachers and secondary-school teachers had higher means (4.44 and 4.39, respectively).

Work Conditions and Job Satisfaction

For the entire population, it was found that among the five work condition factors, faith dimension and personal significance were highly and equally ranked (with a mean of 4.34 each). Adult social interaction was next with a mean of 4.02, followed by role conflict (3.80) and finance (3.40). Thus, Lake Union Conference teachers view both faith dimension and personal significance equally important to them. One would think that "finance" would have emerged among the first in terms of importance. Not so with teachers employed by the Lake Union Conference. Of course, they need to be remunerated adequately so that they can meet their basic and economic needs like anybody else. But finance is not where the source of their satisfaction is; among the four teacher groups, finance was the least important.

In summary, male teachers indicated that social interaction would make them more satisfied; female teachers prefer personal significance. On one hand, teachers wanted better working relationships (social interaction) with their colleagues and the administration; on the other, they wanted to grow and develop (personal significance) so that they can perform better.

Work Conditions and Job Commitment

When male and female teachers were compared to determine the relationship between work condition factors

and commitment constructs, no relationship was found between the work condition factors and commitment to the specific job among male teachers. However, a weak relationship appeared between finance and faith dimension (of the work condition factors) and commitment to a specific job among female teachers. A strong relationship was found between commitment to the organization and faith dimension (of the work condition factors) among both male and female teachers. The commitment to teaching construct had a relationship with personal significance (of the work condition factors) among male and female teachers.

Thus, male and female teachers agree on commitment to the organization and commitment to the teaching profession. A strong relationship exists between commitment to the organization and faith dimension among male and female teachers. Faith dimension was very important to teachers who are most committed to the work of the church. This is consistent with the traditional dogma of the church, for as one of the founders of the church so succinctly stated, "in the highest sense the work of education and the work of redemption are one" (White, 1952, p. 30).

Faith dimension in this study measures the aspects of work that foster or accommodate the expression of community and beliefs. Teachers in the Seventh-day Adventist schools are more effective in carrying out the

mission of the church as they agree with or match church doctrines and its teachings. This agreement, however, can happen only if teachers believe in what the church teaches, bearing in mind that "the goals of Adventist education are inseparably linked with the goals and purposes of the church" (Segovia, 1990, p. 9). Thus, hiring teachers with higher commitment to the organization helps the organization (the Seventh-day Adventist Church) to achieve its specific religious mission.

Male and female teachers committed to teaching believed that personal significance was very important. Personal significance was defined as aspects of the work that are opportunities for personal growth and development. These teachers wanted to grow and develop in the profession so they can perform better and be self-actualized.

Conclusions

The findings of this study led the researcher to conclude that:

1. Teachers in the Lake Union Conference of the Seventh-day Adventist Church are generally satisfied with their work. However, with a mean satisfaction score of 3.74, there is still room to increase the satisfaction level.

2. Teachers in the Lake Union Conference are committed to the work of the Seventh-day Adventist Church.

They chose to work in the SDA Church because of their commitment to it.

3. Commitment to the teaching profession was highly related to job satisfaction among male teachers, whereas commitment to the church organization was highly related to job satisfaction among female teachers. Commitment to the church organization seem to be similarly related to job satisfaction among both elementary- and secondary-school teachers.

4. Commitment to the teaching profession seem to be equally related to job satisfaction among male elementary- and male secondary-school teachers, whereas commitment to the church organization seem to be similarly related to job satisfaction among female elementary- and female secondary-school teachers.

5. Personal significance is more highly related to teachers' job satisfaction, especially among female teachers. Male teachers consider adult social interaction more important for their job satisfaction.

6. Those teachers who indicate faith dimension as the most important work condition factor have a stronger commitment to the organization; those who indicate personal significance as the most important work condition factor tend to be more committed to the teaching profession.

7. Teachers' commitment to a specific job does not seem to have a relationship with teachers' views on the importance of work conditions.

Administrative Policy Implications

This study considered policy implications in the following areas: (1) teacher selection, (2) inservice needs for teachers, and (3) development of some social support systems.

To be most effective, a teacher in the Seventh-day Adventist Church must be a person of faith. He/she should have a personal commitment to the teaching of the values of the Seventh-day Adventist Church and be able to call the students to a similar commitment. White (1943) emphasized that

the habits and principles of the teacher should be considered of even greater importance than his literary qualifications. If he is a sincere Christian, he will feel the necessity of having an equal interest in the physical, mental, moral, and spiritual education of his pupils. (p. 77)

Commitment or loyalty is the involvement and identification with an appropriate object; it calls for a special dedication (Ciriello, 1987, p. 137). The faith dimension, an aspect of the work condition factor, was found to be a better predictor of commitment to the organization. Teachers who score high on these work condition factors are likely to be more committed to the church than those who score low. Thus, as administrators

consider candidates for teaching positions within the church-operated schools, they might give strong consideration to those who give evidence (or expression) of their faith dimension, which indicates commitment to organizational goals.

The variable "Inservice opportunity available" was ranked among the last five variables measuring job satisfaction with a mean of 3.24. This suggests that teachers feel a need for further training after they have finished their formal school. Teachers need to be on the cutting edge of the daily school life. They need to be aware of the latest teaching method/technology available and new research findings. School administrators need to provide teachers with more opportunities to attend professional meetings, conventions, and seminars, and to get in contact with their counterparts in both public and private school systems.

Socialization is part of school daily life. Comer in the foreword to Making School a Place of Peace (Bey & Turner, 1996) stated that

the school is a major socializing agent and character-development agent in children's lives. Next to the home, and in some cases, in lieu of the home, the school has the most significant long-term influence on children's development. (pp. ix, x)

Socialization takes place between teachers; the study specified adult social interaction. Teachers rated it highest. However, some teachers are isolated, especially

those in one- and two-room schools; they do not find somebody else (of the same faith, commitment, and age) to talk to. Therefore, the administration needs to maximize this aspect so that teachers can visit (and be visited) and exchange ideas and views with other professionals in the teaching profession and/or in other fields.

Recommendations for Further Study

The findings of this study seem to indicate the following recommendations.

1. Teachers' education level: An investigation should study whether the level of teachers' education plays an important role in teachers' job satisfaction or/and commitment to the church.

2. Former Seventh-day Adventist teachers: The present study focused on teachers currently teaching in Seventh-day Adventist schools in the Lake Union Conference. Additional insight might be gained by getting comparative information on teachers who have left the Seventh-day Adventist Church education system but remain in the teaching profession elsewhere. It will be important to know, among other things, how their job satisfaction, teaching profession, and organization commitment have been affected and what it would take to lure them back to the Seventh-day Adventist education system.

3. Qualitative study: The present study employed quantitative methods to describe the general character of

job satisfaction, job commitment, and the work conditions and to derive some conclusions about its relationship to other variables and its impact on the organization. Qualitative, interpretive methods such as observational fieldwork, an ethnographic or case study would allow for the exploration of the phenomenon of satisfaction and commitment in more depth. Some questions that could be asked are: How is commitment exhibited and conceptualized in the actions of particular teachers in particular settings? How does the environment support or inhibit commitment? How do persons who express specific commitment orientation make decisions about the curriculum and interact with the administration, their peers, and students?

4. School environment: It was found that one- and two-room schools constitute the biggest group in the Union (40.0% of elementary-school teachers work in this primary level of schooling). Further study should be conducted to determine whether or not teachers at this level experience the same problems with their counterparts in larger schools (with many teachers and many students). This study also should be conducted among teachers in higher education (colleges and universities).

5. Replication of the study: It is important to replicate this study periodically in order to gain some longitudinal data that would enable researchers and

administrators to discover whether shifts occur in teachers' job satisfaction and job commitment and to see which work conditions are most important from one study to another.

6. Division-wide and foreign-country study: This study needs to be conducted in other areas of North America as well as among other Seventh-day Adventist schools in other countries. The study should be broadened to cover teachers and school administrators so that a global measure of job satisfaction and job commitment can be established. One section on the instrument should focus on administrators (principals, superintendents, chairmen of school boards, education directors, and conference presidents).

APPENDICES

APPENDIX 1

ADVENTIST TEACHER STUDY
QUESTIONNAIRE

ADVENTIST TEACHER STUDY

PART I -- DEMOGRAPHY

1. In which age range are you?

- ☐ 1. Under 25
- ☐ 2. 25-34
- ☐ 3. 35-44
- ☐ 4. 45-54
- ☐ 5. 55-64
- ☐ 6. 65 or over

2. Counting this year, how many years have you worked in the following?

- ☐ 1. The current school
- ☐ 2. Other Adventist schools
- ☐ 3. Private schools other than Adventists'
- ☐ 4. Public schools

PART II -- JOB FACTORS

On a scale of 1 to 5 indicate how important each of the following factors was in influencing your decision to work at the current school. Circle one number for each statement where 1 indicates a less important factor and 5 a more important factor.

	Less important	1	2	3	4	5	More important	
1. Commitment to Adventist education	1	2	3	4	5			
2. Desire to work in my home church	1	2	3	4	5			
3. View of teaching as ministry	1	2	3	4	5			
4. Salary and benefits offered by conference	1	2	3	4	5			
5. Opportunity to witness to my faith	1	2	3	4	5			
6. Opportunity to work in an educational environment	1	2	3	4	5			
7. Unavailability of other teaching jobs	1	2	3	4	5			
8. Influence fellow teachers have had on me	1	2	3	4	5			
9. To support my family	1	2	3	4	5			
10. Experience for future work elsewhere	1	2	3	4	5			
11. Assignment by the conference	1	2	3	4	5			
12. Desire to work with young people	1	2	3	4	5			
13. Love of teaching	1	2	3	4	5			
14. Local school requested my assistance	1	2	3	4	5			
15. Opportunity to share my values	1	2	3	4	5			
16. God's choice for my life	1	2	3	4	5			
17. Personal growth and development	1	2	3	4	5			
18. Desire to earn extra money	1	2	3	4	5			

Part II (Continued)

19. Opportunity to work in a school close
to my home 1 2 3 4 5
20. My education in Adventist schools 1 2 3 4 5
21. My experience in and with schools 1 2 3 4 5

PART III -- JOB SATISFACTION

On a scale of 1 to 5 indicate your degree of satisfaction in your present work situation with each factor. Circle one number for each statement where 1 indicates very unsatisfactory and 5 very satisfactory.

	Very unsatisfactory	1	2	3	4	5	Very satisfactory
1. Amount of professional stimulation in my work .	1	2	3	4	5		
2. Discipline in the school	1	2	3	4	5		
3. Salary I receive	1	2	3	4	5		
4. Relations with my students	1	2	3	4	5		
5. Academic ability of the students	1	2	3	4	5		
6. Interest of church leaders in school	1	2	3	4	5		
7. Challenge of my work	1	2	3	4	5		
8. Recognition of my teaching ability	1	2	3	4	5		
9. Discipline in my classes	1	2	3	4	5		
10. Relations with rest of staff	1	2	3	4	5		
11. Number of students in class	1	2	3	4	5		
12. Ability to help my students learn	1	2	3	4	5		
13. Inservice opportunity available	1	2	3	4	5		
14. Philosophy of the school/conference	1	2	3	4	5		
15. Recognition of my services	1	2	3	4	5		
16. Bureaucracy in the school /conference	1	2	3	4	5		
17. Degree of creativity possible in my work	1	2	3	4	5		
18. Ability to work with gifted students	1	2	3	4	5		
19. Communication in this school/conference	1	2	3	4	5		
20. Sense of accomplishment I have	1	2	3	4	5		
21. Benefits I receive	1	2	3	4	5		
22. Relations with the principal/superintendent	1	2	3	4	5		
23. Amount of freedom I have	1	2	3	4	5		
24. Ability to help my students grow spiritually	1	2	3	4	5		
25. My self-esteem as a teacher	1	2	3	4	5		
26. Support of school by parents	1	2	3	4	5		
27. My professional preparation	1	2	3	4	5		
28. Recognition of my ministerial role in
the Church	1	2	3	4	5		
29. Philosophy of the principal/superintendent	1	2	3	4	5		

Part III (Continued)

30. Amount of responsibility I have	1	2	3	4	5
31. My professional competence	1	2	3	4	5
32. My interest in my work	1	2	3	4	5
33. Compatibility between my family and my work situation	1	2	3	4	5
34. My ability to teach spiritual values	1	2	3	4	5
35. Amount of time required for class preparation	1	2	3	4	5
36. My ability to work with slow learners	1	2	3	4	5
37. My voice in school affairs	1	2	3	4	5
38. Opportunity for advancement	1	2	3	4	5
39. Prevailing student attitudes	1	2	3	4	5
40. My comfort as an Adventist	1	2	3	4	5
41. Sense of community among faculty and students	1	2	3	4	5
42. Support of the school by the Church	1	2	3	4	5
43. My relations with local pastor	1	2	3	4	5

PART IV -- IMPORTANCE OF WORK CONDITIONS

On a scale of 1 to 5 indicate how important each of the following factors would be in influencing your decision to remain at the school where you are currently teaching. Circle one number for each statement where 1 indicates a less important factor and 5 an extremely important one.

Not important	1	2	3	4	5	Very important
1. Job security	1	2	3	4	5	
2. Caliber of students	1	2	3	4	5	
3. Opportunity for advancement	1	2	3	4	5	
4. Salary and benefits	1	2	3	4	5	
5. General working conditions	1	2	3	4	5	
6. Desire to help children develop their faith	1	2	3	4	5	
7. My growth experience	1	2	3	4	5	
8. My family situation	1	2	3	4	5	
9. Satisfaction with my work	1	2	3	4	5	
10. Opportunity to help others	1	2	3	4	5	
11. Administrator's style and philosophy	1	2	3	4	5	
12. Relation with my students	1	2	3	4	5	
13. Hours, holidays, summer vacation	1	2	3	4	5	
14. Regard for my opinion in school matters	1	2	3	4	5	
15. Chance to work with other committed people	1	2	3	4	5	
16. Desire to help create a caring Adventist community	1	2	3	4	5	

Part IV (Continued)

17. Evidence of spiritual commitment in
the school	1	2	3	4	5
18. Treatment received from administration	1	2	3	4	5
19. Schedule compatible with my family
situation	1	2	3	4	5
20. Lack of bureaucracy in the
school/conference	1	2	3	4	5
21. Feeling of accomplishment I have	1	2	3	4	5
22. Amount of independent thought and
activity I am able to exercise	1	2	3	4	5
23. Satisfaction derived from students' achievement	1	2	3	4	5

Thank you for your help. Your comments are welcome below and on the back of this page. Please return the questionnaire in the self-addressed stamped envelope enclosed.

APPENDIX 2

LETTER FROM THE HUMAN SUBJECTS REVIEW BOARD (HSRB)
GIVING CLEARANCE TO PROCEED WITH THE RESEARCH

ANDREWS UNIVERSITY

March 15, 1995

Athanase Rutebuka
500 Garland F-2
Berrien Springs MI 49103

Dear Athanase:

On behalf of the Human Subjects Review Board (HSRB) I want to advise you that your proposal, "Job Satisfaction Among Teachers in SDA Schools and Its Relationship to Commitment and Importance of Work Conditions," has been reviewed under the Exempt Review Category. You have been given clearance to proceed with your research plans.

All changes made to the study design and/or consent form after initiation of the project require prior approval from the HSRB before such changes are implemented. Feel free to contact our office if you have any questions. The duration of the present approval is for one year. If your research is going to take more than one year, you must apply for an extension of your approval in order to be authorized to continue with this project.

Some proposals and research designs may be of such a nature that participation in the project may involve certain risks to human subjects. If your project is one of this nature and in the implementation of your project an incidence occurs which results in a research-related adverse reaction and/or physical injury, such an occurrence must be reported immediately in writing to the Human Subjects Review Board. Any project-related physical injury must also be reported immediately to the University physician, Dr. Loren Hamel, by calling (616) 473-2222.

We wish you success as you implement the research project as outlined in the approved protocol.

Sincerely,

James R. Fisher, Director
Office of Scholarly Research

cc: Lyndon G. Furst

You should submit to our office a copy of the letter of explanation which will accompany the data gathering instruments and explain the nature of the research and how anonymity will be maintained. Thank you.

Office of Scholarly Research, Haughey Hall, Rm. 130, (616) 471-6088
Andrews University, Berrien Springs, MI 49104-0355

APPENDIX 3

ACTION TAKEN BY THE EDUCATION MANAGEMENT
TEAM (EMT) OF LAKE UNION CONFERENCE
AUTHORIZING TO SEND OUT THE SURVEY

Education Management Team
January 24, 1995
Page 2

VOTED that the survey "Elementary and Secondary School Study", as presented by Lyndon G. Furst, may be sent to each K-12 teacher in the Lake Union. Results will be shared with the Lake Union Office of Education.

ADMINISTRATOR
SURVEY

APPENDIX 4

COLLECTION OF DATA CORRESPONDENCE

- A. PRE-LETTER
- B. FIRST MAILING AND INSTRUCTION SHEET
- C. REMINDER NOTE
- D. SECOND REMINDER/MAILING
- E. THIRD MAILING
- F. FINAL REMINDER

Appendix 4A

DATE

FIELD(1)

FIELD(2)

Dear FIELD(3),

I am currently doing research on job satisfaction among Adventist teachers and working conditions that are important to them. I hope our leaders can use the results of this study to improve the operation of our Adventist schools.

In a few days you will receive a questionnaire asking about your job satisfaction and how important various working conditions are to you. I would appreciate your thoughtful response to these questions.

If you would like to know the results of this survey, fill out the bottom part of this letter and mail it back to me. As soon as everyone has responded I will send you a summary of the study.

Thank you in advance for your help in this important study.

Sincerely,

Athanase Rutebuka
Research Assistant

Please send me a copy of the results of the **Adventist Teacher Study**

Name _____

Address _____

Mail to: **ADVENTIST TEACHER STUDY**
Andrews University
Berrien Springs, MI 49104-0100

Appendix 4B

ADVENTIST TEACHER STUDY

1. Please answer every question on the questionnaire.
2. Your answers will be confidential.
3. Identification numbers on the form are used primarily for follow-up purposes.
4. Feel free to write additional comments on the form or another paper.
5. Please help us control costs by returning the form as soon as possible.

Appendix 4C

JUST A REMINDER

We have not yet received your **ADVENTIST TEACHER STUDY** questionnaire. (*If you sent it recently ignore this reminder*).

We need your answers to this important survey. Please help us by returning it soon.

Athanase Rutebuka,
Research Assistant
Andrews University

ADVENTIST TEACHER STUDY

Andrews University, Berrien Springs, MI 49104-100

Appendix 4D

ADVENTIST TEACHER STUDY

We have not yet received your **ADVENTIST TEACHER STUDY** questionnaire; if you have sent it recently, ignore this reminder; in case you have misplaced it, we have enclosed a new one.

1. Please answer every question on the questionnaire.
2. Your answers will be confidential.
3. Identification numbers on the form are used primarily for follow-up purposes.
4. Feel free to write additional comments on the form or another paper.
5. Please help us control costs by returning the form as soon as possible.

We need your answers to this important survey. Please help us by returning it soon. A postage paid envelope is enclosed for your convenience.

Appendix 4E

PLEASE **HELP** **HELP** **HELP**

Just over 250 people have returned their questionnaires but we still need yours. Please fill out and return the enclosed questionnaire as soon as possible.

Thank you.

Appendix 4F

Please **HELP**

We have not yet received your **ADVENTIST TEACHER STUDY** questionnaire (*if you have sent it already ignore this reminder*).

We need your answers to this important survey. Please help us by returning it soon.

Thank you in advance.

Athanase Rutebuka, Research Assistant
Andrews University

ADVENTIST TEACHER STUDY
Andrews University, Berrien Springs, MI 49104-100

APPENDIX 5

SCALES AND SUB-SCALES RELIABILITY ANALYSIS

- A. COMMITMENT (JOB FACTORS) VARIABLES
- B. JOB SATISFACTION VARIABLES
- C. WORK CONDITIONS VARIABLES
- D. COMMITMENT (JOB FACTORS) CONSTRUCTS
- E. WORK CONDITION FACTORS

Appendix 5A

Reliability Analysis for Job Factors (Commitment) Variables
(N=261)

Var.	Description	Mean	SD
1.	Commitment to Adventist education	4.52	.81
2.	Desire to work in my home church	2.16	1.46
3.	View of teaching as ministry	4.51	.84
4.	Salary and benefits offered	2.61	1.24
5.	Opportunity to witness	4.30	.92
6.	Opportunity to work in education	4.05	1.09
7.	Unavailability of other teaching jobs	1.92	1.35
8.	Influence my teachers have had on me	2.44	1.31
9.	To support my family	3.08	1.51
10.	Experience for future work elsewhere	2.34	1.42
11.	Assignment by the conference	2.12	1.34
12.	Desire to work with young people	4.52	.76
13.	Love of teaching	4.48	.84
14.	School requested my assistance	2.85	1.67
15.	Opportunity to share my values	4.26	.95
16.	Gods choice for my life	4.67	.70
17.	Personal growth and development	3.81	1.17
18.	Desire to earn extra money	1.95	1.29
19.	Opportunity to work close to home	2.64	1.67
20.	My education in Adventist schools	3.26	1.57
21.	My experience in and with schools	3.33	1.37

ALPHA = .7228

STANDARDIZED ITEM ALPHA = .7600

Appendix 5B

Reliability Analysis for Job Satisfaction Variables

(N=261)

Var.	Description	Mean	SD
1.	Amount of professional stimulation	3.51	1.01
2.	Discipline in the school	3.49	1.04
3.	Salary I receive	3.16	1.16
4.	Relations with my students	4.30	.81
5.	Academic ability of the students	3.62	.95
6.	Interest of church leaders in school	3.27	1.21
7.	Challenge of my work	4.07	.92
8.	Recognition of my teaching ability	3.62	1.11
9.	Discipline in my classes	3.98	.97
10.	Relations with rest of staff	4.06	1.08
11.	Number of students in class	4.02	1.11
12.	Ability to help my students learn	4.25	.74
13.	Inservice opportunity available	3.24	1.18
14.	Philosophy of the school/conference	3.86	1.06
15.	Recognition of my services	3.51	1.12
16.	Bureaucracy in the school	2.97	1.19
17.	Degree of creativity possible	4.18	.95
18.	Ability to work with gifted students	3.32	1.09
19.	Communication in this school	3.42	1.11
20.	Sense of accomplishment I have	3.87	.94
21.	Benefits I receive	3.49	1.17
22.	Relations with the principal	4.08	1.13
23.	Amount of freedom I have	4.23	.90
24.	Ability to help my students	4.31	.86
25.	My self-esteem as a teacher	4.02	1.03
26.	Support of school by parents	3.49	1.12
27.	My professional preparation	4.02	.89
28.	Recognition of ministerial role	3.61	1.14
29.	Philosophy of the principal	3.93	1.08
30.	Amount of responsibility I have	3.77	1.10
31.	My Professional competence	4.21	.77
32.	My interest in my work	4.38	.82
33.	Compatibility between my family and my work	3.65	1.35
34.	Ability to teach Spiritual values	4.32	.82
35.	Time required for class preparation	3.16	.15
36.	Ability to work with slow learners	3.33	1.04
37.	My voice in school affairs	3.71	1.11
38.	Opportunity for advancement	3.06	1.25
39.	Prevailing student attitudes	3.18	1.04
40.	My comfort as an Adventist	4.38	.92
41.	Sense of community	3.64	1.03
42.	Support of the school	3.53	1.25
43.	Relations with local pastor	3.83	1.24

ALPHA = .9278

STANDARDIZED ITEM ALPHA = .9287

Appendix 5C

Reliability Analysis for Work Conditions Variables

(N=261)

Var.	Description	Mean	<u>SD</u>
1.	Job security	3.96	1.25
2.	Caliber of students	3.51	1.11
3.	Opportunity for advancement	2.90	1.30
4.	Salary and benefits	3.33	1.20
5.	General working conditions	4.05	.94
6.	Desire to help children	4.52	.71
7.	My growth experience	4.19	.86
8.	My family situation	4.22	1.18
9.	Satisfaction with my work	4.37	.80
10.	Opportunity to help others	4.45	.72
11.	Administrators style	3.89	1.12
12.	Relation with my students	4.41	.77
13.	Hours, holidays, summer vacation	3.56	1.30
14.	Regard for my opinion in school	3.95	1.01
15.	Chance to work with other people	4.08	.99
16.	Desire to create Adventist community	4.30	.83
17.	Evidence of spiritual commitment	4.20	.98
18.	Treatment from administration	4.13	1.15
19.	Schedule compatible with my family	4.02	1.24
20.	Lack of bureaucracy in the school	3.39	1.31
21.	Feeling of accomplishment I have	4.25	.87
22.	Amount of independent thought	4.31	.78
23.	Satisfaction derived from students	4.33	.93

ALPHA = .3486

STANDARDIZED ITEM ALPHA = .3630

Appendix 5D

Reliability Analysis for Job Factors (Commitment) Constructs

(N=261)

a) Commitment to job

Var.	Description	Mean	<u>SD</u>
2	Desire to work in my home church	2.16	1.46
4	Salary and benefits offered	2.61	1.24
14	School requested my assistance	2.85	1.67
19	Opportunity to work close to home	2.64	1.67
ALPHA = .4648		STANDARDIZED ITEM ALPHA = .4612	

b) Commitment to the organization

Var.	Description	Mean	<u>SD</u>
1	Commitment to Adventist education	4.52	.81
3	View of teaching as ministry	4.51	.84
5	Opportunity to witness	4.30	.92
15	Opportunity to share my values	4.26	.95
20	My education in Adventist schools	3.26	1.57
ALPHA = .7027		STANDARDIZED ITEM ALPHA = .7708	

c) Commitment to teaching

Var.	Description	Mean	<u>SD</u>
8	Influence my teachers have had on me	2.44	1.31
12	Desire to work with young people	4.52	.76
13	Love of teaching	4.48	.84
17	Personal growth and development	3.81	1.17
21	My experience in and with schools	3.33	1.37
ALPHA = .6133		STANDARDIZED ITEM ALPHA = .6575	

Appendix 5E

Reliability Analysis for Work Conditions Factors (N=261)

a) Faith Dimension: aspects of the work that foster expression of community and belief.

Var.	Description	Mean	<u>SD</u>
6	Desire to help children	4.52	.71
16	Desire to create Adventist community	4.30	.83
17	Evidence of spiritual commitment	4.20	.98

ALPHA = .7176 STANDARDIZED ITEM ALPHA = .7241

b) Personal Significance: aspects of the work conditions that are opportunities for personal growth and development.

Var.	Description	Mean	<u>SD</u>
7	My growth experience	4.19	.86
9	Satisfaction with my work	4.37	.80
10	Opportunity to help others	4.45	.72
12	Relation with my students	4.41	.77
22	Amount of independent thought	4.31	.78
23	Satisfaction derived from students	4.33	.93

ALPHA = .7787 STANDARDIZED ITEM ALPHA = .7819

c) Role Conflict: aspects of the work that demand simultaneous response to demands outside the work.

Var.	Description	Mean	<u>SD</u>
3	My family situation	4.22	1.18
13	Hours, holidays, summer vacation	3.56	1.30
19	Schedule compatible with my family	4.02	1.24
20	Lack of bureaucracy in the school	3.39	1.31

ALPHA = .5505 STANDARDIZED ITEM ALPHA = .5576

Appendix 5E (continued)

d) Adult Social Interaction: aspects of the work that describe the general adult working relationships.

Var.	Description	Mean	<u>SD</u>
5	General working conditions	4.05	.94
11	Administrators style	3.89	1.12
14	Regard for my opinion in school	3.95	1.01
15	Chance to work with other people	4.08	.99
18	Treatment from administration	4.13	1.15
ALPHA = .7210		STANDARDIZED ITEM ALPHA = .7196	

e) Finance: aspects of the work relating to the circumstances of remuneration

Var.	Description	Mean	<u>SD</u>
1	Job security	3.96	1.25
3	Opportunity for advancement	2.90	1.30
4	Salary and benefits	3.33	1.20
ALPHA = .5731		STANDARDIZED ITEM ALPHA = .5762	

APPENDIX 6
ELEMENTARY SCHOOL ENVIRONMENT

ELEMENTARY SCHOOL ENVIRONMENT

ILLINOIS CONFERENCE	Rooms
1. Aurora Elementary School	3
2. Beverly Hills Elementary School	1
3. Champaign Elementary School	1
4. Dekalb Elementary School	1
5. Downers Grove Elementary School	3
6. Elgin Elementary School	1
7. Galesburg Elementary School	1
8. Glen Ellyn Elementary School	2
9. Hinsdale Junior Academy	10
10. Joliet Elementary School	1
11. Lake County SDA Elem School	3
12. Marion Elementary School	1
13. Noble Elementary School	1
14. North Shore Junior Academy	10
15. Ottawa Elementary School	1
16. Peoria Elementary School	1
17. Quincy Elementary School	1
18. Rockford Elementary School	2
19. Sheridan Elementary School	1
20. South Suburban Elementary School	1
21. Springfield Elementary School	1

INDIANA CONFERENCE

22. Anderson Elementary School	2
23. Bedford Elementary School	1
24. Bloomington Elementary School	2
25. Cicero Elementary School	3
26. Columbus Elementary School	1
27. Elkhart Elementary School	1
28. Evansville Elementary School	1
29. Fort Wayne Elementary	1
30. Indianapolis Junior Academy	10
31. Kokomo Elementary School	1
32. Lafayette Elementary	1
33. Marion Elementary School	1
34. Richmond Elementary School	1
35. South Bend Junior Academy	3
36. Terre Haute Elementary School	1

LAKE REGION CONFERENCE

37. Calvin Center Elementary School	2
38. Capitol City Elementary School	4
39. Chicago SDA Elementary School	10
40. Fairhaven Elementary School	3
41. Mizpah Elementary School	2
42. Peterson-Warren Elementary School	7
43. Sharon Junior Academy	3

ELEMENTARY SCHOOL ENVIRONMENT (Continued)**MICHIGAN CONFERENCE**

44. Adelphian Junior Academy	10
45. Alpena Elementary School	1
46. Battle Creek Elementary School	8
47. Benedict Memorial Elem. School	2
48. Berrien Springs Village El. School	9
49. Cedar Lake Elementary School	3
50. Charlotte Elementary School	1
51. Eau Claire Elementary School	2
52. Edenville Elementary School	1
53. Edith B. Garrett Elementary School	2
54. Escanaba Elementary School	1
55. First Flint Elementary School	2
56. Glenwood Union Elementary School	2
57. Gobles Junior Academy	4
58. Grand Haven Elementary School	2
59. Grand Rapids Junior Academy	5
60. Grayling Elementary School	1
61. Greater Lansing Adventist Academy	6
62. Hastings Elementary School	1
63. Holland Elementary School	2
64. Ionia Elementary School	1
65. Ithaca Elementary School	1
66. Jackson Elementary School	2
67. Kalamazoo Junior Academy	4

ELEMENTARY SCHOOL ENVIRONMENT (Continued)**MICHIGAN CONFERENCE (Continued)**

68. Ledges Elementary School	1
69. Maple Ridge Union El. School	1
70. Metropolitan Elementary School	3
71. Mio Elementary School	1
72. Mount Pleasant Elementary School	1
73. Munising Elementary School	1
74. Muskegon Elementary School	1
75. Niles Elementary School	4
76. Northview Junior Academy	4
77. Oak Hollow Christian School	1
78. Oakwood Junior Academy	4
79. Onaway Elementary School	1
80. Owosso Elementary School	1
81. Petoskey Elementary School	1
82. Plymouth Elementary School	2
83. Prattville Elementary School	1
84. Traverse City Elementary School	1
85. Tri-City Junior Academy	3
86. Troy Adventist Academy	3
87. Warren Elementary School	2
88. Waterford Adventist School	2
89. Wilson Junior Academy	2
90. Woodland Elementary School	2

ELEMENTARY SCHOOL ENVIRONMENT (Continued)**WISCONSIN CONFERENCE**

91. Bethel Junior Academy	3
92. L & L Branch Elementary School	1
93. Durand Elementary School	1
94. Fox Valley Elementary School	1
95. Frederic Elementary School	1
96. Green Bay Junior Academy	4
97. Lakeland Elementary School	1
98. Madison Elementary School	2
99. Menomonie Elementary School	1
100. Milwaukee Junior Academy	4
101. Peterson Elementary School	3
102. Pine View Elementary School	2
103. Raymond Elementary School	2
104. Rhinelander Elementary School	1
105. Rice Lake Elementary School	1
106. Richland Center Elementary School	1
107. Sunnyside Elementary School	1
108. Wausau Elementary School	1
109. Woodland Adventist School	2

APPENDIX 7

TEACHERS' COMMENTS

TEACHERS' COMMENTS**I. Teacher-administration Relationships
(Principal, Board, Conference)**

#101

I feel that principals in our church schools and academies have too much power. In public school when there is a change in principals, it does not affect job security. Not so in our school. When a new principal is hired, especially in the academy, he lets the old staff go and hires his friends. The longer you have been at a school, the less job security you have. I have lived on an academy campus for 28 years and seen this happen over and over again.

#102

I and my fellow workers experience a lot of dissatisfaction in not having our opinions and ideas respected, affirmed, and implemented.

#103

There is little opportunity for advancement, little input encouraged from staff, and little encouragement from conference or administration; but you hear from/or about mistakes.

#104

Where I am there is no communication from the principal. We (kindergarten teacher and myself) have no part in planning. I am here only because of my love for children and teaching to love and serve the Lord. If it were not for my love for the Lord and knowing this is His church, I would have left teaching and the Church because of the way I've been treated by conference and churches.

I thank the Lord for the opportunity He has given me to teach in our schools for 31 years.

I pray for my students and continue to look them up all over the USA to let them know I still love them no matter where they are or what they are doing.

#105

Teachers are often left (by the board) to come up with finances to supply resources for teaching that are necessary but are deemed by the board to be "unnecessary" and/or "unaffordable." The time factor to make teaching aids often is not considered. I have found a naive attitude and absence of knowledge about basic educational principles and current

trends in education among board members. They have a stronger weight when it comes to making decisions that affect classroom learning and teacher resources. I believe they need to make themselves more knowledgeable about the work load of a teacher and provide what is needed to adequately teach their children. Creative optionizing is necessary when finances limit decisions. Often, needs projects are just dropped when there are no funds.

#106

Often the Conference Office is great, and the local school board (who rehires you one year at a time) is a pain.

#107

The impact of the school board and its chair can be a significant factor in some schools. In our school, the chairperson is the negative factor for 3/4 of the teaching staff.

#108

I love my job, although I constantly feel the frustration of not enough time to help the slow learners or challenge the gifted students. There is always the pressure of more to do than one possibly can. There is simply not enough time to help each student individually and still teach... Teaching is very rewarding, but there are times when I feel that the ones who control the small schools are the students, because no board member who has a student in the school would ever think of making a decision that would make his/her child unhappy. The board chairman and at least 75% of board members should be sincere supporters of the school. They should not be on the board just because their oldest child starts school and it their turn to be a board member. Many school-board policies change from year to year due to the rise of new power students. Policies should be made to benefit all students in compliance with the SDA philosophy, not to please the power kids.

It is a well-known slogan among small schools that "The board does the hiring and the students do the firing." It is sad, but a lot of truth is in this slogan.

The Lord has greatly blessed me in my teaching, and I am very happy I am able to continue teaching.

#109

If a teacher and principal don't see eye to eye, the principal can run to the conference officials and tattle. The teacher feels he/she can't say anything in his/her own defense or explain the teacher's perspective for fear of losing his/her job. These things really can get a person down. I do love my job, my school, and faculty.

#110

After four years in a one-room school, I was sad to see the church fighting continually with each other. The pastor spent his time playing political games locally and with the conference. Such an attitude does not allow spiritual growth. I have been thrilled with the environment the Lord has led me to. My first seven years in education were in a different union where I experienced extremely inept administration, this year has been exceptional.

#111

I would rate this last item (Job Satisfaction #43 "My relations with local pastor") higher if my pastor were not also the school-board chair.

#112

The board does not listen to teachers; it just does its own thing. I think the education I received at Andrews did not prepare me. Teachers at Andrews have not taught in one-room schools. They have no idea. I think all teachers at college level should be required to teach at the elementary level every 5 years. It would keep them in touch with real world!!!

#113

I feel it is very important to have school-board support. Without it, life as a teacher can be horrible. I am concerned that conferences offer contracts that they keep. If a teacher is hired for the year by contract, the conference should abide by it. Money received to date over the summer and months worked should not be taken back. It also would be nice to have a job description. Example: Is the teacher expected to be janitor, etc....

#114

I Am very concerned about the lack of foresight on the part of Lake Union Education Superintendent in promoting accelerated honors/ advanced/ placement courses at the academy level (boarding/day) in the science area (biology, chemistry, physics, anatomy and physiology) especially when instructors are not fully qualified academically, credentiaally, and experienced in the field.

#115

Though some efforts have been made, I do not feel that educational work is given the attention and concern of the higher bodies. In inner city schools, more money needs to be expended to close the gap between the influent and those who are not as affluent. I do not feel God is happy with this disparity on either side of the fence.

#116

Financial condition of the school is important. I suppose that is related to salary and benefits. But when it comes to the ability of the school to equip itself for the year 2000 and beyond with computer equipment, finance of the school takes on a much broader meaning. That kind of finance would be a factor in my decision to remain at the school where I currently teach.

#117

I have great relationships with all people I deal with: students, teachers, principal. I have a problem with the board. After four years of teaching here, I was finally introduced to the members of the school board. I had never seen about half of them. If they only come to the school for board meetings and leave immediately afterwards, I wonder about their knowledge of our program. If their sole source of information is our principal, why do teachers need to give their input.... It seems to me that the school board makes bottom-line decisions of what happens at our school without really knowing our school. (Probably there's not much that can be done --it's just one of the disadvantages we have to live with).

II. Retirement Concerns

#118

Older workers are not treated with the respect they deserve. Many times they are given a lesser position a few years before retiring.... The Lord always takes a bad situation and gives you something better, but this is no way a caring church should treat its workers.

#119

I am glad to see you are addressing these concerns. It is long overdue! We teachers, especially when we are close to retirement, feel devalued many times by the bureaucracy. I work for the Lord and His truth. Otherwise I would have gone back into public teaching where I felt appreciated.

III. Teacher-Parent (Community) Relationships

#120

It is difficult to answer with your true feeling when you have an objective survey like this. More factors are involved in each situation. In this school, the situation changes from year to year. The division in the community on many issues makes it impossible to determine what one would do at any given year or time. A belief in strong SDA standards can make life a little more complicated in a time when standards are considered unimportant to many.

#121

When I first started teaching, parents were always supportive, kids were raised with respect for school and for teachers. Over the past 12 years, I have seen a great change --possibly because parents have become "afraid" to discipline at home, possibly because of the great increase in dysfunctional homes and lack of real commitment to a good education, much less a Christian education for the children. I see a lot of disrespect for teachers, and when I see the relationships with parents and children, I see a great lack of respect there also. Of course, we have some wonderful families who try to raise their kids with values and morals that will help them lead a productive school life and an adult life.

#122

Too few people understand the work load and responsibility of the teacher --most see the low ratio of children to teacher and think we have it made. All parents work and have no time or inclination to help. No one wants to hear a complaining teacher either! So most of us suffer in silence with the work load and lack of understanding. But when fellow teachers get together, (too rare at that) we sure complain.

#123

I am concerned about the "M&M Factor"--those who have money or mouth are most influential, and often the most critical. I am concerned about the lack of support--both financial and moral--from parents and church members. Parents do not seem to realize that teachers want their children to succeed as much as the parents do. They do not seem to realize that for most students, learning is sometimes hard work. They value fun over learning. Too often the teacher becomes the enemy to be destroyed. The "M&M" parents seem not to realize that cooperation is essential to student success. The professional level of a teacher is severely hampered, which is demoralizing for teachers, administrators, and students. When teachers have to uproot and move their family for no reason other than a grumbling parent who goes on a campaign, it is an abominable practice in the Seventh-day Adventist educational system. Pastors and educational superintendents are of little or no help because they must "save their own neck." The same people who complain about teachers uproot pastors and campaign against the reelection if they don't dance to "M&M" music!

#124

Because I teach in a small school with an uncommunicative principal, I am often frustrated with things that go on. Also, I am not teaching at the level I prefer, but due to

job cuts I feel that it is this job or none at all. I live alone so I must work. This is very frustrating.

#125

As soon as something isn't quite right, the parents immediately threaten to put their child in public school. We get so tired of these threats. We would like to see support rather than talking with other parents and not with the teacher.

I really don't know how many parents pray for their school. If they would pray rather than criticize, no telling what would happen.

#126

I am concerned about parents who do not place an emphasis on learning (e.g., they schedule 1-2 week vacations during class time, neglect to feed students their breakfast or send lunch, don't recognizing the importance of proper sleep for children--no matter how much is said. Yet, I don't understand why parents are so angry when their child is expected to do school work outside the classroom. All of my students are SDAs this year; yet I listen to parents praising the public schools and blaming the church school for all their child's problems.

IV. Job Security

#127

I got into Christian education at God's direction; therefore, I can't or don't worry about job security. I've seen how little there really is, however, and that could be scary and disastrous.

#128

Due to small enrollment I feel that job security is a problem, although I know all jobs everywhere of every kind are at risk.... If I am notified that I have no job for next year, I would find it extremely difficult. Sometimes I think unemployment benefits would be wonderful, in case of job loss.

If enrollment does not allow me to be hired next year, a week before school starts I discover I am unemployed --as almost happened last year, I certainly need to exercise every ounce of faith I have! I do trust my Lord to help me. In my situation and at my age, it would be extremely frightening without him.

V. Salary and Benefit

#129

In the past four years, my salary has increased \$100; total over four years.... Since I am the sole wage earner, life has been difficult!!!

#130

Our salary is far below our counterparts in the public system; and we know teachers aren't overpaid.

#131

Inadequate compensation. Not balanced with cost of living, especially housing. In the big city, living costs are higher than in rural areas--yet there is no financial differential to take the burden away.

#132

Salary is a deep factor for discontentment in the Adventist system. The salary scales should be higher and compatible to all conference educational salary scales. We are all in the same teaching ministry, yet some have more roles and get less pay. It is not fair for a principal who also teaches full time to make less money than a teacher with less experience in our system.

#133

Benefits vary from school to school within the same Conference.

#134

Twenty-one years at the same school leaves me looking for a different work in the church. Unfortunately, I don't think I grew professionally as I should have because I had other interests during the summer and I didn't enjoy summer school. It left me too tired to go back into the classroom. Teachers, and maybe pastors as well, should have a rest every 7 years. I'm a little burned out and I don't have the zest I once had. I was greatly encouraged by receiving "Zapara Award".

#135

I think that Adventist health-care varies greatly from conference to conference. Some conferences give you an insurance card to permit admittance to emergency room, hospital, etc. Some expect you to pay your bill and then get reimbursed--even for large amounts.

Salaries differ also. Some conferences haven't kept up with others and with inflation. There still seems to be too much "moving" in the church. If teachers stayed longer in one place, the savings could help reduce "education costs"!

#136

The love of money is a temptation for all of us. The SDA school system I feel provides an adequate salary. God will take care of us.

Our biggest need as a school system is to look to Jesus and not the world for guidance. We all need to experience a heart-felt repentance.

#137

The new insurance procedures from the General Conference are disgustingly petty, annoying, and unnecessary. Insurance benefits are part of compensation package. The way the insurance is being administered now makes the procedure to access benefits so complicated it is the embodiment of insane bureaucracy.

VI. Task and Time**#138**

Hours are too long (about 60 per week). Being responsible for students and class work and discipline is really enough with 7 levels, but when you add CLEANING (lots of time), all the errands, running, maintenance, etc., it's too much.

#139

We have little opportunity to visit/encourage one another and form friendships with other teachers. We are all too busy.

Little regard is given the time required to do an excellent teaching job. Even weeknights and weekends scheduled (that takes time away from families).

Little consideration is given for working mothers and their responsibilities as mothers, especially when needed to attend sick children, etc.

#140

Many schools have tremendous responsibility for students before and after school (care for early/late parents with children), Teachers have pre/post school watch, noon lunch, and all recess supervision.

My situation seems (as I look around) very very good, with the exception of no break all day--always with the students at gym, recess, lunch, etc. In addition, I have morning supervision 1 week in every 5 weeks.

Size is a factor in regards to recess supervision, lunch duty, and the long day waiting till the last child is gone.

#141

The amount of supervision and the lack of any break time is astounding. Once the teacher arrives at the school, supervision begins. It's too bad if the teacher needs to use the rest room. Teachers have to have enlarged bladders. Lunch can never be eaten in peace. We're always supervising. Parents drop off kids early and pick them up when they want to.

#142

I really enjoy teaching, especially older students. Our staff really works as a team (3); our church, parents, board, and conference are all very supportive. In these respects, I am very happy in my job.

The problems I experience on a regular basis are almost all related to what is expected of me. I am a professional with many years of positive experience both in public and SDA schools. When I read over the job description for "teacher/principal," it is easy to get overwhelmed. I have always put in extra hours and effort to make lessons interesting and valuable, and to put up with clerical duties. But I must say, I, my fellow staff members, and other SDA teachers now feel constantly inadequate to do all that is expected (and really should take place for the students' sakes). Of course, there are no real answers, other than the Lord's strength. It just seems that in a church-school situation there is no relief from the constant pressure of being "on the job."

#143

I feel I cannot help my students as much as I would like because of such a range of abilities in the two grades I teach. I have two dyslexic students... and I have students who are gifted. I feel I don't have time to help them develop as I would like. One teacher can only do so much. But doesn't every teacher have such problems? I love my work.

#144

It would be wonderful if Adventist teachers were recognized as human beings with a basic need to eat a lunch and use the restroom once a day instead of the current status as mere work horses from 7-4pm.

#145

I enjoy teaching and working with children; however, when teaching in a multi-grade situation, there doesn't seem to be enough time to do as much as I'd like. There is a lot of preparation time required to make lessons interesting and beneficial. It is a challenge to meet everyone's educational needs and learning style.

#146

I am very unhappy with the number of hours, and end up working most evenings and weekends! Not appreciated! Burned out!

When I get to school, early parents often drop children off and expect me to babysit! Parents come late! Once there, there is no break, not even for lunch. Help!

#147

My job dissatisfaction is basically the superhuman expectations of a small boarding academy where staff are stretched to the limit with at least two to three titles or teaching disciplines. But I'm a survivor. What would make me consider another position would be the promise of being able to focus on one area (or at the most two) that I do best.

VII. Teaching and Ministry**#148**

I also believe that teachers are a part of the ministerial work for the church, and that teachers should receive some of the benefits provided ministers. We HAVE to have HIGH auto insurance but receive no financial help with this. Plus, I travel about 50,000 miles a year. We don't receive mileage allowances unless we are going on a special conference-directed activity. We don't get other stipends that could make our salary more realistic for the amount and time we work. I realize it's a ministry, but providing for ourselves and families is also Bible directed.

#149

Teachers aren't regarded as ministers by the conference. Their voice isn't heard in regard to policies (e.g., policies for pastors are transferred to teachers without discussion).

#150

The most important job factor to me is the opportunity to impact youth for Jesus at a critical point in their lives.

Actually I gave up a better job in terms of pay, hours, travel, position, possible advancement, etc. (all the material kinds of things) because I felt called to ministry.

VIII. Training/Recruiting**#151**

I've followed too many poor teachers. Disposition should be a MAJOR part of the screening process. Not all teachers have the FORTITUDE to do the job willingly and gracefully.

#152

Classroom management is so important, as I realized this year. I wish more hands-on training could be given before teachers are sent out. I feel that I didn't have the skills needed to be successful the first year.

#153

I have a burden for continual growth among the teachers in our Adventist system. In order to not appear inferior to public schools, I believe we must strive for excellence. On the same note, some among us are stagnant and unproductive. Why do we just "relocate" them when it may be for the best of our students and their futures to terminate them?

Also in order for me to feel good about my work, I must be treated professionally (e.g., inservices). Another element in my job satisfaction is the "teamwork" attitude between my peers and myself. If I didn't share the principal's philosophy or wasn't able to communicate with him/her, I would find it hard to stay where I am. All in all, if it weren't for the students, my burden for them, I would hate my job. Besides being a parent, teaching is the most important job in this world: preparing kids for the kingdom. If I taught where I couldn't share my faith, I would stop growing in Christ myself. A lack of growth is a slow death.

IX. Certification**#154**

Ridiculous certification requirements may satisfy college professors, but they don't apply or relate practically to the teacher in the field.

I need 12 units to renew certification--why not find out where I think I need growth instead of dictating courses a teacher feels are superfluous and/or irrelevant! This problem needs fixing!

X. Standards/Values**#155**

We need to come out of the dark ages. Principles of our belief do not mean we cannot compete, or better yet, be trend setters in mastery of educational methods. To attempt to revive the dinosaur only promotes our trick down a path which has in the past encouraged our youth to leave the church. Mastery in education means becoming a leader, not only in the church but also as a leader in the work of the Lord. Jesus went to all the people. We must also.

#156

Our schools are compromising values more and more.

#157

Today the principles and standards of the Adventist Church are being undermined by society in general.

There seems to be a permissiveness or double standards in the home that the school has a difficult time dealing with. Television, videos, computer games, movies, and other forms of recreation make it difficult to motivate kids in the learning process and pointing them in the direction where they can find a meaningful relationship with the Lord.

I do realize that the Holy Spirit has tremendous power; all we can do is sow the seeds and only eternity will show the results of our efforts. I will always believe in and support Adventist education.

#158

I am here because I refuse to accept the mediocrity accepted in schools I attended.

The challenge of collating ones values and the observed fluid values of the "church" is overwhelming.

#159

I feel committed to one-room schools because I feel I can DO IT! Not every one can. I believe the Lord is coming soon and somehow we need to ingrain principles in our children. We can't close these schools. How can we make the Lord real, and the SDA values important, when the kids's parents are non-committed to them (values).

#160

It is clear that the devil does not like SDA education. I would hope that we would have our own English, Math, Spelling, and Social Studies; elementary curriculum like we do for Sciences, Bible, and Reading. The four above books used in these classes are not Christian at all.

Our biggest need as a school system is to look to Jesus and not the world for guidance. We all need to experience a heart-felt repentance.

XI. Discipline**#161**

Day after day our school faces students who have no apparent respect for teachers or fellow students. The lack of self-control takes up a great deal of instruction time; just keeping students from putting their hands on each other takes more work than necessary.

Do I see a solution? Until families become committed to families, to their children, and to Christian education, we will continue to witness a less-than-ideal learning situation.

XII. Other

#162

Teachers feel that they should not have to join the constituent churches. I know we are paid by the church, but it would be better if we could have some privacy. I love the children dearly, but I feel we should have a choice. Do hospital employees (i.e., Hinsdale) have to attend Hinsdale church? I live close enough to one Adventist church that I could walk there; instead, I have to drive 20 miles one way to attend a constituent church. I feel we should be able to choose what church we would like to attend.

#163

"One of my biggest frustrations is the use of my room by other people such as Sabbath school, pathfinders, prayer meeting, VBS, etc. In almost all cases, my room is left in a mess and I'm expected to clean it up. Also, school and personal belongings are used, taken, or destroyed.

APPENDIX 8

EDUCATION CENTER, INC. REPRINT PERMISSION

July 2, 1996

To: Athanase Rutebuka
c/o Educational Administration and Supervision
Andrews University

From: Maryalice Schaub
Administrative Assistant

Re: *Reprints*

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Sincerely,

A handwritten signature in cursive script that reads 'Maryalice Schaub'.

Maryalice Schaub
Administrative Assistant

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