WITH A LITTLE HELP FROM MY PRINCIPAL: STUDENT DISCIPLINE PROBLEMS, WORKPLACE SUPPORT, AND TEACHERS' JOB SATISFACTION

by

JESSIE LYNN JOHNSON

(Under the Direction of Linda Renzulli)

ABSTRACT

Many studies have explored the effects of workplace support and student misbehavior on teachers' job satisfaction independently, however, no prior research has considered the relationship between these three variables. Furthermore, many researchers have focused their attention on severe student misbehavior, such as violence and drug use, while the effects of more common misbehavior on teachers' job satisfaction are often ignored. This study fills these gaps in the literature by using the 1999-2000 Schools and Staffing Survey to investigate the effects of both types of discipline on job satisfaction and explore the moderating effects of principal and coworker support on the negative relationship between student misbehavior and job satisfaction. The results suggest that both types of discipline negatively affect teachers' job satisfaction. Also, principal support had a significant moderating effect on the influence of both discipline types; however, coworker support had only a slight moderating effect on common misbehavior.

INDEX WORDS: Teacher job satisfaction, Student discipline, Principal and Coworker Support

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JESSIE LYNN JOHNSON

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JESSIE LYNN JOHNSON

Major Professor: Dr. Linda Renzulli

Committee: Dr. Joseph Hermanowicz
Dr. Jeremy Reynolds

Electronic Version Approved:

Maureen Grasso
Dean of the Graduate School
The University of Georgia
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CHAPTER 1

INTRODUCTION

Teachers, today, face a unique array of challenges in their work. Teachers' work has long been of interest to researchers because of their lack of a shared technical culture, ample advancement opportunities, salaries comparable to other professionals, autonomy, and control over their work environments. These unique aspects of teachers' work and recent changes in the U.S. educational system have increased scrutiny into teachers' work (Newmann, Rutter and Smith 1989; Lortie [1975] 2002; Darling-Hammond 2003; Ingersoll 2003). The No Child Left Behind Act of 2001, for instance, has increased public interest in the U.S. educational system, particularly focusing on the role of teachers. Teachers, according to this Act, "are one of the most critical factors in how well students achieve" (U.S. Department of Education 2003). As the focus on schools and teachers increases, many aspects of teachers' work lives become of greater interest, including the antecedents and consequences of educators' job satisfaction. Previous studies have linked teachers' levels of job satisfaction with attrition, commitment to teaching, motivation in the workplace, stress levels, burnout, and effectiveness; suggesting that every school should strive to increase job satisfaction among teachers (Sutton and Huberty 1984; Rosenholtz 1989; Dworkin et al. 1996; Abel and Sewell 1999; Stempien and Loeb 2002; Ebmeier 2003).

Teachers deal primarily with two distinct groups throughout their workday; students and colleagues. Educators are unique in that, unlike many other client-based occupations (therapy and psychology, for example), teachers do not get to choose their clients (students). This is

especially relevant, as scholars suggest that student behavior is a key influence on teachers' job satisfaction. Much research on the relationship between teachers' job satisfaction and student behavior, however, has been limited to studies of special education teachers and those teaching in low-achieving urban school settings (Billingsley 1993; Abel and Sewell 1999; Stempien and Loeb 2002). Research on these teachers explores how key student characteristics, such as misbehavior and low achievement, negatively influence teachers' job satisfaction. Furthermore, studies addressing disciplinary issues tend to focus on problems such as violence, student drug and alcohol use, and weapon-carrying; discounting the possible influence of more common misbehavior. In studies of teachers' job satisfaction, issues such as tardiness, class cutting, disruptions, and apathy towards school are seldom taken into account (Ingersoll 2003). With the nation's focus on violence occurring in schools, such as the recent shooting spree by a student in a Minnesota high school, these less severe, everyday types of misbehavior are often overlooked. This study explores the possible influence of both types of disciplinary problems to determine if each type negatively affects teachers' job satisfaction.

Although researchers have suggested that student behavior has a significant effect on teachers' job satisfaction, the influence of their colleagues should not be ignored. Because teachers exercise little control over their clientele, their colleagues' support can play a vital role in moderating the effects of teachers' negative interactions with students. Teachers who report high levels of support from both principals and coworkers are more motivated, productive, and satisfied with their jobs than teachers who do not feel they are well-supported (Firestone 1991; Dworkin et al. 1996; Ducharme and Martin 2000; Arum, Pitt, and Thompson 2003).

While some studies have recognized that student behavior and colleague support are both significant influences on teachers' job satisfaction (Nias 1981; Farber 1984; Newmann et al.

1989; Mueller et al. 1999; Darling-Hammond 2003); other research has argued for the significance of one above the other (Dworkin et al. 1996; Abel and Sewell 1999; Lortie [1975] 2002; Ebmeier 2003; Griva and Joekes 2003). For example, some literature has emphasized that teachers' work environments consist primarily of interactions with students and, consequently, student behavior is the principal influence on their job satisfaction (Billingsley 1993; Mueller et al. 1999; Arum et al. 2003). Conversely, other research has maintained that social support from principals and coworkers allows teachers to cope with student issues more effectively and, therefore, interactions with colleagues are the foremost determinant of job satisfaction (Firestone 1991; Ostroff 1992; Dworkin et al. 1996; Ducharme and Martin 2000). This study unites these two sets of literature, exploring the effects of perceived support and student discipline problems on general educators' job satisfaction, and how support, as a positive influence on teachers' job satisfaction, can help to moderate the job dissatisfaction associated with student discipline problems.

In this thesis, I examine previous research on job satisfaction, student discipline problems, and perceived workplace support. I then bring together these literatures to describe how support moderates the relationship between student discipline problems and job satisfaction. Thirdly, I discuss my hypotheses and describe the research design used to conduct this study. Next, I present the results of the data analysis through descriptive statistics and OLS regression. Finally, I conclude with a discussion of the general implications for future job satisfaction literature.

CHAPTER 2

JOB SATISFACTION

In studies of both teachers and other employees, researchers have generally conceptualized job satisfaction as individuals' overall positive feelings towards their work that is derived from their satisfaction and dissatisfaction with numerous job characteristics (Kalleberg 1977; Chapman and Lowther 1982; Curry et al. 1986; Hart 1994; Hodson 2002; Lortie [1975] 2002; Hoon Lee and Bruvold 2003). For instance, Kalleberg (1977) described how individuals often experience distinct levels of satisfaction with different characteristics of their jobs, such as job convenience, their relationships with coworkers and supervisors, resource adequacy, and overall career trajectory. Employees tend to weigh their overall satisfaction with each component and arrive at a composite sense of their overall job satisfaction (Kalleberg 1977; Spector 1997).

While some consensus exists on the conceptualization of job satisfaction, perspectives on its antecedents are not as universally shared. Early research focused on a *need* perspective, exploring to what extent a job satisfies employees' physical and psychological needs for the things provided for by work, such as income (Porter 1962). Other research conceptualized job satisfaction to be a consequence of either objective job characteristics *or* of employees' personalities (Herzberg 1966; Arvey et al. 1989; Spector 1997). The former suggested that employees' orientations towards their work are directly related to their work structure (Herzberg 1966); while the latter proposed that individuals' personal work preferences must also be considered. Indeed, while the effects of job characteristics and employee personality on

satisfaction have been explored independently, more recent literature has focused on employees' cognitive processes *in relation* to their job characteristics (Kalleberg 1977; Spector 1997). Kalleberg (1977) focused on the value individuals assign to certain work characteristics, while Hackman and Oldman (1976) integrated job characteristics with a personality variable into their theory of job satisfaction. My study supports a job characteristics perspective, suggesting that key job characteristics are significantly related to teachers' work and their job satisfaction. One perspective on job satisfaction that is particularly pertinent to teachers is the distinction between intrinsic and extrinsic job rewards, and their relationship to job satisfaction. The fit hypothesis proposed that job satisfaction stems from both employees' perceptions of the intrinsic and extrinsic rewards they receive from their work, and the value that individuals place on each type (Conley and Levinson 1993). In accordance with the fit hypothesis, individuals' values and expectations of their work must be congruent with their job rewards for them to have high levels of job satisfaction. However, Kalleberg (1977) reported that rewards tend have a greater influence on teachers' job satisfaction than do these values and expectations, and I did not account for values in this analysis.

Both recent public opinion polls and academic studies have suggested that job satisfaction among workers in the United States is relatively high and steadily increasing (Spector 1997; Hermanowicz 2003). Hermanowicz (2003) reported that while certain indicators imply that the majority of U.S. employees are satisfied with their jobs, actual work behaviors are not always congruent with this finding. For instance, while job satisfaction appears to be on the rise among U.S. employees, significant levels of absenteeism, militancy, and turnover seem to contradict this finding (Hermanowicz 2003). In particular, attrition and turnover is an oft-discussed topic in education literature, as schools often lose between 40 to 80 percent of their

teachers each year (Colbert and Wolf 1992; Billingsley 1993; Dworkin et al. 1996). While low job satisfaction does not ensure that a teacher will quit, nor are all educators who leave teaching dissatisfied with their positions, job dissatisfaction has been linked to both an increase in job seeking intentions and actual quitting behavior. In fact, employees with greater job satisfaction are less likely to leave their jobs, while those whose job characteristics are incongruent with their values and expectations have a greater likelihood of quitting (Yee 1990; Kalleberg and Mastekaasa 2001; Hamermesh 2001; Moreira, Fox and Sparkes 2002). Teachers' high attrition rates, the unique characteristics of their work, and the vital nature of the work they perform makes their job satisfaction of particular interest.

Teachers face a litany of unusual challenges throughout their workday. They are responsible for groups of youth for a significant part of their day (often providing for children with a wide range of abilities and behavior), are isolated from their colleagues for long periods of time, and must respond to the needs of several groups, including children, coworkers, supervisors, and parents. Teachers lack autonomy and decision-making influence over many areas of their work, such as setting discipline policies, and work in a system in which financial compensation and tenure is often only tied to seniority (Chapman and Lowther 1982; Newmann et al. 1989; Ingersoll 2003). Furthermore, teachers are frequently under prepared upon entering the classroom for the first time; often making the transition from being a student to a teacher in less than a few months, with little experience or adequate preparation (Lortie [1975] 2002; Darling-Hammond 2003). Previous research has shown that sharing these job characteristics evokes similar reactions among teachers, and proposes that there are key job characteristics that are significantly related to teachers' job satisfaction (Rosenholtz, 1989; Conley, Bacharach, and Bauer 1989; Firestone 1991).

CHAPTER 3

DETERMINANTS OF JOB SATISFACTION

Discipline Problems

Managing student behavior is a significant job characteristic of every teacher's work, and some research has proposed that a direct negative link exists between student misbehavior and teachers' job satisfaction (Ostroff 1992; Billingsley 1993). Student misbehavior in schools encompasses a broad range of issues, from talking out of turn in the classroom to committing acts of violence against teachers or students. While the latter is often addressed in the media, the effects of more minor misbehavior are often overlooked by researchers (Arum 2003; Ingersoll 2003). Researchers often dismiss minor discipline problems, such as tardiness, disrespect towards teachers, and talking out of turn as a significant concern. However, even more minor forms of misbehavior can disrupt teachers' lesson plans, and one child who misbehaves regularly can create considerable difficulty for teachers in the classroom (Lortie [1975] 2002). According to Ingersoll (2003), classroom order is imperative because, without some degree of order and behavior management, teachers find it difficult to complete their lessons because of the time they must spend disciplining students.

While teachers are responsible for maintaining discipline and order among their students, their lack of control over school and classroom discipline policy frequently impedes their ability to effectively discipline students. Teachers often have little influence over school wide discipline policies and are expected to enforce rules and standards that are established by others (Ingersoll 2003). Additionally, teachers' ability to administer discipline in their classrooms is

often restricted. Much major discipline is considered to be the principal's responsibility, and many teachers lack even the ability to expel problematic students from their classrooms (Ingersoll 2003). Consequently, while managing student behavior can be difficult under any circumstances, teachers often lack the autonomy to effectively handle disciplinary problems.

All teachers must, inevitably, manage student behavior in some manner; thus, this aspect of teaching can be considered a universal job characteristic. Studies have indicated that this job characteristic is significant to teachers, as research has shown that teachers highly value their interactions with students. In fact, when teachers have been asked to identify the most satisfying aspect of their work, the most frequent response was their relationships with their students (Nias 1981; Lortie [1975] 2002; Sutton and Wheatly 2003). Additionally, while only one-third of teacher educators in the United States reported that it was absolutely necessary to train teachers in maintaining classroom discipline, numerous studies have demonstrated that both teachers and principals believe that promoting discipline in students is as vital as building basic literacy (Ingersoll 2003). Furthermore, student misbehavior is a particularly salient concern among the public. Disciplinary issues (especially violence) in schools are frequently addressed in the popular media, and the Public's Attitudes Toward the Public Schools Poll found that student misbehavior, lack of respect for teachers, and improper classroom behavior have consistently been among the public's top educational concerns for decades (Hollingsworth, Lufler, and Clune 1984; Ingersoll 2003). Teachers highly value their positive interactions with students. Consequently, when teachers must frequently deal with student misbehavior, their greatest source of satisfaction is diminished (Lortie [1975] 2002; Ingersoll 2003).

Hypothesis 1: Both the presence of nonviolent (minor) forms of student discipline problems and severe (major) forms of student discipline problems will have a negative effect on teachers' job satisfaction.

General Effects of Workplace Support

Lortie ([1975] 2002) claimed that, at least for teachers, the concept of support in the workplace implies that those who work together should contribute, not detract, from a constructive work environment. Indeed, the positive effects of a strong support system in the workplace are frequently acknowledged (Colbert and Wolf 1992; Billingsley 1993; Littrell and Billingsley 1994; Dworkin et al. 1996; Shann 1998; Mueller et al. 1999; Ducharme and Martin 2000; Ebmeier 2003). Some research, however, has proposed that the importance of social support is dependent upon the context in which it occurs (Ducharme and Martin 2000). For instance, Ducharme and Martin (2000) explored whether social support positively affects all employees universally (main effect), or if social support is beneficial only when employees experience stress in the workplace (buffering effect). In their study, social support was found to enhance job satisfaction in all circumstances, regardless of employees' stress levels.

Social support is a multi-faceted concept, as colleagues can provide many distinct types of workplace support. For instance, one study showed how coworkers can provide affective, informational, instrumental, and social support (Ducharme and Martin 2000). Other research emphasized the value of a sense of community in the workplace as a noteworthy type of support (Pines, Aronson, and Kafry 1981; Firestone 1991). When colleagues share values, goals, and ideas, depend on one another for assistance and respect, and work in a collegial, familial environment, a high sense of community prevails and employees' job satisfaction increases (Newmann et al. 1989; Zigarelli 1996). For teachers, in particular, a sense of community in

schools has been found to be essential to combating the sense of isolation and fragmentation that often accompanies teaching, and helps to moderate the effects of a demanding occupation (Newmann et al. 1989; Roper 1991). Administrators, especially principals, can increase the sense of community in their schools by actively responding to teachers' needs through offering support and recognition (Zigarelli 1996).

Principal Support

Principals are in a position of power that allows them to directly influence teachers' working conditions and, consequently, they can often provide support that other colleagues cannot (Lortie [1975] 2002; Ingersoll 2003). Educators who perceive their principals as being supportive find their work more rewarding, experience a more productive and motivating work environment, and are less likely to leave their jobs than teachers who feel that their principals are unsupportive of their teaching efforts (Littrell and Billingsley 1994; Dworkin et al. 1996). More specifically, in studying the effects of principal support on general and special educators, Littrell and Billingsley (1994) determined that principals who provide emotional and informational support are the most likely to have satisfied teachers in their schools. Furthermore, Ebmeier (2003) found that principals who show confidence in their teachers, have high expectations, and provide reasonable assistance in meeting those expectations tend to also have more satisfied teachers. Also, when principals offer teachers needed help, support, and recognition, their staff develops a greater sense of unity and cooperation (Newmann et al. 1989).

Not all principal involvement, however, was found to be positively associated with job satisfaction. For instance, some research investigated the impact of principal supervision on teachers' job satisfaction. In one study, increasing the time that principals spent supervising their teachers did not contribute to higher job satisfaction levels. Conversely, principals who

effectively supervise through providing useful feedback, encouragement, reinforcement, and modeling experiences can enhance teachers' satisfaction (Ebmeier, 2003).

Both principals and coworkers can also provide support through their management of student discipline problems. Teachers who work in schools in which coworkers and principals manage student misbehavior consistently and in accordance with school policy have high levels of job satisfaction. Also, teachers reported high levels of job satisfaction when their principals prioritized disciplinary issues at the administrative level and consistently backed up teachers in their own disciplinary efforts (Firestone 1991; Arum et al. 2003).

Coworker Support

While principals can influence the quality of teachers' work conditions, coworkers can provide their own distinctive types of support. Research on the relationships between teachers and their coworkers has suggested that coworkers can offer several types of support: affective support, informational support, instrumental support, and social companionship (Ducharme and Martin 2000). While much research emphasized the significance of these support types as a whole, some studies recognized certain types as having a greater influence on job satisfaction than others. For instance, Hurlbert (1991) concluded that job satisfaction was highest among employees whose off the job circles consisted mainly of coworkers, suggesting that social companionship support is particularly effective in enhancing job satisfaction. In their study examining the buffering effects of support in contrast to the main effect of support, Ducharme and Martin (2000) determined that coworkers' instrumental and affective support have the greatest positive effect on job satisfaction.

Coworkers can also increase teachers' job satisfaction by providing a sense of collective and individual efficacy. A sense of collective efficacy – teachers' confidence and trust in peers'

abilities – has been found to directly contribute to teachers' satisfaction with their working conditions, commitment to school goals and teaching, and a greater sense of personal efficacy (Caprara et al. 2003; Ebmeier 2003). More specifically**,** when teachers trust in their coworkers' aptitude, sharing of informational support among colleagues (such as coordinating ideas for lesson plans) can improve teachers' effectiveness, increase constructive interaction, and reduce the social isolation that leads to feelings of inadequacy (Newmann et al. 1989). In general, when teachers are supported by their peers as well as their principals, they are more likely to take greater risks in improving their curriculum, remain in the teaching profession longer, and show more interest in school activities and goals than teachers who do not report receiving support (Ebmeier 2003). In this study, I explore if the positive influence of coworker and principal support can actually moderate the negative effects of student discipline problems on job satisfaction.

While much research has lauded the positive influence of support in the workplace on job satisfaction, it is important to recognize that the positive effects of support have not been found universally. Some research has suggested that teachers value other school climate characteristics over support. For instance, among a random sample of teachers in the greater London area, other job aspects (workload, pupil attitudes and behavior, and overall relationships with colleagues and superiors) were found to supersede the effects of support. This finding suggests that teachers might be more sensitive to the demands placed on them – such as difficult students – than to the resources they receive, such as support (Griva and Joekes 2003).

In the school setting, both support in the workplace and positive interactions with students are considered to be intrinsic rewards. In conjunction with the fit hypothesis, educators are generally attracted to teaching because they are strongly drawn to intrinsic awards, which are

often more readily available to teachers than extrinsic rewards. However, teachers who are constantly frustrated by unsupportive administration, colleagues, and/or disruptive students are less likely to experience intrinsic satisfaction, and often do not receive significant extrinsic rewards (particularly, income) to compensate for a lack of intrinsic motivation (Conley et al. 1989; Sutton and Wheatly 2003). Indeed, several studies reported that teachers are generally dissatisfied with their salaries (Farber 1984; Conley et al. 1989; Conley and Levinson 1993; Shann 1998; Lortie [1975] 2002). Furthermore, while 75 percent of teachers in one study linked their quitting to low salaries, an even greater percentage reported that student discipline problems, lack of support from administration, and lack of teacher influence over decision making were their main reasons for leaving (Ingersoll and Smith 2003).

This study looks not only at the effects of support and student misbehavior on teachers' job satisfaction, but also explores the relationship between all three variables. Considering the negative effects of student discipline problems on teachers' job satisfaction and the positive influence of workplace support, I suggest that principal and coworker support can moderate the negative effects of student discipline problems on teachers' job satisfaction.

Hypothesis 2: Both major and minor student discipline problems will reduce job satisfaction more among teachers who report low levels of principal and coworker support than among teachers who report high levels of principal and coworker support.

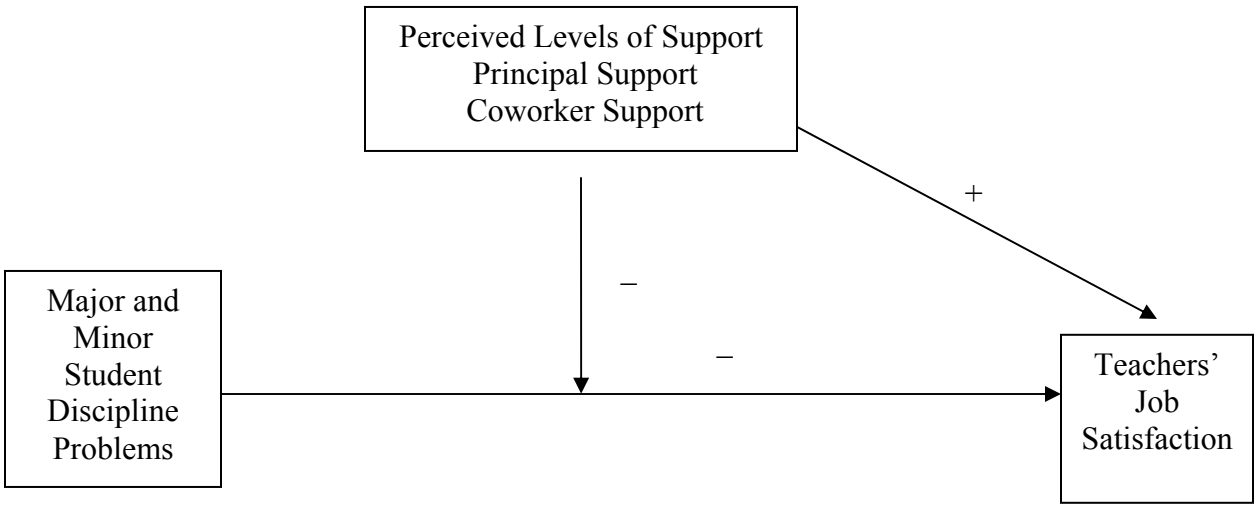

Figure 1: Conceptual Model of Teachers' Job Satisfaction

CHAPTER 4

DATA AND METHODS

I utilized the National Center for Education Statistics' (NCES) 1999-2000 Schools and Staffing Survey (SASS) for this analysis. The SASS is the largest survey sample of the characteristics and conditions of U.S. public schools, and is representative of kindergarten through twelfth grade teachers in the United States at the national, state, and regional level. Originally designed to remedy the lack of comprehensive data on America's public and private schools, the SASS collects data on school districts, schools (public, private, charter, and Bureau of Indian Affair schools), principals, teachers, and school library media centers (see NCES at http://nces.ed.gov/ for more information). Schools were the primary sampling unit of the data and were selected from the 1997-1998 Common Core of Data (CCD); a universal file containing information on all primary and secondary schools in the United States. Approximately 9,800 public schools participated, with a response rate of 88.5 percent.

Teachers, the unit of analysis for this study, were selected to participate through stratified random sampling. Each school was asked to provide a list of their teachers, and between one and twenty teachers from every school were chosen to complete the Public School Teachers' Questionnaire. Fifty-seven thousand public school teachers were included in the 1999-2000 sample, with a response rate of 83.1 percent. My criterion for inclusion was full-time, public school teachers; consequently, I excluded 6,838 teachers who did not report teaching full time. Also, I removed 2,810 teachers from the data set whose corresponding schools did not participate in the survey. As a result, 32,438 teachers are included in this study. The data is nationally

representative of U.S. public teachers in 1999-2000, which is my target population; thus, my analysis is externally valid.

I used data from both the Public School Teachers' Questionnaire and the Public School Questionnaire. In the former, teachers were asked to provide information on their personal background (race, gender, age, years of teaching experience, etc.) and their schools' climate. I was particularly interested in teachers' responses to items that addressed their perceptions of school wide disciplinary issues and support from principals and coworkers. The latter questionnaire is a data set of the teachers' schools. An employee from each teacher's school completed the Public School Questionnaire, which includes school background information that is relevant to my study, such as the number of students and teachers in a school, and whether the school is an elementary, middle, or high school. Consequently, the data used included information about teachers and their corresponding schools.

NCES sufficiently addressed bias issues in the SASS data. To explore possible bias due to nonresponse among characteristics such as state, region, community type, school instruction level, and student enrollment, those groups with response rates below 75 percent were explored for possible bias. Among those with low response rates, basic weighted items were compared with the corresponding population value in the CCD. Any significant differences between the distribution of the respondent units and the distribution of the frame would have indicated that there was bias; however, little significant bias was found among these items. Furthermore, all questionnaire items with less than a 70 percent response rate were examined for possible error and, in some cases, were not included in the final data set. While some bias is inevitable – for instance, those teachers who did not respond could share similar characteristics, creating systematic error – much possible bias was controlled.

Dependent Variable

To measure the dependent variable, job satisfaction, I used the SASS item, "I am generally satisfied with being a teacher at this school." Responses to this item ranged from 1 (strongly dissatisfied) to 4 (strongly satisfied). Teachers' average job satisfaction was towards the upper end of the scale, with a mean of 3.38 (s.d.= 0.74).

While using a single indicator of job satisfaction has been criticized by some because of the possibility of response bias (Kalleberg 1974; Stempien and Loeb 2002), it has been generally accepted as a preferable measure because satisfaction is found to be conceptualized by employees as a global, affective response to a job as a whole (Kalleberg and Mastekaasa 2001). Moreover, such a measure has been found to be easily understood by employees and is the most widely used measure of global job satisfaction (Kyriacou and Sutcliffe 1979; Sutton and Huberty 1984; Arvey et al. 1989; Borg and Riding 1991; Conley and Levinson 1993; Kalleberg and Mastekaasa 2001). [1] (See Table 1 for variable descriptions.)

Independent Variables

Numerous SASS items explored teachers' perceptions of discipline issues in their schools. Because of the extensive number of variables addressing discipline problems, I created two scales to test Hypothesis 1. One scale was used to explore the effects of major discipline problems and includes teachers' perceptions of how problematic the following issues are among students in their schools: 1) robbery and theft, 2) pregnancy, 3) physical conflicts, 4) alcohol use, 5) drug use, 6) possession of weapons, and 7) dropping out (alpha= .83). I classified these particular survey items as "major" discipline problems in accordance with school crime

[1] I created a scale with several items from the SASS that addressed job satisfaction. Because of the scale's low alpha, however, I used a single measure indicator of job satisfaction.

literature.[2] Physical fighting, weapon carrying, student alcohol and drug use, etc, are commonly used measures in studies that explore crime, violence, and other serious behavioral issues in schools (Myers et al. 1987; Conley et al. 1989; Ostroff 1992; Schreck, Miller, and Gibson 2003; Eitle and Eitle 2003; Chapin and Gleason 2004; Erickson, Mattaini, McGuire 2004; "Violence-Related Behaviors" 2004). Each item's response ranged from 1 to 4, with 1 being not a problem and 4 indicating that the disciplinary issue was a serious problem. Scale responses ranged from 7 to 28, with higher values indicating more problems. Teachers' average total was 13.54 (s.d.=4.74).

I created an additional scale to test the effects of nonviolent, minor misbehavior matters in schools. I included teachers' responses to items that asked if the following are problematic among students in their schools: 1) tardiness, 2) absenteeism, 3) cutting class, 4) coming to school unprepared to learn, and 5) apathy (alpha= .83). Possible responses ranged from 1 to 4 for each item, with 1 being not a problem and 4 being a serious problem. Scale responses ranged from 5 to 20, with higher values indicating a greater perception of discipline problems. Teachers' average score was 12.53 (s.d.=3.51).

To explore support, I used items from the teacher survey that measured teachers' assessment of the support they receive from both school administration and coworkers. To investigate the influence of support at the administrative level, I used the item, "Administration is supportive and encouraging." This item's responses ranged from 1 (strongly disagree) to 4 (strongly agree). The average teacher reported fairly high support, with a mean response of 3.08 (s.d.=0.93).

[2] Throughout this study, I often address disciplinary issues with the terms, "major" and "minor" discipline problems. This is not to signify that one type of misbehavior is necessarily less detrimental than the other, but rather is meant to distinguish between the more common, nonviolent discipline issues and the more rare, violent, and/or illegal discipline problems.

Table 1: Variable Description and Metric (N=32438)

	Description	Mean	SD	Metric
Dependent Variable				
General Job Satisfaction	Likert variable: Teacher is generally satisfied with job	3.38	0.74	1 --- 4
Independent Variables				
Discipline Problems				
Minor Discipline Problems Scale	Scale variable: Teachers' assessment of the severity of five less severe discipline problems in their schools	12.54	3.51	5 --- 20
Major Discipline Problems Scale	Scale variable: Teachers' assessment of the severity of seven more severe discipline problems in their schools.	13.54	4.74	7 --- 28
Support				
Principal Support	Likert variable: Administration is supportive of teachers.	3.08	0.93	1 --- 4
Coworker Support	Likert variable: There is a great deal of cooperation among teachers.	3.00	0.85	1 --- 4
Control Variables				
Physical Support	Likert variable: Teachers have access to adequate materials at their school	3.07	0.92	1 --- 4
Teacher Influence Scale	Scale variable: teacher reports of their level of influence over seven aspects of their schools' practices and policies	17.76	5.53	7 --- 35
Teacher Control Scale	Scale variable: teacher reports of their level of control over six aspects of their classroom practices and policies	24.76	3.88	6 --- 30
Teacher Characteristics				
Female	Dummy variable: 1=female 0=male	0.67	0.47	
Teacher Age	Dummy variables: reference group=less than 30 years			
30-39 years	1=Teacher 30-39 years old 0=other	0.22	0.41	
40-49 years	1=Teacher 40-49 years old 0=other	0.34	0.47	
50+	1=Teacher 50+ years old 0=other	0.32	0.47	
Years Teaching	Continuous variable: Total number of years a teacher has taught	18.75	18.72	1 --- 62
Education	Dummy variables: reference group=bachelor's degree and less			
Master's Degree	1=Teacher has Master's degree 0=other	0.46	0.5	
Professional Degree	1=Teacher has Profession degree beyond Master's 0=other	0.39	0.19	
Certified in Main Field	Dummy variable: 1=Teacher certified in main field of teaching 0=Teacher not certified in main field of teaching	0.96	0.2	
Salary Satisfaction	Likert variable: Teachers is satisfied with salary	2.04	0.99	1 --- 4
Minority	Dummy variable: 1=Minority 0=White	0.85	0.36	
School Characteristics				
Urban Community	Dummy variable: 1=large city 0=other	0.23	0.42	
Student Enrollment	Dummy variable: reference group=fewer than 300 students			
300-499 students	1=300-499 students enrolled in school 0=other	0.19	0.39	
500+	1=500+ students enrolled in school 0=other	0.61	0.49	
School Level	Dummy variable: reference group=high school			
Middle School	1=middle school 0=other	0.21	0.41	
Elementary School	1=elementary school 0=other	0.27	0.44	
Number of Teachers	Dummy variable: reference group=35+ teachers employed at school			
less than 25	1=less than 25 teachers employed at school 0=other	0.22	0.42	
25-34 teachers	1=25-34 teachers employed at school 0=other	0.16	0.37	

To test the influence of coworker support, I used the item, "There is a great deal of cooperative effort among staff," with responses ranging from 1 (strongly disagree) to 4 (strongly agree). The mean of coworker support was 3.00 (s.d.=0.85).

Interaction Variables

I created four interaction variables to test the moderating effects of both principal and coworker support on teachers' job satisfaction in light of both major and minor discipline problems (Hypothesis 2). I used the SASS item, "Administration is supportive and encouraging," and both discipline problems scales to assess the moderating effect of principal support on the negative effect of discipline problems on job satisfaction. Similarly, I created an additional two interaction variables to test the moderating effect of coworker support on job satisfaction in light of both types of discipline problems. I used the item, "There is a great deal of cooperative effort among staff," and both discipline problems scales to test the moderating effect of coworker support on job satisfaction in light of discipline problems.

Controls – Other Determinants of Job Satisfaction

Because the nature of teachers' work requires them to deal intimately with a unique clientele – their students – and with their colleagues, both student behavior and interactions with colleagues are major components of teachers' work lives. Nevertheless, additional work and personal characteristics can also affect educators' job satisfaction. First, while workplace support can help to moderate the dissatisfaction that accompanies discipline problems, researchers have recognized the influence – albeit slight – of physical support in the workplace (Firestone 1991; Littrell and Billingsley 1994; Mueller 1999). Some studies, especially those that concentrate on teachers in low-income, urban environments, have acknowledged how the availability of quality teaching materials, textbooks, audiovisual equipment, effective teaching

space, and building upkeep can affect teachers' self-efficacy and their job satisfaction (Firestone 1991; Littrell and Billingsley 1994). I assessed physical support with the SASS item, "Necessary supplies…are available as needed by staff." The responses ranged from 1 to 4, with 1 being strongly disagree and 4 being strongly agree.

Teachers' influence over school wide policies has been associated with their job satisfaction. In prior studies, teachers have expressed a preference that their schools function as a shared enterprise in which they have opportunities to impact school wide policies. Educators who perceive themselves as having a significant influence over school wide decisions have been found to have greater job satisfaction than those who lack influence over their schools' policies (Yee 1990). I created a scale variable from the following SASS items to control for teachers' sense of influence over school wide policy (responses ranged from 1 (no influence) to 5 (a great deal of influence)): 1) Setting performance standards, 2) Establishing curriculum, 3) Determining the content of inservice programs, 4) evaluating teachers, 5) Hiring new full time teachers, 6) Setting the discipline policy, and 7) Deciding how the school budget is spent (alpha=.80). Scale responses ranged from 7 to 35 (higher values indicate more influence), with an average response of 17.76 (s.d.=5.53).

Teachers' increased sense of autonomy over their *classroom* practices can also positively affect their job satisfaction (Hackman and Oldman 1976; Chapman and Lowther 1982; Rosenholtz 1989; Spector 1997; Mueller et al. 1999; Lortie [1975] 2002). However, as mandatory minimum competency testing has become more prominent in public school settings, teachers have experienced less control over their daily curriculum and, as a result, have become less satisfied with teaching (Rosenholtz 1989). Indeed, a study of 87 elementary and secondary teachers in New York found that teachers who reported lower levels of authority and influence

over classroom issues were less satisfied than those who reported high levels of autonomy and influence (Conley et al. 1989). To measure teachers' control over their classroom practices, I created a scale variable from the following SASS items (responses to each item ranged from 1 (no influence) to 5 (a great deal of influence)): 1) Selecting textbooks and other instructional materials, 2) Selecting content, topics, and skills to be taught, 3) selecting teaching techniques, 4) Evaluating and grading students, 5) Disciplining students, and 6) Determining amount of homework assigned (alpha=.79). Scale responses ranged from 6 to 30, and, on average, teachers reported high levels of classroom control, with a mean of 24.76 (s.d.=3.88).

Job satisfaction literature has frequently explored the effects of several individual level demographic variables, such as gender, age, educational background, certification, and race on job satisfaction. While some studies suggested that job satisfaction does not differ between men and women, other research has found that women generally claim higher levels of job satisfaction (Chapman and Lowther 1982; Phelan 1994). Gender was analyzed as a dichotomous variable (1=female), and 67 percent of respondents were female.

Some research has shown that individuals tend to claim higher levels of job satisfaction at the beginning and end of their careers (Kalleberg and Loscocco 1983; Conley and Levinson 1993). In light of this finding, this study considered both teachers' age and years of experience. I included a four category measure of teachers' age in this analysis (under 30 years, 30 to 39 years, 40 to 49 years, 50+ years), with teachers less than 30 years old (12.1 percent) as the reference category. Teaching experience was measured as a continuous variable, ranging from 1 to 62 years. To address the curvilinear nature of this variable, I chose to square teaching experience in the regression analysis to correct for nonlinearity. The average number of years taught was 18.75 (s.d.=18.72).

While there is a paucity of research on the relationship between teachers' educational background and satisfaction, one study demonstrated that these factors are linked with attrition and job satisfaction. Teachers with more years of education tend to leave teaching earlier and at higher rates than those with fewer years of education (Billingsley 1993). I created three dummy variables to control for educational attainment: Teachers with a bachelor's degree or less, teachers with a master's degree, and teachers who have earned any professional degree beyond a master's, with bachelor's degree serving as the reference group (50.28 percent).

Because out of field teaching has become an educational concern (Ingersoll 2003), I controlled for whether teachers are certified in their main teaching field (1=certified in main teaching field). Approximately 96 percent of participants were certified in their main teaching field. I also controlled for teachers' satisfaction with their salary with the SASS item, "I am satisfied with my salary." Responses ranged from 1 (strongly disagree) to 4 (strongly agree), with an average of 2.04. Finally, while race has not consistently been found to be related to job satisfaction (Billingsley and Cross 1992), I did control for race to account for any possible discrepancies. I created a dichotomous variable for race (1=minority). Almost 85 percent of participants were white.

This study included four school level variables. To account for school size, I considered both total student enrollment (using less than 300 students as the reference category) and total number of teachers employed by a school (reference category is 35 or more teachers). Approximately 67 percent of teachers worked in schools that have more than 300 students, and around 62 percent worked in schools with 35 or more teachers. I also considered teachers' school level (elementary, middle, or high school). I created a dummy variable for school level, with high school as the reference category (52.28 percent of teachers work in high schools).

Finally, I included schools' surrounding community types: Large/midsize central city, surrounding fringe of large/midsize city, rural or small town. Around 23 percent of teachers worked in large or midsize cities.

Analytic Strategy

I used Ordinary Least Squares regression to perform my analysis, despite that the dependent variable, job satisfaction, was measured by only four categories, ranging from 1 (strongly dissatisfied) to 4 (strongly satisfied). While the coefficients were robust, these data do violate the OLS assumption of heteroskedasticity. While 32,438 teachers were included in this data set, only 7,847 schools were included; consequently, the majority of schools had 2 or more teacher participants. Thus, because each school had between 1 to 18 participating teachers, the error terms were not completely independent of one another and were not normally distributed. To correct for this nonindependence among cases, I used the cluster option in Stata that specified teachers from the same school as clusters and adjusted the standard errors accordingly. This cluster option allowed me to conduct an OLS regression analysis, despite the inclusion of nonindependent cases.

The analysis proceeded in two steps. First, I ran an analysis to test the effects of both minor and major discipline problems on job satisfaction (Hypothesis 1) using nested models. My first model included control variables, principal and coworker support, and the minor discipline problems scale. I used this regression analysis to test the significance of minor discipline problems, and principal and coworker support in relation to job satisfaction. I then ran a second model, including all the variables from the first model, and adding the major discipline problems scale to the analysis. This allowed me to determine the impact of major misbehavior on job satisfaction, and to establish if minor misbehavior was significant when I controlled for

major misbehavior. Furthermore, this analysis was used to determine if coworker and principal support had a positive influence on job satisfaction.

The second part of my analysis explored the interaction effects of support and misbehavior on job satisfaction (Hypothesis 2). I entered each of the four interaction variables (principal support times major discipline problems; principal support times minor discipline problems; coworker support times major discipline problems; coworker support times minor discipline problems) into the model individually to explore the effects of each variable on satisfaction. For interactions that had a significant influence on job satisfaction, I then determined the predicted job satisfaction for teachers when both coworker and principal support, and both the major and minor discipline problems scales were set at their minimum and maximum levels (while other variables are set at their means). Coworker and principal support had a minimum of 1 and a maximum of 4; the major discipline problems scale had a minimum level of 7 and a maximum of 28; and the minor discipline problems scale had a minimum level of 5 and a maximum level of 20. I report the results of this two-part analysis in the following chapter.

CHAPTER 5

FINDINGS

In Hypothesis 1, I presented a two-fold argument, stating that both minor and major types of student discipline problems will have a negative effect on teachers' job satisfaction. In Table 2, Model 1, I included only control variables, principal and coworker support, and minor discipline problems. The R^2 of this model was .3202; indicating that Model 1 explained about 32 percent of the variance in teachers' job satisfaction. Here, we see that minor disciplinary matters had a significant negative effect on teachers' job satisfaction. For every one unit increase in teachers' scores on the minor discipline problems scale, teachers' general job satisfaction decreased by .03 units. While this change appears minimal, job satisfaction was measured by a four-point scale and even a .03 decrease signifies a noteworthy change.

The major discipline problems scale was added in Model 2 (see Table 2) to determine if minor discipline problems continued to negatively affect teachers' job satisfaction when violence, weapon carrying, drug/alcohol use, etc, were taken into consideration. Overall, there was only a slight increase in the R^2 from the previous model ($R^2 = .3206$), indicating that the inclusion of major discipline problems only minimally increased the explanatory power of the model. Major discipline problems, however, did have a significant negative effect on teachers' job satisfaction.[3] In fact, I found that both types of discipline problems had a significant negative

[3] When general job satisfaction was regressed on only major and minor discipline, $R^2 = .08$, indicating that these two variables account for 8.0 percent of the variance in teachers' job satisfaction. While this is a significant proportion of this variance, the R^2 for a model with job satisfaction regressed on coworker and principal support was .24. Coworker and principal support explains 24 percent of the variance in job satisfaction. Consequently, while student misbehavior is a significant influence on job satisfaction, support appears to be an even more important predictor of satisfaction.

influence on job satisfaction; however, a statistical analysis of the relative difference of the coefficients indicated that one type of discipline problem was not found to have more of an effect than the other. Also, when controlling for both teacher and school characteristics, and major

Table 2: Unstandardized OLS Estimates of Teachers' Job Satisfaction on Principal and Coworker Support and Disciplinary Problems

	Model 1		Model 2	
	Coef.	*SE*	*Coef.*	*SE*
Discipline				
Minor Discipline Problems Scale	-0.03 ***	0.00	-0.02 ***	0.00
Major Discipline Problems Scale	--	--	-0.005 ***	0.00
Support				
Principal Support	0.21 ***	0.01	0.21 ***	0.01
Coworker Support	0.17 ***	0.01	0.17 ***	0.01
Teacher Characteristics				
Physical Support	0.08 ***	0.00	0.08 ***	0.00
Teacher Influence (School level)	0.01 ***	0.00	0.01 ***	0.00
Teacher Control (Classroom level)	0.02 ***	0.00	0.02 ***	0.02
Female	0.05 ***	0.01	0.06 ***	0.01
Teacher Age (ref=less than 30 yrs)				
30-39 years	0.04 ***	0.01	0.04 ***	0.01
40-49 years	0.04 ***	0.01	0.04 ***	0.01
50+ years	0.06 ***	0.01	0.06 ***	0.01
Years Teaching (squared)	0.00	0.00	0.00	0.00
Teachers' Education (ref=bachelor's or less)				
Master's Degree	-0.25 ***	0.01	-0.03 ***	0.01
Professional Degree	-0.03 +	0.02	-0.03 +	0.02
Certified in Main Field of Teaching	0.03 +	0.02	0.03 +	0.02
Salary Satisfaction	0.07 ***	0.00	0.06 ***	0.00
Minority	-0.03 **	0.01	-0.03 **	0.01
School Characteristics				
Urban Community	0.01	0.01	0.01	0.01
Student Enrollment (ref=less than 300 students)				
300-499 students	0.06 ***	0.01	0.06 ***	0.01
500+ students	0.09 ***	0.02	0.08 ***	0.08
School Level (ref=high school)				
Elementary School	-0.01	0.01	-0.03 **	0.01
Middle School	-0.05 ***	0.01	-0.06 ***	0.01
Number of Teachers (ref=35+)				
Less than 25 teachers	-0.01	0.02	-0.01	0.02
25-34 teachers	-0.02	0.01	-0.02	0.01
Constant	1.44	0.05	1.47	0.05
N	32438		32438	
Number of Clusters (schools)	7847		7847	
R^2	0.3202		0.3206	

***p≤.001, **p≤.01, +p≤.1 two tailed

discipline problems, minor discipline problems still had a significant negative influence on job satisfaction; thus showing full support for Hypothesis 1. This finding suggests that the negative effects of major discipline problems do not eclipse the influence of more common misbehavior problems, such as tardiness, student apathy, and students being unprepared to learn on job satisfaction.[4]

Table 2, Model 2 also revealed the positive influence of both principal and coworker support on teachers' job satisfaction. Support from both groups had a significant positive effect on job satisfaction. As principal support increased by one unit, teachers' satisfaction increased by .21 units. When considering coworkers, satisfaction increased by .17 for every unit increase in coworker support. Again, because satisfaction was measured on a four-point scale, even the slight increases in these coefficients signified that changes in support levels can have a notable influence on job satisfaction. This model confirmed that both coworkers and principals can increase teachers' job satisfaction through providing support.

In Hypothesis 2, I proposed that student discipline problems will reduce job satisfaction more among teachers who report low levels of principal and coworker support than among teachers who report high levels of principal and coworker support. I created four interaction variables; two to assess the moderating effects of principal support on both types of discipline problems, and two variables to test the moderating effects of coworker support on both types of discipline problems. To test Hypothesis 2, I entered each of the four interaction variables into the model individually. Three interactions had a significant influence on job

[4] I did find that teachers reported that the occurrence of minor discipline problems was more common in their schools than that of major discipline problems. While 2.7 percent of teachers reported scores at the highest end of the minor discipline problems scale, only 0.15 percent of teachers reported scores at the highest end of the major discipline problems scale.

satisfaction (see Table 3). First, Table 3, Model 1 shows that the interaction between principal support and major discipline was significant, suggesting that teachers who reported high levels of

Table 3: Interaction Effects of Principal Support, Coworker Support and Discipline

	Model 1		Model 2		Model 3	
	Coef.	*SE*	*Coef.*	*SE*	*Coef.*	*SE*
Interaction Variables						
Principal Support x Major Discipline Problems	0.003 ***	0.00	---	---	---	---
Principal Support x Minor Discipline Problems	---	---	0.01 ***	0.00	---	---
Coworker Support x Minor Discipline Problems	---	---	---	---	0.003 #	0.00
Discipline						
Minor Discipline Problems Scale	-0.02 ***	0.00	-0.05 ***	0.00	-0.03 ***	0.00
Major Discipline Problems Scale	-0.01 ***	0.00	-0.005 ***	0.00	-0.005 ***	0.00
Support						
Principal Support	0.16 ***	0.01	0.11 ***	0.02	0.21 ***	0.01
Coworker Support	0.17 ***	0.01	0.17 ***	0.01	0.13 ***	0.02
Teacher Characteristics						
Physical Support	0.08 ***	0.00	0.08 ***	0.00	0.08 ***	0.00
Teacher Influence (School level)	0.01 ***	0.00	0.01 ***	0.00	0.01 ***	0.00
Teacher Control (Classroom level)	0.02 ***	0.00	0.02 ***	0.00	0.02 ***	0.00
Female	0.06 ***	0.01	0.05	0.01	0.06 ***	0.01
Teacher Age (ref=less than 30 yrs)						
30-39 years	0.04 ***	0.01	0.04	0.01	0.04 ***	0.01
40-49 years	0.04 ***	0.01	0.04 ***	0.01	0.04 ***	0.01
50+ years	0.06 ***	0.01	0.06 ***	0.01	0.06 ***	0.01
Years Teaching (squared)	0.00	0.00	0.00	0.00	0.00	0.00
Teachers' Education (ref=bachelor's or less)						
Master's Degree	-0.03 ***	0.01	-0.03 ***	0.01	-0.03 ***	0.01
Professional Degree	-0.03 +	0.02	-0.03 +	0.02	-0.03 +	0.02
Certified in Main Field of Teaching	0.03 +	0.02	0.03 +	0.02	0.03 +	0.02
Salary Satisfaction	0.07 ***	0.00	0.07 ***	0.00	0.07 ***	0.00
Minority	-0.03	0.01	-0.03 **	0.01	-0.03 **	0.01
School Characteristics						
Urban Community	0.01	0.01	0.01	0.01	0.01	0.01
Student Enrollment (ref=less than 300 students)						
300-499 students	0.06 ***	0.01	0.06 ***	0.01	0.06 ***	0.01
500+ students	0.08 ***	0.02	0.08 ***	0.02	0.08 ***	0.02
School Level (ref=high school)						
Elementary School	-0.03 **	0.01	-0.03 **	0.01	-0.03 **	0.01
Middle School	-0.06 ***	0.01	-0.06 ***	0.01	-0.06 ***	0.01
Number of Teachers (ref=35+)						
Less than 25 teachers	-0.01	0.02	-0.01	0.02	-0.01	0.02
25-34 teachers	-0.02	0.01	-0.02	0.01	-0.02	0.01
Constant	1.60	0.06	1.76	0.07	1.57	0.07
N	32438		32438		32438	
Number of Clusters (schools)	7847		7847		7847	
R^2	.3210		.3217		.3207	

***p≤.001, **p≤.01, +p≤.1 two-tailed, #p≤.1 one-tailed

principal support, even when they frequently experienced major discipline problems, were more

satisfied than teachers who reported lower levels of support. To predict teachers' job satisfaction when support and discipline problems were at their minimum and maximum levels, I set each control variable at its mean and graphed two lines representative of teachers with the maximum (4) and minimum principal support (1). In Figure 2, we see that the line representative of teachers with the maximum principal support had a slope approaching zero. The line representative of teachers with minimum principal support, however, had a steeper negative slope.

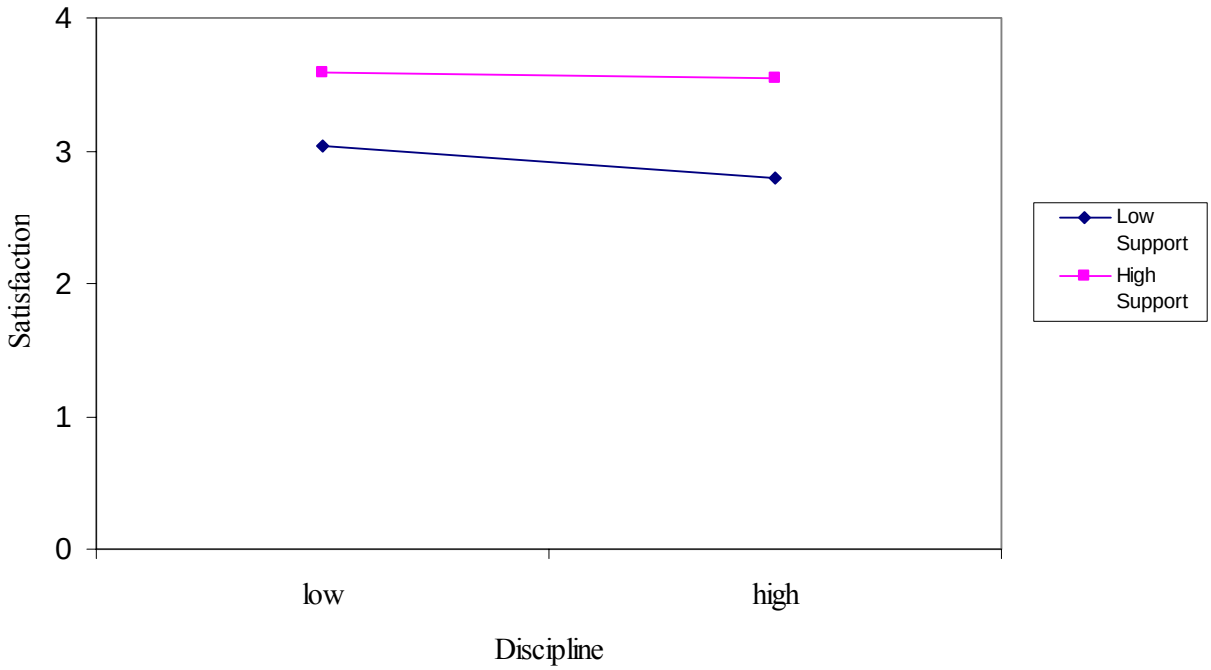

Figure 2: Predicted Values for Job Satisfaction for Principal Support x Major Discipline Problems

This implies that, among teachers who reported the maximum level of principal support, job satisfaction levels varied only minimally as severe misbehavior increased. Conversely, among teachers who reported the minimum level of principal support, job satisfaction decreased more rapidly as discipline problems increased.

Table 3, Model 2 shows us that the interaction between principal support and minor discipline had a significant effect on teachers' job satisfaction, suggesting that principal support can also help to moderate the decrease in job satisfaction that is associated with minor discipline problems. Again, considering the predicted values of job satisfaction when support and discipline problems were at their minimum and maximum levels, we see a significant difference in job satisfaction between teachers who reported the maximum level of principal support and those who reported the minimum level of support (with all other variables set at their means). In Figure 3, we see that the line representative of teachers receiving maximum principal support had a relatively flat slope in comparison with the line representative of teachers who receive minimum principal support.

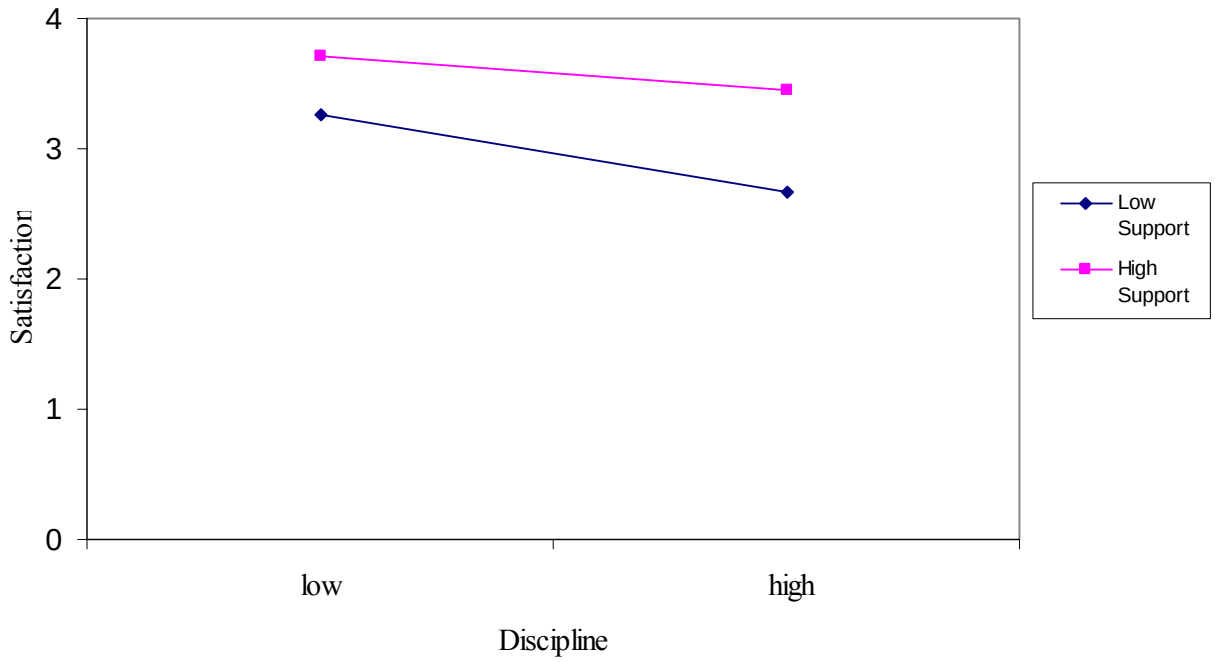

Figure 3: Predicted Values for Job Satisfaction for Principal Satisfaction x Minor Discipline Problems

The latter line had a steeper negative slope, suggesting that minor discipline problems had a greater negative effect on unsupported teachers than it did on teachers who received the

maximum principal support. There was little variation in job satisfaction for teachers who claimed the maximum level of principal support, despite increases in student misbehavior. For those who reported minimum support, however, job satisfaction greatly declined as misbehavior levels increased.

The interaction effects of coworker support and discipline issues were not as influential as those of principal support. The interaction between coworker support and major discipline problems was not significant, however, Table 3, Model 3 shows that the interaction between coworker support and minor discipline problems was marginally significant at the one-tailed level. Teachers who felt that they were supported by their coworkers were more likely to report greater job satisfaction, even when dealing with high levels of minor discipline problems.

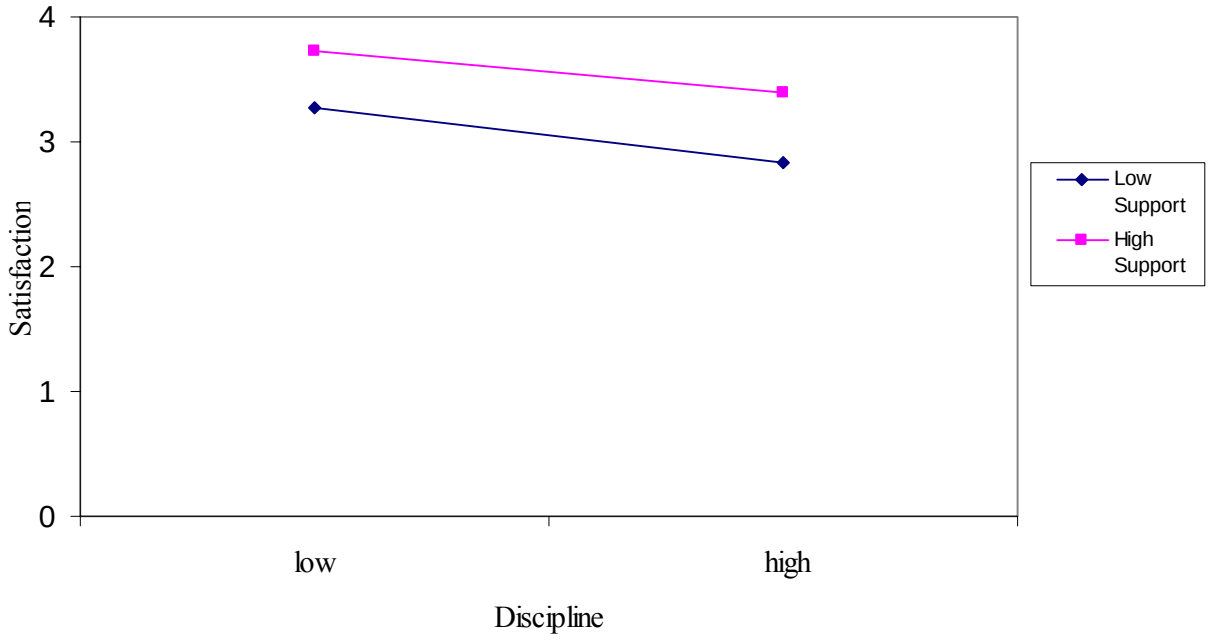

Figure 4: Predicted Job Satisfaction Values for Coworker Support and Minor Discipline Problems

In Figure 4, we see that, although the difference was not nearly as pronounced as it was with principal support, the line representative of teachers with the minimum coworker support had a slightly steeper negative slope than did the line representative of teachers with maximum coworker support. This suggests that job satisfaction among teachers who reported maximum levels of coworker support remained high, even when these teachers reported the maximum level student discipline problems. Teachers with minimum coworker support, however, were more likely to become dissatisfied when misbehavior levels increased towards maximum. I discuss possible interpretations of each of these findings in the next section.

CHAPTER 6

DISCUSSION

Research has repeatedly recognized that teachers who are well-supported by their coworkers and principals are more satisfied with their jobs (Colbert and Wolf 1992; Billingsley 1993; Littrell and Billingsley 1994; Dworkin et al. 1996; Shann 1998; Mueller et al. 1999; Ducharme and Martin 2000; Lortie [1975] 2002; Ebmeier 2003); while teachers who frequently deal with student misbehavior suffer a decline in their job satisfaction (Nias 1981; Ostroff 1992; Billingsley 1993; Lortie [1975] 2002; Arum 2003; Ingersoll 2003; Sutton and Wheatley 2003). My analysis served to unite these two sets of literature, first exploring the effects of more common, minor student discipline problems and more infrequent, major discipline problems. I then analyzed the moderating effects of both principal and coworker support on the negative relationship between discipline problems and job satisfaction. My results supported much of the previous research on the effects of support and misbehavior on job satisfaction, and, to fill a gap in the literature, I investigated the interaction effects of support and discipline problems. While prior research had shown misbehavior to be a negative influence on job satisfaction, we did not know if other variables that are found to increase job satisfaction could help to moderate this relationship.

In Hypothesis 1, I predicted that both major and minor student discipline problems would negatively affect teachers' job satisfaction. My data strongly supported this hypothesis. Through nested models, I showed that minor and major discipline problems had a significant, negative influence on job satisfaction. I also found that, even when more major student

discipline problems were added to the model, minor discipline problems remained significant. This finding indicated that problems such as tardiness, absenteeism, and apathy towards school can contribute to decreased job satisfaction among teachers, even in the presence of major discipline problems. Minor misbehavior problems, however, have often been overlooked by researchers, teacher educators, and the media as a source of concern (Arum 2003; Ingersoll 2003). My research contributed to Ingersoll's (2003) claim that everyday disciplinary problems can disrupt classroom order and teachers' attempts to successfully do their jobs. As a result, teachers can become frustrated, lose their sense of self-efficacy, and suffer a decline in their job satisfaction. Even when students do not commit acts of violence, drop out, or use drugs or alcohol, dealing with students who are consistently tardy, absent, unprepared to learn, or apathetic towards school can disrupt teachers' ability to teach successfully and keep order in their classrooms. Likewise, the more time teachers must spend managing this type of student misbehavior, the less time they can devote to developing positive relationships with their students. Previous studies have suggested that teachers highly value their relationships with their students (Lortie [1975] 2002; Ingersoll 2003), and when teachers were asked to identify the most enjoyable part of their work, most claimed that students are the most satisfying aspect of teaching (Nias 1981; Lortie [1975] 2002; Sutton and Wheatly 2003). Accordingly, even in schools where major discipline problems are rare, teachers should receive adequate support and training in managing minor student discipline problems.

In Hypothesis 2, I predicted that both principal and coworker support would moderate the negative effects of both types of discipline problems. The data partially supported my hypothesis. The interaction effects of principal support and both major and minor discipline problems were significant. Referring back to Figures 2 and 3 (pages 30 and 31), we see that high

levels of principal support allowed for job satisfaction to remain fairly constant, even as both types of discipline problems increased towards the maximum level.

The interaction effect of coworker support and minor discipline problems had a significant effect on job satisfaction; however, the interaction effect of coworker support and major discipline problems did not have a significant influence on the relationship between misbehavior and satisfaction. Moreover, the interaction effect of coworker support and minor discipline was more subtle than the interactions between principal support and discipline problems. Referring back to Figure 4 (page 32), we see that the slope of the line representative of teachers with minimum support levels had only a slightly steeper negative slope than the line representative of teachers with maximum support.

These results suggest that coworker support and principal support serve a different purpose for teachers. First, we see that the interaction effect of coworker support and minor discipline problems had a significant effect on job satisfaction, while that of coworker support and major discipline did not. This finding suggests that while coworkers might increase job satisfaction by helping one another deal with minor discipline issues, they might not have enough influence to moderate the effects of problems such as physical fights, student drug and alcohol use, weapon carrying, and student pregnancy. A fellow teacher might be able to offer suggestions, assistance, and/or support to a teacher experiencing student apathy, tardiness, and absenteeism, but teachers might lack the means to help their coworkers manage major disciplinary issues.

Some research has suggested that because teachers often lack control and autonomy in their schools, principals are in a better position to provide support (Lortie [1975] 2002; Ingersoll 2003). Ingersoll (2003) claimed that principals are in a distinct position of power and authority

that allows them to have a more direct, meaningful influence on teachers' work environments than coworkers do. While teachers can offer empathy, ideas, and their cooperation (Pines et al. 1981; Firestone 1991; Ducharme and Martin 2000); they often have little control and/or influence over school wide policies, especially disciplinary policies (Yee 1990; Lortie [1975] 2002). Furthermore, in many schools, teachers are often isolated from their coworkers throughout the workday (Newman et al. 1989; Roper 1991), and without established opportunities for collaboration, mentoring, and interaction, teachers might have few chances to offer support to one another. Principals, however, with their ability to change policies and rules, can support teachers even without personal contact. Each of these characteristics of teachers' work might account for the lesser moderating effect of coworker support, in comparison to principal support.

Looking beyond my hypotheses, I discovered several additional interesting and unique findings. First, prior research on the relationship between employees' age and job satisfaction has presented several conflicting arguments (Dworkin 1980; Kalleberg and Loscocco 1983; Farber 1984; Billingsley and Cross 1992; Spector 1997; Lease 1998). While some studies claimed that younger workers experience more dissatisfaction (Dworkin 1980; Farber 1984; Billingsley and Cross 1992), Lease (1998) found that satisfaction is higher among younger workers. Kalleberg and Loscocco (1983) proposed that job satisfaction is higher for both younger and older workers (those at the beginning and end of their work lives), but decreases in between these periods. My findings showed that teachers who are under 30 years old are the least satisfied, in comparison to teachers over 30 to 39, 40 to 49, and 50+ years old. Considering studies on the relationship between teachers' age and satisfaction, this finding was consistent with previous research on young teachers. Teachers at the beginning of their careers have

minimal preparation, are often under supported, are placed in the most difficult schools and classrooms, and are more likely to quit (Dworkin 1980; Lortie [1975] 2002; Sutton and Wheatley 2003).

Many studies emphasized the value that teachers place on intrinsic rewards, downplaying the influence of extrinsic factors, such as pay, on teachers' job satisfaction (Conley, Bacharach, and Bauer 1989; Yee 1990; Billingsley 1993). Because so many teachers have expressed dissatisfaction with their salaries (Farber 1984; Conley et al. 1989; Conley and Levinson 1993; Shann 1998; Lortie [1975] 2002), I included a measure of teachers' satisfaction with their salary to determine its relationship to general job satisfaction. I found that teachers' satisfaction with their salary is positively related to their overall satisfaction – as teachers' satisfaction with their salaries increased, so did their overall satisfaction with their jobs. According to the fit hypothesis, those who choose to teach tend to value intrinsic job rewards, however, this does not exclude the possibility that teachers can also appreciate monetary rewards for their work.

While a few studies reported that those who teach in smaller schools tend to have a greater sense of community among teachers and are more committed than teachers in larger schools (Farber 1984; Newmann et al. 1989), I found that, in comparison to schools with 300 or more students, teachers working in schools with fewer than 300 students had lower levels of satisfaction. Furthermore, not only was school size found to have a significant effect, school level also had a significant impact on job satisfaction. High school teachers reported higher levels of job satisfaction than middle or elementary school teachers. This finding conflicted with one study that claimed that high schools encourage alienation through the departmentalization of teaching (Newmann et al. 1989), and another that found that high school teachers experienced more emotional exhaustion than elementary school teachers (Van Horn, Schaufeli, and Enzmann

1989). There are several possible explanations for this discrepancy. As Conley et al. (1989) recognized, elementary school teachers have a more encompassing responsibility for a single group of students on a daily basis than do high school teachers. Perhaps the more varying nature of high school teachers' daily schedules prevents them from experiencing as many burnout symptoms, in comparison to teachers who are responsible for the same group of students throughout the day. A high school teacher, for instance, might only have to deal with his or her most problematic students for an hour a day. An elementary school teacher, however, often must deal with such a student for the majority of his or her workday.

While support from coworkers and principals positively influenced teachers' job satisfaction, physical support (i.e., having access to necessary materials needed to teach effectively) can also affect teachers' ability to do their jobs and their job satisfaction. My analysis demonstrated that teachers who reported higher levels of physical support were more satisfied with their jobs than those who lacked necessary supplies. Often overlooked as a potential influence on teachers' job satisfaction, lacking adequate materials can impinge on teachers' ability to teach their students (see also Firestone 1991; Littrell and Billingsley 1994). If teachers are constantly frustrated by a lack of necessary materials, they must not only devote additional time and energy into their work; they might also feel unsupported and underappreciated by their schools.

CHAPTER 7

CONCLUSION

While previous studies have explored the negative effects of student misbehavior (Nias 1981; Ostroff 1992; Billingsley 1993; Lortie [1975] 2002; Arum 2003; Ingersoll 2003; Sutton and Wheatly 2003), and the positive influence of support in the workplace (Colbert and Wolf 1992; Billingsley 1993; Littrell and Billingsley 1994; Dworkin et al. 1996; Shann 1998; Mueller et al. 1999; Ducharme and Martin 2000; Ebmeier 2003), no studies to my knowledge have shown how support might help to alleviate the dissatisfaction associated with disciplinary problems. I contributed to the literature by exploring the moderating effects that principal and coworker support can have on the relationship between major and minor disciplinary issues and job satisfaction. By using data from the NCES 1999-2000 SASS Public School Teachers' Questionnaire and the Public School Questionnaire, I found that principal support had a significant moderating effect on the relationship between both types of discipline and job satisfaction. Coworker support, however, had only a slight moderating effect on the relationship between minor discipline and job satisfaction, and no significant influence on the relationship between major discipline and job satisfaction.

While my results fill a gap in the current literature on teachers and job satisfaction, no study is without its limitations, and these limitations encourage future research. First, while the SASS was an extremely comprehensive data source, my exploration of job satisfaction was limited by its questionnaire items. I used a single-measure indicator of job satisfaction and, while this is a generally accepted way of measuring job satisfaction (Kalleberg and Mastekaasa

2001), some researchers prefer a scale measure of the variable (Kalleberg 1974; Stempien and Loeb 2002). Single-measure indicators of job satisfaction are generally easily understood by participants (Kalleberg and Mastekaasa 2001), however, using a scale to measure job satisfaction might have allowed for a more comprehensive and valid understanding of teachers' job satisfaction. Using multiple items to address satisfaction might have increased the measure's reliability by allowing teachers to indicate their satisfaction levels in several different ways. For instance, a participant might respond that he or she strongly agrees with the statement, "I am generally satisfied with being a teacher at this school," and we would assume that this individual is highly satisfied with his or her job. If this same participant, however, responded negatively to other items that address satisfaction, such as whether or not he or she would choose this job again (a commonly used item in satisfaction scales), we might need to reassess our assumptions about his or her job satisfaction. Also, several studies have suggested that individuals arrive at their overall sense of job satisfaction by weighing their satisfaction and dissatisfaction with several aspects of their jobs. This conceptualization of job satisfaction suggests that using a scale composed of items that address employees' satisfaction would tap different dimension of job satisfaction, something that my measure is unable to do.

Measuring teachers' job satisfaction helps us to better understand employees' feelings towards their current work environment, however, it might not address their overall satisfaction with their careers; i.e., their occupational satisfaction. Teachers might have distinct feelings towards teaching as an occupation that could be similar or dissimilar to their feelings toward their current teaching position. For instance, a teacher might be dissatisfied with his or her current teaching position, but have positive feelings towards teaching as a career. Conversely, a teacher might be pleased with his or her current position, but feel that, overall, teaching is not a

good career. For instance, Billingsley (1993) found that one of the main reasons that general education teachers leave their current positions is to transfer to another school district, suggesting that these teachers might be dissatisfied with their teaching positions, but do not want to quit teaching as a career. Distinguishing between job and occupational satisfaction could be significant because the characteristics that affect teachers' job satisfaction could differ from the characteristics that influence their occupational satisfaction. While this study showed that, for example, principal support increased teachers' satisfaction with their current jobs, perhaps other factors influence teachers' satisfaction with teaching as an occupation. Studies have suggested that several negative characteristics are associated with teaching as a career, such as limited training and socialization opportunities, relatively low salaries, and little occupational prestige, and these characteristics might negatively affect teachers' occupational satisfaction. To reduce attrition among teachers (or other employees), addressing the antecedents of both types of satisfaction could prove to be beneficial. Recognizing not only the characteristics of employees' immediate work environment, but also how these employees feel towards their occupation as a whole could help us to better understand their overall satisfaction with their work.

Future studies might also explore how teachers' school context can affect the negative relationship between discipline problems and satisfaction. While I found that both major and minor types of discipline had a negative impact on teachers' job satisfaction, it would be worthwhile to consider how teachers' perceptions of discipline problems in their school environments might affect how the different types of discipline problems affects their job satisfaction. Teachers might work in a school environment in which student misbehavior is only a minimal problem, while others might deal with major disciplinary issues on a regular basis. Perhaps minor discipline issues have a lesser effect on teachers who frequently manage major

disciplinary problems, such as violence, student drug and alcohol use, weapon carrying, student pregnancy, and students dropping out. While I did control for major disciplinary problems, I did not distinguish between teachers who manage major disciplinary problems frequently and those who do not. It would be beneficial for future studies to specifically consider the impact of minor misbehavior on teachers who work in schools in which major disciplinary problems are common and those who work in schools in which major disciplinary problems are rare. This would help to determine if teachers' school environments, specifically the misbehavior that occurs in schools, can influence how disciplinary problems affect teachers' job satisfaction. Student misbehavior might not have the universal effects on job satisfaction that this study has suggested, and understanding how school context affects the relationship between misbehavior and job satisfaction can help school administrators address the discipline issues that have the greatest influence on their teachers' satisfaction.

This study focused on teachers' school wide perceptions of discipline problems, allowing us to understand how teachers' reports of the misbehavior that occurs throughout their schools affects their job satisfaction. Future research might consider teachers' perceptions of the misbehavior that occurs specifically in teachers' classrooms. While some teachers might report similar types and levels of misbehavior in their classrooms and in their schools, others might perceive a discrepancy between the two. For example, some teachers might work in schools where violence occurs regularly, but might experience little or no violence in their own classrooms. These teachers might have higher levels of job satisfaction than teachers who must deal with students who commit violence in their classrooms. If teachers had been asked to assess the level of misbehavior in their classrooms, I might have found that misbehavior has an even greater negative effect on job satisfaction because teachers might be more affected by what they

must personally deal with in their classrooms than by what is occurring throughout their schools. Conversely, I could find that, no matter what is happening in teachers' classrooms, working in a school with high levels of disciplinary problems might be just as distressing as having high levels of classroom misbehavior. Understanding the effects of teachers' perceptions of both school wide and classroom discipline problems is important in determining how discipline problems affect teachers' work.

In considering support, I looked at how teachers' perceptions of general support from their coworkers and principals affected their job satisfaction. I found that principal support, in particular, can have a significant moderating effect on the negative relationship between discipline problems and job satisfaction. While this is valuable knowledge, it is necessary to further explore what supportive practices are the most helpful in reducing the negative impact of student misbehavior. Rather than merely suggesting that principals should increase their support, future studies should address what types of supportive acts have the greatest moderating effect. Previous research that has examined the relationship between principal support and satisfaction has suggested that principals who provide emotional and informational support, show confidence in their teachers, have high expectations of teachers, and provide reasonable assistance in meeting these expectations had the most positive influence on teachers' job satisfaction. The conceptualization of support in this study was quite broad, and, to help principals better assist their teachers, it would be beneficial to determine which types of support are significant in moderating the relationship between misbehavior and satisfaction.

While the SASS addresses an extensive range of subjects, survey data is not without limitations. First, this data was cross-sectional, providing a snapshot perspective of teachers at one point in time. This increased the possibility of sampling bias, as those who have left

teaching were excluded from the analysis. If highly dissatisfied teachers are more likely to quit teaching, their views are pertinent to this study. Second, participants had to choose from predetermined responses and were not provided an avenue to further express their opinions. As Hermanowicz (2003) discussed, surveys tend to suggest that employees have remarkably high job satisfaction, despite behaviors in the workplace (such as attrition) that suggest otherwise. We see this trend occurring among teachers, as schools frequently lose between 40 to 80 percent of their teachers each year; however, teachers also have generally claimed high levels of job satisfaction (Colbert and Wolf 1992; Billingsley 1993; Dworkin et al. 1996). Survey data has not clarified why teachers, on average, claim fairly high levels of job satisfaction, but have high attrition rates, either leaving one school to teach at another, or leaving teaching altogether. Qualitative research would help us to better understand the relationship between behaviors such as quitting and job satisfaction. Interviews, especially with educators who have quit their jobs, might help to clarify why it is teachers quit their jobs at such high rates, and establish if teachers actually do have the high levels of job satisfaction that surveys have suggested. Perhaps survey items used to measure job satisfaction are not addressing issues that are important to teachers. Furthermore, the data did not demonstrate what types of principal and coworker support are especially valuable, which could be addressed through interviews by asking teachers to explain how their colleagues help them to deal with discipline problems. Also, qualitative research might reveal that there are specific disciplinary issues that are extremely problematic that the survey items might not have addressed.

The results of this study entailed several implications for policy. The significant negative relationship between both discipline types and job satisfaction suggested that, even in schools where major discipline problems were rare, the impact of minor misbehavior should be taken

seriously. This study implied that teachers would benefit from training to manage this type of behavior, both in their teacher education programs and while working in schools. Also, my results suggested that teachers would be more satisfied if schools with all levels of disciplinary issues promoted coworker and principal support. My findings indicated that principals, in particular, are able to dissipate some of the dissatisfaction associated with both major and minor discipline problems. If principals can assist teachers in managing misbehavior, perhaps initiatives such as the No Child Left Behind Act should mandate training for principals in areas such as discipline management and ways to support their teachers with their own discipline management. As the emphasis on recruiting and keeping qualified, effective teachers increases, teachers' job satisfaction becomes more relevant and we must continue to assess ways to increase this satisfaction. The results of this study suggest that we can employ one current source of teachers' satisfaction with their jobs – colleague support – to help reduce the decrease in satisfaction associated with student misbehavior. Future research should continue not only recognizing what characteristics affect teachers' job satisfaction, but continue in the tradition of this study by exploring how we can utilize sources of job satisfaction to mitigate sources of dissatisfaction.

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APPENDIX

Appendix A: Number of Teachers per School

Number of Teacher Participants per School	Number of Schools with x Number of Teacher Participants
1	859
2	1445
3	1741
4	1461
5	1095
6	714
7	486
8	300
9	215
10	108
11	76
12	34
13	24
14	9
15	4
16	6
18	1