**Factors Contributing to Job Satisfaction
of Business Education Teachers**

by

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Abstract

This study was designed to identify the factors contributing to job satisfaction of business education teachers relating to school administration, colleagues, parents, and students and to determine if there was a relationship between overall teacher job satisfaction of business education teachers as it relates to the same four variables. The study also investigated if there was a difference in the level of teacher job satisfaction of business education teachers based on personal characteristics when analyzed by gender, ethnicity, grade level currently teaching, years of experience in the teaching profession, and highest degree held. Of 1,421 surveys emailed, 139 business educators completed the study, which was a return of just under 10 percent. While 139 surveys were received, not all participants answered all the questions on the survey.

Data were analyzed using Statistical Package for the Social Sciences (SPSS) version 27.0 using the following statistical procedures: Analysis of Variance (ANOVA), Descriptive, Multivariate Analysis of Variance (MANOVA), and Pearson Product-Moment Correlation. Many of the participants were female (78.42 percent), white (81.29 percent), currently teaching in a secondary school (73.53 percent), have over 31 years of teaching experience (46.04 percent), and hold a master's degree (56.12 percent),

The results of this study revealed a moderate to elevated level of job satisfaction, which in turn supported the participants' commitment to their school and their intent to remain teaching. There was not a significant effect of gender or ethnicity on the perceived level of job satisfaction of business education teachers. However, there was a statistically significant effect with grade level currently teaching, years of experience in the teaching profession, and the highest degree held on the perceived level of job satisfaction of business education teachers.

The results of this study will inform school leaders and researchers of the key factors that influence teacher job satisfaction, especially among business education teachers.

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Chapter 1

Nature of the Problem

Introduction and Background

The state of the teaching profession is an urgent topic. Schools are having a challenging time filling the vacancies that teacher attrition, turnover, and other factors create. These challenges affect schools in many ways, and most are having difficulties in staffing their schools. Many schools are leaving vacancies unfilled despite actively trying to hire for them. The efforts to address teacher shortages must consider how schools are affected by both teacher attrition and turnover and by the shrinking pipeline of new potential teachers enrolling in teacher preparation programs (García & Weiss, 2019).

Data on new potential teachers enrolling in teacher preparation programs is an important indicator of the potential supply of new teachers. Nationally, there were more than one-third fewer students enrolling in teacher preparation programs in 2018 than in 2010. Every state in the nation has experienced declining enrollment in teacher preparation, with some states experiencing drastic declines of more than 50 percent. From 2010 through 2018, there was a 28 percent decline in students completing teacher preparation programs. Data on individuals completing teacher preparation programs reveal that from 2003 through 2013, there were more than 200,000 students completing teacher preparation programs; in 2018, however, fewer than 160,000 students completed such programs (Partelow, 2019). These declines are notable on their own, but even more so considering they occurred alongside increasing enrollment in bachelor's degree programs over the same period (Camera, 2019).

Once teachers complete teacher preparation programs, schools are also having a harder time retaining credentialed teachers. This can be seen in the small but growing share of all teachers who are newly hired and in their first year of teaching (4.7 percent) and in the substantial shares of teachers who quit who are certified and experienced (García & Weiss, 2019). However, there is a limited story behind these national figures. Teacher labor markets are hyperlocal, with most teachers choosing to work within 15 miles of their hometowns (Reininger, 2012). By examining state-by-state and even institution-by-institution information, policymakers can go beyond top-line national numbers to learn more about the trends in enrollment in each state.

A volume of policies and innovative technologies promising to dramatically revolutionize America's teaching and education over the past decade has failed to produce desired results, as well as led to a decline in job satisfaction among educators, with large numbers of educators leaving the teaching profession. The teacher shortage is real, large, and growing, and worse than we thought. When factors contributing to teacher job satisfaction (school administration, colleagues, parents, and students) are considered, the shortage is even more acute than originally estimated.

A recent report completed for the Alliance for Excellent Education found about 13.8 percent, are either leaving their school or leaving teaching altogether (García & Weiss, 2019). A recent Gallup poll shows that almost half of the teachers in the United States say they are actively looking for a different job now or watching for opportunities (McFeely, 2018). That is not only heartbreaking for the professionals involved; it is devastating news for the stability of education in America.

Low employee job satisfaction in every industry is taking a huge toll on quality of life both inside and outside the workplace (Johnson, 2011). According to this study, employees who are happy in their jobs are twice as likely to flourish in their lives overall as compared to those who are unhappy at work. Discontented employees did not look forward to the workday and they were twice as likely to be diagnosed with depression. The unhappy workers also had higher stress levels than happy workers and were at greater risk of heart disease and other health problems. This issue is infiltrating our nation's school buildings and affecting the lives of our children.

High teacher turnover affects student performance and costs our schools every year. Research conducted by deBrey et al. (2021) for the Digest of Education Statistics found there are approximately 14,000 school districts managing 98,000 schools serving over 51 million students in kindergarten through 12th grade, and the number keeps growing. Financial support for America's great public education system comes from local, state, and federal tax revenue and has a cost of over 600 billion dollars (about $1,800 per person in the US) a year (deBrey, et al., 2021). The enormity of our system of public education is one of our nation's largest investments. The education system is a crucial factor in our country's economic, political, and social agendas. Schools are critical to our nation's success and are essential to preparing our future workforce, citizens, and political leaders that will eventually make decisions on our country's progress. At the heart of the school building is the work of over three and a half million public school teachers (deBrey, et al, 2021). Teachers create lessons, deliver instructions, assess learning, and collaborate with school administration, colleagues, parents, and students. They build communities inside the classroom and foster a love of learning while

keeping everyone safe. Teachers are the foundation of our nation's educational system. The classroom teacher is responsible for the task of achieving the benchmarks of public education.

American filmmaker George Lucas once stated, "Education is the single most important job of the human race" (Lucas, 2012 para. 6). If teachers are valuable and are the foundation of our nation's educational system, the declining levels of job satisfaction among teachers is concerning. Problems with teachers' frustrations have been closely tied with the challenges of teacher retention. Teaching has higher attrition rates than most professions including nursing, architecture, engineering, and law (Ingersoll & Perda, 2009). According to Fantilli & McDougall (2009), novice teachers are 2½ times more likely to leave the profession than their more experienced counterparts. Almost 25 percent of all first-year teachers leave the profession after the first 12 months and almost 50 percent leave after five years. When teachers leave the profession consistency is lost, coherency of instructional programming suffers, and workload increases for those teachers left behind (Guin, 2004). Ingersoll (2001) found that increased discipline problems and lower student achievement are associated with teacher turnover, which is a byproduct of teacher job dissatisfaction.

Even though the demand for teachers is at an all-time high, the number of teachers leaving the profession because they are not happy with their job is staggering (Mulvahill, 2019). McCallum & Price (2016) found many teachers who accept positions with school districts become dissatisfied and leave the profession within the first five years. Building principals and school districts are currently examining ways that will meet the challenging demand for qualified educators in our schools and keep them happy. The shortage of qualified teachers has contributed to the decline of the educational system in our country and is weakening the foundation in our classrooms each year. High turnover rates reduce student achievement in the

classrooms that are directly affected as well as students school wide. Not only does teacher dissatisfaction and turnover harm our educational system, but it also brings a financial burden as well. Estimates exceed $20,000 to replace each teacher who leaves (Carver-Thomas & Darling-Hammond, 2017).

About 90 percent of the demand for teachers is created when teachers leave the classroom, with two-thirds of teachers leaving for reasons other than retirement (Carver-Thomas & Darling-Hammond, 2017). If school districts can address the reasons that create high turnover, such as job dissatisfaction, they can reduce the demand for teachers who are in short supply. To address the shortage and attract quality teachers, school districts have teamed up with area colleges and put in place special programs. Some school districts are offering free alternate route classes for professionals who have qualified and agree to work for at least three years within the districts (*Teacher Certification Degrees,* 2019).

The significance of teacher turnover is understated because too few people are entering the profession (Darling-Hammond & Sykes, 2003). In their research, Darling-Hammond & Sykes (2003) found that retraining teachers is considered a larger problem than training new ones. However, finding new teachers to fill vacancies is becoming more difficult because fewer people are choosing education as a profession. Nationally, enrollment in teacher education programs has steadily declined. Over half of college students surveyed believe the teaching profession has become less prestigious (*National Online Survey of College Students - Education Attitudes – Third Way*, n.d.), and only three percent of high school students reported that they intended to pursue a teaching career, a percentage that has dropped steadily since 2010. For example, in 2014, five percent said they had such plans, and in 2010, seven percent. Twenty years ago, nine percent of high school students who took the American College Test (ACT) said

they were planning education careers. The ACT found a continuation of another disturbing

trend in the survey as well: The students who plan to become educators are lower-than-average

achievers. That finding is based on the proportion who met its college-readiness benchmarks,

ACT scores that correlate with a good chance of getting at least Bs or Cs in college courses

(Belgarde, 2015).

After deciding to pursue teaching as a career and working so hard to successfully

complete courses and earn a teaching certificate or a license, teachers are becoming dissatisfied

and leaving the classroom. In 2013, MetLife conducted a survey which discovered teacher

satisfaction dropped nationally by 23 percent from 2008-2012. The survey also found that over

half of the classroom teachers felt "under great stress several days a week" (*The MetLife*

Survey of the American Teacher: Challenges for School Leadership., 2013, p. 3). Social media

has become a common place for teachers to speak out publicly about their dissatisfaction with

their profession (Ziegler, et al., 2021).

Statement of the Problem

Teacher job satisfaction has become a national crisis. Low levels of teacher satisfaction

in the classroom are undermining teacher quality and are driving teacher shortages (Finn, 2003).

With growing student populations and the attrition of dissatisfied teachers, the supply of new

teachers is not sufficient to keep pace. Ingersoll (2001) found in his research that the number of

teachers entering the classrooms increased steadily during the 1990s. However, teacher attrition

increased at a faster rate. Despite their best recruiting practices, school systems show a net loss

of staff each year.

Why are teachers not satisfied in their classrooms? Some say that teachers become

unhappy because of poor student behavior, lack of support, and/or too much standardized

testing (Mulvahill, 2019). In his research, Veenman (1984) discovered the perceived problems of teachers' job satisfaction over 30 years ago. He found that novice teachers experience problems with classroom discipline, motivation of students, difficulty dealing with individual differences among students, assessment of students' work, and relations with parents. Veenman found that if teachers were to experience eight weeks of full day student teaching rather than half days for an entire semester, their perceived problems tended to decrease, therefore increasing satisfaction. He also noted that gender and age play a role in the secondary education classroom. Males experienced fewer problems than their female counterparts and teachers under the age of 24 and above the age of 35 experienced more problems than those between the ages of 24 and 34. In a study conducted by McCarra (2003), she surveyed 932 graduates who were elementary education graduates between 1996 and 2000 and who had taught one to three years as a full-time contracted teacher. McCarra found eight perceived problems that concerned teachers: (1) relations with parents, (2) accountability, (3) relations with principals, (4) discipline and classroom management, (5) training issues, (6) inadequate guidance and support, (7) relations with colleagues, and (8) professional growth.

While policymakers have focused on increasing the attractiveness of becoming a teacher or lowering the standards to become an educator, these solutions can intensify teacher shortages. Long-term solutions can be implemented after investigating why teachers leave the classroom and minimize teacher shortages while prioritizing student achievement. Teacher turnover harms everyday school operations by disrupting school stability, collaboration, and collegial relationships among faculty.

As our nation's school administrators and leaders search for ways to slow the departure of teachers, it is important to evaluate the level of job satisfaction that teachers are experiencing

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in the classroom. It is assumed that teachers with a high level of satisfaction are more likely to stay, and Willis and Varner (2010) linked high teacher satisfaction to high productivity and high student achievement. Therefore, when classrooms are experiencing high teacher retention rates, the level of job satisfaction should affect the desire to stay in the classroom.

Research indicates that teachers are leaving the profession at unprecedented rates. Phi Delta Kappa International, a professional association for educators, surveyed 556 public school teachers and 50 percent of those surveyed say they have considered leaving the profession ("Frustration in the schools Teachers speak out on pay, funding, and feeling valued," 2019). In the same survey, high school teachers were the most likely to say they have considered quitting, with 61 percent saying they have thought about leaving the profession. One teacher was quoted in the report as saying, "I am not just considering it. I am getting out. There is no support. We are asked to do too much for too little money. We are treated like trash by administrators, students, and parents ("Frustration in the schools Teachers speak out on pay, funding, and feeling valued," 2019).

A shortage of teachers harms students and the public education system. Lack of sufficient, qualified teachers and staff instability threaten student's ability to learn and reduce teachers' effectiveness. Low teacher satisfaction consumes economic resources that could be better deployed elsewhere. The teacher shortage makes it more difficult to build a solid reputation for teaching and to professionalize it, which further contributes to perpetuating teacher job dissatisfaction. This study was designed to focus on perceived elements that drive teacher job satisfaction and keep teachers in the classroom. The problem is that dissatisfied teachers are leaving the profession.

Purpose of the Study

It is a mistake to think that teacher supply is the core problem. All too often, quality teaching is compromised to recruit the quantity of teachers needed to fill the classrooms. Doing so lowers standards for entry into the education profession, quality teacher preparation is excused, licensure becomes a box that needs to be checked instead of being a mark of quality, and the adage that "anyone can teach" gains ground every fall when under qualified teachers are hired. If we are simply hiring warm bodies just to meet the needs of teacher shortages, we are mistaking the symptoms for the problem.

Unfortunately, far too little attention has been paid to research pertaining to business education teachers' job satisfaction. The role of business education teachers in preparing skilled and semiskilled workers for employment is significant. To ensure business education teachers not only strive and survive in the teaching profession, understanding their level of job satisfaction is the essence of the longevity of business education programs nationwide. This study examines the factors that contribute to the level of job satisfaction in business education teachers.

Although prior research considered levels of job satisfaction among teachers, this study was significant due to its contribution to the understanding of the relationship of the overall level of job satisfaction with business education teachers. This study was also intended to identify levels of teacher job satisfaction as it relates to several stakeholders and determine if there was a level of job satisfaction associated with various demographics.

Research Questions

The following research questions were designed to address the purpose of this study:

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1. What is the perceived level of job satisfaction of business education teachers as it relates to school administration, colleagues, parents, and students?

2. Is there a relationship between overall teacher job satisfaction of business education teachers as it relates to school administration, colleagues, parents, and students?

3. What are the differences in the perceived level of job satisfaction of business education teachers related to gender, ethnicity, grade level currently teaching, years of experience in the teaching profession and highest degree held?

Theoretical Framework

Understanding job satisfaction requires knowing some of the major theories of psychology. The concept of job satisfaction, particularly among educators, has not been examined extensively, and there seems to be little unity in understanding job satisfaction in an education setting. Fredrick Herzberg's Motivation-Hygiene theory (Nickerson, 2021) summarizes the understanding of job satisfaction in education.

In *The Motivation to Work* (Herzberg et al., 1967), the authors interviewed 200 engineers and accountants. Subjects were asked to describe, "any kind of story you like—either a time when you felt exceptionally good or a time when you felt exceptionally bad about your job" (p. 35). Over the course of twelve investigations in similar organizations, Herzberg classified the work dimensions into motivators and hygiene factors. Motivators were the satisfying events described in the interviews. They included achievement, recognition, work itself, responsibility, advancement, and growth. When employees recalled a story where they felt "exceptionally bad," they often spoke of company policy and administration, supervision, relationship with supervisor, work conditions, relationships with peers, personal life, and

security. Herzberg classified these as hygiene factors and he noticed that they were primarily

disruptions in the external work context, while the motivators dealt with internal states of mind.

The researcher built the conceptual model shown in Figure 1 to visualize

interrelationships of the variables in Herzberg's theory. The model contains major constructs:

personal characteristics, perceived work environment, and job satisfaction (see Figure 1).
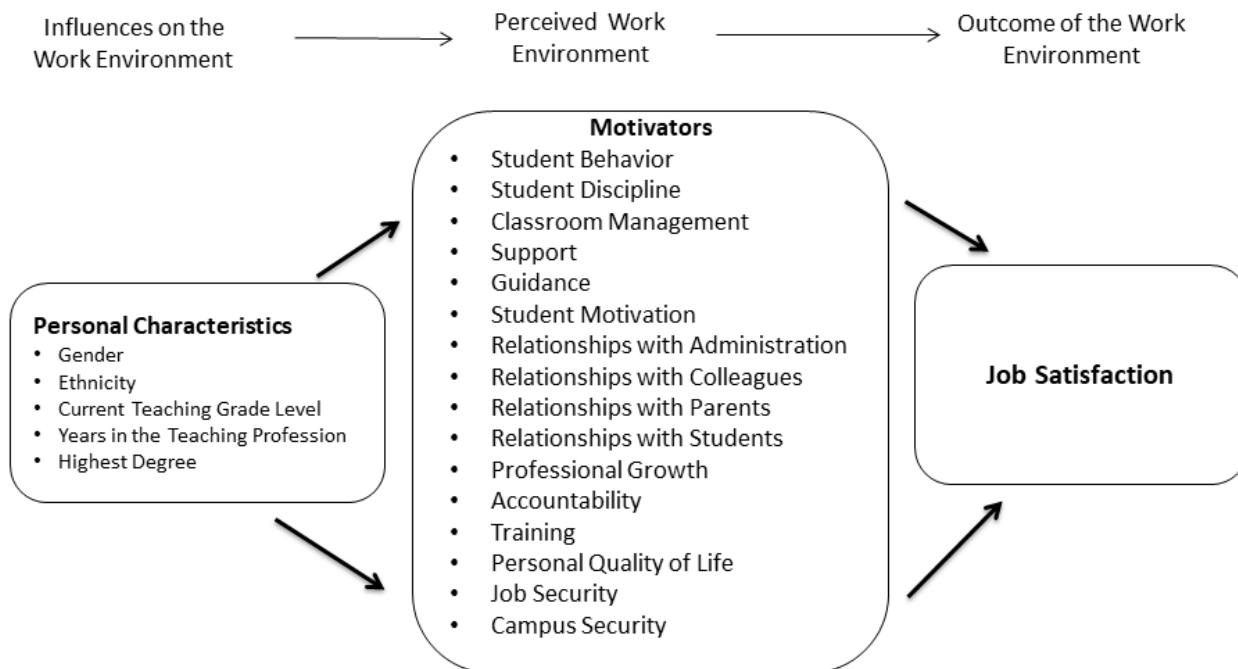
Figure 1

The conceptual model drives three research questions of this study: What is the perceived level of teacher job satisfaction as it relates to school administration, colleagues, parents, and students? Is there a relationship between overall teacher job satisfaction of business education teachers as it relates to school administration, colleagues, parents, and students? In addition, what are the differences in the perceived level of job satisfaction of business education teachers related to gender, ethnicity, grade level currently teaching, years of experience in the teaching profession and highest degree held?

Definitions of Terms

Business Education Teacher: The focus for business education teachers is transferring the skills and knowledge students need to become quality business professionals. They teach business-related courses such as accounting, human resources, labor relations, finance, marketing, and management (*Teacher Certification Degrees*, 2019).

Job Satisfaction: The feeling of contentment or a sense of accomplishment, which an employee derives from his/her job. It is a result of appraisal that causes one to attain their job values or meet their basic needs. It helps in determining to what extent a person likes or dislikes his/her job. It could also serve as a motivation to work (*What Is Job Satisfaction? Definition, Features and Causes - Business Jargons*, 2017).

Limitations

Limitations are the conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their applications to other situations. The limitations of this research include (a) the results are based only on the participants who are members of the National Business Education Association and (b) self-reporting survey instrument. The findings may not be representative of teachers in other schools or school

districts due to differences in geographic location, school population size, student demographics, and faculty characteristics.

Delimitations

Delimitations are the boundaries beyond which the study was concerned. This study was conducted in July 2020 before the effects of the COVID-19 pandemic were apparent. The results of the survey do not include the job dissatisfaction of teachers as we navigated the uncharted waters of the 2020-2021 school year. Therefore, the literature or results do not include any information regarding the COVID-19 pandemic.

Assumptions of the Study

It was assumed that participants answered the questions on the survey instrument truthfully and that they were representative teachers in the population. It was also assumed that teachers wanted to participate voluntarily and were able to complete the survey without any assistance. The sample size was sufficient to conduct the study.

Chapter 2

Review of Literature

The review of literature will include the following topics:

A Brief History of Public Education in the United States

Job Satisfaction

Theories on Job Satisfaction

Research on Teacher Job Satisfaction

Personal and Professional Characteristics of Teachers

Teacher Job Satisfaction in Relation to:

      School Administration

      Colleagues

      Parents

      Students

Summary

A Brief History of Public Education in the United States

Beginning with the settling of the early American colonies and continuing through the twenty-first century, our public education system is one of the principle entities through which knowledge and cultural values have been distributed across multiple generations. As a result, important social and political changes that have occurred in America, as well as globally, have shaped public school systems. The relationship between public schools and society highlights the vital role of public education in our country (Mendez et al., 2017).

During the Colonial era, education was used to promote religious doctrine. The initial objective of the first schools in the original colonies was to teach boys to read the Bible. In the eighteenth century, schools were financed by a combination of local allocations and fees were charged to families who had children attending school. One teacher instructed all students in a single room. However, anything beyond learning basic literacy and mathematics required attendance at a private academy. While America worked on gaining its independence and forming the new republic during the Revolutionary War, the new leaders were concerned about educating their citizens – although their vision was limited to White male landowners. It was illegal to teach enslaved Africans to read and write during the colonial era. After the nation gained its independence, religious instruction and basic literacy were sometimes encouraged in the northern states. During the Industrial Era, the expansion of public education was a result of switching from agricultural to industrial. In this era, education was about the assimilation of Americanization to new immigrants. Teachers had limited education and there were no formal credentials. The usual standard for training as a teacher was as simple as passing a competency exam and interviewing with the local school board. This started to change in 1823 with the creation of two-year normal or teaching schools, but in many parts of the United States, teaching did not require a four- year college degree until after World War II. Despite these and other issues, by 1870 all states had free elementary schools (Singer, 2015).

Until the twentieth century, secondary education was a small-scale experience, reserved for the privileged, rather than the universal democratic institution of today. In the late nineteenth century, there were only 500 public high schools with 50,000 students in the United States (Boyer & Carnegie Foundation for the Advancement of Teaching, 1983). Even as late as 1910, only about ten percent of American youth attended high school. However, things were

changing. By 1920, most urban high schools offered four high school tracks: college preparatory, commercial (prepared young women for office work), vocational (industrial arts for males and home economics for females), and general studies (which offered a diploma without any training). In 1935, about 40 percent of Americans had a high school diploma. This increased to 50 percent by 1940, although the rapidness of the increase is misleading. Many young men and women stayed in high school during the Great Depression because there were no jobs available. During the twentieth century, the percentage of teenagers who graduated from high school increased from about six percent to about 85 percent (Singer, 2015).

The Smith-Hughes Act of 1917 was the first authorization for the Federal funding of vocational education. Subsequent legislation for Vocational Education – now known as Career and Technical Education – included the Vocational Act of 1973 and the Carl D. Perkins Act of 1984, also known as "Perkins." Perkins was reauthorized as the Carl D. Perkins Vocational and Applied Technology Act in 1990. The purpose of Perkins is to develop more fully the academic, career, and technical skills of secondary and postsecondary students who elect to enroll in career and technical education programs. There have been several updates to Perkins since it was first signed into law. We now operate under Perkins V (Carl D. Perkins Career and Technical Education Act of 2006, Pub. L. No. 116-6, (2019).

The National Commission on Excellence in Education published *A Nation at Risk (A Nation at Risk: The Imperative for Educational Reform A Report to the Nation and the Secretary of Education United States Department of Education by The National Commission on Excellence in Education, 1983),* which had a profound influence on the public regarding education reform. The commission was appointed to assess the quality of teaching and learning in our Nation's public and private schools, colleges, and universities. The report mentioned,

"the dedication of teachers that keeps them serving in schools and colleges, even as the rewards diminish" (p. 16). The Commission found that, "Not enough of the academically gifted students are being attracted to teaching; that teacher preparation programs need substantial improvement; that the professional working life of teachers is on the whole unacceptable; and that a serious shortage of teachers exists in key fields" (p. 20).

The last several years have been marked by top-down education policies that promote testing over teaching, competition over collaboration, austerity over investment, and scapegoating teachers rather than valuing them (Weingarten, 2017). In 2001, the United States entered a new era of education accountability with the establishment of the *No Child Left Behind Act of 2001* also known as NCLB. The primary purpose of NCLB was to ensure that all students in every public school achieve important learning goals while being educated in a safe classroom by well-prepared teachers. The act was to employ four key principles: accountability for results; greater flexibility for states, school districts and schools in the use of federal funds; more choices for parents of children from disadvantaged backgrounds; and an emphasis on teaching methods that have been demonstrated to work (*No Child Left Behind Act of 2001 (2002 - H.R. 1)*, n.d.).

On December 10, 2015, President Obama signed *Every Student Succeeds Act* (ESSA), legislation to rewrite the Elementary and Secondary Education Act and replace NCLB (Hunt, 2015). ESSA provides support to high schools where one-third or more of students do not graduate. It also provides support to schools with groups of traditionally underserved students who consistently demonstrate low performance. The law requires data on student achievement and graduation rates to be reported as well as action in response to that data. However, unlike

NCLB, states, districts, and schools will determine what support and interventions are implemented.

Job Satisfaction

The high amount of education reform, which school districts have seen recently, has influenced teacher job satisfaction. These federal mandates require that all schools employ staff of "highly qualified teachers." The definition of a "highly qualified teacher" means that teachers be fully licensed by the state department and must not have had any certification waived on an emergency basis. However, these mandates do not address the topics of poor incentives and stress related implications from the focus of high-stakes standardized testing – which all lead to job dissatisfaction.

Even though it is recognized as a powerful force, job satisfaction is difficult to narrow down in precise terms. However, there is a general agreement that job satisfaction is a vital ingredient in the success of any school. Low job satisfaction can make people unhappy, insecure, and indifferent. The effects of satisfaction are easier to identify than the concept. Excessive absences, fighting, and laziness are by products of low satisfaction, whereas dependability, cheerfulness, and enthusiasm are signs of high satisfaction (Picincu, 2011). Levels of teacher job satisfaction affect productivity in our classrooms. If there is high teacher job satisfaction, the staff will do its best to promote effective learning.

One of the earliest reports on job satisfaction defined the term as "any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say, 'I am satisfied with my job'" (Hoppock, 1935, p. 47). The report by Hoppock explained that some aspects of the job might be considered satisfying by the employee while others are

dissatisfying. Overall satisfaction with a job is a combination of the balance between the satisfiers and dissatisfiers of the job.

Researchers have provided other definitions of job satisfaction since this early contribution. Herzberg, Mausner, Peterson, and Capwell (1957) explained that job satisfaction is a multi-dimensional attitude. The authors identified three aspects of job satisfaction including: (a) specific activities of the job, or intrinsic satisfaction; (b) place and working conditions of the job; and (c) factors including economic rewards, security, or social prestige.

Locke (1976) defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job's experiences" (p. 1304). Job satisfaction can also be described as the relationship between what an individual wants from his/her job and what the individual perceives the job offers. Locke found that employee satisfaction resulted in lower absenteeism and turnover.

Job satisfaction was defined by Spector (1997) as the degree to which a person likes or dislikes a job. The notion of job satisfaction is significant to most work withdrawal behavior theories. Spector explained that job satisfaction has been studied by researchers from both the global perspective and facet approach. The global approach viewed satisfaction as an overall attitude regarding the job and was primarily used by researchers comparing job satisfaction to another variable such as turnover or commitment. The facet approach viewed satisfaction in relation to a person's attitude regarding specific aspects of their job and was used by researchers interested in improving an individual's satisfaction levels. Aspects of the job considered by the facet approach could include salary, policies and procedures, or recognition. Spector also noted that these two approaches were often used together to obtain a complete understanding of satisfaction.

The American Psychological Association (Weir, 2013) suggests that one of the first things a person may ask you upon meeting you for the first time is, "What do you do?" These four words may seem meaningless, but when this question is incorporated into a full equation of variables such as life, work, family, values, happiness, and meaningfulness the question is quite powerful, as one realizes how much influence the job we do has on our lives, during work and away from work. The Society of Human Resource Management (SHRM, 2016) conducted a nationwide study focused on United States employees reported overall job satisfaction. The SHRM (2016) study concluded that 88 percent of those investigated reported being satisfied with their current job. However nearly half of those surveyed indicated that they would be likely or very likely to look for a job outside of their current organization within one year (SHRM, 2016). The SHRM (2016) survey further details the top ten contributors to employee job satisfaction: (1) the respectful treatment of all employees at all levels; (2) overall compensation; (3) overall benefits; (4) job security; (5) trust between employees and managers; (6) opportunities to use skills and abilities in your work; (7) organization's financial stability; (8) relationship with immediate supervisor; (9) feeling safe in your work environment; and (10) supervisor's respect for employee ideas. The results of the SHRM (2016) study serve as a warning to organizations, to take note that employees (a) value the organizations culture, (b) compensation is becoming an increasing importance, (c) employees want to feel valued, and (d) employees feel the need to be included (p. 9).

An expansive search for job satisfaction returned several definitions of job satisfaction. Vroom (1964) states that some versions of job satisfaction use terms interchangeably such as job attitudes, workplace satisfaction, employee morale. Hoppock (1935) defines job satisfaction as "any combination of psychological, physiological, and environmental circumstances that

causes a person to say, 'I am satisfied with my job'" (p. 47). Vroom (1995) refers to job satisfaction as "affective orientations on the part of individuals toward work roles that they are presently occupying. Positive attitudes toward the job are conceptually equivalent to job satisfaction and negative attitudes toward the job are equivalent to job dissatisfaction" (p. 115). Weiss (2002) contends that one's experience with job satisfaction is an attitude shaped by "positive (or negative) evaluative judgment one makes about one's job or job situation" (p. 175). Locke (1976) has the most simply stated definition of job satisfaction, "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience" (p. 1300). Each of these definitions emphasizes that cognitive evaluation as well as emotional or affective behaviors play a significant role in shaping the attitudes of employees and their meaning of job satisfaction.

Theories on Job Satisfaction

There are several theories that contribute to the concept of job satisfaction. Abraham Maslow's Hierarchy of Needs, Herzberg's Two-Factor Theory, Hulin and Blood's Reference Group Theory, Theory of Work Adjustment, Locke's Discrepancy Theory, and Hackman and Oldham's Job Characteristics Model were the major theories found in the literature that have been used to explain teacher job satisfaction.

Abraham Maslow developed one of the first theories that examined the contributors to job satisfaction. Although his needs hierarchy was drawn to explain human motivation, the theory is applicable to the work setting and has been used to explain job satisfaction. According to Maslow, job satisfaction is achieved when the job and its environment meet the needs of the individual (Maslow, 1954). The hierarchy of needs includes physiological, social-emotional, safety, love and belongingness, esteem, and self-actualization. In his theory, Maslow stated that

self-actualization would not be met until all the lower and most basic needs are satisfied. Once the basic needs of hunger, thirst, shelter, and safety are fulfilled, the needs on the next level become the priority. The last step on Maslow's hierarchy of need is where the staff member seeks to self-actualize; where they need to grow and develop to become everything they can become. People who feel empowered and have realized self-actualization tend to have higher job satisfaction. When someone feels connected, safe, and has a sense of belonging to their career, the higher-level needs of esteem and self-actualization can be realized (Maslow, 1943).

Within a school district, safety is one of the benefits that help staff members meet their basic physiological needs. Safety needs can manifest itself through faculty members feeling physically safe in their school buildings, as well as job security. When a school's staff feels safe, they can focus on their job and feel as though they are a valuable part of the school community. With the feeling of safety, the staff will have positive relationships with colleagues and supervisors. Once satisfied, the faculty members will seek to feel as though they are valued and appreciated by their colleagues and their school district. The researcher took Maslow's hierarchy of needs and created a pyramid specifically for education (see Figure 2).
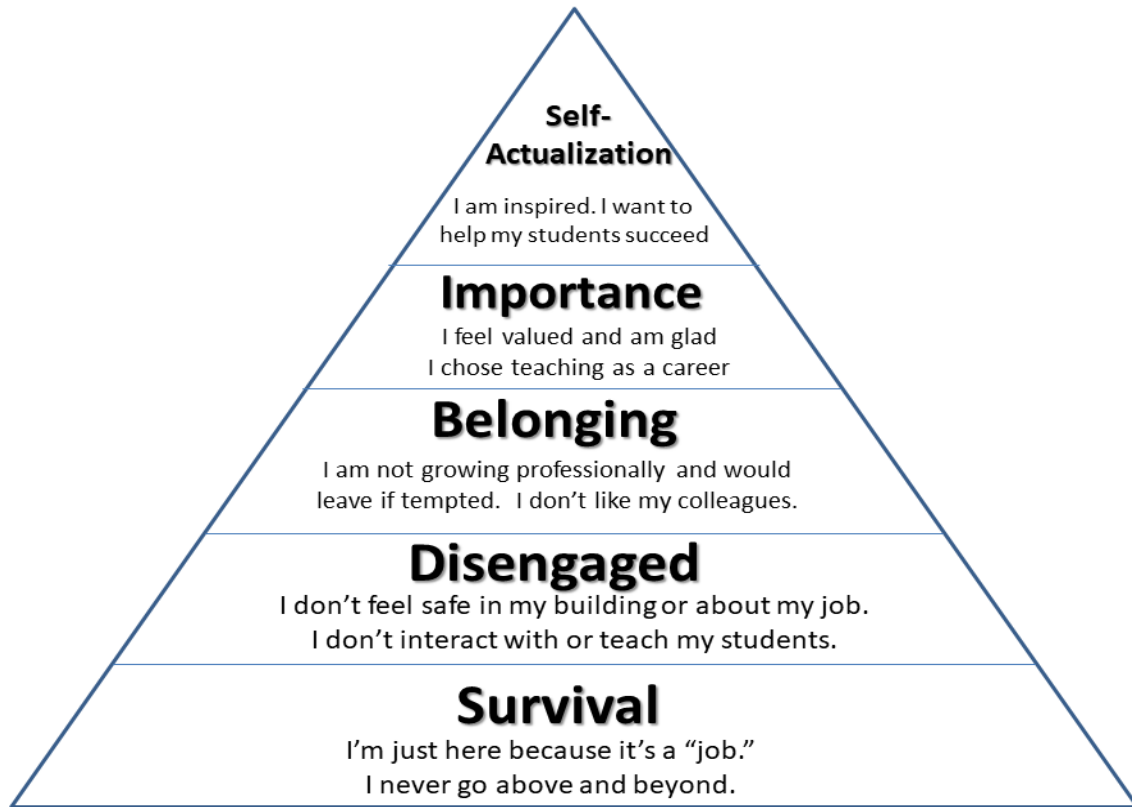
Figure 2

Herzberg et al. (1967) categorized job satisfaction into two factors: motivators and hygienes. Their Motivator-Hygiene Theory suggests that job satisfaction and dissatisfaction are not two opposite ends of the spectrum, but instead are two separate and often unrelated concepts. Herzberg felt the factors leading to job satisfaction are separate and distinct from those that lead to job dissatisfaction. For example, remedying the causes of employee dissatisfaction does not create job satisfaction. If there is a hostile work environment, giving an employee a promotion will not make them satisfied. If there is a healthy work environment but the satisfaction factors are not provided, the work the employees are accomplishing will still not be satisfying.

Herzberg defined motivators as intrinsic factors, which tend to be the less tangible and more emotional needs of Maslow's hierarchy and are represented in the higher levels of his

pyramid. Examples of motivators are good feelings about a job, recognition, accomplishment, and professional growth. Employers should recognize that although these needs may fall out of the traditional scope of what a workplace should provide, they could be critical to strong individual and team productivity.

Hygiene factors are the more tangible and basic needs of Maslow's Hierarchy and are represented on the lower levels of his pyramid. They were defined as extrinsic motivators like positive working conditions, job security, safety, and interpersonal relationships. It is important for employers to realize that providing appropriate and expected extrinsic motivators will foster job satisfaction and increase motivation among employees.

If school administrators want to increase their faculty's level of job satisfaction, they should be concerned with the nature of the work itself and the opportunities for their staff to gain status, assume responsibility, and achieve self-realization. However, if they want to reduce dissatisfaction, they must focus on the environment of the school and its policies, procedures, and working conditions. To ensure a satisfied staff, principals must pay attention to both sets of job factors.

Hulin and Blood's Reference Group Theory (1968) referred to the thought that employees compare their success on the job to others, namely their friends, colleagues, and others in the industry. Hulin and Blood theorized that the understanding of groups to whom individuals relate is critical to understanding their level of job satisfaction.

The Theory of Work Adjustment (Dawis et al., 1968) is based on the idea of correspondence or a reciprocal relationship between individuals and their work environment. Work adjustment was the process by which an individual fulfills the requirements of the work environment, and the work environment fulfills the requirements of the individual. Work

adjustment was indicated by an individual's level of job satisfaction. Job satisfaction was the extent to which the individual can meet job demands and was a function of the relationship between the individual's abilities and the ability requirements of the job. Job satisfaction was the extent to which the job meets the expectations and needs of the individual. The balance achieved between the individual and the work environment created tenure. Tenure was defined as remaining on the job. As levels of job satisfaction increased, the probability of tenure also increased.

Many theorists have tried to formulate why people feel the way they do concerning their job. In his study titled *The Nature and Causes of Job Satisfaction*, Locke (1976) developed the idea known as Discrepancy Theory. He suggested that someone's job satisfaction comes from what they feel is important rather than the fulfillment or un-fulfillment of their needs. His Discrepancy Theory suggests that dissatisfaction will occur when a person receives less than what they want.

In their Job Characteristics Model, Hackman and Oldham (1976) explained that job satisfaction occurs when the work environment encourages intrinsically motivating characteristics. The Job Characteristics Model summarizes and integrates a large amount of research by identifying the key features of jobs, which affect employees' attitudes and behaviors. They identified five key characteristics: skill variety, task identity, task significance, autonomy, and feedback. The theory is that if an organization identifies these characteristics, they will lead to greater personal and work outcomes, a high internal work motivation, high quality work performance, and lower levels of absenteeism and turnover.

Hackman and Oldham (1976) state that the theory is not expected to work with equal effectiveness for all individuals. Those individuals who strongly value personal feelings of

accomplishment and growth should respond highly to a job high in motivating potential. On the other hand, individuals who do not value growth and accomplishment will feel anxiety of discomfort by it, therefore identifying employee growth-need-strength.

The Job Characteristics Model has been utilized in education research. The model was used in research of 393 teachers in twelve elementary schools in Jeffersonville and St. Francois counties in Missouri (Gibbons, 1995). While examining the results of the findings, a relationship among job dimensions, psychological states, and personal work outcome measures was revealed. The results mirrored the previous findings of Hackman and Oldham.

McLawhon and Cutright (2012) found that people's behavior results from their perception of their capacity in the workplace and their perceived estimation of rewards for doing their part. Their research found that job satisfaction is dependent upon how closely a person's abilities match the job and how closely the person's needs are met.

A fundamental requirement for helping our students succeed is to provide a quality education. A quality education begins with highly qualified individuals who know high levels of job satisfaction with the necessary knowledge and skills to enter the teaching profession and remain employed in this occupation. When a healthy school environment exists and teacher satisfaction is high, "teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs" (Hoy, 2016).

Research on Teacher Job Satisfaction

Hadaway (1978) used the Theory of Work Adjustment as the foundation for his study of personal characteristics related to the job satisfaction of high school business teachers. The research indicated that business teachers were most satisfied by four intrinsic items: (a) social service, (b) moral values, (c) activity, and (d) creativity. The teachers were least satisfied by two

intrinsic items: (a) compensation, and (b) advancement. They were also least satisfied by two extrinsic items: (a) school policies and procedures, and (b) recognition. Hadaway concluded that both intrinsic and extrinsic factors could cause dissatisfaction among teachers, while only intrinsic factors contribute to teacher job satisfaction.

Neuman (1997) examined the Theory of Work Adjustment and the concept of satisfaction to determine if the theory was applicable to the teaching profession. The research indicated that general satisfaction among secondary teachers was low. In addition, items with the highest degree of satisfaction were intrinsic factors, while the items with the lowest degree of satisfaction were extrinsic factors. Neuman concluded that intrinsic factors are important to retain quality teachers because they satisfy teachers' higher order needs and serve as internal motivators.

A comparison of the perceptions of secondary school teachers and principals concerning factors related to job satisfaction and job dissatisfaction were studied in conjunction with Herzberg's Two-Factor Theory (Ulriksen, 1996). The findings from the study supported Herzberg's theory. Teachers indicated the most job satisfaction from the intrinsic factors of recognition, achievement, and work itself. Principals also correctly perceived these factors as contributors to job satisfaction. Overall, Ulriksen found the intrinsic factors contributed more to job satisfaction than to job dissatisfaction, which was consistent with Herzberg's theory. Teachers indicated the most job dissatisfaction from the extrinsic factors of policies and administration and interpersonal relationships-subordinates (Ulriksen, 1996). The concept of interpersonal relationships-subordinate in an educational setting resulted in a direct impact on the work itself since students were considered the subordinates. Based on the results of the study, Ulriksen does not recommend the direct application of Herzberg's theory from a business

setting in respect to this factor. Overall, Ulriksen found the extrinsic factors contributed more to job dissatisfaction than to job satisfaction. However, principals incorrectly perceived the effects of the policies and administration, interpersonal relationships-subordinates, and supervision factors on the satisfaction and dissatisfaction of teachers. They also incorrectly perceived their behavior having a positive impact on the teachers' satisfaction.

In a study of the job satisfaction of high school journalism teachers, Dvorak and Phillips (2001) used Herzberg's Two-Factor Theory to identify predictors of job satisfaction. The results of the study indicated that the teachers felt generally satisfied. If given the opportunity to return to college to start over again, 70 percent of the teachers indicated they would again choose teaching. Dvorak and Phillips found a mix of intrinsic and extrinsic factors predicted the job satisfaction of these teachers. Intrinsic predictors included advancement, work itself, and responsibility. In contrast to Herzberg's theory, working conditions, salary, and job security were extrinsic factors that were significant predictors of job satisfaction for this sample.

Personal and Professional Characteristics of Teachers

Studies of job satisfaction and teacher retention usually use teacher personal characteristics such as age and gender, teacher professional characteristics such as years of teaching experience, and degree level. Sims (2018) presented evidence of teachers' age being weakly correlated with job satisfaction, while gender had no effect. Studies on teacher turnover in the United States demonstrate that young teachers depart from schools at higher rates than their middle-aged colleagues and that women are more likely to leave schools (Borman & Dowling, 2008; Guarino, et al., 2006; Ingersoll, 2001; Kukla-Acevedo, 2009). These results may be attributed to the fact that younger female teachers leave schools for reasons of family

rearing; however, these teachers are also more prone to return to teaching afterwards (Allen, 2005).

Several studies examined ethnicity and job satisfaction among faculty members. Sabharwal and Corley (2009) found that Asians and Pacific Islanders were more dissatisfied than Whites/Caucasians, but Blacks/African Americans were equally or more satisfied than Whites/Caucasians. Another study completed at Cornell University (2006) found that faculty members' job satisfaction did not significantly vary by race.

Literature suggests that teacher identity is central to sustaining motivation, efficacy, job satisfaction, and commitment, and these attributes are crucial in determining teacher retention. While the benefits associated with a strong sense of teacher identity are great, teachers face unique challenges and tensions in developing their professional identity. Pressure that exists in a teacher's personal life can affect their identity, which can further affect their job satisfaction (Day et al., 2006). Standardized test results, classroom management, motivating students, and professional relationships construct teachers' professional characteristics. Teachers are also heavily influenced by how they feel about themselves as well as how they feel about their students. This causes an unavoidable relationship between teachers' professional and personal characteristics due to the significant amount of personal investment involved in being a classroom teacher. Kelchtermans (1993) stated that a teacher's identity evolves over time and consists of the following five interrelated parts:

- Self-image: how teachers describe themselves through past experiences and stories
- Self-esteem: how an individual is defined by self or others
- Job motivation: decisions teachers make when deciding to stay, remain committed, or leave the job

- Task perception: how teachers define their jobs

- Future perspective: ambition or expectation for future growth of their job

The emotional climate of the school and classroom will affect the attitudes of teaching and learning (Day, et al., 2006). When examining students' academic achievements and growth, emotions—excitement, fear, joy, and anger—can be extensive. This emotional investment can disrupt the effective state of a teacher. When teachers lose control over educational principles or when trust or respect from parents is diminished, teachers experience a range of negative emotions—frustration, stress, anxiety, or sadness (Day, et al, 2006). Emotions play a key role in the make-up of a teacher's personal and professional identity.

Teaching is a stressful job due to increasing demands from administrators, colleagues, parents, and students. Teacher stress is positively related to teacher-student rapport and low level of teacher effectiveness (Abel & Sewell, 1999; Kokkinos, 2007). Excessive amounts of teacher related stress could lead to teacher burnout, mediocre performance, or loss of job satisfaction. Although teacher related stress is unavoidable, strong leadership from school administration can help alleviate some of the challenges that are associated with stress. Communication among school staff and strong collegiality helps educators experience lower levels of stress and higher levels of job satisfaction, therefore leading to more commitment in the classroom (Klassen et al., 2010).

Teacher Job Satisfaction in Relation to:

School Administration. The role of school administration has been evolving since its beginning. The issue has been mostly around whether the principal is a manager of the building or a leader of the school. For much of the twentieth century, the role of school administration was that of manager where the principal was expected to uphold district mandates, manage

personnel, manage the budget, and handle other operational issues (Usdan, et al., 2000). Because of these duties, principals have a small voice in the education reform debates. Maehr, et al. (1992) state, "People are more personally invested in their work with an organization when they have a voice in what happens to them, and their work has meaning and significance in contributing to a higher purpose or goal" (p. 423).

Principal leadership plays a significant role in teacher turnover. Teachers identify the quality of administrative support as a key factor in decisions to leave a school. In addition, teachers point to the importance of school culture and collegial relationships, time for collaboration, and decision-making input—areas in which the principal plays a significant role (*The role of principals in addressing teacher shortages*, 2017).

According to Clays (2021), the main reasons teachers walk away from their jobs is because of the poor working conditions, unreasonable demands, and unrealistic expectations they face every day. Collectively, these issues make the teaching profession unbearable for even the best educators. She identified several areas where school administration could assist:

> (Teachers) don't have time to use the bathroom, they're tired of bad student behavior, and teachers' planning time is consumed by meetings. Instruction is always in competition with school programs, they're asked to take on too many roles, and keeping their students engaged keeps getting harder. Teachers must share their classrooms and desks with other educators and bullying among teachers is on the rise. They aren't allowed to give students failing grades, students are coming to school increasingly unprepared to learn, and there's too much pressure to teach to the test. School violence is increasing, and teachers feel pressured to not speak out about their concerns (p. 2).

Clays went further stating, "Educators feel pressured to not send students to the office. Administrators want us to handle student behavior problems in the classroom...The truth is, many teachers just keep allowing their students to act out in the classroom, disrupting learning, and being disrespectful because they have run out of options" (p.4).

In a study conducted by Will (2017), 25 percent of teachers were dissatisfied due to testing and accountability measures, 21 percent of teachers were unhappy with the school administration, and 21 percent were dissatisfied with their teaching careers. The study also found that non-elementary teachers are more likely to move schools or leave teaching entirely.

Treating teachers in ways that support and empower them, for example involving them in decision-making and acknowledging their expertise, administrators can help satisfy their teachers. School administrators can make a real difference and ignoring building principals' voices is a huge mistake. Local, state, and federal policymakers have a role to play in recruiting and training principals. The education law that passed in 2015, ESSA put a new emphasis on the development of principals. ESSA provides one such opportunity, as local and state policymakers can leverage federal ESSA funding to strengthen principal preparation and development (*The role of principals in addressing teacher shortages*, 2017).

Tom Boasberg, Denver's superintendent, put it this way: "Your ability to attract and keep good teachers and your ability to develop good teachers, in an unbelievably challenging and complex profession, is so dependent on your principals" (p. 1). Most other knowledge-based professions, he added, pay more attention to grooming leaders than education does (Leonhardt, 2017).

According to Wang (2019), one-way principals can support teachers is to give them more opportunities to express their opinions and allow teachers to have a voice. Hearing teacher

input improves their connection with their work and enables educators to become more involved. Principals can increase teacher job satisfaction by actively standing behind their teachers. Effective principals are guardians of teachers' time. They can assist teachers with student discipline matters, allow teachers to develop discipline codes, and support teachers' authority in enforcing those policies. (Blasé & Kirby, 2009).

Although it is a teacher's responsibility to take steps that preserve their professional satisfaction, they must be encouraged, supported, and appreciated by the broader school community. When teachers are provided with what they need to remain inspired and dynamic in the classroom by school administration, teachers, parents, students, and all stakeholders will be the beneficiaries.

Teachers are more likely to remain in the classroom when they feel supported by administrators. In fact, principal support can matter more than even teacher workload when it comes to decisions to stay at or leave a school. This support can take many forms, including providing emotional and instructional support. School leaders who support teachers with instructional resources, teaching materials, and professional learning opportunities have also been associated with lower teacher attrition rates. Principals at schools with reduced teacher turnover also ensure that teachers have the necessary communication channels and sensible budgets to address the learning needs of all their students (*The role of principals in addressing teacher shortages*, 2017).

Meister (2010) discovered that having a supportive and understanding principal and community enhances an educator's success and satisfaction in their job. If a principal exhibits behavior that ensures a sense of safety for their teachers, the outcome is satisfied educators. A

strong school building and community stems from an administrator's professionalism and supports a better education for all children.

Colleagues. Research shows that collaboration on a change process ties directly into job satisfaction (Meister, 2010). Meister found that educators become inspired, learn, grow professionally, and find their identity within a group. Therefore, collaborating within a group setting is a powerful strategy and allows educators to feel competent. Collaboration is also beneficial because it allows teachers to attempt innovations they might not have attempted on their own. Thus, teachers working with a group are provided with built-in support that enables them to talk about their teaching and learning (Meister, 2010).

Professional learning communities with colleagues are essential to developing a trusting relationship amongst educators (Mcneil, 2000). Because of the work community and the established relationships between coworkers, George and Jones (2005) believe that coworkers can also influence employee job satisfaction. Many researchers have corroborated George and Joneses (2005) study by highlighting those employees who support each other develop a festive work atmosphere and improves the job satisfaction for the work community (Churchill et al., 1974; Wright & Kim, 2004).

Workplace relationships and interactions have an impact on employee job satisfaction and retention. Relationships with colleagues, a sense of collaboration and community among faculty, and recognition from other teachers have all been cited as factors for teachers' willingness to stay in the profession (Bogenschild, et al., 1988). Many teachers want to spend more time collaborating with colleagues (Shah, 2012). Developing a collaborative culture can help schools retain talented teachers. School administration can help create this culture by

building collaboration sessions into teachers' schedules and appointing "teacher leaders" who can take ownership over the sessions' content and character (Nutter, 2019).

These teacher leader roles serve a dual function: by taking charge of team meetings, teacher leaders not only perform a relevant, meaningful administrative function, but also improve their upward mobility in the field. Stepping into these roles can vastly improve teachers' job satisfaction as studies show teachers who leave the profession often do so because of a lack of leadership opportunities (Nutter, 2019).

Building collaborative relationships among teachers has been proven to increase teacher job satisfaction. Teachers have so much to share with each other, but it can be difficult when time is limited during the school day. With packed schedules, piles of grading, and the endless pressure to prep for tomorrow, it is no wonder many teachers spend little time outside their own classrooms. Some schools have realized that when teachers have regular, structured opportunities to learn together, innovative ideas are more likely to travel from one classroom to the next (Boss, 2018). When a school district provides venues for teachers to collaborate with each other, a positive work environment is developed. Collaborative relationships are built on trust and serve as an effective form of professional development for improving classroom instruction (Wang, 2019).

Encouraging teachers to learn together is hardly a new concept. More than three decades ago, Little (1982) identified teacher collaboration with colleagues as a cornerstone of school success. This collaboration included time for colleagues to discuss classroom challenges, design learning materials together, and analyze each other's practice. Collaborating with colleagues is also listed as a key feature of what makes for effective professional development (Darling-Hammond, et al., 2017).

Collaboration takes time and planning. If classroom observation becomes part of a school's strategy, administrators must make time during the regular school day for shared professional learning among the staff. School leaders should also have to have clear objectives for the program of observation, and protocols to keep discussion on track and to ensure that the time is not wasted (Boss, 2018).

Employees, especially educators, seek to be treated with respect by those they work with. The building principal should be cognizant of their staff's moods and ask if there is anything they can do from an employer/employee standpoint. If a teacher's issue stems from the classroom, this gives the teacher an open door to discuss concerns with the school administration. Similarly, the hallway neighbors should watch out for each other and be aware of any issues that may arise because of teacher job dissatisfaction.

Parents. Regardless of the level of education, years of teaching experience, supportive school administration, having involved parents is related to high levels of teacher satisfaction (Perie et al., 1997). Today, the level of education of parents is much higher than in the past (Lamar University, 2019). Parents with a high level of education tend to involve themselves more in their children's education, even in the daily work at school (Black-Branch, 1996). However, in a study of German teachers, Stoeber and Rennert (2007) found that constant demands from parents negatively predicted teacher job satisfaction. If their students' parents do not trust an educator, if parents criticize an educator, or if parents feel the educator is uncooperative, there may be a strain on a teacher's job satisfaction. Any or all these situations may increase anxiety, create a feeling that the teacher is not doing a respectable job, resulting in lower self-efficacy, and need for self-protection, with profound consequences for teachers' attitudes and job satisfaction.

All too often, parents look to school administrators to discipline teachers if their child has failures while having no expectations for their child to change. This is an exceedingly difficult and tricky situation to navigate, and if a teacher does not have the support of their school administration, teachers will find themselves continuously in conferences being reprimanded with little positive outcomes.

On a more positive note, a report done by Loewus (2012) indicates that parent engagement has increased over the last 35 years. Fewer teachers and parents today than in 1987 say that parents take too little interest in their children's education and fail to motivate their children to learn. There is also a strong correlation between parent engagement and teacher satisfaction, according to the report. Fifty-seven percent of teachers in schools that have high parent engagement say they are very satisfied with their job, whereas only 25 percent in schools with low parent engagement indicate the same.

Students. Research has established a relationship between teacher satisfaction and student achievement (Adams & Bailey, 1989). The findings indicate that secondary school teacher satisfaction depends in part on whether their students are high scholastic achievers. Similarly, student achievement tended to increase as a function of positive teacher satisfaction (Leslie, 1989).

The school building is an achievement arena not only for students but also for teachers who strive to succeed at their job. The ability to manage students in a classroom setting is a critical factor in any educational institution. When a student's behavior is disruptive and the teacher does not react, instructional time is lost for all students. To reach the various instructional goals required of educators, it is necessary for teachers to deal with students' disruptive behavior in each classroom. Classroom teachers who doubt or consider their abilities

weak with classroom management are quick to consider student misbehavior as threats, which they would prefer to avoid (APA PsycNet, n.d.). Teachers cannot avoid classroom management tasks if they are to reach educational goals.

When students do not comply with the classroom's general expectations, negative student behavior may correlate with teacher job satisfaction (Kohut, 2014). For instance, a study done by Ruggeri-DiLello (2015) indicated how student discipline had a strong relationship with teacher satisfaction and negative student behavior with teacher satisfaction. To further explain the correlation found in Ruggeri-DiLello's (2015) study, Cooper and Yan (2014) highlight teachers' confidence in their ability to competently deal with negative student behavior may affect their job satisfaction. When teachers lose job satisfaction because of negative student behavior, teachers often display heightened dissatisfaction with other job elements (Calitz, et al., 2014).

Teacher job satisfaction contributes to the quality of work performed in the classroom (Cranny et al., 1992). The quality of work performed by the faculty in a school affects numerous areas. The most important stakeholder affected by teacher performance is the students. Students are the lifeline of any school building. Therefore, keeping teachers satisfied with their jobs and reducing the number of teachers leaving the classroom is one of the most important tasks in maintaining the effectiveness of our school systems.

Summary

Teachers represent one of the most important groups of professionals for America's future (Bishay, 1996; Duncan, 2015). Unfortunately, teachers also represent one of the most dissatisfied groups of professionals in the United States (Ingersoll, et al., 2014). In fact, a survey headed by Richard Ingersoll investigating why teachers leave their profession, 48 percent of the

teachers surveyed selected job dissatisfaction over options such as family or personal reasons, to pursue other jobs, school staffing action, or retirement (Walker, 2015). Job satisfaction of teachers has been an issue of concern for nearly sixty years (Ingersoll, 2014, Walker 2015). The increased demands for teacher assessments and teacher accountability coupled with the occupational difficulties such as increased workloads, poor working conditions, low salary, and poor student behavior have many teachers feeling elevated levels of stress, occupational burnout, and low job satisfaction (Walker, 2015). As more teachers experience low levels of job satisfaction and job dissatisfaction, school districts across the United States are reporting problems with teacher turnover, teacher attrition, and teacher recruitment (Ingersoll, 2001; Heim, 2016). Walker (2015) warns that the as cases of teacher job dissatisfaction persist, an imminent teacher shortage is aiming for many school districts throughout the United States. Chapman and Lowther (1982) conducted one of the first published studies focused on teacher job satisfaction. By carrying out a survey of 542 college graduates that continued into the teaching profession, Chapman and Lowther found that female teachers experienced higher levels of job satisfaction as opposed to their male counterparts. Motivation factors such as recognition from supervisors, principals, and other leaders contributed to increased job satisfaction.

While the role of teachers' work for student outcomes is widely recognized, the question whether teachers are content with their career is often overlooked (Bascia and Rottmann, 2011). Meanwhile, teacher job satisfaction has many important and far-reaching implications. First, it contributes to teacher well-being, as satisfied teachers are less susceptible to stress and burnout (Kyriacou and Sutcliffe, 1977; Skaalvik and Skaalvik, 2011). In addition, there is evidence that students of teachers who are content with their job also feel better (Collie, et al., 2012).

Furthermore, satisfied teachers offer higher instructional quality and better learning support for their students (Klusmann, et al., 2008).

Teacher job satisfaction may be one of the most crucial factors affecting student achievement and is a critical topic to be researched. This review of literature indicates there are many interrelated factors when researching teacher job satisfaction. The review of literature for this study was broken into five sections. Section one presented a brief history of education in the United States and discussed the changes that the educational system in our country has implemented hoping to secure a better future for our students. Section two discussed theories of job satisfaction and examples of each theory were presented specifically for educators. The third section discussed personal and professional characteristics, which examined how the identity of a teacher is influenced by the social conditions in which they work, therefore affecting job satisfaction. The fourth section introduced the variables associated with this study – school administration, colleagues, parents, and students.

The review of literature led to the development of this study. Reviewing the history of education in the United States helped the researcher understand some of the vehicles of change driven by the federal government. A better comprehension of the government's involvement in our education system assisted in portraying the sense of urgency to improve student achievement. Research related to job satisfaction helped identify factors that influence a teacher's success in the classroom. Furthermore, the review of literature revealed relationships between core job characteristics. The research conducted on personal and professional characteristics identified how teachers feel about themselves as well as how they feel about their students. Finally, the review of literature assisted the researcher in deciding the four variables

(school administration, colleagues, parents, and students) that were used in this study. This information helped identify potential research questions to frame the study.

Overall, the review of literature indicates that as the level of teacher job satisfaction increases, the chances of a teacher remaining in the classroom also increases; therefore, the review of the related literature implies there is a significant relationship between teacher job satisfaction and the four mentioned variables – school administration, colleagues, parents, and students.

Chapter 3

Methods and Procedures

The focus of this study was to determine the self-reported level of job satisfaction among business education teachers relating to school administration, colleagues, parents, and students. The study sought to determine if there was a relationship between overall teacher job satisfaction of business education teachers as it relates to school administration, colleagues, parents, and students. The survey was designed to determine if gender, ethnicity, grade level currently teaching, years of experience in the teaching profession, and highest degree held are indicators of job satisfaction.

Permission to conduct the study was requested from the Auburn University Institutional Review Board (IRB). Researchers at Auburn University are required to obtain permission from the IRB to use the response of human subjects. A request for exempt status, an information letter, and a copy of the survey instrument was forwarded to the IRB for approval prior to continuation of the study. The board reviewed the protocol and granted the necessary permission to proceed with the study (see Appendix A).

Although the world was in a pandemic, this study was conducted in the early stages of COVID-19. The results of the survey include the job satisfaction of teachers when no one expected the pandemic to last so long. Therefore, the results of this study do not include any information regarding the COVID-19 pandemic.

Population

The population was business education teachers who are members of the National Business Education Association (NBEA), which is the nation's leading professional organization devoted exclusively to serving individuals and groups engaged in instruction,

administration, research, and dissemination of information for and about business. NBEA serves

as a unifying agency among other groups dedicated to advancing and improving business

education and provides the vital link between both the private and public sector. "NBEA gives

business educators an opportunity to stay on top of the changing skills required in today's

business world through its linkages with corporations and small businesses." ("About NBEA -

National Business Education Association"). In addition, NBEA's Legislative Advocacy

Committee keeps members involved with the ongoing national, state, and local efforts to further

business education. Permission was granted by the president of the association to electronically

send the information letter (see Appendix B) to all members in good standing.

Instrumentation

To ensure content and face validity of the scores from the survey instrument, an expert

panel was used to evaluate the content. The expert panel was members of the university faculty

chosen for their knowledge and experience in descriptive survey research design, survey

instruments, and data collection. The expert panel was asked to assist in developing an

instrument, which accurately reflects the area and realm of interest (teacher job satisfaction of

business education teachers) in this study, and the perception that the instrument measured what

it was intended to measure. Comments of the expert panel, input, and recommendations were

considered and incorporated to produce the researcher-designed survey titled Teacher Job

Satisfaction Survey (see Appendix C). After modifications of the instrument, the survey was

finalized and distributed to the population for data collection.

Data was collected through the survey instrument titled Teacher Job Satisfaction Survey.

The instrument was used to gather data that was developed by the researcher to identify the

level of job satisfaction and if it has a relationship with several variables as well as the school

administration, colleagues, parents, and students. The researcher developed the survey instrument using Qualtrics (https://www.qualtrics.com) when no appropriate instrument could be found and emailed the survey to NBEA. The corporate office of NBEA sent the survey electronically to all members in good standing.

The researcher-designed survey included the following components:

1) demographic information; 2) factors regarding school administration and teacher job satisfaction; 3) factors regarding colleagues and teacher job satisfaction; 4) factors regarding parents and teacher satisfaction; 5) factors regarding students and teacher satisfaction; 6) personal responses regarding job satisfaction; and 7) an open-ended response to discuss any factors not addressed in the survey that contributes to the participants' level of job satisfaction. Questions 1 through 5 (demographic information) of the survey instrument included the demographic data (gender, ethnicity, grade level currently teaching, years of experience in the teaching profession, and highest degree held).

In the next section – Section 2 – (factors regarding school administration and teacher job satisfaction) of the survey instrument participants were given thirteen items to indicate how factors regarding school administration affect their level of job satisfaction. A Likert-type scale was used to react to statements using the following: (0) Strongly Disagree, (1) Disagree, (2) Agree, and (3) Strongly Agree. The researcher utilized Cronbach's Alpha to estimate the internal consistency of the instrument in this study. According to Pedhazur & Schmelkin (1991), a scale is considered reliable if Cronbach's Alpha is greater than or equal to 0.70 ($\alpha \geq$ 0.70). Cronbach's Alpha was calculated to be 0.92 ($\alpha = 0.92$). Therefore, the results of the reliability for this scale indicated an acceptable level for research purposes.

The following section – Section 3 – (factors regarding colleagues and teacher job satisfaction) of the survey instrument, nine items asked participants to indicate how factors regarding relationships with colleagues affect their level of job satisfaction. A Likert-type scale was used to react to statements using the following: (0) Strongly Disagree, (1) Disagree, (2) Agree, and (3) Strongly Agree. Cronbach's Alpha was calculated to be 0.90 ($\alpha = 0.90$). Therefore, the results of the reliability for this scale indicated an acceptable level for research purposes.

In the next section – Section 4 – (factors regarding parents and teacher job satisfaction) of the survey instrument, participants were given nine items and asked to indicate how factors regarding parents affect their level of job satisfaction. A Likert-type scale was used to react to statements using the following: (0) Strongly Disagree, (1) Disagree, (2) Agree, and (3) Strongly Agree. Cronbach's Alpha was calculated to be 0.92 ($\alpha = 0.92$). Therefore, the results of the reliability for this scale indicated an acceptable level for research purposes.

The following section – Section 5 – (factors regarding students and teacher job satisfaction) of the survey instrument included a list of seven factors and participants were asked to indicate their level of job satisfaction regarding students and how students affect teacher job satisfaction. A Likert-type scale was used to react to statements using the following: (0) Strongly Disagree, (1) Disagree, (2) Agree, and (3) Strongly Agree. Cronbach's Alpha was calculated to be 0.80 ($\alpha = 0.80$). Therefore, the results of the reliability for this scale indicated an acceptable level for research purposes.

The concluding section – Section 6 – (overall statements) of the survey instrument included seventeen statements regarding the level of satisfaction the teacher was experiencing. The participants were asked to indicate the level that they agree with the statements. A Likert-

type scale was used to react to statements using the following: (0) Strongly Disagree, (1) Disagree, (2) Agree, and (3) Strongly Agree. Cronbach's Alpha was calculated to be 0.89 ($\alpha = 0.89$). Therefore, the results of the reliability for this scale indicated an acceptable level for research purposes.

There was an open-ended response section of the survey instrument, which was optional and requested any additional factors not addressed in the survey that the participants felt contributed to their level of job satisfaction.

The participants were given the following items electronically:

1. An information letter (see Appendix B). The information letter, as required by the Auburn University Institutional Review Board, described the study to the potential participants and outlined the procedures to be followed to complete the survey. An explanation was provided in the information letter of the purpose, need for and importance of each participant to respond completely and to the best of their ability.

2. Survey Instrument (see Appendix C). The survey instrument contained components of teacher satisfaction designed to elicit responses on their level of job satisfaction as related to school administration, colleagues, parents, and students.

To preserve the confidentiality of the participants, the survey was completed using Qualtrics, an online survey program that allowed the researcher to enable the anonymous response setting. Enabling this setting removed the participants' identifying information and location data from the results. When responses were gathered using the individualized link, any identifying information and location data of the participants was removed.

Validity and Reliability

The survey items were developed in conjunction with the research objectives of this study after conducting the review of literature. The areas included in the review of literature focused on a brief history of public education in the United States, the meaning of job satisfaction, theories on job satisfaction, research on teacher job satisfaction, personal and professional characteristics of teachers, and teacher job satisfaction in relation to school administration, colleagues, parents, and students.

The more consistent the results from a measurement instrument are, the more reliable they will be. More items that are consistent will result in a higher coefficient alpha, representing a higher level of reliability (Shannon & Davenport, 2001). The researcher utilized Cronbach's Alpha to estimate the internal consistency of the instrument in this study. The instrument was made up of items scored with a Likert-type scale using four values. In the survey sections that included factors regarding school administration and teacher job satisfaction, factors regarding colleagues and teacher job satisfaction, factors regarding parents and teacher job satisfaction, factors regarding students and teacher job satisfaction, and the overall statements, a Likert-type scale was used depicting the following: (0) Strongly Disagree, (1) Disagree, (2) Agree, and (3) Strongly Agree.

According to Pedhazur & Schmelkin (1991), a scale is considered reliable if Cronbach's Alpha is greater than or equal to 0.70 ($\alpha \geq 0.70$). A seven-part questionnaire was sent to 1,421 members of NBEA. The school administration subscale consisted of twelve items ($\alpha = 0.92$); the colleague subscale consisted of eight items ($\alpha = 0.90$); the parent subscale consisted of eight items ($\alpha = 0.92$); the student subscale consisted of six items ($\alpha = 0.80$); and the overall

statements subscale consisted of seventeen items ($\alpha = 0.89$). The results of the Cronbach's Alphas for each subscale indicated acceptable levels for research purposes.

Data Collection

The population in this study was 1,421 business education teachers who are members of the National Business Education Association. Each member received an email including an information letter (see Appendix B) describing the study and a link to the survey. Responses were anonymous as described in the invitation email.

The participants were asked to return the survey within two weeks by submitting the survey using Qualtrics. Each participant was sent an anonymous link that was included in the information letter.

After two weeks, members of the National Business Education Association were emailed a reminder requesting their assistance in satisfying research requirements by returning the survey if not already completed. The survey link was included in the follow-up reminder. Participants were only contacted once by follow-up.

Data Analysis

After completing the review of literature, the researcher created a matrix (see Figure 3) to create survey items for the survey instrument. This table kept the focus on the goals of the study and served as a checklist for the objectives of this research.

Research Question Matrix

Researcher Developed Matrix for Survey Questions and Statistical Tests

Research Question	Survey Questions and the Variable which are associated	Statistical Test

1. What is the perceived level of job satisfaction of business education teachers as it relates to school administration, colleagues, parents, and students?	Dependent Variables and Questions related to each:
	School Administration:
	   6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, and 18
	Colleagues:
	   19, 20, 21, 22, 23, 24, 25, 26, and 27
	Parents:
	   28, 29, 30, 31, 32, 33, 34, 35, and 36
	Students:
	   37, 38, 39, 40, 41, 42, and 43
		Descriptive Statistics, Means, and Standard Deviations Within- Subjects ANOVA

2. Is there a difference in the relationship between overall teacher job satisfaction as it relates to school administration, colleagues, parents, and students?	Dependent Variables and Questions related to each:
	School Administration:
	   6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, and 18
	Colleagues:
	   19, 20, 21, 22, 23, 24, 25, 26, and 27
	Parents:
	   28, 29, 30, 31, 32, 33, 34, 35, and 36
	Students:
	   37, 38, 39, 40, 41, 42, and 43
		Pearson Product-Moment Correlation

3. What are the differences in the perceived level of job satisfaction of business education teachers related to gender, ethnicity, grade level currently teaching, years of experience in the teaching profession and highest degree held?	Dependent Variables and Question related to each:
	School Administration:
	   18
	Colleagues:
	   27
	Parents:
	   36
	Students:
	   43
	Each question measured the level of teacher job satisfaction as it related to gender, ethnicity, grade level currently teaching, years of experience in the teaching profession, and highest degree held.
		MANOVA follow-up ANOVA if significance is noted

Figure 3

Statistical treatment of the data included the use of the software application Statistical Package for Social Sciences, version 27 (SPSS) as well as Qualtrics. Descriptive statistics including frequencies and percentages were used to summarize, analyze, organize, and describe the collected data. Descriptive statistics were also used to provide an indication of relationships between variables. Demographic data were explained in this study using descriptive statistics.

Research Question 1: What is the perceived level of job satisfaction of business education teachers as it relates to school administration, colleagues, parents, and students? Research Question 1 was analyzed using descriptive statistics, means, and standard deviations as well as within-subjects Analysis of Variance (ANOVA). Standard deviation is the most common measure of statistical dispersion, measuring how widely spread the values are in a data set (Gravetter et al., 2017).

Research Question 2: Is there a relationship between overall teacher job satisfaction of business education teachers as it relates to school administration, colleagues, parents, and students? The Pearson Product-Moment Correlation was used to analyze Research Question 2. The Pearson r correlation is the most common correlation (Gravetter et al., 2017). It measures the degree and direction of the linear relationship between two variables. A basic property of Pearson's r in the range is from -1 to 1. A correlation of -1 means a perfect negative linear relationship, a correlation of 0 means no linear relationship, and a correlation of 1 means a perfect positive linear relationship (Lane, 2003).

Research Question 3: What are the differences in the perceived level of job satisfaction of business education teachers related to gender, ethnicity, grade level currently teaching, years of experience in the teaching profession and highest degree held? Research Question 3 was analyzed using Multivariate Analysis of Variance (MANOVA), which was performed to

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analyze if there was a difference in the perceived level of job satisfaction of business education teachers relating to school administration, colleagues, parents, and students based on gender.

The results of this study will be beneficial to schools. The factors of teacher job satisfaction will help predict areas that will contribute to the success of the whole school and provide valuable information for school administrations in recruiting and retaining highly qualified and satisfied classroom teachers. Teacher education programs at colleges and universities will also gain insight from this study for use when preparing candidates for the job pool.

Summary

The objective of this study was to determine which of the four dependent variables – school administration, colleagues, parents, or students – contribute to job satisfaction of business education teachers. Analysis of Variance (ANOVA), descriptive statistics, the Pearson Product-Moment Correlation, and Multivariate Analysis of Variance (MANOVA) were used to analyze the results of the Teacher Job Satisfaction survey. Several steps were taken to increase the study's validity and reliability. Through the data collection and analysis process, an understanding of the factors that contribute to job satisfaction of business education teachers was explored. The following chapter will report the findings of this research study.

Chapter 4

Statistical Analysis and Results

Introduction and Restatement of the Problem

This research study was designed to identify factors that contribute to job satisfaction of business education teachers. Specifically, the study was conducted to determine if there was a difference in the perceived level of job satisfaction of business educators as it related to several aspects of the teaching environment using the researcher made survey titled Teacher Job Satisfaction Survey. Independent variables included gender, ethnicity, grade level currently teaching, years of experience in the teaching profession and highest degree held. Dependent variables included school administration, colleagues, parents, and students.

This chapter provides the data obtained for each research objective. Data analysis techniques included descriptive statistics, Analysis of Variance (ANOVA), Pearson Product-Moment Correlation, and Multivariate Analysis of Variance (MANOVA). Analyses were conducted to determine the effect of each independent variable on the dependent variables using an alpha level of 0.05.

Descriptive Data Analysis and Results

Descriptive statistics, including frequencies and percentages were run using IBM's Statistical Package for the Social Sciences, version 27 (SPSS) to summarize, analyze, and present the demographic data of business educators responding to the study. Table 1 presents the demographic information related to participants' gender, ethnicity, grade level taught, years of teaching experience and highest degree held. Out of 1,421 surveys emailed, 139 business educators completed the study, which was a return of just under 10 percent. While 139 surveys

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were received, not all participants answered all the questions on the survey. Therefore, *N* may vary for various questions. The participants included 109 females (78.42 percent) and 30 males (21.58 percent). The largest percentage of participants by ethnicity was white/Caucasian (81.29 percent). The percentage of participants who were currently teaching in a secondary school setting (grades 9-12) was 73.53 percent, a post-secondary setting 26.47 percent. The number of years of teaching experience reported by business education teachers were placed into several categories and many of participants have taught over 31 years (46.04 percent) followed by 21-30 years (17.99 percent). Many of the participants hold a master's degree (56.12 percent). Table 1 shows the demographic data of the participants.

Table 1

Demographic Data of Participants

Categories	*N*	%
Gender		
Female	109	78.42
Male	30	21.58
Ethnicity		
White/Caucasian	113	81.29
Other	26	18.71
Grade Level Currently Teaching		
Secondary setting (Grades 9-12)	100	73.53
Post-Secondary setting	36	26.47
Years of Teaching Experience		
1-10 years	29	20.86
11-20 years	21	15.11
21-30 years	25	17.99
Over 31 years	64	46.04
Highest Degree Held		
Bachelors	17	12.23
Masters	78	56.12
Specialist	15	10.79
Doctorate	29	20.86

Note: N = 139

Research Questions

Research Question 1: What is the perceived level of job satisfaction of business education teachers as it relates to school administration, colleagues, parents, and students?

Sections 2, 3, 4, and 5 of the Teacher Job Satisfaction Survey addressed this research question. Twelve items were included on the subscale for school administration as it relates to job satisfaction and measured using a Likert-type scale with options (0) Strongly Disagree, (1) Disagree, (2) Agree, and (3) Strongly Agree. Table 2 summarizes the school administration subscale and includes the overall mean and standard deviation of each. Cronbach's Alpha was calculated to be 0.92 ($\alpha = 0.92$). Therefore, the results of the reliability for this scale indicated an acceptable level for research purposes.

Table 2

School Administration Subscale

Question	M	SD
Helps me when dealing with student discipline	2.48	0.78
Recognizes me for my excellent teaching	2.24	0.95
Offers me assistance when necessary	2.35	0.79
Assists me with developing creativity	1.89	1.17
Is willing to attend parental conferences with me	2.67	1.03
Makes me feel as if I belong at our school	2.31	0.91
Provides me with opportunities for professional growth	2.44	0.79
Holds me accountable	2.56	0.69
Tells me when training opportunities are available	2.18	0.90
Is interested in my well-being outside of school	2.13	1.02
Keeps me informed of changes in my employment	2.35	1.09
Makes me feel safe and secure at work	2.31	1.00

Note: Likert-type scale used: 0 = strongly disagree, 1 = disagree, 2 = agree, and 3 = strongly agree
$N = 117$

Eight items were included on the subscale for colleagues as it relates to job satisfaction and measured using a Likert-type scale with options (0) Strongly Disagree, (1) Disagree, (2) Agree, and (3) Strongly Agree. Table 3 summarizes the colleague subscale and includes the overall mean and standard deviation of each. Cronbach's Alpha was calculated to be 0.90 ($\alpha = 0.90$). Therefore, the results of the reliability for this scale indicated an acceptable level for research purposes.

Table 3

Colleague Subscale

Question	M	SD
Accepts me as a valued member of our faculty	2.43	0.77
Are willing to collaborate with me on student discipline	2.47	0.87
Support me when things are getting tough	2.43	0.81
Encourage me to have healthy relationships with administration	2.33	0.93
Offer me creative solutions for motivating students	2.31	0.88
Assist me when dealing with difficult parental issues	2.67	0.99
Hold me accountable	2.39	0.98
Tell me when training opportunities are available	2.22	0.98

Note: Likert-type scale used: 0 = strongly disagree, 1 = disagree, 2 = agree, and 3 = strongly agree
$N = 116$

Eight items were included on the subscale for parents as it relates to job satisfaction and measured using a Likert-type scale with options (0) Strongly Disagree, (1) Disagree, (2) Agree, and (3) Strongly Agree. Table 4 summarizes the parents' subscale and includes the overall mean and standard deviation of each. Cronbach's Alpha was calculated to be 0.92 ($\alpha = 0.92$). Therefore, the results of the reliability for this scale indicated an acceptable level for research purposes.

Table 4

Parents' Subscale

Question	*M*	*SD*
Support me in my classroom	2.35	1.00
Recognize me for excellent teaching	2.32	1.11
Support my program through volunteering	2.32	1.57
Assist me with motivating their student	2.09	1.25
Appreciate my communication with them	2.54	0.92
Compliment me in public	2.56	1.23
Keep their posts about our school on social media positive	2.54	1.30
Hold me accountable	2.64	0.96

Note: Likert-type scale used: 0 = strongly disagree, 1 = disagree, 2 = agree, and 3 = strongly agree
N = 114

Six items were included on the subscale for students as it relates to job satisfaction and measured using a Likert-type scale with options (0) Strongly Disagree, (1) Disagree, (2) Agree, and (3) Strongly Agree. Table 5 summarizes the students' subscale and includes the overall mean and standard deviation of each. Cronbach's Alpha was calculated to be 0.80 ($\alpha = 0.80$). Therefore, the results of the reliability for this scale indicated an acceptable level for research purposes.

Table 5

Students' Subscale

Question	M	SD
Feel my discipline procedures are fair and equitable	2.35	0.77
Follow my classroom management procedures	2.32	0.70
Understand my classroom routines	2.53	0.55
Assist me with motivating other students	1.96	1.00
Talk about how much they like my class	2.23	0.60
Seem to feel safe and secure on our campus	2.38	0.57

Note: Likert-type scale used: 0 = strongly disagree, 1 = disagree, 2 = agree, and 3 = strongly agree
$N = 112$

Table 6 compares the four variables – school administration, colleagues, parents, and students – using Within Subject ANOVA. Multiple comparisons were calculated to examine which variables of job satisfaction of business education teachers differed. Once significance (p < 0.05) was calculated for each dependent variable, the Mean *(M)* and Standard Deviation *(SD)* were reviewed to determine which variable was higher or lower. The variable school administration was lower than the variables colleagues and students; the variable colleagues was lower than the variable students were; and the variable parents was lower than the variables school administration, colleagues, and students.

Table 6

Within Subject ANOVA Results

School Administration *M (SD)*	Colleagues *M (SD)*	Parents *M (SD)*	Students *M (SD)*	F	*p*	Post-hoc results
2.03 (1.004)	2.42 (0.781)	1.88 (0.902)	2.50 (0.570)	21.422	< .001	Colleagues > School Administration and Parents Students > School Administration, Colleagues and Parents

Research Question 2: Is there a relationship between overall teacher job satisfaction of business education teachers as it relates to school administration, colleagues, parents, and students?

Sections 2, 3, 4, and 5 of the Teacher Job Satisfaction Survey addressed this research question. Descriptive statistics were run to calculate Mean (*M*) and Standard Deviation *(SD)* of each variable. Pearson Product-Moment Correlation was used to analyze the linear relationship between school administration and teacher job satisfaction of business education teachers.

Table 7 shows a significant correlation between school administration and teacher job satisfaction of business education teachers for every perception. Pearson's r shows a positive linear relationship between the dependent variable – school administration – and each of the perceptions.

Table 7

Correlation Results of School Administration

Perception of:	Satisfaction M (SD)	Correlation with Satisfaction of School Administration (Pearson's r)	Significant Value
Helps me when dealing with student discipline	2.46 (0.775)	0.634	< .001
Recognizes me for my excellent teaching	2.23 (0.968)	0.650	< .001
Offers me assistance when necessary	2.35 (0.782)	0.560	< .001
Assists me with developing creativity	1.88 (1.158)	0.675	< .001
Is willing to attend parental conferences with me	2.68 (1.026)	0.519	< .001
Makes me feel as if I belong at our school	2.31 (0.900)	0.774	< .001
Provides me with opportunities for professional growth	2.43 (0.794)	0.621	< .001
Holds me accountable	2.56 (0.683)	0.261	.004
Tells me when training opportunities are available	2.18 (0.885)	0.512	< .001
Is interested in my well-being outside of school	2.13 (1.008)	0.676	< .001
Keeps me informed of changes in my employment	2.36 (1.083)	0.475	< .001
Makes me feel safe and secure at work	2/31 (0.982)	0.738	< .001

Table 8 shows a significant correlation between colleagues and teacher job satisfaction of business education teachers for every perception. Pearson's r shows a positive linear relationship between the dependent variable – colleagues – and each of the perceptions.

Table 8

Correlation Results of Colleagues

Perception of:	Satisfaction *M* *(SD)*	Correlation with Satisfaction of Colleagues (Pearson's r)	Significant Value
Accepts me as a valued member of our faculty	2.44 (0.770)	0.748	< .001
Are willing to collaborate with me on student discipline	2.47 (0.867)	0.638	< .001
Support me when things are getting tough	2.44 (0.803)	0.828	< .001
Encourage me to have healthy relationships with administration	2.33 (0.930)	0.654	< .001
Offer me creative solutions for motivating students	2.31 (0.879)	0.779	< .001
Assist me when dealing with difficult parental issues	2.67 (0.994)	0.487	< .001
Hold me accountable	2.39 (0.800)	0.429	< .001
Tell me when training opportunities are available	2.22 (0.976)	0.512	< .001

Table 9 shows a significant correlation between parents and teacher job satisfaction of business education teachers for every perception. Pearson's r shows a positive linear relationship between the dependent variable – parents – and each of the perceptions.

Table 9

Correlation Results of Parents

Perception of:	Satisfaction M (SD)	Correlation with Satisfaction of Parents Pearson's r	Significant Value
Support me in my classroom	2.35 (0.995)	0.785	< .001
Recognize me for my excellent teaching	2.32 (1.108)	0.790	< .001
Support my program through volunteering	2.32 (1.571)	0.687	< .001
Assist me with motivating their student	2.09 (1.245)	0.815	< .001
Appreciate my communication with them	2.54 (0.923)	0.678	< .001
Compliment me in public	2.56 (1.234)	0.600	< .001
Keep their posts about our school on social media positive	2.54 (1.304)	0.604	< .001
Hold me accountable	2.64 (0.961)	0.572	< .001

Table 10 shows a significant correlation between students and teacher job satisfaction of business education teachers for every perception. Pearson's r shows a positive linear relationship between the dependent variable – students – and each of the perceptions.

Table 10

Correlation Results of Students

Perception of:	Satisfaction *M* *(SD)*	Correlation with Satisfaction of Students Pearson's r	Significant Value
Feel my discipline procedures are fair and equitable	2.35 (0.768)	0.398	< .001
Follow my classroom management procedures	2.32 (0.700)	0.469	< .001
Understand my classroom routines	2.53 (0.553)	0.502	< .001
Assist me with motivating other students	1.96 (0.999)	0.346	< .001
Talk about how much they like my class	2.23 (0.600)	0.442	< .001
Seem to feel safe and secure on our campus	2.38 (0.573)	0.427	< .001

Research Question 3: What are the differences in the perceived level of job satisfaction of business education teachers related to gender, ethnicity, grade level currently teaching, years of experience in the teaching profession and highest degree held?

Sections 1, 2, 3, 4, and 5 of the Teacher Job Satisfaction Survey addressed this research question. Multivariate Analysis of Variance (MANOVA) was used to analyze if there was a difference in the perceived level of job satisfaction of business education teachers relating to school administration, colleagues, parents, and students based on gender, ethnicity, grade level currently teaching, years of experience in the teaching profession, and highest degree held. This type of statistical procedure is used to determine whether the difference between the mean scores of two or more groups on multiple dependent variables are statistically significant (Ross & Shannon, 2008).

Gender

An initial MANOVA examined the independent variable named gender with four dependent variables – school administration, colleagues, parents, and students – as dependent variables. Wilks' Lambda was used to test if there were differences between the group means for school administration, colleagues, parents, and students. Although the multivariate test of differences was not significant when the variable named gender was examined with the four variables – school administration colleagues, parents, and students, Wilk's Lambda = 0.99, $F(4,106) = 0.318$, $p = 0.865$, participants who identified themselves as female rated higher perceived levels of teacher job satisfaction. This result is supported by the research done by Chapman and Lowther (1982) who found that female teachers experienced higher levels of job satisfaction as opposed to their male counterparts.

Ethnicity

Due to the small number of responses in several of the ethnicity categories, the researcher decided to recode the variable ethnicity. The new categorization was coded White/Other. The researcher ran a MANOVA on the independent variable named ethnicity, which examined the recoded variable with four dependent variables – school administration, colleagues, parents, and students. Wilks' Lambda was used to test if there were differences between the group means for school administration, colleagues, parents, and students. Although the multivariate test of differences was not significant, Wilk's Lambda = 1.00, $F(4, 106) = 0.069$, $p = 0.991$, participants who identified themselves as white/Caucasian rated higher perceived levels of teacher job satisfaction.

Grade Level Currently Teaching

A few participants currently teach combined secondary and post-secondary. Due to the small number in the option of teaching secondary and post-secondary, the researcher decided to recode the variable. The new categorization was coded either secondary or post-secondary. The researcher ran a MANOVA on the independent variable named grade level currently teaching, which examined the recoded independent variable with four dependent variables – school administration, colleagues, parents, and students. Wilks' Lambda was used to test if there were differences between the group means for school administration, colleagues, parents, and students. The multivariate test of differences returned with a significance, Wilk's Lambda = 0.64, $F(8, 208) = 6.399$, $p < .001$.

Because of the significance of the results when examining the MANOVA, the researcher investigated further and noted that there was significance noted with the dependent variables

school administration and parents. An Analysis of Variance (ANOVA) on the independent variable named grade level currently teaching and the dependent variables – school administration [F(2, 116) = 2.679, p = 0.073 and parents [F(2, 109) = 24.399, p < .001. The ANOVA revealed differences in relation to the dependent variables – school administration and parents. Further examination of the data revealed that post-secondary teachers reported higher levels of job satisfaction than that of secondary teachers on each dependent variable.

Years of Experience in the Teaching Profession

When reviewing the data after the surveys were received, the researcher decided to combine the categories of years of experience in the teaching profession from 1 – 5 years and 6 – 10 years to 1 – 10 years of experience in the teaching profession. The remainder of the categories did not change – 11 – 20 years, 21 – 30 years, and over 31 years. A fourth MANOVA examined the independent variable named years of experience in the teaching profession with four dependent variables – school administration, colleagues, parents, and students. Wilks' Lambda was used to test if there were differences between the group means for school administration, colleagues, parents, and students. The multivariate test of differences returned with a significance, Wilk's Lambda = 0.75, F(16, 315) = 1.939, p = 0.017.

Because of the significance of the results when examining the MANOVA, the researcher investigated further and noted that there was significance noted with the dependent variables parents and students. An Analysis of Variance (ANOVA) on the independent variable named years of experience in the teaching profession and the dependent variables – parents [F(4, 108) = 2.735, p = 0.033 and students [F(4, 107) = 2.753, p = 0.032. The ANOVA revealed differences in relation to the dependent variables – parents and students. Further examination of the data revealed that teachers who have over 31 years of experience in the teaching profession

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reported higher levels of job satisfaction regarding the dependent variables parents and students than those who have less than 30 years of experience.

Highest Degree Held

The final MANOVA examined the independent variable named highest degree held with four variables – school administration, colleagues, parents, and students – as dependent variables. Wilks' Lambda was used to test if there were differences between the group means for school administration, colleagues, parents, and students. The multivariate test of differences returned with a significance, Wilk's Lambda = 0.81, $F(12, 275) = 1.943$, $p = 0.030$.

Because of the significance of the results when examining the MANOVA, the researcher investigated further and noted that there was significance noted with the dependent variable parents. An Analysis of Variance (ANOVA) on the independent variable named highest degree held and the dependent variable – parents [$F(3, 109) = 4.337$, $p = 0.006$. The ANOVA revealed differences in relation to the dependent variable parents. Further examination of the data revealed that teachers that have a doctorate reported higher levels of job satisfaction than that of any other degree.

Table 11 shows the relationships of the dependent variables school administration, colleagues, parents, and students based on independent variables gender, ethnicity, grade level currently teaching, years of experience in the teaching profession, and highest degree held. The independent variables that showed the most significance was grade level currently teaching, years of experience in the teaching profession, and highest degree held.

Table 11

MANOVA Results

Categories	Wilks' Lambda	N	School Administration F (p)	M (SD)	Colleagues F (p)	M (SD)
Gender	0.99		0.16		0.04 (0.85)	
Female	(p = .865)	98	(0.69)	2.04 (1.015)		2.43 (0.786)
Male		13		1.92 (0.954)		2.38 (0.768)
Ethnicity	1.00		0.16		0.11 (0.74)	
White	(p = .991)	92	(0.90)	2.03 (0.954)		2.43 (0.746)
Other		19		2.00 (1.247)		2.37 (0.955)
Grd Lvl Tch	0.64		2.68		0.52 (0.60)	
Secondary	(p < .001)	81	(0.07)	1.92 (1.058)		2.36 (0.784)
Post-Sec		25		2.42 (0.703)		2.48 (0.823)
Yrs Tch Exp	0.75		1.26		0.82 (0.52)	
	(p = .017)		(0.29)			
1-10 years		25		1.87 (0.919)		2.51 (0.628)
11-20 years		18		1.82 (1.015)		2.41 (0.712)
21-30 years		19		2.16 (1.015)		2.32 (0.820)
Over 31 years		59		2.09 (1.014)		2.43 (0.828)
Highest Degree	0.81		0.459		0.398 (0.76)	
Bachelors	(p = .030)	9	(0.71)	2.22 (0.972)		2.33 (0.866)
Masters		68		2.01 (0.985)		2.50 (0.658)
Specialist		13		2.08 (1.115)		2.31 (1.032)
Doctorate		21		1.95 (1.071)		1.95 (1.071)

MANOVA Results (continued)

			Parents	*M (SD)*	Students	*M (SD)*
Categories	Wilks' Lambda	*N*	F *(p)*		F *(p)*	
Gender	0.99		1.30 (0.26)		0.08 (0.77)	
Female	(*p* = .865)	98		1.92 (0.904)		2.51 (0.579)
Male		13		1.62 (0.870)		2.46 (0.519)
Ethnicity	1.00		0.05 (0.83)		0.03 (0.86)	
White	(*p* = .991)	92		1.89 (0.883)		2.50 (0.584)
Other		19		1.84 (1.015)		2.53 (0.513)
Grd Lvl Tch	0.64		24.40 (<.001)		1.76 (0.18)	
Secondary	(*p* < .001)	81		2.38 (0.784)		1.62 (0.784)
Post-Sec		25		2.48 (0.823)		2.84 (0.554)
Yrs Tch Exp	0.75		2.735 (0.033)		2.753 (0.032)	
	(*p* = .017)					
1-10 years		25		1.37 (0.691)		2.38 (0.701)
11-20 years		18		1.88 (1.054)		2.41 (0.618)
21-30 years		19		1.68 (1.003)		2.37 (0.496)
Over 31 years		59		2.13 (0.810)		2.62 (0.524)
Highest Degree	0.81		4.51 (0.01)		0.198 (0.90)	
Bachelors	(*p* = .030)	9		1.11 (0.782)		2.44 (0.527)
Masters		68		1.82 (0.863)		2.53 (0.585)
Specialist		13		2.00 (0.913)		2.38 (0.650)
Doctorate		21		2.33 (0.856)		2.52 (0.512)

In review of the independent variable grade level currently teaching, school administration and parents returned statistically significant results, 0.007 and <.001, respectively. Both variables show higher mean scores in the category post-secondary, therefore reporting higher levels of perceived job satisfaction. Reviewing the significance of the independent variable years of experience in the teaching profession, the dependent variables that showed significance were parents and students, 0.033 and 0.332, respectively. Both variables show higher mean scores – therefore reporting higher perceived levels of job satisfaction in the category of teachers that reported having over 31 years of experience in the teaching profession.

The final independent variable that returned significance was highest degree held. The dependent variable parents showed significance with a result of 0.01. The respondents who held a doctorate reported higher levels of satisfaction.

In the last section of the survey, participants were asked to mention any additional factors that contribute to their level of teacher job satisfaction that were not addressed. This request was an open-ended section of the survey instrument and was optional (see Appendix D). Only 42 out of the 139 participants responded. Several participants replied with comments about school administration. One feels their building principal is supportive and is great to work with. However, their superintendent is not, and the responses would have varied if asked about the district administration. Another acknowledged, "School leadership is huge!" They added, "If I had received this same survey last year with my previous principal in charge my answers would have been significantly different and very negative." A respondent stated, "My administrator is in no way adjusting his unhealthy attitude to accommodate the pandemic and its effect on our jobs. Many have looked and found jobs elsewhere for this reason alone. I am very saddened by my administrator in contrast to other schools nearby which are supporting their staff." Finally, a participant noted, "This year [2020-2021] is difficult. Administration continues to blame teachers for lack of student participation. We cannot care more than our students do and that is where I am. I love teaching but I'm seriously thinking of leaving the profession. Our admin team is not proactive, they are reactive."

Only one participant responded with a comment about their colleagues. They stated that they enjoy the support, recognition, and social time with their colleagues. One respondent wrote a comment on their parents, "While I don't mind contacting parents, they are overwhelmed and are bothered by the constant contact. Remind, email, school status, etc... It is too much, and we

are being seen as a bother. We need one contact method only." Another commented, "Like all teachers I do have some challenging students whose parents are NOT helpful in providing successful strategies for me to try."

A comment regarding their students was, "My students who are high scorers on the ACT are not going into teaching, even if they want to due to pay. It is as simple as supply and demand. You cannot require a bachelor's degree and pay an Associate Degree wage. Use the money that is being allocated for teacher recruitment to pay your existing teachers and they will stay in the profession."

There were some overall comments regarding teacher job satisfaction. "I feel like I burn out earlier every year and with age, I'm almost 50, it takes much longer to get things done. This would not be bothersome as I enjoy keeping current and constantly changing lessons. The frustrating piece is that federal and state mandates in education are constantly changing (really, they're not, it's just a different name to the same old practice) but the expectation is all your materials will have to be recreated -assessment types, layout, standards, etc. also our state changed our retirement system so instead of retiring in 3-4 years I now can't retire for 12-15." Also of note, "I do not feel that the financial compensation is equitable to the job role / hours that are invested" and "As professionals, we need a much higher wage. It is an insult to say that teachers do not teach for the income, they teach for the outcome. We teach both! As a CTE instructor, it is difficult to recruit students because our classes are essential, yet another, state test. They could choose another elective, which doesn't add to their already existing testing load."

Summary

This fourth chapter presented the data that were analyzed to identify levels of teacher job satisfaction among business education teachers as it relates to selected stakeholders – school administration, colleagues, parents, and students. Quantitative data was gathered through the Teacher Job Satisfaction Survey, which was completed by 139 participants.

The results of this study found that there were no statistically significant effects on the perceived level of job satisfaction of business education teachers when compared with gender and ethnicity. A statistically significant difference was found when the perceived job satisfaction of business education teachers was compared to the independent variables named grade level that participants currently teach, years of experience in the teaching profession, and highest degree held. When the significance of the results was investigated further, it revealed that the dependent variables of school administration and parents have an effect on the independent variable named grade level currently teaching and participants who teach on the post-secondary level reported having a higher perceived level of job satisfaction. Parents and students have an effect on years of experience in the teaching profession and participants who have over 31 years of experience in the teaching profession reported having a higher perceived level of job satisfaction. Finally, parents have an effect on the highest degree held with participants who held a doctorate reporting a higher perceived level of job satisfaction.

Only 30.22 percent of participants provided a response to the open-ended section to provide any additional comments regarding this study or their experience as a business education teacher. The themes from these comments centered on the joys of being a business education teacher as well as the frustrations with their administration and colleagues.

Chapter 5

Summary, Conclusions, and Recommendations

Introduction

Teaching is one of the most rewarding occupations in the world. However, teacher job satisfaction is rapidly decreasing. Utilizing the review of literature, a survey instrument titled "Teacher Job Satisfaction Survey" was developed by the researcher to assess the level of teacher job satisfaction among business educators. Analyses were conducted to determine the level of teacher job satisfaction among business educators who are members of the National Business Education Association relating to school administration, colleagues, parents, and students.

In the previous chapter, data collected from the members of the National Business Education Association utilizing the researcher-designed survey instrument entitled "Teacher Job Satisfaction Survey" were presented and analyzed. This chapter includes discussions of the findings, conclusions, and recommendations.

Summary of Findings

Although prior research considered levels of job satisfaction among teachers, this study was significant due to its contribution to the understanding of the relationship of the overall level of job satisfaction with business education teachers. Overall, the participants of this study expressed relatively high levels of job satisfaction. There is a direct linear correlation between school administration, colleagues, parents, and students and their contribution to teacher job satisfaction of business education teachers.

Descriptive statistics, means, and standard deviations as well as within-subjects ANOVA were calculated on each of the dependent variables – school administration, colleagues, parents, and students. Although all dependent variables were statistically significant, the within-subject ANOVA revealed that colleagues and students have a greater significance on overall level of job satisfaction than school administration and parents.

The four dependent variables – school administration, colleagues, parents, and students all have a positive correlation with the level of job satisfaction of business education teachers and each of the perceptions included on the survey in this study. Although statistically significant, the dependent variable school administration resulted in a weaker correlation ($p =$ .004) and the perception with the weakest correlation to school administration was "holds me accountable." The perception with the strongest correlation to school administration was "makes me feel as if I belong at our school." Abraham Maslow's Hierarchy of Needs Theory supports this result where the need belongingness is key to job satisfaction (Maslow, 1954). Herzberg's Two-Factor Theory also supports this result where extrinsic motivators such as positive working conditions and interpersonal relationships have an impact on fostering job satisfaction (Maslow, et al., 1967). It is important for school administration to realize that providing appropriate and expected extrinsic motivators among their faculty will foster job satisfaction and increase motivation.

Although the dependent variable colleague was statistically significant ($p<.001$), the perception with the weakest correlation was "hold me accountable," the same as the variable school administration. The perception with the strongest correlation was "offer me creative solutions when motivating students." Dawis's Theory of Work Adjustment supports this result where intrinsic items such as creativity (Dawis et al., 1968) satisfy workers.

The dependent variable named parent was also statistically significant ($p<.001$). The perception with the weakest correlation was again "hold me accountable." The perception with the strongest correlation was "assist me with motivating their student." Maslow's Hierarchy of Needs Theory supports this result where the goal is to reach self-actualization (Maslow, 1943). The last step on Maslow's hierarchy of need is where the staff member seeks to self-actualize; where they need to grow and develop to become everything they can become. People who feel empowered, such as receiving assistance from a parent to motivate their student, have realized self-actualization and tend to have higher job satisfaction.

The dependent variable named student was also statistically significant ($p<.001$). The perception with the weakest correlation was "assist me with motivating other students" and the strongest correlation was "understand my class routine." Management of students in a classroom setting is easier if students understand class routines. When a student does not understand class routines, their behavior becomes disruptive and instructional time is lost for all students, therefore jeopardizing instructional goals, and adding pressure to the teacher's job (*APA PsycNet*, n.d.).

Even though a statistically significant difference was not present when analyzing gender or ethnicity, further examination showed that participants who identified as females as well as those who reported their ethnicity as white/Caucasian reported having a higher level of teacher job satisfaction.

Significance resulted when the dependent variable parent was compared to grade level currently teaching, years of experience in the teaching profession, and highest degree held. When looking at these results individually, participants who teach at the post-secondary level, have over 31 years of experience in the teaching profession, or hold a doctoral degree reported

having higher levels of job satisfaction. Significance was also noted when the dependent variable school administration was compared to grade level teaching and the dependent variable years of experience in the teaching profession was compared to students.

Conclusions

Teacher job satisfaction can determine teacher commitment, which affects school effectiveness (Shann, 1998). Results of this study can be used to inform administrators and other school personnel about their role in determining teacher job satisfaction for business education teachers. This study may also provide support for those entering the teaching profession as well as teacher education programs. Creating a work environment that allows teachers to feel satisfied and creating policies that lead to greater levels of job satisfaction and increases the effectiveness of our education system (Shen, 1997).

Through this study, policymakers and administrators may gain a better understanding of the variables that affect teacher job satisfaction of business education teachers. By studying how teachers feel about work, or job satisfaction, this dissertation could have implications for understanding how to retain and recruit teachers to the profession for longer periods. This researcher envisions that the outcome of this dissertation informs policymakers and administrators about the variables that influence overall job satisfaction with business education teachers. Therefore, the outcome of this dissertation may assist leaders in aligning future teacher recruitment and teacher retention strategies with key teacher job satisfaction factors.

The following conclusions were based on the findings of the study.

1. The business education teachers in this study were generally satisfied with their job. This finding is consistent with other studies of business education and teacher job satisfaction. (Johnson, 2004).

2. Cronbach's Alpha was calculated on each of the dependent variables – school administration, colleagues, parents, and teachers. Each variable returned an acceptable score; therefore, the scale was considered reliable.

3. A Pearson Product-Moment correlation was conducted to determine the relationship between the dependent variables of school administration, colleagues, parents, and students and perceived levels of job satisfaction of business education teachers. The four dependent variables and job satisfaction showed a statistically significant positive relationship. The practical significance of this finding was large. This finding is consistent with other studies that also found positive correlations between the constructs of teacher job satisfaction (Sims, 2018).

4. There was a statistically significant effect on the perceived level of job satisfaction of business education teachers and the grade level currently teaching.

5. Although there was not a statistically significant difference between gender and overall job satisfaction, females reported slightly higher perceived levels of teacher job satisfaction than males. This finding is consistent with prior research with job satisfaction and the variable of gender (Sims, 2018).

6. Although there was not a statistically significant difference between ethnicity and overall job satisfaction, participants who identify as being white/Caucasian reported slightly higher perceived levels of teacher job satisfaction than other ethnicities. This finding is consistent with prior research with job satisfaction and ethnicity (Sabharwal & Corley, 2009).

Recommendations

These recommendations for additional research are presented based upon the findings and conclusion of this study:

1. A study of the factors that contribute to job satisfaction of business education teachers should be conducted with a sample that represents a larger population of business education teachers in the United States to determine if the findings of this study are consistent. Since no other studies were found which analyzed the relationship between job satisfaction of business education teachers and dependent variables such as school administration, colleagues, parents, and students, it is important to replicate the study with a larger sample to determine if the findings are consistent. Additional studies would also provide support for the growing body of literature on the relationship of factors that contribute to teacher job satisfaction.

2. For future studies, independent variables such as grade level currently teaching, years of experience in the teaching profession, and highest degree held should be included to provide descriptive information on the sample.

3. This study provided for a wide area of research rather than in depth. A more thorough understanding of factors that contribute to job satisfaction of business education teachers, such as a qualitative study should be conducted. A qualitative study could provide an understanding of how school administration, colleagues, parents, and students affect teacher job satisfaction of business education teachers. This would help reach the goal of improving teacher retention and attracting business education teachers to the profession.

4. Future studies should be completed comparing the variables of business teachers who earned their license through a traditional route and those who received their license through an alternate route.

5. This study discovered that business education teachers report elevated levels of job satisfaction. A future study should be conducted that compares levels of job satisfaction with intent to remain in the profession to determine if elevated levels of satisfaction result in an increased intent to remain. The Theory of Work Adjustment (Dawis et al., 1968) stated that the greater the balance between the individual and their work environment, the greater chance of tenure. Shen (1997) contended that creating a work environment that allows teachers to have influence and control of school and policies leads to greater levels of job satisfaction and increased teacher retention. Further studies in this area should seek to determine if this holds true for business education teachers.

6. Since this study did not include any information on the effects of the COVID-19 pandemic, a future study should be completed comparing the findings of this research to the results of a study done post COVID-19.

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Appendix A

Permission requested and granted from Auburn University Institutional Review Board

(NOTE: DO NOT AGREE TO PARTICIPATE UNLESS IRB APPROVAL INFORMATION WITH CURRENT DATES HAS BEEN ADDED TO THIS DOCUMENT.)

INFORMATION LETTER
for a Research Study entitled
"Factors Contributing to Job Satisfaction of High School Business Education Teachers"

You are invited to participate in a research study to identify factors that contribute to job satisfaction among high school business education teachers. The study is being conducted by Joy S. Brown, a graduate student, under the direction of Leane B. Skinner, Professor in the Auburn University Department of Curriculum and Teaching in the College of Education. You are invited to participate because you are a member of the National Business Education Association.

What will be involved if you participate? Your participation is voluntary. If you decide to participate in this research study, you will be asked to complete an online survey. Your total time commitment will be approximately 10 minutes.

Are there any risks or discomforts? There are not any known risks or discomforts associated with this study.

Are there any benefits to yourself or others? There are not any benefits to you or to others.

Will you receive compensation for participating? There will not be any compensation for participating.

Are there any costs? If you decide to participate, you will not incur any costs.

If you change your mind about participating, you can withdraw at any time by (example: closing your browser window). If you choose to withdraw, your data can be withdrawn if it is identifiable. Once you have submitted anonymous data, it cannot be withdrawn since it will be unidentifiable. Your decision about whether to participate or to stop participating will not jeopardize your future relations with Auburn University, the Department of Curriculum and Teaching or the College of Education.

Any data obtained in connection with this study will remain anonymous. To ensure that all information will remain confidential, please do not include your name. Information collected through your participation may be used to fulfil an educational requirement, published in a professional journal, and/or presented at a professional meeting.

If you have any questions, please contact me at jsb0036(@auburn.edu or my advisor, Dr. Leane Skinner at skinnal@,auburn.edu.

Version Date (date document created):	**The Auburn University Institutional Review Board has approved this Document for use from**
09/15/2020	10/26/2020 **to** _____
	Protocol # ------ 20-516 EX 2010

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@aubum.edu.

HAVING READ THE INFORMATION ABOVE, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, PLEASE CLICK ON THE LINK BELOW.

YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.

The Auburn University Institutional Review Board has approved this document for use from

_____ *to* _____. *Protocol#*_____

Version Date (date document created):   09/15/2020

Appendix B

Information Letter emailed to members of the National Business Education Association

Dear National Business Education Association Member,

I am a graduate student in the Department of Education at Auburn University. I would like to invite you to participate in my research study titled "Factors Contributing to Job Satisfaction of Business Education Teachers." You may participate if you are currently employed as a business education teacher and a member of the National Business Education Association. If you are a post-secondary business education teacher, there may be questions that do not apply to you in this study. If that is the case, please do not select an answer and continue completing the survey.

You are being asked to complete an online survey using a link to Qualtrics found below and it will take approximately 10 minutes to complete.

There are not any known risks associated with this study nor is there any compensation for responding. To ensure that all information will remain confidential, please do not include your name. Copies of the project will be provided to my Auburn University instructor. If you choose to participate in this project, please answer all questions as honestly as possible and submit the completed questionnaire promptly. Participation is voluntary and you may refuse to participate at any time.

If you would like to know more information about this study, please reply to this email. If you decide to participate after reading this information, you can access the survey by clicking the link below.

Should you decide to complete the survey, please submit your response by Sunday, November 29, 2020.

If you have any questions, please contact me at jsb0036@auburn.edu or my advisor, Dr. Leane Skinner at skinnal@auburn.edu.

If you have questions about your rights as a research participant, you may contact the Auburn University Office of Research Compliance or the Institutional Review Board by phone (334) 844-5966 or e-mail at IRBadmin@auburn.edu or IRBChair@auburn.edu.

Thank you for your consideration,

Joy S. Brown

Link to the survey titled "Factors Contributing to Job Satisfaction of Business Education Teachers" https://auburn.qualtrics.com/jfe/form/SV_5psKDdKGfivXBjv

Appendix C

Survey Instrument

Teacher Job Satisfaction Survey

1. What is your gender?
    a. Female   b. Male

2. What is your ethnicity? (Please select all that apply.)

    a. American Indian or Alaskan Native

    b. Asian or Pacific Islander

    c. Black or African American

    d. Hispanic or Latino

    e. White/Caucasian

    f. Prefer not to answer

    g. Other (please specify) _____

3. Current teaching grade level (check all that apply)
    a. 9th c. 11th
    b. 10th d. 12th e. post-Secondary

4. How many years have you been in the teaching profession?
    a. 1 – 5   d. 16 – 20

    b. 6 – 10   e. 21 +

    c. 11 – 15

5. What is your highest degree?
    a. Bachelor's degree   c. Specialist degree

    b. Master's degree   d. Doctorate degree

Key: 0 = Strongly Disagree   1= Disagree   2 = Agree   3 = Strongly Agree

School Administration:

		0	1	2	3
6.	Helps me when dealing with student discipline.................	0	1	2	3
7.	Recognizes me for my excellent teaching..........................	0	1	2	3
8.	Offers me guidance when necessary...................................	0	1	2	3
9.	Assists me with developing creativity	0	1	2	3
10.	Is willing to attend parental conferences with me..............	0	1	2	3
11.	Makes me feel as if I belong at our school........................	0	1	2	3
12.	Provides me with opportunities for professional growth.....	0	1	2	3
13.	Holds me accountable..	0	1	2	3
14.	Tells me when training opportunities are available..............	0	1	2	3
15.	Is interested in my well-being outside of school................	0	1	2	3
16.	Keeps me informed on changes in my employment	0	1	2	3
17.	Makes me feel safe and secure at work..............................	0	1	2	3
18.	Increases my overall level of job satisfaction......................	0	1	2	3

Colleagues:

		0	1	2	3
19.	Accept me as a valued member of our faculty....................	0	1	2	3
20.	Are willing to collaborate with me on student discipline...	0	1	2	3
21.	Support me when things get tough	0	1	2	3
22.	Encourage me to have healthy relationships with admin....	0	1	2	3
23.	Offer me creative solutions for motivating students.............	0	1	2	3
24.	Assist me when dealing with difficult parental issues...........	0	1	2	3
25.	Hold me accountable	0	1	2	3
26.	Tell me when training opportunities are available................	0	1	2	3
27.	Increase my overall level of job satisfaction.........................	0	1	2	3

Key:　　0 = Strongly Disagree　　I= Disagree　　2 = Agree　　3 = Strongly Agree

Parents:

28. Support me in my classroom..	0	1	2	3
29. Recognize me for excellent teaching....................................	0	1	2	3
30. Support my program through volunteering	0	1	2	3
31. Assist me with motivating their student	0	1	2	3
32. Appreciate my communication with them	0	1	2	3
33. Compliment me in public..	0	1	2	3
34. Keep their posts about our school on social media positive..	0	1	2	3
35. Hold me accountable..	0	1	2	3
36. Increase my overall level of job satisfaction........................	0	1	2	3

Students:

37. Feel my discipline procedures are fair and equitable...........	0	1	2	3
38. Follow my classroom management procedures	0	1	2	3
39. Understand my classroom routines	0	1	2	3
40. Assist me with motivating other students	0	1	2	3
41. Talk about how much they like my class...............................	0	1	2	3
42. Seem to feel safe and secure on our campus	0	1	2	3
43. Increase my overall level of job satisfaction........................	0	1	2	3

Overall, I feel:

44. Successful in my classroom	0	1	2	3
45. Competent in my classroom	0	1	2	3
46. I provide a satisfactory standard of living for my family......	0	1	2	3
47. Students are motivated to learn in my classroom	0	1	2	3
48. Safe and secure on campus every day	0	1	2	3

<u>Teacher Job Satisfaction Survey</u>

Key: 0 = Strongly Disagree   1= Disagree   2 = Agree   3 = Strongly Agree

49.	Contacting parents about their student is never a burden	0	1	2	3
50.	I have a healthy relationship with my administration...........	0	1	2	3
51.	I have a healthy relationship with my colleagues.................	0	1	2	3
52.	I have a healthy relationship with my students' parents	0	1	2	3
53.	I have a healthy relationship with my students.....................	0	1	2	3
54.	My contact with students is rewarding...............................	0	1	2	3
55.	I would recommend teaching to my students.......................	0	1	2	3
56.	Teaching gives me a great deal of satisfaction	0	1	2	3
57.	My job increases my personal quality of life	0	1	2	3
58.	I have job security...	0	1	2	3
59.	I am safe and secure on campus...	0	1	2	3
60.	If I could plan my career again, I would choose teaching.....	0	1	2	3

Please discuss any factors not addressed in the survey that contribute to your level of job

satisfaction.

Thank you for your participation!

Appendix D

Verbatim Responses to Open Ended Question

I based the administrator responses on my principal. He is extremely supportive and is great to work with. My superintendent is not, and my responses would have been disagree or strongly disagree.

We have a budget shortfall right now and the administration is not being very transparent about what will happen next year for staffing. This is stressful.

I consider the current Admin team one of the best I've worked with in my 21 years with the college. Aside from the College President, the team is 5 or fewer years in their position. They care about the students and about the faculty... their approach is more hands-off than previous administrations. I enjoy this but wonder if it is more due to my experiences and confidence in my abilities versus their enthusiasm. Regardless, I have no issues with the current Admin team, no more or less job satisfaction. The same can be said about the students in my classroom. The dynamic is changing which is presenting new challenges - remote learning, more secondary students, wider age gap in classroom students. This challenge is keeping the profession from becoming routine. I am also at a place/point of burnout, so my overall job satisfaction is neither good nor bad.

I love teaching but not with the current standards in place. Unfortunately, I feel teaching has lost its joy and fun every day. There are so many additional demands daily that the fun of teaching has diminished. I am close to retirement and looking forward to a change of pace, less demanding.

You've got a comprehensive list.

Safety

The number of classrooms I am in affects how I feel. Each year it is different. This year I am in three different classrooms. They are not near each other. I do not have a storage area in the classrooms so I must always carry my materials with me. It is hard on me physically.

Lack of consistency with school districts in enforcing policies. No accountability for students to even show up for class. I teach in a school district with one set of rules--I live in a school district that has completely different rules for my kid. School district school boards have too much power! They make decisions on whatever they value personally. If a board member is into sports, millions get spent on new equipment and new sports fields to the detriment of the students who need new books and other supplies.

School leadership is huge! If I had received this same survey last year as my previous principal in charge my answers would have been significantly different and negative.

111

I feel like I burn out earlier every year and we age, I'm almost 50, it takes much longer to get things done, this wouldn't be bothersome as I enjoy keeping current and constantly changing lessons. The frustrating piece is that federal and state mandates in education are constantly changing (really, they're not, it's just a different name to the same old practice) but the expectation is all your materials will have to be recreated -assessment types, layout, standards, etc. also our state changed our retirement system so instead of retiring in 3-4 years I now can't retire for 12-15....

Low overall staff morale, non-monetary recognition would go a long way, lack of professional courtesy and trust

I enjoy networking with other business educators across the state through my involvement with different organizations (FBLA, ABEA, ALACTE).

I have a great relationship with some of my colleagues but not all of them. some are lazy, in motivated, etc. it's frustrating to try to work with those colleagues

The time commitment outside of the regular workday - work life balance.

Pay and support

Having a larger department

Most of the satisfaction must be an internal decision. You cannot rely on outside sources for most of what you are asking. Right now, I have great administration. However, I have also taught with administration that left you to defend for yourself--no discipline, no help, nothing.

Like all teachers I do have some challenging students whose parents are NOT helpful in providing successful strategies for me to try.

College teaching differs greatly than high school teaching.

Past student connections with me.

I do not feel that the financial compensation is equitable to the job role / hours that are invested.

School violence/school shooting

Keeping up with students on LinkedIn helps me witness their success stories!

I am a second career teacher. I was in the military and chose teaching as it was my ideal job most of my life and part of my first career. Also, I am in a high school and not in a career center, so I answer two administrators. They are vastly different. My questions are answered concerning my administration at the high school.

I enjoy working with the students outside of school with FBLA (Future Business Leaders of America) and with Cyber Patriots - both organizations help build relationships with students.

My teaching profession provides me benefits for retirement and allows me to operate my own business after hours.

While I don't mind contacting parents, they are overwhelmed, too. Remind, email, school status, etc... It's too much and we're being seen as a bother. We need one contact method only. Also, my students who are high scorers on the ACT are not going into teaching, even if they want to due to pay. It's as simple as supply and demand. You cannot require a bachelor's degree and pay an Associate Degree wage. Use the money that is being allocated for teacher recruitment to pay your existing teachers and they'll stay in the profession. As professionals, we need a much higher wage. It is an insult to say that teachers do not teach for the income, they teach for the outcome. We teach both! As a CTE instructor, it is difficult to recruit students because our classes are essentially yet another state test. They could choose another elective which doesn't add to their already existing testing load.

I did not go into teaching for the money or the praise, I just enjoy teaching.
Recognition from admin, opportunities for leadership roles within school, verbal praise from admin/students/colleagues/parents.

You might consider including information for bullying (not students on students but students on teachers and such). This is a safety and a well-being issue.

My administrator is in no way adjusting his unhealthy attitude to accommodate our needs. Many have looked and found jobs elsewhere for this reason alone. I am very saddened by my administrator in contrast to other schools nearby which are supporting their staff.

As an "elective" we are always treated unfairly. We should NOT be a part of CTE. We now teach college bound material.

The economy and lack of good-paying jobs impact education, home-life, and the level of parent support for education. The breakdown of the traditional family unit, lack of discipline from home, and the lack of parents holding students to high expectations is the most dissatisfying aspect of teaching. Education is not broken. Families are broken.

This year is difficult. Admin continues to blame teachers for lack of student participation. We cannot care more than our students do and that is where I am at. I love teaching but I'm seriously thinking of leaving the profession. Our admin team is not proactive, they are reactive.

I was previously a high school teacher and I loved it but since moving to a post-secondary position I realize how much extra stress came with the high school teaching position. It was difficult at times to focus on teaching because of all the other responsibilities I was given. Teaching at the college level is much less stressful and I am more relaxed and able to enjoy the job much more now than when I was teaching in high school. The high school atmosphere

came with much more unnecessary paperwork and constant observations and class interruptions.

It's important to love what you do. There will be hard days in the teaching field, extremely hard days, but you always must remember the good days and why you are in the profession. I love teaching. I love my job and I get up every morning excited to go to work.

Teaching is rewarding to me. The relationship with students is important.

I'm a career changer, from software developer to computer science teacher. There is a need for more of us, and I think more might be interested, but all the non-teacher obligations are ridiculous. CTAE has an enormous number of expectations unrelated to my teaching, and I teach AP courses. I also have differences as someone on the spectrum, which is why I am a great developer and teacher, but these differences make me uncomfortable in all these other required roles (FBLA and duties) that others could do. Other teachers and admin want me to "conform," but students like me because I am not just like all the other teachers.

The biggest contributor to job satisfaction is school leadership. If the administration is bad, it has a negative effect on your emotional and physical well-being.

1) I have worked with 5th and 6th grade; these younger students are very respectful and excited about school; now I'm with 9th -12th graders who are not respectful or excited about school.
2) My planning time is respected and protected, with few meetings interrupting that necessary preparation time.
3) My duty load is burdensome. Duties outside of the classroom (car duty, etc.) are required daily at my school.
4) Leave procedures make taking time for self-care a negative thing. Putting in for leave is easy, but our school has been severely short on substitutes for many years now, and taking leave often requires that other teachers or paraprofessionals in the school are made to cover your classes while you are out. Therefore, many teachers feel guilty taking time to go to the doctor or support a child (like attending an awards day).

Teaching has been rewarding for me, and I enjoy students being able to find employment and improve their living situation.

Support, recognition, social time with colleagues

I would teach again but would have started teaching as my 1st career.