

AN ABSTRACT OF THE THESIS OF

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Title: MAJOR FACTORS AND SPECIFIC ASPECTS AFFECTING
THE JOB SATISFACTION AND DISSATISFACTION OF
OREGON INDUSTRIAL EDUCATION TEACHERS

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This study was concerned with identifying the job satisfactions and dissatisfactions of Oregon industrial education teachers. The following questions were considered?

1. What were the major factors and specific aspects affecting job satisfaction and dissatisfaction?
2. Were teachers in significant agreement regarding major factors and specific aspects affecting their job satisfaction and dissatisfaction?
3. Were years of teaching experience, school size, grade level taught, and number of industrial arts classes taught each day influential in determining primary job satisfactions and dissatisfactions?

The findings of this study suggest that:

Oregon industrial education teachers were in significant

agreement as to what constituted the major factors and specific aspects affecting their job satisfactions and dissatisfactions.

The major sources of job satisfaction were working conditions, teacher-student relationships, and faculty interactions. Satisfaction with conditions of work centered around adequacy and condition of equipment, size of classes, and sufficient time to teach. Specific aspects contributing to satisfaction with students were pupil cooperation and behavior, progress, and attitude toward learning. Satisfaction with faculty centered around social and professional relationships with fellow teachers.

The major sources of job dissatisfaction were economic considerations, working conditions, and school administration. Dissatisfaction with the economic situation centered around salary, retirement provisions, and fairness of compensation. Specific aspects contributing to dissatisfaction with conditions of work were maintenance duties, extra assignments, and budget. Dissatisfaction with administration centered around communication of orders and decisions, foresight and planning, and consistency of procedures and policies.

Six teacher groups were in appreciable disagreement with the significant consensual ordering of primary satisfiers and dissatisfiers. They included (1) combination junior-senior high school teachers who felt intrinsic rewards of teaching were greater sources of job

satisfaction than were conditions of work, (2) junior high school teachers who felt that the school administration was a greater source of job dissatisfaction than were economic considerations, (3) teachers in schools of less than 300 students who felt tenure provisions were a greater source of job satisfaction than were economic considerations, (4) combination junior-senior high school teachers who felt class size, budget, time to teach, and physical plant were greater sources of job satisfaction than was adequacy and condition of equipment, (5) teachers with two classes daily who felt appropriateness of position to training, respect and recognition, and opportunities for assuming responsibility were greater sources of job dissatisfaction than were advancement opportunities, (6) teachers with three classes daily who felt pupil attitudes toward teachers, attitudes toward learning, and progress were greater sources of job satisfaction than pupil cooperation and behavior, and (7) teachers with five classes daily who felt that pupil attitudes toward learning were greater sources of job dissatisfaction than pupil cooperation and behavior.

Major Factors and Specific Aspects Affecting
The Job Satisfaction and Dissatisfactions
of Oregon Industrial Education Teachers

by

Larry Jon Kenneke

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MAJOR FACTORS AND SPECIFIC ASPECTS AFFECTING THE JOB SATISFACTIONS AND DISSATISFACTIONS OF OREGON INDUSTRIAL EDUCATION TEACHERS

INTRODUCTION

Our nation is faced with a problem of staffing specific subject areas in public schools with qualified teachers. In view of this problem the National Education Association conducted a survey to determine the supply and demand for teachers in public schools and to identify specific personnel needs by subject areas (36, p. 1-80).

Of 41 participating states (Oregon included) possessing data on the 1966 "supply" of teacher applicants, 38 indicated that the fall 1966 supply was less than the fall 1965 supply. Primary causes of the decline in the supply were new federal programs, reported in 34 states; greater opportunities in business and industry, reported in 25 states; locations of vacancies not attractive, reported in 20 states; military service, reported in 19 states; and salaries and benefits not attractive, reported in 18 states (36, p. 7).

The 44 states (including Oregon) which had sufficient information to make judgments of the 1966 "demand" for teachers reported that the demand in the fall of 1966 was greater than in the fall of 1965. The primary factors having increased impact during 1966 were enlarged federal programs, reported in 41 states; enrollment growth over 37.5 percent since 1956-57, reported in 29 states;

added curricular offerings, reported in 19 states; reduction of class size, reported in 12 states; and more teachers not returning to positions, reported in six states (36, p. 7).

Forty states further reported shortages of qualified applicants for specific teaching position vacancies. Among the subject areas most frequently cited as having a low supply of teachers was industrial arts. Nineteen of the participating states reported a low supply of industrial education teachers. The survey indicated that 40 states were lacking 609 qualified industrial education teachers. This figure was derived from the difference between the estimated number of new teachers needed (both beginning and reentrants), and the number of 1966 teacher education graduates estimated to enter employment.

Oregon was one of the states reporting a low supply of applicants for industrial arts teaching position vacancies. Oregon teacher education institutions graduated 18 undergraduate and graduate majors in 1965, 14 in 1966, and seven in 1967. The Oregon Industrial Education Association reported 75 industrial education teaching positions to be filled in the fall of 1965. The Oregon State Department of Education reported 88 industrial arts teaching position vacancies in 1966. It is thus evident that Oregon school districts had to recruit teachers from out-of-state sources where, according to the NEA survey, there was a low supply, i.e. -609.

Recruiting and retaining industrial education teachers are

problems facing educators today. Myers, in a 1966 study of Oregon secondary school teachers, concluded that:

There is a serious challenge to people concerned about the recruiting and retaining of qualified teachers. Respondents in this study reflected an attitude that little has been done to promote public understanding of the key importance of teachers in a free society, or to interest outstanding young men and women in this profession (33, p. 96).

Some insight into the problem of teacher recruitment and retention may be gained by studying the job satisfactions and dissatisfactions of Oregon industrial education teachers.

Statement of the Problem

It will be the purpose of this study to investigate and analyze the sources of Oregon industrial education teacher job satisfactions and dissatisfactions.

Although many studies have been conducted concerning teacher satisfactions, none has been specifically designed to identify the major factors and specific aspects contributing to the job satisfactions and dissatisfactions of Oregon industrial education teachers. A belief that a knowledge of such factors could have three major values prompts this study: (1) the findings could be utilized in teacher training institutions for influencing fine, prospective students to consider careers in industrial education, (2) the findings could be used by administrators and supervisors for influencing

school trustees and other leaders in developing the conditions which attract and hold teachers, and (3) the awareness of existing factors and aspects for satisfaction and dissatisfaction will aid in recruitment.

This study considered the following questions:

1. What were the major factors and specific aspects affecting the job satisfactions and dissatisfactions of Oregon industrial education teachers?
2. Were industrial education teachers in significant agreement regarding major factors and specific aspects affecting their job satisfactions and dissatisfactions?
3. Were years of teaching experience, school size, grade level taught, and number of industrial arts classes taught each day influential in determining primary job satisfactions and dissatisfactions?

Limitations

This study was limited to Oregon industrial education teachers in the public schools grades 7 through 12. Teachers not on a full-time appointment or not currently teaching were excluded.

Definition of Terms

For the purpose of this study, the terms of this investigation will be defined to mean the following:

Job Satisfaction - Morale. A number of early investigations carried on in the field were concerned with what was tentatively called job satisfaction. Numerous authors use this term interchangeably with morale. The difference, if any, might appear to be in the more inclusive nature of job satisfaction, whereas morale is concerned more with personnel practices (3).

Job Satisfaction. The values, aspirations, and goals which the teacher brings to the job and what he perceives to be fulfillment of these ends contribute to his satisfaction with his work (43).

Industrial Education Teacher. The industrial education teacher is one who teaches general or exploratory classes pertaining to the processes, procedures, materials, and products of industry.

Major Job Factors. Major job factors fall into eight general categories established by the review of literature, prepilot, and pilot studies into which all specific job aspects could be classified with a minimum of overlap.

Job Aspects. Job aspects are specific items established by the review of literature, prepilot, and pilot studies which are a part of the eight established job factor categories.

Eight Major Factors and Specific Aspects

Students. The term students concerns pupil attitudes toward learning and teachers along with progress, preparation level, and cooperation and behavior.

Intrinsic aspects. Intrinsic aspects concern opportunities for assuming responsibility in decision-making such as policies and salary determination. They involve freedom to plan and carry out one's own work, the challenge of the job, parent and community respect and recognition, advancement opportunities, and appropriateness of position to training.

Administration. The term administration includes the qualities of foresight and planning, cooperation and assistance, procedures and policies, interest in teachers, and communication of orders and decisions.

Immediate supervisor. The term immediate supervisor involves the characteristics of the department chairman or principal; leadership abilities, evaluation methods, fairness, loyalty to teachers, availability for consultation, and technical competence and aptitude.

Working conditions. Adequacy and condition of equipment, shop budget, physical plant, maintenance duties, time to teach, extracurricular assignments, well-defined duties, and class size

are specific working condition aspects.

Wages and benefits. The specific aspects of group insurance, tenure, leave, and retirement provisions, salary, frequency of raises, and fairness and equitableness of compensation are the main considerations under wages and benefits.

Community. The community consists of the specific aspects of cultural opportunities, recreational facilities, community service groups, living quarters, and health services.

Faculty. Faculty comprises the specific aspects of congenial and competent coteachers, department relations and reputation, and professionalism of the staff.

Hypothesis

The following null hypothesis was tested:

There was no significant agreement among Oregon industrial education teachers regarding the major factors and specific aspects affecting their job satisfactions and dissatisfactions.

REVIEW OF LITERATURE

The review of literature will be presented in three sections: (1) reviews and sources of studies, (2) a historical sketch of job satisfaction research in education, and (3) selected job satisfaction or morale investigations in education.

Reviews and Sources of Studies

A comprehensive review and analysis of industrial research was reported by Herzberg and others (18, p. 1-279) in 1957. This is a report of several thousand articles, studies, and books pertaining to job attitudes and the effect of job attitudes on performance.

Additional sources which may provide further insight and understanding of industrial research are the following: Ewen, 9; Friedlander, 10; Herzberg, 16, 17; Lock, 27; Myers, 33; Roethlisberger, 45; Saleh, 47; Walker, 52; Walker and Guest, 53; and Whyte, 55.

A detailed and extensive review of all major job satisfaction researches is published yearly in the Personnel and Guidance Journal under the direction of Alan Robinson and others (43, 44). The outstanding investigations of both industry and education completed during the previous year are reported.

One of the earliest comprehensive reviews of morale research

is contained in the Twenty-Second Yearbook of the American Association of School Administrators (2, p. 27-43). This volume contains extensive reviews of early literature in the field. The Thirty-Third Yearbook (1, p. 1-46) considered morale in great depth and reported techniques for surveying opinions of staff relations.

Blocker and Richardson (3) presented a comprehensive critical review of 25 years of morale research in education in the Journal of Educational Sociology. A short historical introduction was presented and in turn followed by a frame of reference, studies of job satisfaction, administrative behavior and morale, surveys, and trends.

The literature on teacher satisfactions and morale has been reviewed by the Research Division of the National Education Association. These studies contained factors and aspects found to affect teacher satisfactions, dissatisfactions, morale, and attitudes toward teaching (34, p. 1-15).

Historical Sketch

The importance of research in the area of job satisfaction and dissatisfaction has long been recognized by industry. However, such investigations have been slow to be initiated by educators. Such research was nearly unknown prior to World War I and received little

recognition from educators until the start of World War II (Blocker, 3).

As early as 1938, Burton (5) made reference to the lack of empirical research in the area of teacher morale as compared with the investigations carried out by industry. Conditions had not changed significantly by 1952 when Oppenheimer and Britton (38) stated that institutions of higher education were far behind industry in investigating job satisfaction or morale. Hebeisen (14) upon having changed jobs from an industrial personnel manager to a similar job in education, stated that there was a direct transfer in matters of technique and that identical understandings of human relations were necessary for each. Redefer (41) was extremely dissatisfied with the existing morale research and pointed to industrial research as a prime example for education to follow.

Educators finally became interested with satisfaction or morale research when evidence (Lambert, 25; Maul, 29; Irwin, 22) indicated that there was an upsurge of dissatisfaction with teaching as a profession. The shortage of qualified teachers in particular subject areas, and perhaps the publicity of the studies of industrial morale, have influenced educators to participate in studies of job satisfaction in the schools. Increased participation became evident when Robinson, in his review of job satisfaction researches of 1963, Personnel and Guidance Journal, stated:

Education continues to be the area of concentration for job satisfaction studies. Over 40 per cent of the studies and discussion-type articles surveyed this year relate to teachers and their satisfaction or morale (43, p. 361).

Selected Studies

A review of studies relating to teachers and their satisfaction or morale disclosed certain characteristics which suggested they be classified into three general categories: (1) job satisfaction studies, (2) studies of morale, and (3) general surveys. Job satisfaction studies emphasized statistical treatment of data and the reporting of clusters of factors. Morale research dealt with measurement of environmental factors that could be altered by superiors. General surveys were characterized by the use of questionnaires, large samples, and minimal statistical treatment (3, 43).

While there is admittedly some overlap within the three established categories, such divisions provided a convenient means for achieving order out of the growing number of studies relating to teachers and their satisfaction or morale.

Job Satisfaction Studies

A number of early investigations carried on in the field were concerned with what was tentatively called job satisfaction. Numerous authors have used this term interchangeably with morale. The

difference in terms lies in the more inclusive nature of job satisfaction, whereas morale is concerned more with personnel practices (3). Investigations of job satisfaction often use statistical techniques in the analysis of data. The result is frequently a report about clusters of factors related or unrelated to job satisfaction instead of an attempt to relate individual variables. Representative studies and their major findings follow.

A study reported by Hoppock (21, p. 25-40) in 1935 stands out as one of the most competent ever conducted. He administered four attitude scales to 500 teachers, analyzed the results, and identified those aspects that discriminated between high- and low-scoring teachers. The results suggested that the satisfied teacher enjoyed better relationships with superiors and associates, exhibited fewer characteristics of emotional maladjustment, and taught in cities of over ten thousand population.

Hoppock's investigation was expanded by McClusky and Strayer (28). They developed a teacher situation test by asking teachers to record experiences that caused them considerable satisfaction or dissatisfaction. All aspects of the teacher's environment were included in this instrument. Its main advantage may be an indication that in any investigation of morale, there are many factors that are beyond the control of the experimenter. Garrison (11) used the McClusky and Strayer test to compare female

student-teachers with women elementary school teachers in the same area. His findings and subsequent conclusions substantiated those reached by McClusky, primarily, that nearly every factor of the teacher's environment is involved in adjustment to the job situation.

Knox (24) altered McClusky's instrument and used it in an investigation which was designed to relate 65 varying factors of the teacher's environment to teaching success. He found a positive relationship existing between teacher efficiency and the type of individuals that make up a community. Monford (31, p. 100-115) developed a questionnaire of aspects important to a teacher's work and concluded that those aspects of prime importance were helpful supervisors, freedom to plan and teach, and good relations with coteachers. Chase (6) concluded that satisfaction was affected by freedom in planning work, adequacy of salary, participation in educational and personnel policy planning, and feelings about quality of leadership.

Research conducted by Linder (26) suggested several prominent causes of lowered morale from the standpoint of the teacher. These causes include lack of leadership, failure to evaluate work, lack of policy, classroom interruptions, and poor faculty meetings.

Studies of Morale

Studies of this nature attempted to identify general aspects in the work environment which influence morale and can in turn be changed or modified by supervisors or administrators. Representative investigations and their major findings follow.

From a teacher prepared list of frustration-producing situations, Cralle and Burton (7) selected those dealing with supervisory policies. Using these items as criteria, interviews were conducted, and it was determined that some of the major sources of teacher frustration were these: no participation in policy decisions, too heavy work load, unfair criticism, arbitrary reassignments, salary policy, and lack of supervision.

O'Conner (37, p. 201-230) suggested that the way a teacher felt about his supervisor indicated the most enduring relationship with level of morale. The investigator also noted that the satisfied teacher had more free time away from the students during the school day and enjoyed more democratic relationships with supervisors. Additional support of this conclusion was given by Ross (46, p. 210-230), in a study of rural school systems. He suggested that supervisory personnel were the primary factors in the level of morale.

In a recent and comprehensive study of teacher morale (Dec., 1966), the Research Division of the National Education Association

(35), found that the attitude of pupils and parents ranked number one as the greatest source of both encouragement and discouragement. One teacher out of five ranked aspects related to attitudes of pupils and parents as his greatest source of encouragement, while at the same time nearly the identical number listed those aspects as the greatest source of discouragement. The seven primary sources of encouragement, in their order of importance were: attitude of parents and pupils; adequate materials, staff, and funds; pupil progress; opportunity for service; good administration; preparation level of pupils; and salary improvements.

The seven major sources of discouragement in their order of importance were: attitude of parents and pupils; insufficient materials; poor administration; lack of time to teach; poor preparation of students; inadequate salary; and attitude of colleagues.

In one of the most recent reports of a job satisfaction study, September, 1967, approximately 125 industrial arts teachers--grades 7 to 12--were asked to complete a questionnaire prepared by the staff of Industrial Arts Vocational Education Magazine. The questionnaire contained ten possible classroom problems and requested that the teacher indicate whether this was a problem for him, and if so, whether he was able to solve it and how.

Sixty of the 125 teachers contacted replied to the questionnaire. The most frequently mentioned problems had to do with

maintaining discipline in the classroom; inadequate personnel and time to do a good job; resistance to changes in industrial arts programs; inability to resolve curriculum problems; and low salaries.

Other aspects receiving attention were problems of scheduling audio-visuals, lack of federal funds for industrial arts, inability to get major equipment, industrial arts losing its identity in the school, poor student motivation, and interference of too many outside activities (19).

General Surveys

Investigations of this type relied quite heavily upon the use of questionnaires and large samples. For the most part these instruments have not been validated against any external criteria. The findings of these studies are therefore, of questionable validity. They do, however, provide some insight and understanding of teacher satisfaction or morale. Representative surveys and their major findings follow.

The results of an investigation by Hand (12) suggested that high-morale teachers felt that they belonged, were consulted regarding school policies affecting them, felt they were receiving enough help from their superior, and that their work load was equally distributed. On the other hand, a greater percentage of

low-morale teachers exhibited dissatisfaction with these aspects of their work. Principals and supervisors were identified as the primary source of morale.

An investigation carried out by Nations Schools (51) suggested that morale was improving among teachers because of increased salaries, establishment of definite salary schedules, better qualified teachers, and improved staff relations. Shilland (48) suggested that the factors most important to teacher morale were adequate supplies and equipment, consideration and courtesy by supervisors, job security, and fair compensation.

A survey conducted in New York State by Hedlund and Brown (15) identified conditions that were most critical in causing teacher turnover. Among these were inadequate salary, infrequent advancement, large classes, and unsatisfactory support in disciplinary cases. Emphasis was placed upon the administrator's role in determining or influencing teacher morale. A continuation study of teachers leaving the profession in Texas carried out by Texas Outlook (52) showed that insufficient salary was the most important reason. Also mentioned were lack of prestige and poor facilities. A further study of teacher resignations was conducted by the University of Oregon (39, p. 1-12). The study attempted to determine why teachers leave Oregon for California and Washington. The results indicated that higher salary was the primary reason.

Women teachers left because their husbands were transferred or obtained employment there. From a professional standpoint, the opportunity for advancement in larger school systems in more populated areas and a lighter work load were mentioned most frequently. Myers (32, p. 67-89) in a study of Oregon teachers concluded that teachers leave the profession primarily because of inadequate salaries. Other reasons for leaving include the following: too much time required for preparation, good business opportunities, further study, an interest in college teaching, lack of time for preparation, certification requirements, poor administration, long hours, extra class activities, and disrespect from parents. He found that the major satisfactions with teaching centered around the nature of the work--working with a secondary youth, helping students to learn, and having a sense of social usefulness.

Using a questionnaire resembling the one developed by McClusky and Strayer, Redefer (40) studied 24 school systems involving 5,000 teachers. From an analysis of the data he recommends that action to improve teacher morale should be concentrated on four major categories: (a) board of education and administrative relations, (b) personnel practices and policies, (c) school equipment and supplies, and (d) educational leadership of the school district. Miller (30) asked administrators and teachers to rank a series of items in their order of importance in boosting morale.

He found that salary was the most important factor. This was followed by recognition of teacher's honors and achievements and physical plants more conducive to instruction.

Reinhardt and Lawson (42) analyzed the results of a survey of 1,207 teachers in Illinois. Eighty-seven to 92 percent of the subjects were satisfied with the freedom from interference with their personal life, security, academic freedom, sick leave, coteachers, and emphasis on, but freedom of choice, for further study. The teachers did not like poor communications, weak supervision, distance from school board, lack of role in decision-making, inadequate provisions for leave of absence, and unequitable promotions. The investigators suggested that shortcomings appeared to be basically centered in the area of human relations.

Harap (13) reported the findings of a large-scale investigation (1949 to 1957) carried out by the Division of Surveys and Field Services of George Peabody College. It was suggested that the most important factors contributing to teacher satisfaction were good salary and small class size. The major sources of dissatisfaction involved large classes, poor buildings, and particularly in the elementary grades, a lack of a free period. In addition, teachers exhibited great concern about a good administration and felt that the ability to share in decision-making was a plus factor in the school district.

Summary of Related Literature

Upon completion of a survey of literature, it is evident that much job satisfaction or morale research has been conducted in and for industry and that an increasing number of studies are being undertaken by educators. A considerable number of conclusions appear evident based upon this review of literature. Extreme caution, however, is in order in attempting to make generalizations from these findings.

Herzberg, in his review of research and opinion, stated that the several thousand articles, studies, and books reviewed showed considerable disagreement and confusion in the field. Generalizations from these findings to groups of different and specific characteristics should be made with caution. Apparent differences in results may well be accounted for in terms of the method of measurement used in specific studies (18, p. 79-81).

Many of the studies reported by educators employed the questionnaire method involving large samples. Some of these studies are not research in the strict sense of the word. The majority of morale assessment instruments in education have not been validated against any external criterion.

They do, however, provide the reader with insight concerning many of the studies of a nontechnical nature. As such, these studies

are indicative of the interest and concern felt by educators concerning the whole field of job satisfaction and morale (3).

DESIGN OF THE STUDY

Procedures

General

Briefly, the procedure involved determining those aspects and factors that affect job satisfaction and dissatisfaction. These items were tested for relevance to industrial education teachers via a pre-pilot and pilot study. A questionnaire was developed based upon the findings and recommendations of these studies. It was then administered to the population. From the questionnaire, data were gathered concerning teacher satisfaction and dissatisfaction. The data were analyzed with the aid of the Oregon State University Computer Center.

Specific

A comprehensive review of literature was conducted to determine the aspects and factors that have been found to affect job satisfaction and dissatisfaction. Reports of previous research by the Research Division of the National Education Association, Herzberg, Roethlisberger, Redefer, and Robinson were among the most helpful sources of information. The information gathered provided the development of a list of aspects and factors. The list was personally

presented to ten industrial education teachers for their evaluation. The purpose was to test the list for clarity of intent, content, and instructions. Revisions were made in the list according to the comments and suggestions received from this group.

The revised list was then presented personally to 40 Oregon industrial education teachers, at which time they were encouraged to make comments or suggestions regarding the form. They were asked to complete the form at their leisure and return it by mail. Again, revisions were made according to the directions given by the pilot group.

The final questionnaire was a three-page printed form derived from the review of literature, prepilot and pilot studies (see Appendix A, p. 209). The respondents were full time Oregon industrial education teachers in grades seven through twelve. They included all the industrial education teachers within the state who had not participated in the prepilot and pilot studies. They were asked to rank eight major job factors for both satisfaction and dissatisfaction. They were also directed to rank specific job aspects contained within each of the eight major job factors. They were instructed to rank the items in numerical order: (1) most important, (2) next in importance, (3), (4), (5), etc. to least important. Blank spaces were provided for any comments that the respondents might like to make.

The eight major job factors that the respondents were asked to

rank for satisfaction and dissatisfaction were:

administration

community

students

faculty

wages & benefits

working conditions

immediate supervisor

intrinsic (freedom, service)

The eight major factors and specific aspects contained within each category were the following:

I. FACULTY

congenial coteachers
department reputation
inter & intra-department relations
competent coteachers
professionalism of staff

II. COMMUNITY

cultural opportunities
recreational facilities
community service groups
living quarters
health services

III. WAGES & BENEFITS

availability of group insurance
tenure provisions
salary
retirement provisions
frequency of raises
fairness or equitableness of compensation
provisions for leave (sickness, travel)

IV. WORKING CONDITIONS

adequacy & condition of equipment
adequate shop budget
physical plant
maintenance duties (without compensation)
time to teach
extra curricular assignments
well defined duties
class size

V. STUDENTS

pupil attitudes toward learning
 pupil attitudes toward teachers
 pupil progress
 preparation level of pupils
 pupil cooperation & behavior

VII. IMMEDIATE SUPERVISOR

(dept. chairman, principal, etc.)

leadership abilities
 evaluation methods
 fairness
 loyalty of supervisor to teachers
 availability for consultation
 technical competence & aptitude

VI. INTRINSIC ASPECTS

opportunity for assuming responsibility in
 decision making (policy, salary, etc)
 freedom to plan own work
 interesting & challenging work
 parent & community respect & recognition
 advancement opportunities
 appropriateness of position to training

VIII. ADMINISTRATION

foresight & planning
 cooperation & assistance
 interest in individual teachers
 consistent procedures & policies
 communication of orders, decisions, etc.

Respondents in this study were full-time industrial education teachers, grades seven through twelve, in Oregon public schools. A list of Oregon industrial education teachers was furnished by the State Department of Education. Teachers not on full-time appointment or not currently teaching were excluded. The master list was obtained during the summer of 1967. To verify the positions and addresses of these teachers, a cross-check with county directories and the Oregon Industrial Education Association Handbook was made in the fall of 1967. This procedure helped to ensure a good response to the mailed questionnaire.

In September of 1967 the questionnaire was mailed to 443 Oregon industrial education teachers. This number included all the industrial education teachers within the state who had not participated in the prepilot and pilot studies. Within two weeks a follow-up letter

and questionnaire were sent to those teachers who had not responded to the original request. In some cases two follow-up letters and a personal contact were required to obtain a response. The respondents were not required to sign their names to the questionnaire. Each questionnaire, however, was coded to correspond to a master sheet which contained the name and address of each respondent. Through the use of these procedures an 80.58 percent return of questionnaires was achieved.

From the questionnaire, data were obtained regarding teacher satisfactions and dissatisfactions. Through the assistance of the Oregon State University statistics department and computer laboratory, complete coding of the questionnaire was accomplished. As the completed questionnaires arrived they were tabulated on data sheets. The information was then coded and punched on IBM cards and was tabulated by years of teaching experience, school size, grade level taught, number of industrial arts classes taught each day, and total N (355).

Statistical procedures applied to the data consisted of sums of columns for rank order, coefficient of concordance to ascertain the extent of agreement among the respondents, and chi square test for significance of agreement among the respondents.

Statistical Techniques

Rationale

Several statistical tests (parametric and nonparametric) were available for use with the research data. The criteria used to choose among alternative statistical tests were as follows:

1. the power of the test
2. the applicability of the statistical model on which the test is based to the data of the research
3. power efficiency
4. the level of measurement achieved in the research (49, p. 31)

An alternative statistical test, the parametric, was considered and rejected because its model demands certain conditions about the parameters of the population from which the sample was taken.

1. The observations must be independent.
2. The observations must be drawn from a normally distributed population.
3. The population must have the same variance.
4. Those variables involved must be in at least an interval scale.
5. The means of these normal and homoscedastic populations must be linear combinations of effects due to columns and/or rows, i.e. must be additive (49, p. 19).

These conditions are not totally tested and are assumed to be present. A parametric test is most powerful when all the assumptions of its model are satisfied and when the scores under analysis are derived from measurement in at least an interval scale.

A nonparametric test is one whose model does not demand certain conditions about the parameters of the population from which the sample was taken. Only two assumptions are made with most nonparametric tests: (1) the observations are independent and (2) the variable under consideration has underlying continuity. These assumptions, however, are much weaker than those affiliated with the parametric tests. Nonparametric tests do not demand measurement as strong as that needed for parametric tests. A great number of nonparametric tests pertain to data in an ordinal scale, while some also apply to data in a nominal scale.

Siegal summarized the major advantages of nonparametric tests:

1. Probability statements obtained from most nonparametric statistical tests are exact probabilities (except in cases of large samples, where excellent approximations are available), regardless of the shape of the population distribution from which the random sample was drawn.
2. If small sample sizes, $N = 6$ are used, there is no alternative to using a nonparametric statistical test unless the nature of the population is known exactly.
3. There are suitable nonparametric tests for treating

samples made up of observations from several different populations.

4. Nonparametric tests are available to treat data which are inherently in ranks as well as data whose seemingly numerical scores have the strength of ranks.
5. Nonparametric methods are available to treat data which are simply classificatory, i. e. are measured in a nominal scale.
6. Nonparametric statistical tests are typically much easier to learn and to apply than are parametric tests (49, p. 32-33).

Siegal (49, p. 31) concluded his summary by saying, "because behavioral scientists rarely achieve the sort of measurement which permits the meaningful use of parametric tests, nonparametric tests deserve an increasingly prominent role in research in the behavioral sciences."

The preceding criteria were the bases for the decision to use nonparametric statistical tests in the analysis of the data. Statistical procedures applied to the research data were sums of columns for rank order determination, coefficient of concordance to ascertain the extent of agreement among the respondents, and chi square test for significance of agreement among the respondents.

Ordinal or Ranking Scale

Kendall (23, p. 80-89) suggested that the best estimate of the true ranking of N items is provided by the order of the various

sums of ranks (R_j) and when the extent of agreement W is significant. If the criterion which the various respondents agreed upon in ranking the N entities is accepted, then the best estimate of the true ranking of these entities according to that criterion is provided by the order of the sums of ranks, (R_j).

In order to determine the rank order of satisfiers and dissatisfiers the observed ranks were cast in $k \times N$ tables. For purposes of illustration a representative $k \times N$ table is shown in Table 1.

Table 1. An example of observed ranks cast in a $k \times N$ table.

		N = Entities Ranked						
		1	2	3	4	5	6	7
$k =$ respondents	A	2	4	3	7	5	1	6
	B	4	5	2	3	6	1	7
	C	1	3	2	4	6	5	7
	D	3	1	4	2	7	6	5
	E	1	3	5	7	6	2	4
Sum of ranks, $R_j =$		11	16	16	23	30	15	29
Therefore ranks =		1	3	3	5	7	2	6

Extent of Agreement

Having found the rank order of satisfiers and dissatisfiers, it was desired to test whether there was evidence of overall agreement between the respondents. The Kendall coefficient of concordance W

was used to measure the extent of association among several (k) sets of rankings of N entities. The coefficient

$$W = \frac{s}{\frac{1}{12} k^2 (N^3 - N)}$$

was designed so that it can vary from zero signifying complete randomness in the allocation of rankings to one signifying complete agreement among the respondents. A high value of W may be interpreted as indicating that the respondents are applying essentially the same standard in ranking the N entities under study. It should be noted that a high or significant value of W does not mean that the orderings are necessarily correct. All, in fact, may be incorrect in regard to an external criterion. It is possible that a variety of respondents can agree in ordering items because all use the wrong criterion. In such a case, a high W would merely show that all the respondents more or less agree in their use of a wrong criterion. Therefore, a high level of agreement about an order does not necessarily infer that order agreed upon is the objective one. It is imperative to keep in mind that objective orderings and consensual orderings are not synonymous.

Significance of Agreement

The significance of any observed value of W was tested by determining the probability associated with the occurrence under the null hypothesis H_0 , of a value as large as the s (sum of squares of the observed deviations from the mean of R_j) with which it was associated, i.e. the chi-square test.

$$X^2 = k (N - 1) W$$

The null hypothesis that k rankings were unrelated was tested for significance at the .01 level of confidence for the total N and all subgroups.

PRESENTATION AND ANALYSIS OF DATA

Chapter three contained a description of procedures and statistical techniques used to conduct this study. The assigned ranks of major factors and specific aspects affecting the job satisfactions and dissatisfactions of Oregon industrial education teachers are presented in this chapter.

The rank order of major factors and specific aspects was reported first as the factors and aspects were ordered by the total N and then as they were ordered by teacher subgroups divided according to total years of teaching experience, school size, grade level taught, and number of industrial arts classes taught each day. The results of the rankings of satisfiers and dissatisfiers were presented in ascending numerical order.

An appropriate nonparametric statistical test to determine significant differences between the various sums of assigned ranks (R_j) was not found in the available literature or through consultation. Two parametric tests, the Least Significant Difference and Duncan's Multiple-Range Test, were available for such purposes. The model of these tests, however, demanded that the observations be drawn from a normally distributed population (53, p. 350). The model upon which this research was based is not dependent upon a normally distributed population. Therefore, significant differences between

the sums of assigned ranks (R_j) were not calculated.

Reference was made to differences in the various sums of assigned ranks (R_j) when three points or less separated any given entity. This differentiation was selected because (1) an inspection of the sums of ranks (R_j) suggested this to be a convenient point at which to report the more closely ranked entities, and (2) it established a pattern and continuity to the presentation of the findings. Such references (not based upon a significant level of confidence) were made solely as an aid in the identification of the more closely ranked entities.

Major Factors

The rank order of factors and sums of assigned ranks (R_j) for satisfaction and dissatisfaction assigned by 355 Oregon industrial education teachers is recorded in Table 2.

Working conditions, students, and faculty were ranked in the first three satisfier positions by 355 teachers. The rank order of the remaining satisfiers was intrinsic factors, supervisor, administration, wages and benefits, and community. Only three points separated sixth-ranked administration from seventh-place wages and benefits. The respective rankings were related at the .01 level of significance. Wages and benefits ranked as the number one dissatisfier, with working conditions second and administration third. The

order of the remaining dissatisfiers was students, community, faculty, intrinsic factors, and supervisor. The respective rankings were related at the .01 level of significance.

Table 2. Rank order of factors by 355 teachers.

Satisfaction			N = 355	Dissatisfaction		
Factors	Rank	Rj		Factors	Rank	Rj
working conditions	1	1267		wages & benefits	1	1171
students	2	1313		working conditions	2	1378
faculty	3	1573		administration	3	1469
intrinsic	4	1602		students	4	1581
supervisor	5	1697		community	5	1652
administration	6	1718		faculty	6	1821
wages & benefits	7	1721		intrinsic	7	1839
community	8	1889		supervisor	8	1869
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

Rank Order by Experience

The respondents were divided into three categories according to the total number of years of teaching experience; under 5, 5 to 15, and over 15. The rank order of factors and sums of ranks (Rj) assigned by these groups are recorded in Table 3.

One hundred one teachers with less than five years of experience ranked working conditions, students, and intrinsic factors as the primary satisfiers. The order of the remaining satisfiers was faculty, supervisor, administration, wages and benefits, and community. Two points separated seventh-ranked wages and benefits

Table 3. Rank order of factors by experience.

Satisfaction			Years Experience	Dissatisfaction		
Factors	Rank	Rj		Factors	Rank	Rj
Under Five Years N = 101						
working conditions	1	352		wages & benefits	1	300
students	2	374		administration	2	413
intrinsic	3	437		working conditions	3	422
faculty	4	449		community	4	433
supervisor	5	470		students	5	478
administration	6	494		faculty	6	494
wages & benefits	7	529		supervisor	7	546
community	8	531		intrinsic	8	550
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Five to Fifteen Years N = 143						
working conditions	1	521		wages & benefits	1	479
students	2	533		working conditions	2	556
faculty	3	619		administration	3	612
intrinsic	4	657		students	4	615
wages & benefits	5	672		community	5	697
administration	6	675		supervisor	6	713
supervisor	7	721		faculty	7	723
community	8	750		intrinsic	8	744
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Over Fifteen Years N = 111						
working conditions	1	394		wages & benefits	1	392
students	2	406		working conditions	2	400
faculty	3	505		administration	3	444
supervisor	4	506		students	4	488
intrinsic	5	508		community	5	522
wages & benefits	6	520		intrinsic	6	545
administration	7	549		faculty	7	595
community	8	608		supervisor	8	610
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

from eighth-ranked community. The respective rankings were related at the .01 level of significance. Wages and benefits ranked as the number one dissatisfier, with administration second and working conditions third. The remaining dissatisfiers, in order, were community, students, faculty, supervisor, and intrinsic factors. The respective rankings were related at the .01 level of significance.

Working conditions ranked as the number one satisfier by 143 teachers with 5 to 15 years of experience. Students ranked second, faculty third, and intrinsic factors fourth. The order of the remaining satisfiers was wages and benefits, administration, supervisor, and community. Fifth-ranked wages and benefits led sixth-place administration by three points. The respective rankings were related at the .01 level of significance. Wages and benefits ranked as the number one dissatisfier, with working conditions second and administration third. The order of the remaining dissatisfiers was students, community, supervisor, faculty, and intrinsic factors. Three points separated third-ranked administration from fourth-ranked students. The respective rankings were related at the .01 level of significance.

One hundred eleven teachers with over 15 years of experience ranked working conditions and students in the first and second positions. Faculty, supervisor, and intrinsic factors were ranked three,

four, and five within a range of three points. The remaining order of satisfiers was wages and benefits, administration, and community. The respective rankings were related at the .01 level of significance. Wages and benefits was ranked as the number one dissatisfier, with working conditions second and administration third. The order of the remaining dissatisfiers was students, community, intrinsic factors, faculty, and supervisor. The respective rankings were related at the .01 level of significance.

Working conditions and students ranked first and second for satisfaction by all experience levels. Wages and benefits ranked as the primary dissatisfier by all three experience groups.

Rank Order by School Size

The respondents were placed into three categories according to the size of school in which they taught as determined by the number of students in attendance; under 300, 300-1,000, and over 1,000. The rank order of factors and sums of ranks (R_j) assigned by these groups are recorded in Table 4.

Forty-one respondents teaching in schools with less than 300 students ranked working conditions as the number one satisfier. Three points separated second-ranked students and third-ranked faculty. Administration was ranked fourth, with intrinsic factors and supervisor tied for fifth place. Wages and benefits and

Table 4. Rank order of factors by school size.

Satisfaction			Years Experience	Dissatisfaction		
Factors	Rank	Rj		Factors	Rank	Rj
Under 300 Students N = 41						
working conditions	1	157		wages & benefits	1	131
students	2	165		working conditions	2	149
faculty	3	168		students	3	166
administration	4	173		community,	4	191
intrinsic	5	191		administration	5	197
supervisor	5	191		intrinsic	5	197
wages & benefits	7	203		faculty	7	217
community	8	228		supervisor	8	228
respective rankings related at .05 significance level				respective rankings related at .01 significance level		
300 - 1000 Students N = 193						
working conditions	1	670		wages & benefits	1	655
students	2	740		working conditions	2	756
intrinsic	3	856		administration	3	786
faculty	4	870		students	4	866
supervisor	5	897		community	5	902
wages & benefits	6	951		faculty	6	961
administration	7	954		supervisor	7	991
community	8	1010		intrinsic	8	1031
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Over 1000 Students N = 121						
students	1	408		wages & benefits	1	385
working conditions	2	440		working conditions	2	473
faculty	3	535		administration	3	486
intrinsic	4	555		students	4	549
wages & benefits	5	567		community	5	559
administration	6	591		intrinsic	6	611
supervisor	7	609		faculty	7	643
community	8	651		supervisor	8	650
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

community were the last ranked satisfiers. The respective rankings were related at the .05 level of significance. Wages and benefits ranked as the number one dissatisfier with working conditions second and students third. Community was ranked fourth, with administration and intrinsic tied for fifth place. Faculty and supervisor were the last ranked dissatisfiers. The respective rankings were related at the .01 level of significance.

Working conditions were ranked as the number one satisfier by 193 respondents teaching in schools with 300-1,000 students. Students ranked second, intrinsic factors third, and faculty fourth. The order of the remaining satisfiers was supervisor, wages and benefits, administration, and community. Three points separated sixth-ranked wages and benefits from seventh-ranked administration. The respective rankings were related at the .01 level of significance. Wages and benefits ranked as the number one dissatisfier, with working conditions second and administration third. The order of the remaining dissatisfiers was students, community, faculty, supervisor, and intrinsic factors. The respective rankings were related at the .01 level of significance.

Students ranked as the leading satisfier by 121 respondents teaching in schools with more than 1,000 students. Working conditions were ranked second, faculty third, and intrinsic factors fourth. The remaining satisfiers, in order, were wages and benefits,

administration, supervisor, and community. The respective rankings were related at the .01 level of significance. Wages and benefits ranked as the number one dissatisfier, with working conditions second and administration third. The order of the remaining dissatisfiers was students, community, intrinsic factors, faculty, and supervisor. The respective rankings were related at the .01 level of significance.

Working conditions and students were ranked as the number one and two satisfiers by teachers in schools with under 300 and 300-1,000 students, while teachers in schools of over 1,000 students reversed this order. All three groups ranked wages and benefits and working conditions as the number one and two dissatisfiers.

Rank Order by Grade Level

The respondents were divided into three categories according to the level at which they taught: junior-senior high school combination, junior high school, and senior high school. The rank order of factors and sums of ranks (R_j) assigned by these groups are recorded in Table 5.

Twenty teachers employed in combination junior-senior high schools ranked intrinsic factors as the number one satisfier, with working conditions second and students third. Fourth-ranked faculty followed by three points. The order of the remaining satisfiers was

Table 5. Rank order of factors by grade level.

Satisfaction			Grade Level Taught	Dissatisfaction		
Factors	Rank	Rj		Factors	Rank	Rj
Combination Jr-Sr High School N = 20						
intrinsic	1	53		wages & benefits	1	62
working conditions	2	60		administration	2	75
students	3	86		students	3	82
faculty	4	89		working conditions	4	83
supervisor	5	94		faculty	5	88
wages & benefits	6	107		community	6	96
administration	7	108		intrinsic	7	117
community	8	123		supervisor	7	117
respective rankings related at .01 significance level				respective rankings related at .05 significance level		
Junior High School N = 96						
working conditions	1	356		administration	1	360
students	2	376		wages & benefits	2	365
supervisor	3	399		working conditions	3	393
faculty	4	418		students	4	406
wages & benefits	5	424		community	5	439
intrinsic	6	437		supervisor	6	480
community	7	510		intrinsic	7	506
administration	8	536		faculty	8	507
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Senior High School N = 239						
working conditions	1	851		wages & benefits	1	744
students	1	851		working conditions	2	902
faculty	3	1066		administration	3	1034
administration	4	1074		students	4	1093
intrinsic	5	1112		community	5	1117
wages & benefits	6	1190		intrinsic	6	1216
supervisor	7	1204		faculty	7	1226
community	8	1256		supervisor	8	1272
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

supervisor, wages and benefits, administration, and community. One point separated sixth-ranked wages and benefits from seventh-place administration. The respective rankings were related at the .01 level of significance. Wages and benefits ranked as the leading dissatisfier, with administration second and students third. Working conditions, in fourth place, were one point behind third-ranked students. The order of the remaining dissatisfiers was faculty, community, and intrinsic factors and supervisor (tied for last place). The respective rankings were related at the .05 level of significance.

Ninety-six junior high school teachers ranked working conditions as the leading satisfier, with students second and supervisor third. The order of the remaining satisfiers was faculty, wages and benefits, intrinsic factors, community, and administration. The respective rankings were related at the .01 level of significance. Administration was ranked as the number one dissatisfier, with wages and benefits second and working conditions third. Students, community, and supervisor were ranked four, five, and six. One point separated seventh-ranked intrinsic factors from eighth-ranked faculty. The respective rankings were related at the .01 level of significance.

Working conditions and students were assigned a tie for the number one satisfier by 239 senior high school teachers. Faculty, administration, and intrinsic factors followed, with the remaining

order being wages and benefits, supervisor, and community. The respective rankings were related at the .01 level of significance. Wages and benefits ranked as the number one dissatisfier, with working conditions second and administration third. The order of the remaining dissatisfiers was students, community, intrinsic factors, faculty, and supervisor. The respective rankings were related at the .01 level of significance.

Working conditions and students were ranked as the leading satisfiers by junior and senior high school teachers, whereas combination teachers ranked intrinsic factors first. The number one dissatisfier was wages and benefits with combination and senior high teachers, while junior high school teachers ranked administration first.

Rank Order by Classes Per Day

The respondents were divided into seven categories according to the number of industrial arts classes they taught each day--one through seven. The rank order of factors and sums of ranks (R_j) assigned by these groups are recorded in Table 6.

Eleven teachers with one class daily ranked working conditions as the number one satisfier, with students second and intrinsic factors third. Faculty and administration were assigned a tie for fourth place. The remaining satisfiers were wages and benefits,

Table 6. Rank order of factors by number of classes per day.

Satisfaction			Classes per Day	Dissatisfaction		
Factor	Rank	Rj		Factor	Rank	Rj
One Class N = 11						
working conditions	1	32		students	1	33
students	2	38		wages & benefits	2	34
intrinsic	3	42		working conditions	3	42
faculty	4	50		faculty	4	49
administration	4	50		supervisor	5	53
wages & benefits	6	56		administration	6	58
community	7	57		intrinsic	7	62
supervisor	8	71		community	8	65
respective rankings related at .05 significance level				respective rankings related at .05 significance level		
Two Classes N = 18						
intrinsic	1	69		wages & benefits	1	59
students	2	71		students	2	71
working conditions	3	73		working conditions	3	76
administration	4	75		administration	4	77
faculty	5	80		community	5	80
supervisor	6	81		faculty	5	80
wages & benefits	7	97		intrinsic	7	91
community	8	102		supervisor	8	114
respective rankings not significantly related				respective rankings related at .01 significance level		
Three Classes N = 21						
working conditions	1	73		wages & benefits	1	76
students	2	75		administration	2	79
wages & benefits	3	86		students	3	91
administration	4	91		working conditions	4	92
faculty	5	96		intrinsic	4	92
intrinsic	6	107		community	6	100
supervisor	7	110		supervisor	7	110
community	8	118		faculty	8	116
rankings related at .05 level				rankings not significantly related		
Four Classes N = 49						
students	1	180		wages & benefits	1	169
working conditions	2	191		administration	2	176
faculty	3	200		working conditions	3	205

Continued on next page

Table 6 Continued.

Satisfaction			Classes per Day	Dissatisfaction		
Factor	Rank	Rj		Factor	Rank	Rj
intrinsic	4	204		students	4	213
supervisor	5	219		community	5	227
wages & benefits	6	254		faculty	6	244
administration	7	257		supervisor	7	261
community	8	259		intrinsic	8	269
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Five Classes N = 111						
working conditions	1	364		wages & benefits	1	331
students	2	418		working conditions	2	425
faculty	3	500		students	3	495
administration	4	514		community	4	498
intrinsic	5	519		administration	5	501
wages & benefits	6	522		intrinsic	6	572
supervisor	7	576		supervisor	7	585
community	8	583		faculty	8	589
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Six Classes N = 137						
students	1	502		wages & benefits	1	477
working conditions	2	505		working conditions	2	508
supervisor	3	606		administration	3	555
faculty	4	615		students	4	635
intrinsic	5	631		community	5	644
wages & benefits	6	664		faculty	6	697
administration	7	673		supervisor	7	707
community	8	736		intrinsic	8	709
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Seven Classes N = 8						
working conditions	1	29		administration	1	23
students	1	29		wages & benefits	2	25
intrinsic	3	30		working conditions	3	30
faculty	4	32		community	4	38
supervisor	5	34		supervisor	5	39
community	5	34		students	6	43
wages & benefits	7	42		intrinsic	7	44
administration	8	58		faculty	8	46
respective rankings not significantly related				respective rankings not significantly related		

community, and supervisor. One point separated sixth-ranked wages and benefits from seventh-place community. The respective rankings were related at the .05 level of significance. Students and wages and benefits, separated by one point, were ranked as the leading dissatisfiers. The remaining dissatisfiers in order were working conditions, faculty, supervisor, and administration. Three points separated seventh-ranked intrinsic factors from last-ranked community. The respective rankings were related at the .05 level of significance.

Eighteen teachers with two classes daily ranked intrinsic factors as the number one satisfier, with students second, working conditions third, and administration fourth. Two points separated each of the first four-ranked satisfiers. Fifth-ranked faculty led sixth place supervisor by just one point. Wages and benefits and community completed the ranking of satisfiers. The respective rankings were not significantly related. Wages and benefits ranked as the leading dissatisfier, with students second, working conditions third, and administration fourth. One point separated the third and fourth ranks. Community and faculty were tied as the fifth-ranked dissatisfier. Intrinsic factors and supervisor were the last ranked dissatisfiers. The respective rankings were related at the .05 level of significance.

Twenty-one teachers with three classes daily ranked working conditions as the number one satisfier. Second-ranked students

followed by two points. The remaining satisfiers, in order, were wages and benefits, administration, faculty, intrinsic factors, supervisor, and community. Three points separated sixth-ranked intrinsic factors from seventh-place supervisor. The respective rankings were related at the .01 level of significance. Wages and benefits ranked as the leading dissatisfier, with administration only three points behind, in second place. Students ranked third, just a point ahead of a tie for fourth place between working conditions and intrinsic factors. The remaining dissatisfiers were community, supervisor, and faculty. The respective rankings were not significantly related.

Forty-nine teachers with four classes daily ranked students as the number one satisfier, with working conditions second and faculty third. The order of the remaining satisfiers was intrinsic factors, supervisor, wages and benefits, administration, and community. Three points separated wages and benefits from administration while last-ranked community followed administration by two points. The respective rankings were related at the .01 level of significance. Wages and benefits ranked as the number one dissatisfier, with administration second, working conditions third, and students fourth. The order of the remaining dissatisfiers was community, faculty, supervisor, and intrinsic factors. The respective rankings were related at the .01 level of significance.

One hundred eleven teachers with five classes daily ranked working conditions as the number one satisfier, with students second, faculty third, and administration fourth. Fifth-ranked intrinsic factors led sixth place wages and benefits by three points. Supervisor and community were the last-ranked satisfiers. The respective rankings were related at the .01 level of significance. Wages and benefits ranked as the number one dissatisfier, with working conditions second and students third. Three points separated students and fourth-ranked community. The order of the remaining dissatisfiers was administration, intrinsic factors, supervisor, and faculty. The respective rankings were related at the .01 level of significance.

One hundred thirty-seven teachers with six classes daily ranked students as the number one satisfier, with working conditions second, only three points behind. The order of the remaining satisfiers was supervisor, faculty, intrinsic factors, wages and benefits, administration, and community. The respective rankings were related at the .01 level of significance. Wages and benefits ranked as the leading dissatisfier, with working conditions second, administration third, and students fourth. The order of the remaining dissatisfiers was community, faculty, supervisor, and intrinsic factors. The respective rankings were related at the .01 level of significance.

Eight teachers with seven classes daily ranked both working conditions and students as the number one satisfier. Intrinsic

factors followed by just one point and faculty by two points. Supervisor and community were assigned a tie for fifth place. Wages and benefits and administration were the last-ranked satisfiers. The respective rankings were not significantly related. Administration led the dissatisfier ranking just two points ahead of second-ranked wages and benefits. Working conditions ranked third, while just one point separated fourth-place community from fifth-ranked supervisor. Sixth-ranked students led seventh-ranked intrinsic factors by just one point. Last-ranked faculty fell two points behind seventh-ranked intrinsic factors. The respective rankings were not significantly related.

Working conditions or students were the leading satisfiers for all teachers with the exception of those teaching two classes per day. This group ranked intrinsic factors as the first satisfier, with students second. The respective rankings of this group were not significantly related. Teachers with two through six classes per day ranked wages and benefits as the number one dissatisfier. Teachers with one class per day ranked students first, while those with eight classes ranked administration number one. The respective rankings of teachers with eight classes were not significantly related.

Summary of Major Factors

The major implications drawn from Tables 2 through 6 were

that Oregon industrial education teachers were in significant agreement as to what constituted the major factors affecting their job satisfactions and dissatisfactions. The conditions under which the teacher had to carry out his teaching assignment were the primary contributors to job satisfaction. The teacher's relationship with his students and his interactions with fellow faculty members were also prime job satisfiers. Economic considerations were the primary contributors to job dissatisfaction. Conditions of work and administrative attitudes and procedures were also primary job dissatisfiers (Table 2, p. 35).

The number of years of experience that a teacher possessed was not a determining factor in his selection of primary job satisfiers and dissatisfiers (Table 3, p. 36).

School size was a determining factor in the selection of primary job satisfiers, but was not influential in determining primary job dissatisfiers (Table 4, p. 39). Teachers in schools of over 1,000 students felt that relationships with students were greater sources of job satisfaction than were conditions of work.

The grade level at which a teacher taught was a determining factor in his selection of primary job satisfiers and dissatisfiers (Table 5, p. 42). Combination junior-senior high school teachers felt that the intrinsic rewards of teaching were greater sources of job satisfaction than were the conditions of work and student

relationships. Junior high school teachers felt that administrative attitudes and procedures were greater sources of job dissatisfaction than were economic considerations.

The number of classes taught per day were determining factors in a teacher's selection of primary job satisfiers and to a lesser extent in the selection of primary job dissatisfiers (Table 6, p. 45). The conditions of work or student relationships were assigned primary satisfier positions by all teachers with the exception of those teaching two classes per day. This group ranked, though not significantly, intrinsic rewards of teaching as the primary satisfier with student relationships second. Teachers with one and seven classes per day felt that student relationships and administrative attitudes and procedures were greater sources of job dissatisfaction than were economic considerations. Teachers with seven classes per day were not in significant agreement regarding their respective rankings. The differences in the rankings of these groups may have been influenced by their small sample size.

Faculty Aspects

The rank order of specific faculty aspects and sums of ranks (R_j) assigned by 355 Oregon industrial education teachers are recorded in Table 7.

Table 7. Rank order of faculty aspects by 355 teachers.

Satisfaction			N = 355	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
congenial teachers	1	759		department relations	1	913
competent teachers	2	899		department reputation	2	949
department relations	3	1187		professionalism	3	969
professionalism	4	1229		competent teachers	4	1160
department reputation	5	1251		congenial teachers	5	1334
respective rankings related at .01				respective rankings related at .01		
significance level				significance level		

Congenial teachers and competent teachers were ranked as the number one and two satisfiers by 355 teachers. The order of the remaining satisfiers was department relations, professionalism, and department reputation. The respective rankings were related at the .01 level of significance. Department relations ranked as the leading dissatisfier, with department reputation second and professionalism third. Competent teachers and congenial teachers were ranked fourth and fifth. The respective rankings were related at the .01 level of significance.

Rank Order of Faculty Aspects by Experience

The respondents were divided into three categories according to the total number of years of teaching experience: under 5, 5 to 15, and over 15. The rank order of faculty aspects and sums of assigned ranks (Rj) assigned by these groups are recorded in Table 8.

Table 8. Rank order of faculty aspects by experience.

Satisfaction			Years Experience	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Under Five Years N = 101						
congenial teachers	1	213		department relations	1	258
competent teachers	2	259		department reputation	2	260
department relations	3	325		professionalism	3	288
professionalism	4	339		competent teachers	4	335
department reputation	5	379		congenial teachers	5	374
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Five to Fifteen Years N = 143						
congenial teachers	1	320		department relations	1	369
competent teachers	2	355		professionalism	2	388
department relations	3	479		department reputation	3	402
professionalism	4	493		competent teachers	4	456
department reputation	5	498		congenial teachers	5	530
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Over Fifteen Years N = 111						
congenial teachers	1	226		department relations	1	286
competent teachers	2	285		department reputation	2	287
department reputation	3	374		professionalism	3	293
department relations	4	383		competent teachers	4	369
professionalism	5	396		congenial teachers	5	430
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

One hundred one teachers with less than five years experience ranked congenial teachers as the number one faculty satisfier. Competent teachers ranked second, department relations third, professionalism fourth, and department reputation fifth. The respective rankings were related at the .01 level of significance. Department relations was ranked as the leading dissatisfier, just two points ahead of second-ranked department reputation. The order of the remaining dissatisfiers was professionalism, competent teachers, and congenial teachers. The respective rankings were related at the .01 level of significance.

One hundred forty-three teachers with 5 to 15 years of experience ranked the faculty aspects for satisfaction in the same order as did teachers with less than 5 years of experience. The respective rankings were related at the .01 level of significance. Department relations ranked as the leading dissatisfier, with professionalism second and department reputation third. Competent teachers and congenial teachers were the last-ranked dissatisfiers. The respective rankings were related at the .01 level of significance.

One hundred eleven teachers with over 15 years of experience ranked congenial and competent teachers as the number one and two faculty satisfiers. The order of the remaining satisfiers was department reputation, department relations, and professionalism. The respective rankings were related at the .01 level of significance.

Just one point separated the first-ranked dissatisfier, department relations, from second-ranked department reputation. The order of the remaining dissatisfiers was professionalism, competent teachers, and congenial teachers. The respective rankings were related at the .01 level of significance.

Congenial teachers and competent teachers were ranked as the number one and two satisfiers by all experience levels. Teachers with less than 5 and 5 to 15 years' experience were in complete agreement in ordering the 5 faculty aspects for satisfaction. Department relations were ranked as the number one dissatisfier by all experience levels. Teachers with less than 5 and over 15 years of experience were in further agreement in ordering the five aspects for dissatisfaction.

Rank Order of Faculty Aspects by School Size

The respondents were placed into three categories according to the size of school in which they taught as determined by the number of students in attendance: under 300, 300-1,000, and over 1,000. The rank order of specific faculty aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 9.

Forty-one teachers in schools with less than 300 students ranked congenial teachers as the leading faculty satisfier. Competent teachers were ranked second, department relations third,

Table 9. Rank order of faculty aspects by school size.

Satisfaction			School Size	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Under 300 Students N = 41						
congenial teachers	1	78		department relations	1	107
competent teachers	2	116		professionalism	2	110
department relations	3	122		department reputation	3	116
professionalism	4	141		competent teachers	4	120
department reputation	5	158		congenial teachers	5	162
respective rankings related at .01 <u>significance level</u>				respective rankings related at .01 <u>significance level</u>		
300 - 1000 Students N = 193						
congenial teachers	1	439		department relations	1	504
competent teachers	2	482		department reputation	2	525
department relations	3	635		professionalism	3	527
professionalism	4	664		competent teachers	4	625
department reputation	5	675		congenial teachers	5	714
respective rankings related at .01 <u>significance level</u>				respective rankings related at .01 <u>significance level</u>		
Over 1000 Students N = 121						
congenial teachers	1	242		department relations	1	302
competent teachers	2	301		department reputation	2	308
department reputation	3	418		professionalism	3	332
professionalism	4	424		competent teachers	4	415
department relations	5	430		congenial teachers	5	458
respective rankings related at .01 <u>significance level</u>				respective rankings related at .01 <u>significance level</u>		

professionalism fourth, and department reputation fifth. The respective rankings were related at the .01 level of significance. The leading dissatisfier, department relations, led second-place professionalism by three points. The order of the remaining dissatisfiers was department reputation, competent teachers, and congenial teachers. The respective rankings were related at the .01 level of significance.

One hundred ninety-three teachers in schools with 300-1,000 students ranked the five faculty aspects for satisfaction in the same order as did the previous teacher group. The respective rankings were related at the .01 level of significance. The ranking of the faculty aspects for dissatisfaction was identical to the previous group's rank, with the exception of department reputation which moved to second place two points ahead of third-ranked professionalism. The respective rankings were related at the .01 level of significance.

One hundred twenty-one teachers in schools with over 1,000 students ranked the faculty aspects for satisfaction in a similar order to that assigned by the previous group. The difference in ranks resulted in department reputation receiving the third rank and department relations the fifth rank. The respective rankings were related at the .01 level of significance. When ranked for dissatisfaction the faculty aspects were ordered in the same manner as those of the 300-1,000 group. The respective rankings were related at the .01

level of significance.

Congenial teachers and competent teachers were assigned ranks one and two for satisfaction by all three school size groups. Teachers in schools with less than 300 and 300-1,000 students assigned identical ranks to all five faculty aspects for satisfaction. Department relations ranked as the primary dissatisfier by all three groups. The 300-1,000 and over 1,000 groups assigned identical ranks to all five aspects for dissatisfaction.

Rank Order of Faculty Aspects by Grade Level

The respondents were divided into three categories according to the grade level at which they taught: junior-senior high school combination, junior high school, and senior high school. The rank order of faculty aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 10.

Congenial teachers and competent teachers were assigned a tie as the leading faculty aspect satisfiers by twenty junior-senior high school combination teachers. Department relations was ranked third, only three points ahead of fourth-ranked professionalism. Department reputation was ranked fifth. The respective rankings were related at the .05 level of significance. Department reputation, just one point ahead of second-ranked, department relations, led the ranking of dissatisfiers. The ranking of dissatisfiers was completed

Table 10. Rank order of faculty aspects by grade level.

Satisfaction			Grade Level Taught	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Combination Jr-Sr High School						
N = 20						
congenial teachers	1	47		department reputation	1	49
competent teachers	1	47		department relations	2	50
department relations	3	64		professionalism	3	55
professionalism	4	67		competent teachers	4	60
department reputation	5	75		congenial teachers	5	86
respective rankings related at .05 significance level				respective rankings related at .05 significance level		
Junior High School						
N = 96						
congenial teachers	1	225		department relations	1	256
competent teachers	2	257		department reputation	2	263
department relations	3	294		professionalism	3	269
department reputation	4	329		competent teachers	4	297
professionalism	5	335		congenial teachers	5	355
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Senior High School						
N = 239						
congenial teachers	1	487		department relations	1	607
competent teachers	2	595		department reputation	2	637
professionalism	3	827		professionalism	3	645
department relations	4	829		competent teachers	4	803
department reputation	5	847		congenial teachers	5	893
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

with professionalism, competent teachers, and congenial teachers. The respective rankings were related at the .05 level of significance.

Ninety-six junior high school teachers ranked congenial teachers and competent teachers as the number one and two satisfiers. The ranking was completed with department relations, department reputation, and professionalism. The respective rankings were related at the .01 level of significance. Department relations ranked as the leading dissatisfier, with department reputation second, professionalism third, competent teachers fourth, and congenial teachers fifth. The respective rankings were related at the .01 level of significance.

Congenial teachers and competent teachers were ranked as the number one and two faculty satisfiers by 239 senior high school teachers. Professionalism was ranked third, just two points ahead of fourth-place department relations. Department reputation completed the satisfier ranks. The respective rankings were related at the .01 level of significance. The leading dissatisfier was department relations, with department reputation second, professionalism third, competent teachers fourth, and congenial teachers fifth. The respective rankings were related at the .01 level of significance.

Congenial teachers and competent teachers were ranked as the number one and two satisfiers by junior and senior high school teachers, while combination teachers assigned a tie to these aspects.

Department relations and reputation were ranked as the primary dissatisfiers by junior and senior high teachers, whereas combination teachers placed department reputation ahead of department relations by just one point.

Rank Order of Faculty Aspects by Classes Per Day

The respondents were divided into seven categories according to the number of industrial arts classes taught each day: one through seven. The rank order of faculty aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 11.

Eleven teachers with one class per day ranked congenial teachers as the number one faculty satisfier. The order of the remaining satisfiers was professionalism, department relations, competent teachers, and department reputation. Just one point separated department relations and competent teachers. The respective rankings were not significantly related. The leading dissatisfier was department relations with department reputation and professionalism tied for the second rank. Competent teachers ranked just one point below the second place tie. The last-ranked dissatisfier was congenial teachers. The respective rankings were not significantly related.

Eighteen teachers with two classes daily ranked congenial teachers, competent teachers, and professionalism in the top three satisfier positions. Fourth-ranked department reputation led

Table 11. Rank order of faculty aspects by number of classes per day.

Satisfaction			Classes per Day	Dissatisfaction		
Factor	Rank	Rj		Factor	Rank	Rj
One Class N = 11						
congenial teachers	1	21		department relations	1	22
professionalism	2	30		department reputation	2	33
department relations	3	36		professionalism	2	33
competent teachers	4	37		competent teachers	4	34
department reputation	5	41		congenial teachers	5	43
<u>respective rankings not significant</u>				<u>respective rankings not significantly related</u>		
Two Classes N = 18						
congenial teachers	1	36		department relations	1	37
competent teachers	2	40		department reputation	2	48
professionalism	3	55		congenial teachers	3	59
department reputation	4	69		professionalism	4	63
department relations	5	70		competent teachers	4	63
<u>respective rankings related at .01 significance level</u>				<u>respective rankings related at .05 significance level</u>		
Three Classes N = 21						
congenial teachers	1	37		department reputation	1	51
competent teachers	2	64		department relations	2	52
department reputation	3	70		professionalism	3	64
department relations	4	71		competent teachers	3	64
professionalism	5	73		congenial teachers	5	84
<u>respective rankings related at .01 significance level</u>				<u>respective rankings related at .01 significance level</u>		
Four Classes N = 49						
congenial teachers	1	97		department relations	1	112
competent teachers	2	105		department reputation	2	116
professionalism	3	173		professionalism	3	125
department relations	4	176		competent teachers	4	185
department reputation	5	184		congenial teachers	5	197
<u>respective rankings related at .01 significance level</u>				<u>respective rankings related at .01 significance level</u>		

Continued on next page

Table 11 Continued,

Satisfaction			Classes per Day	Dissatisfaction		
Factor	Rank	Rj		Factor	Rank	Rj
Five Classes N = 111						
congenial teachers	1	229		department reputation	1	279
competent teachers	2	255		professionalism	2	282
department relations	3	372		department relations	3	294
professionalism	4	387		competent teachers	4	373
department reputation	5	422		congenial teachers	5	437
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Six Classes N = 137						
congenial teachers	1	318		department relations	1	372
competent teachers	2	382		professionalism	2	379
department relations	3	436		department reputation	3	403
professionalism	4	482		competent teachers	4	412
department reputation	5	487		congenial teachers	5	489
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Seven Classes N = 8						
competent teachers	1	16		department reputation	1	19
congenial teachers	2	21		professionalism	2	23
department relations	3	26		department relations	3	24
department reputation	4	28		congenial teachers	4	25
professionalism	5	29		competent teachers	5	29
respective rankings not significantly related				respective rankings not significantly related		

fifth-ranked department relations by two points. The respective rankings were related at the .01 level of significance. The three top-ranked dissatisfiers were, in order, department relations, department reputation, and competent teachers. Professionalism and competent teachers were tied for the last ranked dissatisfier. The respective rankings were related at the .05 level of significance.

Twenty-one teachers with three classes daily ranked congenial teachers as the number one faculty satisfier with competent teachers in second place. The remaining rankings of department reputation, department relations, and professionalism were completed within a three-point range. The respective rankings were related at the .01 level of significance. The leading dissatisfiers were department reputation and relations, separated by just one point. Professionalism and competent teachers were tied for third place, with congenial teachers ranked last. The respective rankings were related at the .01 level of significance.

Forty-nine teachers with four classes daily ranked congenial teachers and competent teachers as the leading satisfiers. Three points separated third-ranked professionalism from fourth place department relations. Department reputation completed the satisfier ranking. The respective rankings were related at the .01 level of significance. Department relations ranked as the number one dissatisfier, with department reputation second and professionalism

third. Competent and congenial teachers were ranked fourth and fifth. The respective rankings were related at the .01 level of significance.

Congenial teachers and competent teachers were ranked as the leading satisfiers by 111 teachers with five classes daily. The order of the remaining satisfiers was department relations, professionalism, and department reputation. The respective rankings were related at the .01 level of significance. The leading dissatisfier, department reputation, led second-ranked professionalism by only three points. Department relations, competent teachers, and congenial teachers completed the dissatisfier rankings. The respective rankings were related at the .01 level of significance.

One hundred thirty-seven teachers with six classes daily ordered the faculty aspects for satisfaction in the same manner as did teachers with five classes per day. The respective rankings were related at the .01 level of significance. The leading dissatisfier was department relations with professionalism second, department reputation third, competent teachers fourth, and congenial teachers last. The respective rankings were related at the .01 level of significance.

Eight teachers with seven classes daily ranked competent teachers and congenial teachers as the number one and two faculty satisfiers. Two points separated third-ranked department relations

and fourth place department reputation. Professionalism followed by just one point. The respective rankings were not significantly related. The number one dissatisfier was department reputation. Just one point separated each of the next three aspects: professionalism, department relations, and congenial teachers. Competent teachers ranked last. The respective rankings were not significantly related.

Congenial and competent teachers were ranked as the first and second satisfiers by teachers with two through six classes. Those teaching seven classes reversed the previous order. Congenial teachers and professionalism were ranked as the leading satisfiers by teachers with one class. The respective rankings of teachers with one and seven classes were not significantly related. Department relations ranked as the primary dissatisfier by teachers with one, two, four, and six classes. Department reputation was ranked as the number one dissatisfier by teachers with three, five, and seven classes. The respective dissatisfier rankings of teachers with one and seven classes were not significantly related.

Summary of Faculty Aspects

The major implications drawn from Tables 7 through 11 were that Oregon industrial education teachers were in significant agreement as to what constituted the specific faculty aspects affecting their job satisfactions and dissatisfactions. Relationships with coteachers,

both on a personal and professional level, were felt to be the primary specific faculty aspects contributing to job satisfaction. Primary sources of dissatisfaction concerned the industrial education department itself. Teachers were not only concerned with the relationship existing within the department, but with those department interactions occurring throughout the entire school. The image or reputation of the department was also considered a leading dissatisfier (Table 7, p. 53).

The number of years of experience that a teacher possessed was not a determining factor in his choice of primary faculty aspects for job satisfaction and dissatisfaction (Table 8, p. 54).

School size was not a determining factor in the assignment of primary faculty aspects for job satisfaction and dissatisfaction (Table 9, p. 57).

The grade level at which a teacher taught was not a determining factor in the selection of primary faculty aspects for job satisfaction, but was a factor in the selection of primary faculty aspects for dissatisfaction (Table 10, p. 60). Combination junior-senior high school teachers felt that department reputation was a greater source of job dissatisfaction than were inter- and intra-department relations.

The number of classes taught per day were not determining factors in the teacher's assignment of primary faculty aspects for satisfaction, but were determining factors in the assignment of

primary faculty aspects for dissatisfaction (Table 11, p. 63).

Teachers with three, five, and seven classes per day felt that department reputation was a greater source of job dissatisfaction than were inter- and intra-department relations. The respective rankings of teachers with seven classes per day were not significantly related.

Community Aspects

The rank order of specific community aspects and the sums of ranks (R_j) assigned by 355 Oregon industrial education teachers are recorded in Table 12.

Table 12. Rank order of community aspects by 355 teachers.

Satisfaction			N = 355	Dissatisfaction		
Aspects	Rank	R_j		Aspects	Rank	R_j
recreation facilities	1	825		cultural opportunities	1	932
living quarters	2	847		health services	2	961
cultural opportunities	3	1159		service groups	3	1029
health services	4	1229		living quarters	4	1188
service groups	5	1265		recreation facilities	5	1215
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

Recreation facilities ranked as the number one community aspect satisfier by 355 teachers. Living quarters ranked second, with cultural opportunities third, health services fourth, and service groups last. The respective rankings were related at the .01 level of significance. The leading dissatisfier was cultural opportunities, with health services second and service groups third. Living quarters and recreation facilities completed the dissatisfier rankings. The respective rankings were related at the .01 level of significance.

Rank Order of Community Aspects by Experience

The respondents were divided into three categories according to the total number of years of teaching experience: under 5, 5 to 15, and over 15. The rank order of community aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 13.

Recreation facilities was ranked as the leading community satisfier by 101 teachers with under five years of experience. The order of the remaining satisfiers was living quarters, health services, service groups, and cultural opportunities. The respective rankings were related at the .01 level of significance. The primary dissatisfier was cultural opportunities, with health services second, service groups third, living quarters fourth, and recreation facilities fifth. The respective rankings were related at the .01 level of

Table 13. Rank order of community aspects by experience.

Satisfaction			Years Experience	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Under Five N = 101						
recreation facilities	1	218		cultural opportunities	1	270
living quarters	2	250		health services	2	284
health services	3	341		service groups	3	304
service groups	4	350		living quarters	4	309
cultural opportunities	5	361		recreation facilities	5	348
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Five to Fifteen N = 143						
recreation facilities	1	318		cultural opportunities	1	381
living quarters	2	326		health services	2	384
health services	3	451		service groups	3	403
service groups	4	511		living quarters	4	472
cultural opportunities	5	539		recreation facilities	5	505
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Over Fifteen N = 111						
living quarters	1	271		cultural opportunities	1	281
recreation facilities	2	294		health services	2	293
cultural opportunities	3	347		service groups	3	322
service groups	4	376		recreation facilities	4	362
health services	5	379		living quarters	5	407
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

significance.

The rank order of the five community aspects for both satisfaction and dissatisfaction assigned by 143 teachers with 5 to 15 years of experience was identical to that assigned by the previous group. Only three points separated the first-ranked dissatisfier, cultural opportunities, from second-ranked health services. The respective rankings for both satisfiers and dissatisfiers were related at the .01 level of significance.

Living quarters and recreation facilities were ranked as the leading satisfiers by 111 teachers with over 15 years of experience. The order of the remaining satisfiers was cultural opportunities, service groups, and health services. Only three points separated the last two satisfiers. The respective rankings were related at the .01 level of significance. Cultural opportunities and health services were ranked as the number one and two community dissatisfiers. Service groups ranked third, recreation facilities fourth, and living quarters fifth. The respective rankings were related at the .01 level of significance.

All experience levels ranked recreation facilities and living quarters either first or second for satisfaction. Teachers with under 5 and 5 to 15 years of experience assigned identical ranks to all aspects for both satisfaction and dissatisfaction. All experience levels ranked the first three dissatisfiers as cultural opportunities,

health services, and service groups.

Rank Order of Community Aspects by School Size

The respondents were divided into three categories according to the size of the school in which they taught as determined by the number of students in attendance: under 300, 300-1,000, and over 1,000. The rank order of community aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 14.

Forty-one teachers in schools with less than 300 students ranked recreation facilities as the leading community satisfier, with living quarters second and service groups third. Just one point separated fourth-ranked health services from fifth-place cultural opportunities. The respective rankings were related at the .01 level of significance. Cultural opportunities led health services by just one point for the number one dissatisfier. The order of the remaining dissatisfiers was living quarters, service groups, and recreation facilities. The respective rankings were related at the .01 level of significance.

Recreation facilities and living quarters were ranked as the leading satisfiers by 193 teachers in schools with 300-1,000 students. Cultural opportunities ranked third, health services fourth, and service groups fifth. The respective rankings were related at the .01 level of significance. Cultural opportunities ranked as the

Table 14. Rank order of community aspects by school size.

Satisfaction			School Size	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Under 300 Students N = 41						
recreation facilities	1	83		cultural opportunities	1	91
living quarters	2	101		health services	2	92
service groups	3	124		living quarters	3	135
health services	4	153		service groups	4	139
cultural opportunities	5	154		recreation facilities	5	158
respective rankings related at .01 <u>significance level</u>				respective rankings related at .01 <u>significance level</u>		
300 - 1000 Students N = 193						
recreation facilities	1	436		cultural opportunities	1	498
living quarters	2	480		health services	2	539
cultural opportunities	3	623		service groups	3	550
health services	4	670		recreation facilities	4	646
service groups	5	686		living quarters	5	662
respective rankings related at .01 <u>significance level</u>				respective rankings related at .01 <u>significance level</u>		
Over 1000 Students N = 121						
living quarters	1	266		health services	1	330
recreation facilities	2	306		service groups	2	340
cultural opportunities	3	382		cultural opportunities	3	343
health services	4	406		living quarters	4	391
service groups	5	455		recreation facilities	5	411
respective rankings related at .01 <u>significance level</u>				respective rankings related at .01 <u>significance level</u>		

number one dissatisfier, with health services second, service groups third, recreation facilities fourth, and living quarters fifth. The respective rankings were related at the .01 level of significance.

Living quarters and recreation facilities were ranked as the number one and two satisfiers by 121 teachers in schools with over 1,000 students. The remaining order was cultural opportunities, health services, and service groups. The respective rankings were related at the .01 level of significance. Health services ranked as the number one community dissatisfier. Three points separated second-ranked service groups from third-ranked cultural opportunities. Living quarters and recreation facilities completed the dissatisfier rankings. The respective rankings were related at the .01 level of significance.

Recreation facilities and living quarters were ranked either first or second as satisfiers by all three school groups. Cultural opportunities and health services were ranked one and two as dissatisfiers by teachers in schools with under 300 and 300-1,000 students, while the over 1,000 group ranked health services first and service groups second.

Rank Order of Community Aspects by Grade Level

The respondents were divided into three categories according to the grade level at which they taught: junior-senior high school

combination, junior high school, and senior high school. The rank order of community aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 15.

Twenty combination junior-senior high school teachers ranked recreation facilities as the number one community satisfier, just one point ahead of living quarters. One point separated third-ranked health services from fourth-ranked cultural opportunities. Service groups followed in last place by two points. The respective rankings were not significantly related. Health services was ranked as the leading community dissatisfier with cultural opportunities in second place, only one point ahead of third-ranked service groups. Living quarters and recreation facilities completed the dissatisfier ordering. The respective rankings were not significantly related.

Ninety-six junior high school teachers ranked recreation facilities as the number one community satisfier, with living quarters second and cultural opportunities third. Health services and service groups completed the ordering. The respective rankings were related at the .01 level of significance. Cultural opportunities ranked as the leading community dissatisfier. One point separated second-ranked service groups from third-place health services. Recreation facilities and living quarters completed the rankings. The respective rankings were related at the .01 level of significance.

Recreation facilities ranked as the leading community satisfier

Table 15. Rank order of community aspects by grade level.

Satisfaction			Grade Level Taught	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Combination Jr-Sr High School N = 20						
recreation facilities	1	50		health services	1	50
living quarters	2	51		cultural opportunities	2	56
health services	3	65		service groups	3	57
cultural opportunities	4	66		living quarters	4	64
service groups	5	68		recreation facilities	5	73
respective rankings not significantly related				respective rankings not significantly related		
Junior High School N = 96						
recreation facilities	1	230		cultural opportunities	1	262
living quarters	2	238		service groups	2	270
cultural opportunities	3	290		health services	3	271
health services	4	332		recreation facilities	4	307
service groups	5	350		living quarters	5	330
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Senior High School N = 239						
recreation facilities	1	545		cultural opportunities	1	614
living quarters	2	558		health services	2	640
cultural opportunities	3	803		service groups	3	702
health services	4	832		living quarters	4	794
service groups	5	847		recreation facilities	5	835
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

by 239 senior high school teachers. Living quarters and cultural opportunities were ranked second and third, with health services and service groups completing the ordering. The respective rankings were related at the .01 level of significance. The leading dissatisfier was cultural opportunities, with health services, service groups, living quarters, and recreation facilities completing the ordering. The respective rankings were related at the .01 level of significance.

Recreation facilities and living quarters were ranked as the number one and two satisfiers by all three grade level groups. All three groups ranked cultural opportunities, health services, or service groups in one of the top three ranks for dissatisfaction. The respective satisfier and dissatisfier rankings of combination teachers were not significantly related.

Rank Order of Community Aspects by Classes Per Day

The respondents were divided into seven categories according to the number of industrial arts classes taught each day--one through seven. The rank order of community aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 16.

Eleven teachers with one class per day ranked recreation facilities as the number one community satisfier. Two points separated second-ranked cultural opportunities from third-place living quarters. Service groups and health services completed the

Table 16. Rank order of community aspects by classes per day.

Satisfaction			Classes Taught	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
One Class N = 11						
recreation facilities	1	25		cultural opportunities	1	24
cultural opportunities	2	30		health services	2	28
living quarters	3	32		living quarters	3	34
service groups	4	36		service groups	4	38
health services	5	42		recreation facilities	5	41
<u>respective rankings not significantly related</u>				<u>respective rankings not significantly related</u>		
Two Classes N = 18						
recreation facilities	1	43		cultural opportunities	1	43
service groups	2	55		health services	2	47
living quarters	3	56		living quarters	3	54
cultural opportunities	4	57		recreation facilities	4	62
health services	5	59		service groups	5	64
<u>respective rankings not significantly related</u>				<u>respective rankings not significantly related</u>		
Three Classes N = 21						
living quarters	1	51		health services	1	52
recreation facilities	2	54		cultural opportunities	2	57
cultural opportunities	3	68		service groups	3	64
service groups	3	68		living quarters	4	70
health services	5	74		recreation facilities	5	72
<u>respective rankings not significantly related</u>				<u>respective rankings not significantly related</u>		
Four Classes N = 49						
recreation facilities	1	105		cultural opportunities	1	104
living quarters	2	114		health services	2	128
cultural opportunities	3	163		service groups	3	145
service groups	4	171		living quarters	4	177
health services	5	182		recreation	5	181
<u>respective rankings related at .01 significance level</u>				<u>respective rankings related at .01 significance level</u>		

Continued on next page

Table 16 Continued.

Satisfaction			Classes Taught	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Five Classes N = 111						
living quarters	1	243		cultural opportunities	1	293
recreation facilities	2	257		service groups	2	298
health services	3	372		health services	3	330
cultural opportunities	4	380		living quarters	4	369
service groups	5	413		recreation facilities	5	375
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Six Classes N = 137						
recreation facilities	1	319		health services	1	358
living quarters	2	331		cultural opportunities	2	389
cultural opportunities	3	443		service groups	3	395
health services	4	468		living quarters	4	453
service groups	5	494		recreation facilities	5	460
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Seven Classes N = 8						
cultural opportunities	1	18		health services	1	18
living quarters	2	20		cultural opportunities	2	22
recreation facilities	3	22		recreation facilities	3	24
service groups	4	28		service groups	4	25
health services	5	32		living quarters	5	31
respective rankings not significantly related				respective rankings not significantly related		

satisfier ordering. The respective rankings were not significantly related. Cultural opportunities ranked as the leading dissatisfier, with health services second and living quarters third. Three points separated fourth-ranked service groups and fifth-place recreation facilities. The respective rankings were not significantly related.

Eighteen teachers with two classes daily ranked recreation facilities as the number one satisfier. One point separated each of the following ranked aspects: service groups, living quarters, and cultural opportunities. Health services followed by two points. The respective rankings were not significantly related. The primary dissatisfier was cultural opportunities with health services second and living quarters third. Fourth-ranked recreation facilities led fifth-ranked service groups by two points. The respective rankings were not significantly related.

Twenty-one teachers with three classes daily ranked living quarters as the number one community satisfier. Recreation facilities, in second place, followed by three points. Cultural opportunities and service groups were assigned a tie for third place. Health services ranked last. The respective rankings were not significantly related. The leading dissatisfier was health services with cultural opportunities second and service groups third. Fourth-ranked living quarters led recreation facilities by two points. The respective rankings were not significantly related.

Forty-nine teachers with four classes daily ranked recreation facilities as the number one community satisfier. The remaining satisfiers were, in order, living quarters, cultural opportunities, service groups, and health services. The respective rankings were related at the .01 level of significance. Cultural opportunities ranked as the number one community dissatisfier, with health services second and service groups third. The respective rankings were related at the .01 level of significance.

Living quarters and recreation facilities were ranked as the number one and two community satisfiers by 111 teachers with five classes daily. Health services, cultural opportunities, and service groups completed the ordering. The respective rankings were related at the .01 level of significance. Cultural opportunities and service groups were ranked as the number one and two community dissatisfiers. The remaining dissatisfiers in order were health services, living quarters, and recreation facilities. The respective rankings were related at the .01 level of significance.

Recreation facilities and living quarters were ranked as the number one and two community satisfiers by 137 teachers with six classes daily. Cultural opportunities, health services, and service groups completed the ordering. The respective rankings were related at the .01 level of significance. Health services ranked as the number one dissatisfier, with cultural opportunities second and

service groups third. Living quarters and recreation facilities completed the ordering. The respective rankings were significantly related at the .01 level of significance.

Eight teachers with seven classes daily ranked cultural opportunities as the number one community satisfier, just two points ahead of second-ranked living quarters. Third-ranked recreation facilities followed by two points. Service groups and health services completed the satisfier ordering. The respective rankings were not significantly related. Health services received the number one dissatisfier ranking, with cultural opportunities in second place. Recreation facilities ranked third, just two points behind. Service groups followed, in fourth place, by one point. The last-ranked dissatisfier was living quarters. The respective rankings were not significantly related.

Living quarters and recreation facilities ranked either first or second for satisfaction by teachers with one through six classes daily. Teachers with seven classes ranked cultural opportunities first. Health services and cultural opportunities were ranked as either first or second place dissatisfiers by all groups except those teachers with five classes. This group ranked cultural opportunities first. The respective satisfier and dissatisfier rankings of teachers with one, two, three, and seven classes were not significantly related.

Summary of Community Aspects

The major implications drawn from Tables 12 through 16 were that Oregon industrial education teachers were in significant agreement as to what constituted the specific community aspects affecting their job satisfactions and dissatisfactions. Recreational facilities and living quarters were primary community aspects contributing to job satisfaction. Cultural opportunities and health services were primary sources of job dissatisfaction (Table 12, p. 69).

The number of years of teaching experience that a teacher had acquired was a determining factor in the selection of primary community aspect satisfiers, but was not influential in determining primary community aspect dissatisfiers (Table 13, p. 71). Teachers with over 15 years of experience felt that living quarters contributed more to their job satisfaction than did recreational facilities.

School size was a determining factor in the selection of primary community aspect satisfiers and dissatisfiers (Table 14, p. 74). Teachers in schools with over 1,000 students felt that living quarters were greater sources of job satisfaction than were recreational facilities. This group also felt that health services were greater sources of job dissatisfaction than were cultural opportunities.

The grade level at which a teacher taught was not a determining

factor in his selection of primary community aspect satisfiers, but was influential in the selection of primary community aspects for dissatisfaction (Table 15, p. 77). Combination junior-senior high school teachers indicated that health services were greater sources of job dissatisfaction than were cultural opportunities. The respective rankings were not significantly related and suggested that the group was not in agreement as to which community aspects were the primary job dissatisfiers.

The number of classes taught per day was a determining factor in a teacher's selection of primary community aspect satisfiers and dissatisfiers (Table 16, p. 79). Living quarters or recreational facilities were selected as primary community aspect satisfiers by teachers with one through six classes per day. Teachers with seven classes daily ranked cultural opportunities first. Health services or cultural opportunities were selected as primary community aspect dissatisfiers by all teachers except those with five classes. This group felt cultural opportunities were the leading dissatisfiers. There was not significant agreement regarding respective rankings among teachers with one, two, three, and seven classes. The small sample size of these groups may have influenced their lack of significant agreement.

Wage and Benefit Aspects

The rank order of specific wage and benefit aspects and sums of ranks (Rj) assigned by 355 Oregon industrial education teachers are recorded in Table 17.

Table 17. Rank order of wage and benefit aspects by 335 teachers.

Satisfaction			N = 355	Dissatisfaction		
Aspect	Rank	Rj		Aspects	Rank	Rj
salary	1	1026		salary	1	1148
frequency of raises	2	1259		retirement provisions	2	1267
leave provisions	3	1379		fairness of compensation	3	1359
fairness of compensation	4	1481		frequency of raises	4	1446
tenure provisions	5	1558		tenure provisions	5	1458
insurance provisions	6	1571		insurance provisions	6	1604
retirement provisions	7	1659		leave provisions	7	1646
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

Salary was ranked as the primary wage and benefit satisfier by 355 teachers. The order of the remaining satisfiers was frequency of raises, leave provisions, fairness of compensation, tenure, insurance, and retirement provisions. The respective rankings were related at the .01 level of significance. Salary was also ranked as the leading wage and benefit dissatisfier. The remaining dissatisfiers in order were retirement provisions, fairness of compensation, frequency of raises, tenure, insurance, and leave provisions. The respective rankings were related at the .01 level

of significance.

Rank Order of Wage and Benefit
Aspects by Experience

The respondents were divided into three categories according to the total number of years of teaching experience: under 5, 5 to 15, and over 15. The rank order of wage and benefit aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 18.

Provisions for leave ranked as the primary wage and benefit aspect satisfier by 101 teachers with less than five years of experience. The order of the remaining satisfiers was salary, frequency of raises, insurance provisions, fairness of compensation, tenure, and retirement provisions. Two points separated the last two ranked satisfiers. The respective rankings were related at the .01 level of significance. Salary was ranked as the leading dissatisfier, with tenure provisions and fairness of compensation just one point apart in the second and third ranks. Fourth ranked retirement led fifth place frequency of raises by two points. Insurance and leave provisions completed the dissatisfier ordering. The respective rankings were related at the .01 level of significance.

Salary was ranked as the leading satisfier by 143 teachers with 5 to 15 years of experience. Frequency of raises was ranked second,

Table 18. Rank order of wage and benefit aspects by experience.

Satisfaction			Years Experience	Dissatisfaction		
Aspect	Rank	Rj		Aspect	Rank	Rj
Under Five N = 101						
leave provisions	1	322		salary	1	318
salary	2	326		tenure provisions	2	379
frequency of raises	3	367		fairness of compensation	3	380
insurance provisions	4	425		retirement provisions	4	391
fairness of compensation	5	444		frequency of raises	5	393
tenure provisions	6	471		insurance provisions	6	467
retirement provisions	7	473		leave provisions	7	502
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Five-Fifteen N = 143						
salary	1	401		salary	1	458
frequency of raises	2	484		retirement provisions	2	485
leave provisions	3	563		fairness of compensation	3	566
fairness of compensation	4	589		frequency of raises	4	591
tenure provisions	5	625		tenure provisions	5	596
insurance provisions	6	627		insurance provisions	6	634
retirement provisions	7	708		leave provisions	7	660
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Over Fifteen N = 111						
salary	1	299		salary	1	372
frequency of raises	2	408		retirement provisions	2	391
fairness of compensation	3	448		fairness of compensation	3	413
tenure provisions	4	462		frequency of raises	4	462
retirement provisions	5	478		tenure provisions	5	483
leave provisions	6	494		leave provisions	6	494
insurance provisions	7	519		insurance provisions	7	503
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

with leave provisions and fairness of compensation in third and fourth place. Two points separated tenure and insurance provisions for fifth and sixth place. Retirement provisions ranked as the last satisfier. The respective rankings were related at the .01 level of significance. Salary was ranked as the leading dissatisfier, with retirement provisions second and fairness of compensation third. Frequency of raises, tenure, insurance, and leave provisions completed the ordering for dissatisfaction. The respective rankings were related at the .01 level of significance.

Salary was ranked as the number one satisfier by 111 teachers with over 15 years of experience. Frequency of raises was ranked second, fairness of compensation third, and tenure provisions fourth. Retirement, leave, and insurance provisions completed the satisfier ordering. The respective rankings were related at the .01 level of significance. The primary dissatisfier was salary, with retirement provisions second and fairness of compensation third. Frequency of raises, tenure, leave, and insurance provisions completed the dissatisfier ordering. The respective rankings were related at the .01 level of significance.

Salary was ranked as the leading satisfier by teachers with 5 to 15 and over 15 years of experience, whereas teachers with under 5 years of experience ranked provisions for leave number one and salary number two. All experience levels ranked salary as the

primary dissatisfier.

Rank Order of Wage and Benefit
Aspects by School Size

The respondents were divided into three groups according to the size of the school in which they taught as determined by the number of students in attendance: under 300, 300-1,000, and over 1,000. The rank order of wage and benefit aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 19.

Forty-one teachers in schools with less than 300 students ranked salary as the leading satisfier. Two points separated second-ranked leave from third-place frequency of raises. Fairness of compensation was ranked fourth. Insurance and retirement provisions followed, separated by two points. Tenure provisions ranked last as a satisfier. The respective rankings were related at the .01 level of significance. Tenure was ranked as the number one dissatisfier, with salary second and retirement provisions third. Fairness of compensation, frequency of raises, leave provisions, and insurance provisions completed the ranking. The respective rankings were related at the .01 level of significance.

Salary, frequency of raises, and leave provisions were ranked as the leading satisfiers by 192 teachers in schools with 300-1,000 students. Two points separated fourth-ranked fairness of compensation from fifth-ranked tenure provisions. Insurance and retirement

Table 19. Rank order of wage and benefit aspects by school size.

Satisfaction			School Size	Dissatisfaction		
Aspect	Rank	Rj		Aspect	Rank	Rj
Under 300 Students N = 41						
salary	1	131		tenure provisions	1	124
leave provisions	2	142		salary	2	144
frequency of raises	3	144		retirement provisions	3	148
fairness of compensation	4	159		fairness of compensation	4	150
insurance provisions	5	184		frequency of raises	5	161
retirement provisions	6	186		leave provisions	6	203
tenure provisions	7	202		insurance provisions	7	211
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
300-1000 Students N = 192						
salary	1	526		retirement provisions	1	679
frequency of raises	2	678		salary	2	680
leave provisions	3	755		fairness of compensation	3	745
fairness of compensation	4	841		tenure provisions	4	772
tenure provisions	5	843		frequency of raises	5	792
insurance provisions	6	850		insurance provisions	6	843
retirement provisions	7	911		leave provisions	7	888
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Over 1000 Students N = 121						
salary	1	369		salary	1	324
frequency of raises	2	437		retirement provisions	2	440
fairness of compensation	3	481		fairness of compensation	3	464
leave provisions	4	482		frequency of raises	4	493
tenure provisions	5	513		insurance provisions	5	550
insurance provisions	6	537		leave provisions	6	555
retirement provisions	7	562		tenure provisions	7	562
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

provisions completed the satisfier ranking. The respective rankings were related at the .01 level of significance. Retirement provisions ranked as the number one dissatisfier, just one point ahead of second ranked salary. The order of the remaining dissatisfiers was fairness of compensation, tenure, frequency of raises, insurance, and leave provisions. The respective rankings were related at the .01 level of significance.

Salary and frequency of raises were ranked as the number one and two satisfiers by 121 teachers in schools with over 1,000 students. Just one point separated third-ranked fairness of compensation from fourth-ranked leave provisions. Tenure, insurance, and retirement provisions completed the satisfier ordering. The respective rankings were related at the .01 level of significance. Salary was ranked as the leading dissatisfier, with retirement provisions second and fairness of compensation third. Frequency of raises, insurance, leave, and tenure provisions completed the dissatisfier ordering. The respective rankings were related at the .01 level of significance.

All three school groups ranked salary as the leading satisfier, with either leave, frequency of raises, or fairness of compensation in the next two ranks. Tenure, salary, and retirement provisions were the leading dissatisfiers, with teachers in schools of less than 300 students, while teachers in schools of 300-1,000 students ranked

retirement provisions, salary, and fairness of compensation as leaders. Salary, retirement provisions, and fairness of compensation were the top three ranked dissatisfiers with the over 1,000 student group.

Rank Order of Wage and Benefit
Aspects by Grade Level

The respondents were divided into three categories according to the level at which they taught: junior-senior high school combination, junior high school, and senior high school. The rank order of wage and benefit aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 20.

Twenty combination junior-senior high school teachers ranked salary as the leading wage and benefit satisfier. Frequency of raises and leave provisions were assigned a tie for the second rank. Tenure provisions followed by three points. The remaining satisfiers were fairness of compensation, retirement, and insurance provisions. The respective rankings were related at the .05 level of significance. Retirement provisions ranked as the leading dissatisfier, just two points ahead of fairness of compensation. Frequency of raises was ranked third. Salary and tenure provisions, assigned a tie for fourth place, followed by three points. Insurance provisions ranked sixth, three points behind the fourth-place tie.

Table 20. Rank order of wage and benefit aspects by grade level taught.

Satisfaction			Grade Level	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Combination Jr-Sr High School N = 20						
salary	1	60		retirement provisions	1	66
frequency of raises	2	73		fairness of compensation	2	68
leave provisions	2	73		frequency of raises	3	76
tenure provisions	4	76		salary	4	79
fairness of compensation	5	82		tenure provisions	4	79
retirement provisions	6	94		insurance provisions	6	82
insurance provisions	7	102		leave provisions	7	110
respective rankings related at .05 significance level				respective rankings related at .05 significance level		
Junior High N = 96						
salary	1	263		retirement provisions	1	316
frequency of raises	2	351		salary	2	329
leave provisions	3	356		frequency of raises	3	380
tenure provisions	4	425		fairness of compensation	4	383
insurance provisions	5	426		insurance provisions	5	390
fairness of compensation	6	427		tenure provisions	6	427
retirement provisions	7	461		leave provisions	7	463
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Senior High N = 239						
salary	1	703		salary	1	740
frequency of raises	2	835		retirement provisions	2	885
leave provisions	3	950		fairness of compensation	3	908
fairness of compensation	4	972		tenure provisions	4	952
insurance provisions	5	1043		frequency of raises	5	990
tenure provisions	6	1078		leave provisions	6	1073
retirement provisions	7	1104		insurance provisions	7	1132
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

The last-ranked dissatisfier was leave provisions. The respective rankings were related at the .05 level of significance.

Ninety-six junior high school teachers ranked salary as the leading satisfier, with frequency of raises second and leave provisions third. One point per rank separated tenure provisions, insurance provisions, and fairness of compensation. The last-ranked satisfier was retirement provisions. The respective rankings were related at the .01 level of significance. Retirement provisions ranked as the leading dissatisfier, with salary in second place. Third-ranked frequency of raises led fairness of compensation by three points. Insurance, tenure, and leave provisions completed the dissatisfier ranking. The respective rankings were related at the .01 level of significance.

Salary, frequency of raises, and leave provisions, in order, were ranked as the leading wage and benefit satisfiers by 239 senior high school teachers. Fairness of compensation, insurance, tenure, and retirement provisions completed the ordering. The respective rankings were related at the .01 level of significance. The primary dissatisfier was salary with retirement provisions second and fairness of compensation third. The order of the remaining dissatisfiers was tenure, frequency of raises, leave, and insurance provisions. The respective rankings were related at the .01 level of significance.

Teachers at all three grade levels ranked the three primary

satisfiers as salary, frequency of raises, and leave provisions.

Retirement was ranked as the leading dissatisfier by junior high and combination junior-senior high school teachers. Senior high teachers ranked salary first and retirement second.

Rank Order of Wage and Benefit
Aspects by Classes Per Day

The respondents were divided into seven categories according to the number of industrial arts classes taught each day. The rank order of wage and benefit aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 21.

Eleven teachers with one class daily ranked leave provisions as the primary wage and benefit satisfier. Second-ranked salary led third-place frequency of raises by three points. Fairness of compensation was ranked fourth, one point ahead of tenure and retirement provisions, which were assigned a tie for fifth place. Insurance provisions completed the satisfier ordering. The respective rankings were not significantly related. Salary was ranked as the number one dissatisfier, with fairness of compensation and frequency of raises tied for second. Fourth-ranked insurance followed by three points. Fifth-ranked tenure provisions followed by one point. Retirement and leave provisions were the last ranked dissatisfiers. The respective rankings were not significantly related.

Table 21. Rank order of wage and benefit aspects by number of classes taught per day.

Satisfaction			Classes per day	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
One Class N = 11						
leave provisions	1	31		salary	1	30
salary	2	36		fairness of compensation	2	39
frequency of raises	3	39		frequency of raises	2	39
fairness of compensation	4	49		insurance provisions	4	42
tenure provisions	5	50		tenure provisions	5	43
retirement provisions	5	50		retirement provisions	6	47
insurance provisions	7	53		leave provisions	7	61
<u>respective rankings not significantly related</u>				<u>respective rankings not significantly related</u>		
Two Classes N = 18						
salary	1	44		retirement provisions	1	67
frequency of raises	2	64		fairness of compensation	1	67
leave provisions	3	68		tenure provisions	1	67
fairness of compensation	3	68		frequency of raises	4	74
insurance provisions	5	74		insurance provisions	5	75
retirement provisions	6	88		salary	6	76
tenure provisions	7	98		leave provisions	7	78
<u>respective rankings related at .01 significance level</u>				<u>respective rankings not significantly related</u>		
Three Classes N = 21						
salary	1	49		retirement provisions	1	69
frequency of raises	2	67		salary	2	71
tenure provisions	3	89		frequency of raises	3	82
retirement provisions	4	92		fairness of compensation	4	83
insurance provisions	5	94		insurance provisions	5	92
fairness of compensation	6	96		leave provisions	6	93
leave provisions	7	101		tenure provisions	7	98
<u>respective rankings related at .01 significance level</u>				<u>respective rankings not significantly related</u>		
Four Classes N = 49						
salary	1	145		fairness of compensation	1	164
leave provisions	2	178		retirement provisions	2	168
frequency of raises	3	182		salary	3	172
insurance provisions	4	184		frequency of raises	4	196
fairness of compensation	5	216		tenure provisions	5	204

Continued on next page

Table 21 Continued.

Satisfaction			Classes per Day	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
tenure provisions	6	229		leave provisions	6	226
retirement provisions	7	238		insurance provisions	7	242
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Five Classes N = 111						
salary	1	310		salary	1	343
frequency of raises	2	398		retirement provisions	2	413
leave provisions	3	447		fairness of compensation	3	435
fairness of compensation	4	449		frequency of raises	4	453
tenure provisions	5	486		tenure provisions	5	464
insurance provisions	6	495		leave provisions	6	494
retirement provisions	7	515		insurance provisions	7	506
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Six Classes N = 137						
salary	1	417		salary	1	426
frequency of raises	2	486		retirement provisions	2	480
leave provisions	3	524		fairness of compensation	3	537
fairness of compensation	4	564		tenure provisions	4	543
tenure provisions	5	576		frequency of raises	5	569
insurance provisions	6	632		insurance provisions	6	618
leave provisions	7	637		leave provisions	7	658
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Seven Classes N = 8						
frequency of raises	1	23		retirement provisions	1	23
salary	2	25		insurance provisions	2	29
leave provisions	3	30		salary	3	30
tenure provisions	3	30		frequency of raises	4	33
retirement provisions	5	38		fairness of compensation	5	34
fairness of compensation	6	39		leave provisions	6	36
insurance provisions	6	39		tenure provisions	7	39
respective rankings not significantly related				respective rankings not significantly related		

Eighteen teachers with two classes daily ranked salary and frequency of raises as the number one and two satisfiers. Leave provisions and fairness of compensation were assigned a tie for the third rank. Insurance, retirement, and tenure provisions completed the satisfier ranking. The respective rankings were related at the .01 level of significance. Retirement provisions, fairness of compensation, and tenure provisions were assigned a three-way tie for the number one dissatisfier. One point separated fourth- fifth- and sixth-ranked frequency of raises, insurance provisions, and salary. Seventh-ranked leave provisions completed the ranking, just two points behind salary. The respective rankings were not significantly related.

Twenty-one teachers with three classes daily ranked salary and frequency of raises as the number one and two satisfiers. Third ranked tenure provisions led fourth-place retirement provisions by three points. Insurance provisions followed by two points. Sixth-ranked fairness of compensation was just two points behind insurance provisions. The last-ranked satisfier was provisions for leave. The respective rankings were related at the .01 level of significance. Retirement was ranked as the leading dissatisfier, just two points ahead of second-ranked salary. Third-ranked frequency of raises led fairness of compensation by one point. One point separated fifth-ranked insurance from sixth-ranked leave provisions. The

last-ranked satisfier was tenure provisions. The respective rankings were not significantly related.

Forty-nine teachers with four classes daily ranked salary and leave provisions as the number one and two satisfiers. Third-ranked frequency of raises led insurance provisions by two points. The order of the remaining satisfiers was fairness of compensation, tenure, and retirement provisions. The respective rankings were related at the .01 level of significance. Fairness of compensation, retirement provisions, and salary, in order, were the leading dissatisfiers. Frequency of raises, tenure, leave, and insurance provisions completed the dissatisfier ordering. The respective rankings were related at the .01 level of significance. Salary and frequency of raises were ranked as the number one and two satisfiers by 111 teachers with five classes per day. Third-ranked leave provisions led fourth-place fairness of compensation by two points. Tenure, insurance, and retirement provisions completed the satisfier ordering. The respective rankings were related at the .01 level of significance. Salary was ranked as the number one dissatisfier, with retirement provisions second and fairness of compensation third. Frequency of raises, tenure, leave, and insurance provisions completed the dissatisfier ordering. The respective rankings were related at the .01 level of significance.

The seven wage and benefit aspects were ranked for satisfaction

by 137 teachers with six classes daily in the same order as assigned by teachers with five classes. The respective rankings were related at the .01 level of significance. Salary was ranked as the primary dissatisfier, with retirement provisions second and fairness of compensation third. Tenure, frequency of raises, insurance, and leave provisions completed the ordering of dissatisfiers. The respective rankings were related at the .01 level of significance.

Eight teachers with seven classes daily ranked frequency of raises as the leading satisfier, just two points ahead of second-ranked salary. Leave and tenure provisions were assigned a tie for the third rank. Fifth-ranked retirement provisions led, by one point, a tie for sixth place between fairness of compensation and insurance provisions. The respective rankings were not significantly related. Retirement provisions ranked as the leading dissatisfier with insurance provisions second and salary third. One point separated the second and third ranks. Fourth-ranked frequency of raises followed salary by three points. Fifth-ranked fairness of compensation followed frequency of raises by one point. Leave provisions in sixth place, trailed compensation by two points. The last-ranked satisfier was tenure provisions. Three points separated tenure and leave provisions. The respective rankings were not significantly related.

Salary, frequency of raises, and leave provisions were ranked

in the top three satisfier positions. Salary was ranked as the number one satisfier by teachers with two, three, four, five, and six classes daily. Teachers with one class per day ranked leave provisions first and salary second, while teachers with seven classes daily ranked frequency of raises first and salary second. The respective rankings of teachers with one and seven classes were not significantly related. Salary, retirement provisions, and fairness of compensation were ranked as the leading dissatisfiers by teachers with five and six classes daily. The other teacher groups ranked frequency of raises, tenure, and leave provisions among the top three dissatisfiers. The respective dissatisfier rankings of teachers with one, two, three, and seven classes were not significantly related.

Summary of Wage and Benefit Aspects

The major implications drawn from Tables 17 through 21 were that Oregon industrial education teachers were in significant agreement as to what constituted the specific wage and benefit aspects affecting their job satisfactions and dissatisfactions. Salary, frequency of raises, and provisions for leave were the primary wage and benefit aspects contributing to job satisfaction. Salary was also a primary wage and benefit aspect dissatisfier, along with retirement provisions and fairness of compensation (Table 17, p. 86).

The number of years of experience that a teacher possessed was a determining factor in his selection of primary wage and benefit aspect satisfiers, but was not influential in determining job dissatisfiers (Table 18, p. 88). Teachers with under five years experience felt that leave provisions were a greater source of job satisfaction than was salary.

School size was not a determining factor in the selection of wage and benefit aspects for satisfaction, but was influential in determining aspects for job dissatisfactions (Table 19, p. 91). Teachers in schools with less than 300 students felt that tenure provisions were a greater source of job dissatisfaction than was an inadequate salary. Teachers in schools with 300-1,000 students felt that retirement provisions were a greater source of job dissatisfaction than was salary.

The grade level at which a teacher taught was not a determining factor in his selection of primary wage and benefit aspect satisfiers, but was influential in determining primary job dissatisfiers (Table 20, p. 94). Combination junior-senior and junior high school teachers felt that retirement provisions were greater sources of job dissatisfaction than was salary.

The number of classes taught per day were to a limited extent determining factors in the selection of primary wage and benefit aspects for job satisfaction and dissatisfaction (Table 21, p. 97).

Salary was the primary wage and benefit aspect satisfier for all teachers with the exception of those with one and seven classes. These groups ranked, though not significantly, leave provisions and frequency of raises as the leading satisfiers. Salary, retirement provisions, and fairness of compensation were ranked as the primary wage and benefit aspect dissatisfiers by all teacher groups. There was not significant agreement regarding respective rankings among teachers with one, two, three, and seven classes. The small sample size of these groups may have influenced their lack of significant agreement.

Working Condition Aspects

The rank order of specific working condition aspects and sums of ranks (R_j) assigned by 355 Oregon industrial education teachers are recorded in Table 22.

Adequacy and condition of equipment were ranked as the number one working condition satisfier by 355 teachers. Class size was ranked second, time to teach third, and budget fourth. The order of the remaining satisfiers was physical plant, well defined duties, extra assignments, and maintenance duties. The respective rankings were related at the .01 level of significance. Maintenance duties ranked as the number one working condition dissatisfier, with extra assignments second and budget third. Physical plant, equipment,

time to teach, class size and well defined duties completed the dissatisfier ordering. The respective rankings were related at the .01 level of significance.

Table 22. Rank order of working condition aspects by 355 teachers.

Satisfaction			N = 355	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
equipment	1	1247		maintenance duties	1	1212
class size	2	1321		extra assignments	2	1425
time to teach	3	1389		budget	3	1486
budget	4	1434		physical plant	4	1508
physical plant	5	1495		equipment	5	1616
well-defined duties	6	1668		time to teach	6	1786
extra assignments	7	2014		class size	7	1803
maintenance duties	8	2212		well-defined duties	8	1920
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

Rank Order of Working Condition Aspects by Experience

The respondents were divided into three categories according to the total number of years of teaching experience: under 5, 5 to 15, and over 15. The rank order of working condition aspects and sums of ranks (Rj) assigned by these groups are recorded in Table 23.

Class size and equipment were ranked as the number one and two working condition aspect satisfiers by 101 teachers with under

Table 23. Rank order of working condition aspects by years experience.

Satisfaction			Years Experience	Dissatisfaction		
Aspect	Rank	Rj		Aspect	Rank	Rj
Under Five Years N = 101						
class size	1	361		maintenance duties	1	326
equipment	2	388		extra duties	2	413
budget	3	392		physical plant	3	438
physical plant	4	413		budget	4	442
time to teach	5	419		equipment	5	453
well defined duties	6	498		time to teach	6	511
extra duties	7	548		class size	7	521
maintenance duties	8	617		well defined duties	8	532
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Five to Fifteen Years N = 143						
equipment	1	466		maintenance duties	1	493
time to teach	2	549		extra duties	2	577
class size	3	569		budget	3	597
budget	4	575		physical plant	4	638
physical plant	5	598		equipment	5	672
well defined duties	6	670		class size	6	689
extra duties	7	823		time to teach	7	690
maintenance duties	8	898		well defined duties	8	773
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Over Fifteen Years N = 111						
class size	1	392		maintenance duties	1	393
equipment	2	393		physical plant	2	432
time to teach	3	421		extra duties	3	435
budget	4	467		budget	4	452
physical plant	5	484		equipment	5	491
well defined duties	6	500		time to teach	6	585
extra duties	7	643		class size	7	593
maintenance duties	8	697		well defined duties	8	615
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

five years of experience. Budget was ranked third, physical plant fourth, and time to teach fifth. Well defined duties, extra assignments, and maintenance duties completed the satisfier ordering. The respective rankings were related at the .01 level of significance. Maintenance duties ranked as the number one dissatisfier, with extra assignments second, physical plant third, and budget fourth. The order of the remaining dissatisfiers was equipment, time to teach, class size, and well defined duties. The respective rankings were related at the .01 level of significance.

Equipment and time to teach were ranked as the number one and two satisfiers by 143 teachers with 5 to 15 years of experience. Class size was ranked third, budget fourth, and physical plant fifth. Well defined duties, extra assignments, and maintenance duties completed the ranking of satisfiers. The respective rankings were related at the .01 level of significance. Maintenance duties was ranked as the leading dissatisfier with extra assignments second, budget third, physical plant fourth, and equipment fifth. One point separated sixth-ranked class size from seventh-place time to teach. Well defined duties was the last-ranked dissatisfier. The respective rankings were related at the .01 level of significance.

Class size and equipment, separated by one point, were ranked as the leading satisfiers by 111 teachers with over 15 years of experience. Time to teach was ranked third, budget fourth, and

physical plant fifth. Well defined duties, extra assignments and maintenance duties completed the ordering. The respective rankings were related at the .01 level of significance. Maintenance duties ranked as the number one dissatisfier, with physical plant second, three points ahead of third-ranked extra assignments. Budget was ranked fourth, equipment fifth, time to teach sixth, class size seventh, and well defined duties eighth. The rankings were related at the .01 level of significance.

Class size and equipment were ranked as the number one and two satisfiers by teachers with under 5 and over 15 years of experience. Teachers with 5 to 15 years of experience ranked equipment first and time to teach second. Maintenance duties ranked as the number one dissatisfier by all experience levels.

Rank Order of Working Condition Aspects by School Size

The respondents were divided into three categories according to the size of the school in which they taught as determined by the number of students in attendance: under 300, 300-1,000, and over 1,000. The rank order of working condition aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 24.

Forty-one teachers in schools of less than 300 students ranked class size as the number one satisfier. Three points separated

Table 24. Rank order of working condition aspects by school size.

Satisfaction			School Size	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Under 300 Students N = 41						
class size	1	132		maintenance duties	1	123
time to teach	2	149		physical plant	2	162
equipment	3	152		extra assignments	3	164
well defined duties	4	172		budget	4	174
budget	5	175		equipment	5	183
physical plant	6	196		time to teach	6	202
extra assignments	7	240		well defined duties	7	217
maintenance duties	8	260		class size	8	251
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
300 - 1000 Students N = 193						
equipment	1	692		maintenance duties	1	648
class size	2	738		extra assignments	2	786
time to teach	3	740		budget	3	812
budget	4	777		physical plant	4	823
physical plant	5	802		equipment	5	882
well defined duties	6	906		class size	6	959
extra assignments	7	1088		time to teach	7	993
maintenance duties	8	1205		well defined duties	8	1045
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Over 1000 Students N = 121						
equipment	1	403		maintenance duties	1	441
class size	2	451		extra assignments	2	475
budget	3	488		budget	3	500
physical plant	4	497		physical plant	4	523
time to teach	5	500		equipment	5	551
well defined duties	6	590		time to teach	6	591
extra assignments	7	686		class size	7	593
maintenance duties	8	747		well defined duties	8	658
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

second-ranked time to teach from third-place equipment. Fourth ranked well defined duties led fifth-ranked budget by three points. Physical plant, extra assignments, and maintenance duties completed the satisfier ordering. The respective rankings were related at the .01 level of significance. Maintenance duties ranked as the leading working condition dissatisfier. Two points separated second-ranked physical plant from third ranked extra assignments. The order of the remaining dissatisfiers was budget, equipment, time to teach, well defined duties, and class size. The rankings were related at the .01 level of significance.

Equipment was ranked as the leading satisfier by 193 teachers in schools with 300-1,000 students. Two points separated second-ranked class size from third-place time to teach. The order of the remaining satisfiers was budget, physical plant, well defined duties, extra assignments, and maintenance duties. The respective rankings were related at the .01 level of significance. The leading dissatisfier was maintenance duties with extra assignments ranked second and budget third. Physical plant, equipment, class size, time to teach, and well defined duties completed the dissatisfier ordering. The respective rankings were related at the .01 level of significance.

Equipment and class size were ranked as the number one and two satisfiers by 121 teachers in schools with over 1,000 students.

Budget was ranked third, physical plant fourth, and time to teach fifth. Well defined duties, extra assignments, and maintenance duties completed the satisfier ordering. The respective rankings were related at the .01 level of significance. Maintenance duties ranked as the leading dissatisfier, with extra assignments second, budget third, physical plant fourth, and equipment fifth. Two points separated sixth-ranked time to teach from seventh-ranked class size. Well defined duties ranked last among dissatisfiers. The respective rankings were related at the .01 level of significance.

Equipment and class size were ranked as the number one and two satisfiers by teachers in schools with 300-1,000 and over 1,000 students. Teachers in schools of less than 300 students ranked class size and time to teach number one and two. All groups ranked maintenance duties as the number one dissatisfier.

Rank Order of Working Condition Aspects by Grade Level

The respondents were divided into three categories according to the level at which they taught: junior-senior high school combination, junior high school, and senior high school. The rank order of working condition aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 25.

Twenty combination junior-senior high school teachers ranked

Table 25. Rank order of working condition aspects by grade level.

Satisfaction			Grade Level Taught	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Combination Jr-Sr High School N = 20						
class size	1	69		maintenance duties	1	74
budget	2	76		equipment	2	78
time to teach	3	77		extra assignments	3	81
physical plant	4	81		budget	4	86
equipment	5	83		physical plant	5	87
well defined duties	6	88		time to teach	6	92
extra assignments	7	115		well defined duties	7	102
maintenance duties	8	131		class size	8	120
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Junior High School N = 96						
equipment	1	324		maintenance duties	1	333
class size	2	352		extra assignments	2	374
time to teach	3	372		physical plant	3	398
budget	4	402		budget	4	418
well defined duties	5	420		equipment	5	428
physical plant	6	446		class size	6	485
extra assignments	7	549		time to teach	7	500
maintenance duties	8	591		well defined duties	8	520
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Senior High School N = 239						
equipment	1	840		maintenance duties	1	805
class size	2	900		extra assignments	2	970
time to teach	3	940		budget	3	982
budget	4	956		physical plant	4	1023
physical plant	5	968		equipment	5	1110
well defined duties	6	1160		time to teach	6	1194
extra assignments	7	1350		class size	7	1198
maintenance duties	8	1490		well defined duties	8	1298
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

class size as the leading working condition satisfier. Budget was ranked second, just two points ahead of third-ranked time to teach. Physical plant was ranked fourth, two points ahead of fifth-ranked equipment. Well defined duties, extra assignments, and maintenance duties were related at the .01 level of significance. Maintenance duties ranked as the leading working condition dissatisfier. Three points separated second-ranked equipment from third-ranked extra assignments. Budget was ranked fourth, one point ahead of fifth-ranked physical plant. Time to teach, well defined duties, and class size completed the dissatisfier ordering. The respective rankings were not significantly related.

Ninety-six junior high school teachers ranked the three leading satisfiers as equipment, class size, and time to teach. Budget, well defined duties, physical plant, extra assignments, and maintenance duties completed the satisfier ordering. The respective rankings were related at the .01 level of significance. Maintenance duties ranked as the number one dissatisfier, with extra assignments second, physical plant third, and budget fourth. Equipment, class size, time to teach, and well defined duties completed the dissatisfier ordering. The respective rankings were related at the .01 level of significance.

Equipment, class size, and time to teach were ranked as the top three satisfiers by 239 senior high school teachers. The order

of the remaining satisfiers was budget, physical plant, well defined duties, extra assignments, and maintenance duties. The respective rankings were related at the .01 level of significance. Maintenance duties ranked as the number one dissatisfier, with extra assignment second, budget third, and physical plant fourth. Equipment, time to teach, class size, and well defined duties completed the dissatisfier ranking. The rankings were related at the .01 level of significance.

Junior and senior high school teachers both ranked the first four satisfiers as equipment, class size, time to teach, and budget. Combination junior-senior high teachers ranked class size, budget, time to teach, and physical plant as the leading satisfiers. All three groups ranked maintenance duties as the leading dissatisfier.

Rank Order of Working Condition Aspects by Classes Per Day

The respondents were divided into seven categories according to the number of industrial arts classes taught each day--one through seven. The rank order of working condition aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 26.

Eleven teachers with one class per day ranked class size and physical plant in a tie for the number one satisfier. Third-ranked budget led fourth-ranked time to teach by one point. Equipment

Table 26. Rank order of working condition aspects by number of classes per day.

Satisfaction			Classes per Day	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
One Class N = 11						
class size	1	36		equipment	1	38
physical plant	1	36		extra duties	2	42
budget	3	41		budget	2	42
time to teach	4	42		time to teach	4	46
equipment	5	47		maintenance duties	5	53
well defined duties	6	63		physical plant	6	57
extra duties	6	63		well defined duties	7	58
maintenance duties	8	68		class size	8	60
respective rankings related at .05 significance level				respective rankings not significantly related		
Two Classes N = 18						
class size	1	52		maintenance duties	1	56
physical plant	2	69		budget	2	63
equipment	3	70		physical plant	3	66
time to teach	4	83		extra duties	4	77
well defined duties	4	83		equipment	5	79
budget	6	84		time to teach	6	93
extra duties	7	99		well defined duties	7	95
maintenance duties	8	108		class size	8	119
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Three Classes N = 21						
equipment	1	60		maintenance duties	1	63
budget	2	65		extra duties	2	80
time to teach	3	76		physical plant	3	90
physical plant	4	87		budget	4	97
class size	5	92		class size	5	100
well defined duties	6	102		equipment	6	106
extra duties	7	130		time to teach	7	109
maintenance duties	8	144		well defined duties	8	111
respective rankings related at .01 significance level				respective rankings related at .05 significance level		

Continued on next page

Table 26. Continued.

Satisfaction			Classes per Day	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Four Classes N = 49						
class size	1	165		maintenance duties	1	153
time to teach	2	173		physical plant	2	200
equipment	3	193		equipment	3	205
budget	4	197		budget	4	213
well defined duties	5	233		extra duties	5	218
physical plant	6	238		well defined duties	6	244
extra duties	7	256		class size	7	255
maintenance duties	8	309		time to teach	8	268
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Five Classes N = 111						
equipment	1	380		maintenance duties	1	400
class size	2	422		budget	2	450
time to teach	3	428		extra duties	3	458
physical plant	4	437		physical plant	4	476
budget	5	457		equipment	5	515
well defined duties	6	547		class size	6	547
extra duties	7	633		time to teach	7	557
maintenance duties	8	692		well defined duties	8	577
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Six Classes N = 137						
equipment	1	470		maintenance duties	1	462
class size	2	530		extra duties	2	521
budget	3	543		physical plant	3	587
time to teach	4	560		budget	4	592
physical plant	5	596		equipment	5	638
well defined duties	6	608		time to teach	6	674
extra duties	7	787		class size	7	679
maintenance duties	8	838		well defined duties	8	779
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

Continued on next page

Table 26 Continued.

Satisfaction			Classes per Day	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Seven Classes N = 8						
class size	1	24		maintenance duties	1	25
equipment	2	25		extra duties	2	29
time to teach	2	25		budget	2	29
physical plant	4	32		physical plant	4	32
well defined duties	4	32		equipment	5	35
extra duties	6	46		time to teach	6	39
budget	7	47		class size	7	43
maintenance duties	8	53		well defined duties	8	56
respective rankings not significantly related				respective rankings not significantly related		

was ranked fifth, with, with well defined duties and extra assignments tied for sixth place. Maintenance duties completed the ordering. The respective rankings were not significantly related.

Equipment was ranked as the primary dissatisfier with extra assignments and budget tied for the second rank. Time to teach was ranked fourth and maintenance duties fifth. Sixth-ranked physical plant led seventh-ranked well defined duties by one point. Class size was ranked as the last-place dissatisfier. The respective rankings were not significantly related.

Eighteen teachers with two classes daily ranked class size as the primary satisfier. One point separated second-ranked physical plant from third-ranked equipment. Time to teach and well defined duties were assigned a tie for the fourth rank. Budget followed by one point, with extra assignments and maintenance duties completing the ordering. The respective rankings were related at the .01 level of significance. Maintenance duties ranked as the leading dissatisfier. Budget was ranked second, just two points ahead of third-ranked physical plant. Fourth-ranked extra assignments led fifth-ranked equipment by two points. Sixth-ranked time to teach and seventh-ranked well defined duties were separated by two points. Class size was the last-ranked dissatisfier. The respective rankings were related at the .01 level of significance.

Twenty-one teachers with three classes per day ranked

equipment as the primary satisfier. Budget was ranked second, time to teach third, and physical plant fourth. Class size, well defined duties, extra assignments, and maintenance duties completed the satisfier ranking. The respective rankings were related at the .01 level of significance. Maintenance duties ranked as the number one dissatisfier, with extra assignments second, physical plant third, budget fourth, and class size fifth. Sixth-ranked equipment and seventh-ranked time to teach were separated by three points. Last-ranked well defined duties fell two points behind the seventh rank. The respective rankings were related at the .05 level of significance.

Forty-nine teachers with four classes daily ranked class size and time to teach as the number one and two satisfiers. The order of the remaining satisfiers was equipment, budget, well defined duties, physical plant, extra assignments, and maintenance duties. The respective rankings were related at the .01 level of significance. Maintenance duties ranked as the number one dissatisfier, with physical plant second, equipment third, and budget fourth. Extra assignments, well defined duties, class size, and time to teach completed the ordering of dissatisfiers. The rankings were related at the .01 level of significance.

Equipment was ranked as the primary satisfier by 111 teachers with five classes daily. Class size was ranked second, time to

teach third, and physical plant fourth. Budget, well defined duties, extra assignments, and maintenance duties completed the ordering of satisfiers. The respective rankings were related at the .01 level of significance. Maintenance duties ranked as the number one dissatisfier, with budget second, extra assignments third, and physical plant fourth. The order of the remaining dissatisfiers was equipment, class size, time to teach, and well defined duties. The respective rankings were related at the .01 level of significance.

Equipment, class size, and budget, in order, were ranked as the leading satisfiers by 137 teachers with six classes daily. The order of the remaining satisfiers was time to teach, physical plant, well defined duties, extra assignments, and maintenance duties. The respective rankings were related at the .01 level of significance. Maintenance duties ranked as the leading dissatisfier, with extra assignments second, and physical plant third. Budget, equipment, time to teach, class size, and well defined duties completed the dissatisfier ordering. The rankings were related at the .01 level of significance.

Eight teachers with seven classes daily ranked class size as the number one satisfier. Equipment and time to teach were assigned a tie for the second rank. The second place tie was just one point out of first place. Physical plant and well defined duties were assigned a tie for fourth place. Sixth-ranked extra assignments led

seventh-place budget by one point. Maintenance duties ranked as the last-place satisfier. The respective rankings were not significantly related. Maintenance duties ranked as the number one dissatisfier, with extra assignments and budget assigned a tie for the second rank. Fourth-ranked physical plant followed the tie by three points. Equipment was ranked fifth only three points out of fourth place. Time to teach, class size, and well defined duties completed the dissatisfier ordering. The respective rankings were not significantly related.

Class size was ranked as the number one satisfier by teachers with one, two, four, and seven classes daily. Teachers with three, five, and six classes ranked equipment as the primary satisfier. The respective satisfier rankings of teachers with seven classes per day were not significantly related. With the exception of teachers with one class per day, respondents ranked maintenance duties as the number one dissatisfier. Teachers with one class per day ranked equipment as the first dissatisfier. The respective dissatisfier rankings of teachers with one and seven classes per day were not significant.

Summary of Working Condition Aspects

The major implications drawn from Tables 22 through 26 were that Oregon industrial education teachers were in significant

agreement as to what constituted the specific working condition aspects affecting their job satisfactions and dissatisfactions. Adequacy and condition of equipment, class size, and sufficient time to teach were the primary working condition aspects contributing to job satisfaction. Maintenance duties, extra assignments, and the shop budget were primary job dissatisfiers (Table 22, p. 105).

The number of years of experience that a teacher possessed was a determining factor in the selection of primary working condition aspect satisfiers, but was not influential in determining job dissatisfiers (Table 23, p. 106). Teachers with under 5 and over 15 years of experience felt that class size was a greater source of job satisfaction than was equipment.

School size was a determining factor in the selection of primary working condition aspect satisfiers, but was not influential in determining primary job dissatisfiers (Table 24, p. 109). Teachers in schools with less than 300 students felt that class size was a greater source of job satisfaction than was equipment.

The grade level at which a teacher taught was a determining factor in his selection of primary working condition aspect satisfiers, but was not influential in determining primary job dissatisfiers (Table 25, p. 112). Combination junior-senior high school teachers felt that class size was a greater source of job satisfaction than was equipment.

The number of classes taught per day were determining factors in a teacher's selection of primary working condition aspect satisfiers, but were not influential in determining primary job dissatisfiers (Table 26, p. 115). Teachers with one, two, four, and seven classes per day felt that class size was a greater source of job satisfaction than was equipment. Teachers with seven classes per day were not in significant agreement regarding their respective rankings.

Student Aspects

The rank order of specific student aspects and sums of ranks (R_j) assigned by 355 teachers are recorded in Table 27.

Table 27. Rank order of student aspects by 355 teachers.

Satisfaction			N = 355	Dissatisfaction		
Aspects	Rank	R _j		Aspects	Rank	R _j
cooperation & assistance	1	962		attitude toward learning	1	828
progress	2	963		preparation level	2	1000
attitude toward learning	3	994		cooperation & assistance	3	1140
attitude toward teachers	4	1041		attitude toward teachers	4	1169
preparation level	5	1365		progress	5	1188
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

Pupil cooperation and behavior ranked as the number one student aspect satisfier by 355 teachers. Pupil progress was ranked second, just one point out of first place. The order of the remaining satisfiers was attitude toward learning, attitude toward teachers, and preparation level. The respective rankings were related at the .01 level of significance. Pupil attitude toward learning was ranked as the leading dissatisfier, with preparation level second, cooperation and behavior third, attitude toward teachers fourth, and pupil progress fifth. The respective rankings were related at the .01 level of significance.

Rank Order of Student Aspects by Experience

The respondents were divided into three categories according to the total number of years of teaching experience; under 5, 5 to 15, and over 15. The rank order of student aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 28.

Pupil progress was ranked as the number one satisfier by 101 teachers with under five years of experience. Pupil cooperation was ranked second, three points out of first place. One point separated third-ranked attitude toward learning from fourth-place attitude toward teachers. Pupil preparation level was ranked last. The respective rankings were related at the .01 level of significance. Attitude toward learning was ranked as the leading dissatisfier, with

Table 28. Rank order of student aspects by experience.

Satisfaction			Years Experience	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Under Five Years N = 101						
progress	1	267		attitude toward learning	1	230
cooperation & behavior	2	270		preparation level	2	274
attitude toward learning	3	305		cooperation & behavior	3	308
attitude toward teachers	4	306		attitude toward teachers	4	349
preparation level	5	367		progress	5	354
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Five to Fifteen Years N = 143						
progress	1	389		attitude toward learning	1	316
cooperation & behavior	2	395		preparation level	2	424
attitude toward learning	3	404		cooperation & behavior	3	440
attitude toward teachers	4	415		progress	4	478
preparation level	5	542		attitude toward teachers	5	487
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Over Fifteen Years N = 111						
attitude toward learning	1	285		attitude toward learning	1	282
cooperation & behavior	2	297		preparation level	2	302
progress	3	307		attitude toward teachers	3	333
attitude toward teachers	4	320		progress	4	356
preparation level	5	456		cooperation & behavior	5	392
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

preparation level second and cooperation third. Attitude toward teachers and pupil progress completed the ordering of dissatisfiers. The respective rankings were related at the .01 level of significance.

Pupil progress was ranked as the primary satisfier by 143 teachers with 5 to 15 years of experience. Pupil cooperation and behavior was ranked second, attitude toward learning third, attitude toward teachers fourth, and preparation level fifth completed the ordering. The respective rankings were related at the .01 level of significance. Attitude toward learning was ranked as the primary dissatisfier, with preparation level second, cooperation and behavior third, pupil progress fourth, and attitude toward teachers last. The respective rankings were related at the .01 level of significance.

Attitude toward learning was ranked as the leading satisfier by 111 teachers with over 15 years of experience. The order of the remaining satisfiers was cooperation and behavior, pupil progress, attitude toward teachers, and preparation level. The respective rankings were related at the .01 level of significance. Attitude toward learning and preparation level were ranked as the number one and two dissatisfiers. Attitude toward teachers, pupil progress, and cooperation and behavior completed the dissatisfier ordering. The respective rankings were related at the .01 level of significance.

Teachers with under 5 and 5 to 15 years of experience ranked

all the aspects in the same order for satisfaction, with pupil progress and cooperation leading the ranking. Teachers with over 15 years of experience ranked pupil attitudes toward learning and cooperation as the leading satisfiers. Pupil attitude toward learning and preparation level were ranked as the number one and two dissatisfiers by all three experience levels.

Rank Order of Student Aspects by School Size

The respondents were divided into three categories according to the size of the school in which they taught as determined by the number of students in attendance; under 300, 300-1,000, and over 1,000. The rank order of student aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 29.

Pupil cooperation and behavior was ranked as the primary satisfier by 41 teachers in schools with less than 300 students. Attitude toward teachers was ranked second. One point separated third-ranked attitude toward learning and fourth-ranked pupil progress. Pupil preparation was the last-ranked satisfier. The respective rankings were related at the .01 level of significance. Attitude toward learning was ranked as the number one dissatisfier, with preparation level second, and pupil progress third. Two points separated fourth-ranked cooperation from fifth-ranked attitude toward teachers. The respective rankings were related at the

Table 29. Rank order of student aspects by school size.

Satisfaction			School Size	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Under 300 Students N = 41						
cooperation & behavior	1	101		attitude toward learning	1	85
attitude toward teachers	2	113		preparation level	2	118
attitude toward learning	3	120		progress	3	128
progress	4	121		cooperation & behavior	4	141
preparation level	5	158		attitude toward teachers	5	143
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
300 - 1000 Students N = 193						
progress	1	499		attitude toward learning	1	447
cooperation & behavior	2	523		preparation level	2	536
attitude toward learning	3	552		cooperation & behavior	3	612
attitude toward teachers	4	588		attitude toward teachers	4	622
preparation level	5	733		progress	5	678
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Over 1000 Students N = 121						
attitude toward learning	1	322		attitude toward learning	1	296
cooperation & behavior	2	338		preparation level	2	346
attitude toward teachers	3	340		progress	3	382
progress	4	341		cooperation & behavior	4	387
preparation level	5	474		attitude toward teachers	5	404
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

.01 level of significance.

Pupil progress was ranked as the leading satisfier by 193 teachers in schools with 300-1,000 students. The order of the remaining satisfiers was cooperation and behavior, attitude toward learning, attitude toward teachers, and preparation level. The respective rankings were related at the .01 level of significance. Attitude toward learning was ranked as the leading dissatisfier, with preparation level second and cooperation and behavior third. Attitude toward teachers and pupil progress were the last two ranked dissatisfiers. The respective rankings were related at the .01 level of significance.

Attitude toward learning and cooperation and behavior were ranked as the number one and two satisfiers by 121 teachers in schools with over 1,000 students. One point separated third-ranked attitude toward teachers from fourth-place pupil progress. Preparation level was ranked last. The respective rankings were related at the .01 level of significance. Attitude toward learning was ranked as the leading dissatisfier, with preparation level second and pupil progress third. The respective rankings were related at the .01 level of significance.

The various groups were not in agreement as to which student aspect was the number one satisfier. Pupil cooperation, progress, and attitude toward learning were each ranked as a leading

satisfier. All three school groups agreed in ranking the first two dissatisfiers as attitude toward learning and preparation level. Teachers in schools with less than 300 and over 1,000 students ranked all 5 student aspects for dissatisfaction in the same order.

Rank Order of Student Aspects by Grade Level

The respondents were divided into three groups according to the level at which they taught: junior-senior high school combination, junior high school, and senior high school. The rank order of student aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 30.

Twenty combination junior-senior high school teachers ranked attitude toward learning as the number one satisfier. Attitude toward teachers, three points behind, was ranked second. Pupil cooperation and behavior followed by two points. Progress was ranked fourth, just one point out of third place. Preparation level was the last-ranked satisfier. The respective rankings were not significantly related. Attitude toward learning was ranked as the primary dissatisfier. The order of the remaining dissatisfiers was cooperation and behavior, progress, preparation level, and attitude toward teachers. Three points separated third-ranked progress and fourth-ranked preparation level. The respective rankings were not significantly related.

Table 30. Rank order of student aspects by grade level.

Satisfaction			Grade Level Taught	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Combination Jr-Sr High School N = 20						
attitude toward learning	1	52		attitude toward learning	1	45
attitude toward teachers	2	55		cooperation and behavior	2	57
cooperation & behavior	3	57		progress	3	61
progress	4	58		preparation level	4	64
preparation level	5	78		attitude toward teachers	5	73
respective rankings not significantly related				respective rankings not significantly related		
Junior High School N = 96						
progress	1	227		attitude toward learning	1	223
attitude toward learning	2	268		cooperation & behavior	2	281
cooperation & behavior	3	286		attitude toward teachers	3	296
attitude toward teachers	4	305		preparation level	4	299
preparation level	5	354		progress	5	341
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Senior High School N = 239						
cooperation & behavior	1	619		attitude toward learning	1	560
attitude toward learning	2	674		preparation level	2	637
progress	3	678		progress	3	768
attitude toward teachers	4	681		attitude toward teachers	4	800
preparation level	5	933		cooperation & behavior	5	802
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

Ninety-six junior high school teachers ranked pupil progress as the number one student aspect satisfier. Attitude toward learning was ranked second and cooperation and behavior third. The last-ranked satisfiers were attitude toward teachers and preparation level. The respective rankings were related at the .01 level of significance. The number one dissatisfier was attitude toward learning with cooperation second and attitude toward teachers third. Fourth-ranked preparation level was three points out of third place. Pupil progress was the last-ranked dissatisfier. The respective rankings were related at the .01 level of significance.

Pupil cooperation was ranked as the leading student aspect satisfier by 239 senior high school teachers. The order of the remaining satisfiers was attitude toward learning, progress, attitude toward teachers, and preparation level. Three points separated the third and fourth ranks. The respective rankings were related at the .01 level of significance. Pupil attitude toward learning was ranked as the number one dissatisfier, with preparation level second and progress third. Two points separated fourth-ranked attitude toward teachers and fifth-ranked cooperation and behavior. The rankings were related at the .01 level of significance.

Teachers at the various grade levels were not in complete agreement as to which student aspect was the number one satisfier. Attitude toward learning, progress, and cooperation were each

ranked as a primary satisfier. All three grade level groups ranked pupil attitude toward learning as the number one dissatisfier. The respective satisfier and dissatisfier rankings of combination teachers were not significantly related.

Rank Order of Student Aspects by Classes Per Day

The respondents were divided into seven categories according to the number of industrial arts classes taught each day. The rank order of specific student aspects and sums of assigned ranks (R_j) assigned by these groups are recorded in Table 31.

Eleven teachers with one class per day ranked cooperation and behavior as the primary student satisfier. The order of the remaining satisfiers was progress, attitude toward learning, attitude toward teachers, and preparation level. Two points separated ranks one and two and two and three. Just one point separated ranks three and four. The respective rankings were not significantly related. Attitude toward learning was ranked as the number one dissatisfier. Second-ranked progress led third-ranked preparation level by three points. One point separated fourth-ranked cooperation from fifth-ranked attitude toward teachers. The rankings were not significantly related.

Eighteen teachers with two classes daily ranked the five student aspects for satisfaction in the same order as that assigned by

Table 31. Rank order of student aspects by classes per day.

Satisfaction			Classes per Day	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
One Class N = 11						
cooperation & behavior	1	29		attitude toward learning	1	19
progress	2	31		progress	2	31
attitude toward learning	3	33		preparation level	3	34
attitude toward teachers	4	34		cooperation & behavior	4	40
preparation level	5	38		attitude toward teachers	5	41
respective rankings not significantly related				respective rankings not significantly related		
Two Classes N = 18						
cooperation & behavior	1	40		attitude toward learning	1	36
progress	2	48		attitude toward teachers	2	51
attitude toward learning	3	54		cooperation & behavior	3	58
attitude toward teachers	4	61		preparation level	4	59
preparation level	5	67		progress	5	66
respective rankings related at .05 significance level				respective rankings related at .05 significance level		
Three Classes N = 21						
attitude toward teachers	1	53		preparation level	1	57
attitude toward learning	2	54		attitude toward learning	2	61
progress	3	55		attitude toward teachers	2	61
cooperation & behavior	4	57		cooperation & behavior	4	65
preparation level	5	96		progress	5	71
respective rankings related at .01 significance level				respective rankings not significantly related		
Four Classes N = 49						
cooperation & behavior	1	123		attitude toward learning	1	107
attitude toward teachers	2	132		preparation level	2	141
progress	3	140		progress	3	157
attitude toward learning	4	160		cooperation & behavior	4	163
preparation level	5	180		attitude toward teachers	5	167
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

Continued on next page

Table 31 Continued.

Satisfaction			Classes per Day	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Five Classes N = 111						
attitude toward learning	1	291		attitude toward learning	1	269
cooperation & behavior	2	305		preparation level	2	283
attitude toward teachers	3	316		cooperation & behavior	3	354
progress	4	317		progress	4	368
preparation level	5	436		attitude toward teachers	5	391
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Six Classes N = 137						
progress	1	359		attitude toward learning	1	318
attitude toward learning	2	374		preparation level	2	400
cooperation & behavior	3	383		attitude toward teachers	3	430
attitude toward teachers	4	420		cooperation & behavior	4	439
preparation level	5	519		progress	5	468
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Seven Classes N = 8						
progress	1	13		attitude toward learning	1	18
cooperation & behavior	2	25		cooperation & behavior	2	21
attitude toward teachers	2	25		preparation level	3	26
attitude toward learning	4	28		progress	4	27
preparation level	5	29		attitude toward teachers	5	28
respective rankings not significantly related				respective rankings not significantly related		

teachers with one class per day. The respective rankings were related at the .05 level of significance. Attitude toward learning was ranked as the number one dissatisfier, with attitude toward teachers second and cooperation third. Preparation was ranked fourth, just one point out of third place. Pupil progress was ranked as the fifth-place dissatisfier. The rankings were related at the .05 level of significance.

Twenty-one teachers with three classes daily ranked attitude toward teachers as the number one student satisfier. Attitude toward learning, just one point behind, was ranked second. Pupil progress was ranked third, one point out of second place. Cooperation and behavior followed pupil progress by two points. Preparation level was the last-ranked satisfier. The respective rankings were related at the .01 level of significance. Pupil preparation level was ranked as the leading dissatisfier, with attitude toward learning and attitude toward teachers in a tie for the second rank. Cooperation was ranked fourth and pupil progress fifth. The respective rankings were not significantly related.

Forty-nine teachers with four classes daily ranked cooperation and behavior as the number one student satisfier. The order of the remaining satisfiers was attitude toward teachers, progress, attitude toward learning, and preparation level. The respective rankings were related at the .01 level of significance. Pupil

attitude toward learning was ranked as the number one dissatisfier, with preparation level second, progress third, cooperation fourth, and attitude toward teachers fifth. The respective rankings were related at the .01 level of significance.

Pupil attitude toward learning was ranked as the number one satisfier by 111 teachers with five classes daily. The remaining satisfiers, in order, were cooperation, attitude toward teachers, progress, and preparation level. One point separated the third- and fourth-ranked aspects. The respective rankings were related at the .01 level of significance. Attitude toward learning was ranked as the number one dissatisfier, with preparation level second and cooperation third. Pupil progress was ranked fourth and attitude toward teachers fifth. The respective rankings were related at the .01 level of significance.

Pupil progress was ranked as the leading student satisfier by 137 teachers with six classes daily. The remaining satisfiers, in order, were attitude toward learning, cooperation, attitude toward teachers, and preparation level. The respective rankings were related at the .01 level of significance. Attitude toward learning was ranked as the primary dissatisfier with preparation level second and attitude toward teachers third. Pupil cooperation was ranked fourth and pupil progress fifth. The respective rankings were related at the .01 level of significance.

Eight teachers with seven classes daily ranked pupil progress as the number one student satisfier. Pupil cooperation and attitude toward teachers were assigned a tie for second place. One point separated attitude toward learning from last-ranked preparation level. The respective rankings were not significantly related. The number one dissatisfier, attitude toward learning, led second-ranked cooperation by three points. Preparation level, progress, and attitude toward teachers were each separated by just one point. The respective rankings were not significantly related.

There was not a consensus as to what specific student aspect was the number one satisfier. Among the aspects ranked first were cooperation, attitude toward teachers, attitude toward learning, and progress. With the exception of teachers with three classes daily, all ranked pupil attitudes toward learning as the number one dissatisfier. Teachers with three classes ranked preparation level as the first-place dissatisfier. The respective satisfier and dissatisfier rankings of teachers with one and seven classes were not significantly related.

Summary of Student Aspects

The major implications drawn from Tables 27 through 31 were that Oregon industrial education teachers were in significant agreement as to what constituted the specific student aspects affecting

their job satisfactions and dissatisfactions. Pupil cooperation and assistance, progress, and attitude toward learning were primary student aspects contributing to job satisfaction. Pupil attitudes toward learning, preparation level, and cooperation were primary sources of job dissatisfaction (Table 27, p. 123).

The number of years of experience that a teacher possessed was a determining factor in the selection of primary student aspect satisfiers, but were not influential in determining primary job dissatisfiers (Table 28, p. 125). Teachers with under 5 and 5 to 15 years of experience felt that pupil progress was a greater source of satisfaction than was pupil cooperation and behavior. Teachers with over 15 years of experience felt that pupil attitudes toward learning were greater sources of satisfaction than was pupil cooperation and behavior.

School size was a determining factor in the selection of primary student aspect satisfiers, but was not influential in determining primary job dissatisfiers (Table 29, p. 128). Teachers in schools with 300-1,000 students felt that pupil progress was a greater source of job satisfaction than was pupil cooperation and behavior. Teachers in schools with over 1,000 students felt that pupil attitudes toward learning were greater sources of job satisfaction than was pupil cooperation and behavior.

The grade level at which a teacher taught was a determining

factor in his selection of primary student aspect satisfiers, but was not influential in determining the selection of primary job dissatisfiers (Table 30, p. 131). Combination junior-senior and junior high school teachers felt that pupil attitudes toward learning and progress were greater sources of job satisfaction than was pupil cooperation and behavior.

The number of classes taught per day were determining factors in a teachers' selection of primary student aspect satisfiers, but were not influential in determining primary job dissatisfiers (Table 31, p. 134). Pupil cooperation, progress, attitude toward learning, and attitude toward teachers were all selected as primary student aspect job satisfiers. There was no significant agreement regarding the respective rankings of teachers with one and seven classes.

Intrinsic Aspects

The rank order of specific intrinsic aspects and sums of ranks (Rj) assigned by 355 Oregon industrial education teachers are recorded in Table 32.

Freedom to plan own work was ranked as the number one intrinsic aspect satisfier by 355 teachers. Interesting and challenging work was ranked second, opportunities for responsibility third, and appropriateness of position to training fourth. The last-ranked satisfiers were parent-community respect and recognition and

advancement opportunities. The respective rankings were related at the .01 level of significance. Advancement opportunities ranked as the leading dissatisfier, with respect and recognition second and opportunities for responsibility third. The order of the remaining dissatisfiers was appropriateness of position to training, interesting and challenging work, and freedom to plan own work. The respective rankings were related at the .01 level of significance.

Table 32. Rank order of intrinsic aspects by 355 teachers.

Satisfaction			N = 355	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
freedom to plan own work	1	587		advancement opportunities	1	925
interesting & chall. work	2	905		respect & recognition	2	966
opport. for responsibility	3	1291		opport. for responsibility	3	1120
approp. of position to trng.	4	1395		approp. of position to trng.	4	1226
respect & recognition	5	1588		interesting & chall. work	5	1516
advancement opportunities	6	1683		freedom to plan own work	6	1690
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

Rank Order of Intrinsic Aspects by Experience

The respondents were divided into three categories according to the total number of years of teaching experience: under 5, 5 to 15, and over 15. The rank order of specific intrinsic aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 33.

Freedom to plan own work was ranked as the number one intrinsic satisfier by 101 teachers with under five years of experience. The order of the remaining satisfiers was interesting and challenging work, opportunities for responsibility, appropriateness of position, advancement opportunities, and respect and recognition. The respective rankings were related at the .01 level of significance. Respect and recognition ranked as the number one intrinsic dissatisfier, with advancement opportunities second and opportunities for responsibility third. The remaining dissatisfiers were appropriateness of position, interesting and challenging work, and freedom to plan own work. The respective rankings were related at the .01 level of significance.

One hundred forty-three teachers with 5 to 15 years of experience ranked the first 4 intrinsic aspects for satisfaction in the same order as did teachers with under 5 years of experience. The 5 to 15 year teachers reversed the order of the last two satisfiers,

Table 33. Rank order of intrinsic aspects by experience.

Satisfaction			Years Experience	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Under Five Years N = 101						
freedom to plan own work	1	170		respect & recognition	1	263
interesting & challenging work	2	255		advancement opportunities	2	280
opportunity for responsi- bility	3	362		opportunity for responsi- bility	3	330
appropriateness of position to training	4	396		appropriateness of position to training	4	348
advancement opportunities	5	463		interesting & challenging work	5	412
respect & recognition	6	469		freedom to plan own work	6	482
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Five to Fifteen Years N = 143						
freedom to plan own work	1	243		advancement opportunities	1	366
interesting & challenging work	2	375		respect & recognition	2	389
opportunity for responsi- bility	3	509		opportunity for responsi- bility	3	462
appropriateness of position to training	4	561		appropriateness of position to training	4	489
respect & recognition	5	646		interesting & challenging work	5	622
advancement opportunities	6	669		freedom to plan own work	6	669
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Over Fifteen Years N = 111						
freedom to plan own work	1	174		advancement opportunities	1	279
interesting & challenging work	2	275		respect & recognition	2	314
opportunity for responsi- bility	3	420		opportunity for responsi- bility	3	328
appropriateness of position to training	4	438		appropriateness of position to training	4	389
respect & recognition	5	473		interesting & challenging work	5	482
advancement opportunities	6	551		freedom to plan own work	6	539
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

assigning respect and recognition fifth and advancement opportunities sixth place. The respective rankings were related at the .01 level of significance. Advancement opportunities ranked as the number one intrinsic dissatisfier, with respect and recognition second. The remaining aspects were ranked in the same order as assigned by teachers with under five years of experience. The respective rankings were related at the .01 level of significance.

One hundred eleven teachers with over 15 years of experience ranked the 6 intrinsic aspects for both satisfaction and dissatisfaction in the same order as did teachers with 5 to 15 years of experience. The respective rankings for both satisfaction and dissatisfaction were related at the .01 level of significance.

All experience levels ranked the first four intrinsic aspects for satisfaction in the same manner: freedom to plan own work, interesting and challenging work, opportunities for responsibility, and appropriateness of position to training. Teachers with 5 to 15 and over 15 years of experience ranked the 6 intrinsic aspects for dissatisfaction in the same order: advancement opportunities, respect and recognition, opportunities for responsibility, appropriateness of position to training, interesting and challenging work, and freedom to plan own work. Teachers with under five years of experience reversed the order of the first two dissatisfiers, thereby causing the only difference in dissatisfier rankings among the three

experience levels.

Rank Order of Intrinsic Aspects by School Size

The respondents were divided into three categories according to the size of the school in which they taught as determined by the number of students in attendance: under 300, 300-1,000, and over 1,000. The rank order of specific intrinsic aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 34.

Forty-one teachers in schools with less than 300 students ranked freedom to plan own work as the leading intrinsic satisfier. The remaining satisfiers, in order, were as follows: interesting and challenging work, opportunities for responsibilities, respect and recognition, appropriateness of position, and advancement opportunities. The respective rankings were related at the .01 level of significance. Advancement opportunities ranked as the number one intrinsic dissatisfier, with respect and recognition second and opportunities for responsibility third. The order of the remaining dissatisfiers was appropriateness of position, interesting and challenging work, and freedom to plan own work. The respective rankings were related at the .01 level of significance.

One hundred ninety-three teachers in schools with 300-1,000 students ranked the first three aspects for satisfaction in the same order as did the previous teacher group. The fourth and fifth ranks

Table 34. Rank order of intrinsic aspects by school size.

Satisfaction			School Size	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Under 300 Students N = 41						
freedom to plan own work	1	66		advancement opportunities	1	109
interesting and challenging work	2	110		respect & recognition	2	128
opportunity for responsibility	3	138		opportunity for responsibility	3	132
respect & recognition	4	168		appropriateness of position to training	4	138
appropriateness of position to training	5	175		interesting & challenging work	5	170
advancement opportunities	6	204		freedom to plan own work	6	184
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
300-1000 Students N = 193						
freedom to plan own work	1	321		advancement opportunities	1	485
interesting and challenging work	2	509		respect & recognition	2	502
opportunity for responsibility	3	697		opportunity for responsibility	3	651
appropriateness of position to training	4	763		appropriateness of position to training	4	660
respect & recognition	5	862		interesting & challenging work	5	798
advancement opportunities	6	895		freedom to plan own work	6	945
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Over 1000 Students N = 121						
freedom to plan own work	1	200		advancement opportunities	1	331
interesting & challenging work	2	286		respect & recognition	2	336
opportunity for responsibility	3	456		opportunity for responsibility	3	337
appropriateness of position to training	4	457		appropriateness of position to training	4	428
respect & recognition	5	558		interesting & challenging work	5	548
advancement opportunities	6	584		freedom to plan own work	6	561
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

were reversed, with appropriateness of position fourth and respect and recognition fifth. Advancement opportunities ranked sixth. The respective rankings were related at the .01 level of significance. The six intrinsic aspects were ranked for dissatisfaction in the same order as was assigned by the previous teacher group. The respective rankings were related at the .01 level of significance.

One hundred twenty-one teachers in schools with over 1,000 students ranked the six intrinsic aspects for both satisfaction and dissatisfaction in the same order as did the previous teacher group. The respective rankings for both satisfaction and dissatisfaction were related at the .01 level of significance.

All three school size groups ranked the first three intrinsic aspects for satisfaction in the same order: freedom, interesting work, and responsibility. Teachers in schools with 300-1,000 and over 1,000 students ranked all six intrinsic aspects for satisfaction in the same order. All three groups ranked the six aspects for dissatisfaction in the same order, with advancement, respect, and responsibility leading the rankings.

Rank Order of Intrinsic Aspects by Grade Level

The respondents were divided into three categories according to the level at which they taught: junior-senior high school combination, junior high school, and senior high school. The rank order of

specific intrinsic aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 35.

Twenty combination junior-senior high school teachers ranked freedom to plan work as the number one intrinsic satisfier. The order of the remaining satisfiers was interesting and challenging work, opportunities for responsibility, respect and recognition, appropriateness of position, and advancement opportunities. The respective rankings were related at the .01 level of significance. Advancement opportunities ranked as the number one intrinsic dissatisfier, with opportunities for responsibility second and appropriateness of position third. Respect and recognition, interesting and challenging work, and freedom to plan own work completed the dissatisfier ordering. The respective rankings were not significantly related.

Ninety-six junior high school teachers ranked the first three intrinsic aspects for satisfaction in the same order as did the combination teacher group. The fourth and fifth ranks were reversed by this group, with appropriateness of position fourth and respect and recognition fifth. Advancement opportunities ranked sixth. The respective rankings were related at the .01 level of significance. Advancement opportunities ranked as the number one dissatisfier, with respect and recognition second and opportunity for responsibility third. The remaining dissatisfiers were

Table 35. Rank order of intrinsic aspects by grade level.

Satisfaction			Grade Level Taught	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Combination Jr-Sr High School N = 20						
freedom to plan own work	1	31		advancement opportunities	1	57
interesting & challenging work	2	49		opportunity for responsibility	2	62
opportunity for responsibility	3	72		appropriateness of position to training	3	67
respect & recognition	4	79		respect & recognition	4	72
appropriateness of position to training	5	93		interesting & challenging work	5	79
advancement opportunities	6	96		freedom to plan own work	6	83
respective rankings related at .01 significance level				respective rankings not significantly related		
Junior High School N = 96						
freedom to plan own work	1	162		advancement opportunities	1	235
interesting & challenging work	2	261		respect & recognition	2	248
opportunity for responsibility	3	342		opportunity for responsibility	3	306
appropriateness of position to training	4	380		appropriateness of position to training	4	338
respect & recognition	5	432		interesting & challenging work	5	418
advancement opportunities	6	449		freedom to plan own work	6	465
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Senior High School N = 239						
freedom to plan own work	1	394		advancement opportunities	1	633
interesting & challenging work	2	605		respect & recognition	2	646
opportunity for responsibility	3	877		opportunity for responsibility	3	752
appropriateness of position to training	4	922		appropriateness of position to training	4	821
respect & recognition	5	1077		interesting & challenging work	5	1019
advancement opportunities	6	1138		freedom to plan own work	6	1142
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

appropriateness of position, interesting and challenging work, and freedom to plan own work. The respective rankings were related at the .01 level of significance.

Two hundred thirty-nine senior high school teachers ranked the six intrinsic aspects for both satisfaction and dissatisfaction in the same order as did junior high school teachers. The respective rankings of both satisfiers and dissatisfiers were related at the .01 level of significance.

All three grade levels ranked the first three intrinsic aspects for satisfaction in the same order: freedom, interesting work, and responsibility. Junior and senior high school teachers ranked the six aspects for satisfaction in the same order. All three groups ranked advancement opportunities as the leading dissatisfier. Junior and senior high school teachers ranked the six aspects for dissatisfaction in the same order. The respective dissatisfier rankings of combination teachers were not significantly related.

Rank Order of Intrinsic Aspects by Classes Per Day

The respondents were divided into seven categories according to the number of industrial arts classes taught each day. The rank order of specific intrinsic aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 36.

Eleven teachers with one class per day ranked freedom to plan

Table 36. Rank order of intrinsic aspects by classes per day.

Satisfaction			Classes per Day	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
One Class N = 11						
freedom to plan own work	1	20	advancement opportunities	1	23	
interesting & challenging work	2	26	respect & recognition	2	35	
opportunity for responsibility	3	38	appropriateness of position to training	3	37	
appropriateness of position to training	4	47	freedom to plan own work	4	43	
respect & recognition	5	50	opportunity for responsibility	5	45	
advancement opportunities	5	50	interesting & challenging work	6	48	
respective rankings related at .01 significance level			respective rankings not significantly related			
Two Classes N = 18						
freedom to plan own work	1	31	appropriateness of position to training	1	45	
interesting & challenging work	2	39	respect & recognition	2	51	
opportunity for responsibility	3	63	opportunity for responsibility	3	57	
appropriateness of position to training	4	79	advancement opportunities	4	58	
advancement opportunities	5	82	interesting & challenging work	5	77	
respect & recognition	6	84	freedom to plan own work	6	84	
respective rankings related at .01 significance level			respective rankings related at .01 significance level			
Three Classes N = 21						
interesting & challenging work	1	44	advancement opportunities	1	58	
freedom to plan own work	2	45	respect & recognition	2	62	
opportunity for responsibility	3	80	appropriateness of position to training	3	65	
appropriateness of position to training	3	80	opportunity for responsibility	4	67	
advancement opportunities	5	95	interesting & challenging work	5	92	
respect & recognition	6	97	freedom to plan own work	6	97	
respective rankings related at .01 significance level			respective rankings related at .01 significance level			

Continued on next page

Table 36 Continued.

Satisfaction			Classes per Day	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Four Classes N = 49						
freedom to plan own work	1	66	advancement opportunities	1	123	
interesting & challenging work	2	142	respect & recognition	2	129	
opportunity for responsibility	3	177	opportunity for responsibility	3	147	
appropriateness of position to training	4	188	appropriateness of position to training	4	168	
respect & recognition	5	219	interesting & challenging work	5	216	
advancement opportunities	6	237	freedom to plan own work	6	246	
respective rankings related at .01 significance level			respective rankings related at .01 significance level			
Five Classes N = 111						
freedom to plan own work	1	181	advancement opportunities	1	289	
interesting & challenging work	2	281	respect & recognition	2	310	
opportunity for responsibility	3	413	opportunity for responsibility	3	344	
appropriateness of position to training	4	441	appropriateness of position to training	4	369	
respect & recognition	5	494	interesting & challenging work	5	473	
advancement opportunities	6	521	freedom to plan own work	6	546	
respective rankings related at .01 significance level			respective rankings related at .01 significance level			
Six Classes N = 137						
freedom to plan own work	1	232	advancement opportunities	1	352	
interesting & challenging work	2	352	respect & recognition	1	352	
opportunity for responsibility	3	476	opportunity for responsibility	3	444	
appropriateness of position to training	4	532	appropriateness of position to training	4	514	
respect & recognition	5	613	interesting & challenging work	5	575	
advancement opportunities	6	666	freedom to plan own work	6	634	
respective rankings related at .01 significance level			respective rankings related at .01 significance level			

Continued on next page

Table 36 Continued.

Satisfaction			Classes per Day	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Seven Classes N = 8						
freedom to plan own work	1	12	opportunity for responsi-			
interesting & challenging			bility	1	16	
work	2	21	advancement opportunities	2	22	
appropriateness of position			respect & recognition	3	27	
to training	3	28	appropriateness of position			
respect & recognition	4	31	to training	4	28	
advancement opportunity	5	32	interesting & challenging			
opportunity for responsi-			work	5	35	
bility	6	44	freedom to plan own work	6	40	
respective rankings related at .01			respective rankings related at .05			
significance level			significance level			

own work as the primary intrinsic satisfier. Interesting and challenging work was ranked second, with opportunities for responsibility third and appropriateness of training fourth. Respect and recognition and advancement opportunities were assigned a tie for the last-ranked satisfier. The respective rankings were related at the .01 level of significance. Advancement opportunities ranked as the number one dissatisfier. Two points separated second-ranked respect and recognition from third-ranked appropriateness of position. Freedom to plan own work was ranked fourth just two points ahead of fifth-ranked opportunities for responsibility. Interesting and challenging work was ranked sixth, just three points out of fifth place. The respective rankings were not significantly related.

Eighteen teachers with two classes daily ranked the first four intrinsic aspects for satisfaction in the same order as did teachers with one class. The fifth and sixth ranks were reversed, with advancement opportunities fifth and respect and recognition sixth. Three points separated the fourth and fifth ranks, while two points separated the fifth and sixth ranks. The respective rankings were related at the .01 level of significance. Appropriateness of position was ranked as the leading intrinsic dissatisfier, with respect and recognition second and opportunities for responsibilities third. Fourth-ranked advancement opportunities followed by one point. Interesting and challenging work and freedom to plan own work

completed the dissatisfier ordering. The respective rankings were related at the .01 level of significance.

Twenty-one teachers with three classes daily ranked the leading intrinsic satisfiers as interesting and challenging work and freedom to plan own work. One point separated the first two ranks. Opportunities for responsibility and appropriateness of position were assigned a tie for the third rank. Fifth-ranked advancement opportunities led sixth-ranked respect and recognition by two points. The respective rankings were related at the .01 level of significance. Advancement opportunities ranked as the leading dissatisfier with respect and recognition second and appropriateness of position third. The remaining dissatisfiers were opportunities for responsibility, interesting and challenging work, and freedom to plan own work. Three points separated the second and third ranks, while just two points separated ranks three and four. The respective rankings were related at the .01 level of significance.

Forty-nine teachers with four classes daily ranked the six intrinsic aspects for satisfaction in the same order as did teachers with one class per day. The respective rankings were related at the .01 level of significance. Advancement opportunities ranked as the number one dissatisfier with respect and recognition second and opportunities for responsibility third. Appropriateness of position, interesting and challenging work, and freedom to plan own work

completed the dissatisfier ordering. The respective rankings were related at the .01 level of significance.

One hundred eleven teachers with five classes daily ranked the six intrinsic aspects for both satisfaction and dissatisfaction in the same order as did teachers with four classes per day. The respective rankings for both satisfaction and dissatisfaction were related at the .01 level of significance.

One hundred thirty-seven teachers with six classes daily ranked the six aspects for satisfaction in the same order as did teachers with four and five classes per day. The respective rankings were related at the .01 level of significance. Advancement opportunities and respect and recognition were assigned a tie as the number one intrinsic dissatisfier. The remaining dissatisfiers were ranked in the same order as assigned by teachers with four and five classes daily. The respective rankings were related at the .01 level of significance.

Eight teachers with seven classes per day ranked freedom to plan own work as the leading satisfier. The order of the remaining intrinsic satisfiers was interesting and challenging work, appropriateness of position, respect and recognition, advancement opportunities, and opportunities for responsibility. Three points separated the third- and fourth-ranked aspects, while just one point separated the fourth and fifth ranks. The respective rankings were related at

the .01 level of significance. Opportunities for responsibility ranked as the number one dissatisfier, with advancement opportunities second and respect and recognition third. Appropriateness of position followed by one point. The last-ranked dissatisfiers were interesting and challenging work and freedom to plan own work. The respective rankings were related at the .05 level of significance.

Freedom to plan own work and interesting and challenging work were ranked as the number one and two satisfiers by all teachers with the exception of those teaching three classes per day. This group reversed the order of the first two aspects. Advancement opportunities ranked as the number one dissatisfier by teachers with one, three, four, five, and six classes. Teachers with two classes daily ranked appropriateness of position to training as the leading dissatisfier, while teachers with seven classes ranked opportunity for responsibility first. Teachers with four, five, and six classes assigned identical ranks to the six aspects for both satisfaction and dissatisfaction. The respective dissatisfier rankings of teachers with one class per day were not significantly related.

Summary of Intrinsic Aspects

The major implications drawn from Tables 32 through 36 were

that Oregon industrial education teachers were in significant agreement as to what constituted the specific intrinsic aspects affecting their job satisfactions and dissatisfactions. Freedom to plan one's own work and interesting and challenging assignments were primary intrinsic aspects contributing to job satisfaction. Opportunities for advancement and parent and community respect and recognition were primary sources of job dissatisfaction (Table 32, p. 141).

The number of years of experience that a teacher possessed was not a determining factor in the selection of primary intrinsic aspect satisfiers, but were influential in determining the selection of primary dissatisfiers (Table 33, p. 143). Teachers with less than five years of experience felt that parent-community respect and recognition were greater sources of job dissatisfaction than opportunities for advancement.

School size was not a determining factor in the selection of primary intrinsic aspect satisfiers and dissatisfiers (Table 34, p. 146).

The grade level at which a teacher taught was not a determining factor in the selection of primary intrinsic aspect satisfiers and dissatisfiers (Table 35, p. 149).

The number of classes taught per day were, to a limited extent, determining factors in a teacher's selection of primary intrinsic aspect satisfiers and dissatisfiers (Table 36, p. 151). Teachers

with three classes per day felt that interesting and challenging assignments were a greater source of job satisfaction than was freedom to plan one's own work. Teachers with two and seven classes felt that appropriateness of position to training and opportunities for assuming responsibility were greater sources of job dissatisfaction than were poor advancement opportunities.

Administration Aspects

The rank order of specific administration aspects and sums of ranks (R_j) assigned by 355 Oregon industrial education teachers are recorded in Table 37.

Table 37. Rank order of administration aspects by 355 teachers.

Satisfaction			N = 355	Dissatisfaction		
Aspects	Rank	R_j		Aspects	Rank	R_j
cooperation & assistance	1	810		communication	1	885
interest in teachers	2	916		foresight & planning	2	971
consistent procedures	3	1120		consistent procedures	3	985
foresight & planning	4	1138		cooperation & assistance	4	1242
communication	5	1341		interest in teachers	5	1241
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

Cooperation and assistance ranked as the number one administration satisfier by 355 teachers. The order of the remaining satisfiers was interest in teachers, consistent procedures, foresight and planning, and communication of orders and decisions. The respective rankings were related at the .01 level of significance. Communication of orders and decisions was ranked as the leading dissatisfier with foresight and planning second and consistent procedures third. Cooperation and assistance and interest in teachers were assigned a tie for the fourth rank. The respective rankings were related at the .01 level of significance.

Rank Order of Administration
Aspects by Experience

The respondents were divided into three categories according to the total number of years teaching experience: under 5, 5 to 15, and over 15. The rank order of specific administration aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 38.

Cooperation and assistance ranked as the leading administration aspect satisfier by 101 teachers with under five years of experience. The order of the remaining satisfiers was interest in teachers, consistent procedures, foresight and planning, and communication. The respective rankings were related at the .01 level of

Table 38. Rank order of administration aspects by experience.

Satisfaction			Years Experience	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Under Five N = 101						
cooperation & assistance	1	237		communication	1	259
interest in teachers	2	275		foresight & planning	2	268
consistent procedures	3	312		consistent procedures	3	279
foresight & planning	4	330		cooperation & assistance	4	351
communication	5	361		interest in teachers	5	358
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Five to Fifteen N = 143						
cooperation & assistance	1	335		communication	1	339
interest in teachers	2	338		consistent procedures	2	388
consistent procedures	3	457		foresight & planning	3	400
foresight & planning	4	476		cooperation & assistance	4	505
communication	5	539		interest in teachers	5	513
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Over Fifteen N = 111						
cooperation & assistance	1	238		communication	1	287
interest in teachers	2	303		foresight & planning	2	303
foresight & planning	3	332		consistent procedures	3	318
consistent procedures	4	351		interest in teachers	4	371
communication	5	441		cooperation & assistance	5	386
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

significance. Communication was ranked as the leading dissatisfier with foresight and planning second and consistent procedures third. Cooperation was ranked fourth and interest in teachers last. The respective rankings were related at the .01 level of significance.

One hundred forty-three teachers with 5 to 15 years of experience ranked the 5 administration aspects for satisfaction in the same order as did teachers with under 5 years of experience. The respective rankings were related at the .01 level of significance. Communication was ranked as the primary dissatisfier, with consistent procedure second and foresight and planning third. Cooperation and interest in teachers were ranked fourth and fifth. The respective rankings were related at the .01 level of significance.

Cooperation and assistance ranked as the number one administration aspect satisfier by 111 teachers with over 15 years of experience. The remaining satisfiers, in order, were interest in teachers, foresight and planning, consistent procedures, and communication. The respective rankings were related at the .01 level of significance. Communication was ranked as the number one dissatisfier, with foresight and planning second and consistent procedures third. Interest in teachers was ranked fourth and cooperation fifth. The respective rankings were related at the .01 level of significance.

Cooperation and interest in teachers were ranked as the

number one and two satisfiers by all three experience levels.

Teachers with under 5 and 5 to 15 years of experience ranked the 5 aspects for satisfaction in the same order. Communication was ranked as the primary dissatisfier by all experience levels.

Rank Order of Administration Aspects by School Size

The respondents were divided into three categories according to the size of school in which they taught as determined by the number of students in attendance: under 300, 300-1,000, and over 1,000. The rank order of specific administration aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 39.

Interest in teachers was ranked as the number one administration satisfier by 41 teachers employed in schools with less than 300 students. The order of the remaining satisfiers was cooperation, consistent procedures, foresight and planning, and communication. The respective rankings were related at the .01 level of significance. Communication was ranked as the number one dissatisfier, with consistent procedures second and foresight and planning third. One point separated fourth-ranked interest in teachers, and fifth place cooperation and assistance. The respective rankings were related at the .01 level of significance.

Cooperation and assistance ranked as the leading administration satisfier by 193 teachers employed in schools of 300-1,000

Table 39. Rank order of administration aspects by school size.

Satisfaction			School Size	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Under 300 Students N = 41						
interest in teachers	1	97		communication	1	102
cooperation & assistance	2	111		consistent procedures	2	115
consistent procedures	3	121		foresight & planning	3	121
foresight & planning	4	133		interest in teachers	4	138
communication	5	153		cooperation & assistance	5	139
respective rankings related at .01 <u>significance level</u>				respective rankings related at .01 <u>significance level</u>		
300-1000 Students N = 193						
cooperation & assistance	1	427		communication	1	458
interest in teachers	2	497		foresight & planning	2	522
foresight & planning	3	598		consistent procedures	3	533
consistent procedures	4	625		cooperation & assistance	4	686
communication	5	748		interest in teachers	5	696
respective rankings related at .01 <u>significance level</u>				respective rankings related at .01 <u>significance level</u>		
Over 1000 Students N = 121						
cooperation & assistance	1	272		communication	1	325
interest in teachers	2	322		foresight & planning	2	328
consistent procedures	3	374		consistent procedures	3	337
foresight & planning	4	407		interest in teachers	4	408
communication	5	440		cooperation & assistance	5	417
respective rankings related at .01 <u>significance level</u>				respective rankings related at .01 <u>significance level</u>		

students. The order of the remaining satisfiers was interest in teachers, foresight and planning, consistent procedures, and communication. The respective rankings were related at the .01 level of significance. Communication was ranked as the number one administration dissatisfier, with foresight and planning second and consistent procedures third. Cooperation and assistance and interest in teachers were ranked fourth and fifth. The respective rankings were related at the .01 level of significance.

Cooperation and assistance and interest in teachers were ranked as the number one and two administration satisfiers by 121 teachers employed in schools of over 1,000 students. Consistent procedures was ranked third, with foresight and planning fourth and communication fifth. The respective rankings were related at the .01 level of significance. Three points separated the leading dissatisfier, communication, from second-place foresight and planning. The remaining dissatisfiers were consistent procedures, interest in teachers, and cooperation and assistance. The respective rankings were related at the .01 level of significance.

Teachers in schools with 300-1,000 and over 1,000 students ranked cooperation as the number one administration satisfier. Teachers in schools with less than 300 students ranked interest in teachers as the leading satisfier. All three groups ranked communication as the number one dissatisfier.

Rank Order of Administration
Aspects by Grade Level

The respondents were divided into three categories according to the level at which they taught: junior-senior high school combination, junior high school, and senior high school. The rank order of specific administration aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 40.

Twenty combination junior-senior high school teachers ranked interest in teachers as the number one administration satisfier. Second ranked cooperation led third-ranked foresight and planning by two points. Consistent procedures followed by one point and communication, in turn, by one point. The respective rankings were not significantly related. Three points separated the first-ranked dissatisfier, foresight and planning, from second-ranked interest in teachers. A tie between communication and cooperation followed by one point. Consistent procedures was the last-ranked dissatisfier. The respective rankings were not significantly related.

Cooperation and assistance ranked as the primary administration satisfier by 96 junior high school teachers. The remaining satisfiers were interest in teachers, consistent procedures, foresight and planning, and communication. The respective rankings were related at the .01 level of significance. Three points separated the first-ranked dissatisfier, communication, from

Table 40. Rank order of administration aspects by grade level.

Satisfaction			Grade Level Taught	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Combination Jr-Sr High School						
N = 20						
interest in teachers	1	51		foresight & planning	1	56
cooperation & assistance	2	60		interest in teachers	2	59
foresight & planning	3	62		communication	3	60
consistent procedures	4	63		cooperation & assistance	3	60
communication	5	64		consistent procedures	5	65
respective rankings not significantly related				respective rankings not significantly related		
Junior High School						
N = 96						
cooperation & assistance	1	208		communication	1	239
interest in teachers	2	248		foresight & planning	2	242
consistent procedures	3	303		communication	3	264
foresight & planning	4	310		interest in teachers	4	344
communication	5	371		cooperation & assistance	5	351
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Senior High School						
N = 239						
cooperation & assistance	1	542		communication	1	586
interest in teachers	2	617		consistent procedures	2	656
consistent procedures	3	754		foresight & planning	3	673
foresight & planning	4	766		cooperation & assistance	4	831
communication	5	906		interest in teachers	5	839
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

second-ranked foresight and planning. The remaining dissatisfiers were communication, interest in teachers, and cooperation. The respective rankings were related at the .01 level of significance.

Two hundred thirty-nine senior high school teachers ranked the five administration aspects for satisfaction in the same order as did junior high school teachers. The respective rankings were related at the .01 level of significance. Communication was ranked as the leading dissatisfier, with consistent procedures second and foresight and planning third. Cooperation and assistance ranked fourth and interest in teachers last. The respective rankings were related at the .01 level of significance.

Junior and senior high school teachers ranked cooperation as the number one administration satisfier, whereas combination junior-senior high school teachers ranked interest in teachers first. Junior and senior high school teachers ranked the five aspects for satisfaction in the same order. Junior and senior high school teachers ranked communication as the leading dissatisfier, while combination teachers ranked foresight and planning first. The respective satisfier and dissatisfier rankings of combination teachers were not significantly related.

Rank Order of Administration
Aspects by Classes Per Day

The respondents were divided into seven categories according to the number of industrial arts classes taught each day. The rank order of specific administration aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 41.

Interest in teachers was ranked as the number one administration satisfier by eleven teachers with one class per day. Cooperation and consistent procedures were assigned a tie for the second rank. Foresight and planning ranked fourth only three points ahead of fifth-ranked communication. The respective rankings were related at the .01 level of significance. Foresight and planning ranked as the leading dissatisfier, with communication second and consistent procedures third. Just one point separated fourth-ranked interest in teachers from fifth-place cooperation and assistance. The respective rankings were related at the .01 level of significance.

Eighteen teachers with two classes daily ranked interest in teachers as the primary administration satisfier. The remaining satisfiers were cooperation and assistance, foresight and planning, consistent procedures, and communication. One point separated the fourth and fifth ranks. The respective rankings were not significantly related. Consistent procedures ranked as the leading dissatisfier, two points ahead of second-ranked communication. Third-ranked

Table 41. Rank order of administration aspects by classes per day.

Satisfaction			Classes per Day	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
One Class N = 11						
interest in teachers	1	16		foresight & planning	1	19
cooperation & assistance	2	30		communication	2	27
consistent procedures	2	30		consistent procedures	3	34
foresight & planning	4	43		interest in teachers	4	42
communication	5	46		cooperation & assistance	5	43
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Two Classes N = 18						
interest in teachers	1	44		consistent procedures	1	43
cooperation & assistance	2	48		communication	2	45
foresight & planning	3	53		foresight & planning	3	56
consistent procedures	4	62		interest in teachers	4	59
communication	5	63		cooperation & assistance	5	67
respective rankings not significantly related				respective rankings not significantly related		
Three Classes N = 21						
cooperation & assistance	1	42		communication	1	46
interest in teachers	2	52		consistent procedures	2	62
foresight & planning	3	67		foresight & planning	3	63
consistent procedures	4	68		interest in teachers	4	70
communication	5	86		cooperation & assistance	5	74
respective rankings related at .01 significance level				respective rankings not significantly related		
Four Classes N = 49						
cooperation & assistance	1	107		communication	1	119
interest in teachers	2	113		consistent procedures	2	124
foresight & planning	3	153		foresight & planning	3	136
consistent procedures	4	173		cooperation & assistance	4	177
communication	5	189		interest in teachers	5	179
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

Continued on next page

Table 41 Continued.

Satisfaction			Classes per Day	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Five Classes N = 111						
cooperation & assistance	1	264		communication	1	273
interest in teachers	2	313		foresight & planning	2	313
consistent procedures	3	333		consistent procedures	3	323
foresight & planning	4	336		interest in teachers	4	373
community	5	419		cooperation & assistance	5	383
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Six Classes N = 137						
cooperation & assistance	1	300		communication	1	354
interest in teachers	2	356		foresight & planning	2	361
consistent procedures	3	426		consistent procedures	3	382
foresight & planning	4	461		cooperation & assistance	4	467
communication	5	512		interest in teachers	5	491
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Seven Classes N = 8						
cooperation & assistance	1	19		consistent procedures	1	17
interest in teachers	2	22		communication	2	21
foresight & planning	3	25		foresight & planning	3	23
communication	4	26		interest in teachers	4	28
consistent procedures	5	28		cooperation & assistance	5	31
respective rankings not significantly related				respective rankings not significantly related		

foresight and planning led fourth-ranked interest in teachers by three points. Cooperation and assistance was the last-ranked dissatisfier. The respective rankings were not significantly related.

Twenty-one teachers with three classes daily ranked cooperation and assistance and interest in teachers as the number one and two administration satisfiers. One point separated third-ranked foresight and planning from fourth-place consistent procedures. Communication was the last-ranked satisfier. The respective rankings were related at the .01 level of significance. The number one dissatisfier was communication, with just one point separating second-ranked consistent procedures from third-ranked foresight and planning. Interest in teachers was ranked fourth and cooperation fifth. The respective rankings were not significantly related.

Forty-nine teachers with four classes daily ranked the five administration aspects for satisfaction in the same order as did teachers with three classes per day. The respective rankings were related at the .01 level of significance. Communication was ranked as the number one dissatisfier, with consistent procedures second and foresight and planning third. Two points separated fourth-ranked cooperation from fifth-ranked interest in teachers. The respective rankings were related at the .01 level of significance.

Cooperation and assistance ranked as the leading administration satisfier by 111 teachers with five classes daily. The order of

the remaining satisfiers was interest in teachers, consistent procedures, foresight and planning, and communication. Three points separated the third and fourth ranks. The respective rankings were related at the .01 level of significance. Communication was ranked as the number one dissatisfier, with foresight and planning second and consistent procedures third. Interest in teachers was ranked fourth and cooperation fifth. The respective rankings were related at the .01 level of significance.

One hundred thirty-seven teachers with six classes daily ranked the five administration aspects for satisfaction in the same order as did teachers with five classes per day. The respective rankings were related at the .01 level of significance. Communication was ranked as the primary dissatisfier, with foresight and planning second and consistent procedures third. Cooperation and interest in teachers were ranked fourth and fifth. The respective rankings were related at the .01 level of significance.

Eight teachers with seven classes per day ranked cooperation as the number one satisfier. Second ranked interest in teachers, followed by three points, and third ranked foresight and planning, in turn, by three points. Fourth-ranked communication followed by one point, and consistent procedures by two points. The respective rankings were not significantly related. Consistent procedures ranked as the leading dissatisfier, with communication second and

foresight and planning third. Two points separated the second and third ranks. Three points separated fourth-ranked interest in teachers and fifth-place cooperation. The respective rankings were not significantly related.

Cooperation and interest in teachers were ranked as the number one and two satisfiers by teachers with three, four, five, six, and seven classes daily. Teachers with one and two classes per day ranked interest in teachers first and cooperation second. Teachers with three, four, five, and six classes ranked the six aspects for satisfaction in the same order. Communication was ranked as the number one administration dissatisfier by teachers with three, four, five, and six classes daily. Foresight and planning ranked as the number one dissatisfier by teachers with one class, while teachers with two and seven classes daily ranked consistent procedures first. The respective satisfier and dissatisfier rankings of teachers with two and seven classes were not significantly related. The respective dissatisfier rankings of teachers with three classes were likewise not significantly related.

Summary of Administration Aspects

The major implications drawn from Tables 37 through 41 were that Oregon industrial education teachers were in significant agreement as to what constituted the specific administration aspects

affecting their job satisfaction and dissatisfactions. Administrative cooperation and assistance and interest shown in individual teachers were primary administration aspects contributing to job satisfaction. Communication of orders and decisions, foresight and planning, and consistency of procedures were primary sources of job dissatisfaction (Table 37, p. 159).

The number of years of experience that a teacher possessed was not a determining factor in his selection of primary administration aspect satisfiers and dissatisfiers (Table 38, p. 161).

School size was a determining factor in the selection of primary administration aspect satisfiers, but was not influential in determining primary job dissatisfiers (Table 39, p. 164). Teachers in schools with less than 300 students felt that sincere administration interest in individual teachers was a greater source of satisfaction than was administration cooperation and assistance.

The grade level at which a teacher taught was a determining factor in his selection of primary administration aspect satisfiers and dissatisfiers (Table 40, p. 167). Combination junior-senior high school teachers felt that sincere administration interest in individual teachers was a greater source of job satisfaction than administration cooperation and assistance. This group also felt that administrative foresight and planning was a greater source of job dissatisfaction than communications. There was no significant

agreement regarding the satisfier and dissatisfier rankings of this group.

The number of classes taught per day were, to a limited extent, determining factors in a teacher's selection of primary administration aspect satisfiers and dissatisfiers (Table 41, p. 170). Teachers with one and two classes per day felt that administration interest in individual teachers was a greater source of job satisfaction than administration cooperation and assistance. There was no significant agreement regarding the respective rankings of teachers with two classes. Teachers with one, two, and seven classes felt that administration foresight and planning and consistency of procedures were greater sources of job dissatisfaction than were communications. There was no significant agreement among the respective rankings of teachers with two and seven classes.

Supervisor Aspects

The rank order of specific supervisor aspects and sums of ranks (R_j) assigned by 355 Oregon industrial education teachers are recorded in Table 42.

Fairness was ranked as the number one supervisor aspect for satisfaction by 355 teachers. Loyalty to teachers was ranked second and leadership third. Availability for consultation, technical competence, and evaluation methods completed the ordering.

The respective rankings were related at the .01 level of significance. Evaluation methods was ranked as the number one dissatisfier, with technical competence second and leadership third. Availability for consultation, loyalty to teachers, and fairness completed the dissatisfier ranking. The respective rankings were related at the .01 level of significance.

Table 42. Rank order of supervisor aspects by 355 teachers.

Satisfaction			Dissatisfaction		
Aspects	Rank	Rj	Aspects	Rank	Rj
fairness	1	900	evaluation methods	1	978
loyalty to teachers	2	1018	technical competence	2	1100
leadership abilities	3	1218	leadership abilities	3	1221
availability for consultation	4	1241	availability for consultation	4	1254
technical competence	5	1478	loyalty to teachers	5	1410
evaluation methods	6	1609	fairness	6	1492
respective rankings related at .01 significance level			respective rankings related at .01 significance level		

Rank Order of Supervisor Aspects by Experience

The respondents were divided into three categories according to the total number of years teaching experience: under 5, 5 to 15, and over 15. The rank order of specific supervisor aspects and sums of ranks (Rj) assigned by these groups are recorded in Table 43.

Table 43. Rank order of supervisor aspects by experience.

Satisfaction			Years Experience	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Under Five N = 101						
fairness	1	275		evaluation methods	1	242
loyalty to teachers	2	279		availability for		
leadership	3	344		consultation	2	330
availability for				leadership	3	345
consultation	4	371		technical competence	4	369
technical competence	5	377		fairness	5	409
evaluation methods	6	475		loyalty to teachers	6	426
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Five to Fifteen N = 143						
fairness	1	350		technical competence	1	421
loyalty to teachers	2	424		leadership	2	482
availability for				evaluation methods	3	483
consultation	3	467		loyalty to teachers	4	523
leadership	4	526		availability for		
evaluation methods	5	610		consultation	5	546
technical competence	6	626		fairness	6	593
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Over Fifteen N = 111						
fairness	1	275		evaluation methods	1	298
loyalty to teachers	2	315		technical competence	2	310
leadership	3	348		availability for		
availability for				consultation	3	378
consultation	4	403		leadership	4	394
technical competence	5	475		loyalty to teachers	5	461
evaluation methods	6	515		fairness	6	490
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

Fairness and loyalty to teachers were ranked as the number one and two supervisor aspect satisfiers by 101 teachers with under five years of experience. The order of the remaining satisfiers was leadership, consultation, technical competence, and evaluation methods. The respective rankings were related at the .01 level of significance. Evaluation methods ranked as the leading supervisor dissatisfier, with consultation second and leadership third. Technical competence, fairness, and loyalty to teachers completed the dissatisfier ordering. The respective rankings were related at the .01 level of significance.

Fairness and loyalty to teachers were ranked as the number one and two supervisor aspect satisfiers by 143 teachers with 5 to 15 years of experience. Consultation ranked third and leadership fourth, with evaluation methods and technical competence completing the ordering. The respective rankings were related at the .01 level of significance. Technical competence was ranked as the leading supervisor dissatisfier. One point separated second-ranked leadership from third-ranked evaluation. Loyalty to teachers, consultation, and fairness completed the dissatisfier ranking. The respective rankings were related at the .01 level of significance.

One hundred eleven teachers with over 15 years of experience ranked the six supervisor aspects for satisfaction in the same order as did teachers with under 5 years of experience. The respective

rankings were related at the .01 level of significance. Evaluation methods ranked as the leading dissatisfier, with technical competence second and consultation third. Leadership, loyalty to teachers, and fairness completed the dissatisfier ordering. The respective rankings were related at the .01 level of significance.

Fairness and loyalty were ranked as the number one and two supervisor satisfiers by all experience levels. Teachers with under 5 and over 15 years of experience ranked the six supervisor aspects for satisfaction in the same order. There was not a consensus regarding the number one dissatisfier. Teachers with under 5 and over 15 years of experience ranked evaluation methods as the number one dissatisfier, while teachers with 5 to 15 years of experience ranked technical competence first.

Rank Order of Supervisor Aspects by School Size

The respondents were divided into three groups according to the size of the school in which they taught as determined by the number of students in attendance: under 300, 300-1,000, and over 1,000. The rank order of specific supervisor aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 44.

Fairness was ranked as the number one supervisor aspect satisfier by 41 teachers in schools with less than 300 students. The order of the remaining satisfiers was loyalty to teachers, leadership,

Table 44. Rank order of supervisor aspects by school size.

Satisfaction			School Size	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Under 300 Students N = 41						
fairness	1	107		evaluation methods	1	103
loyalty to teachers	2	116		technical competence	2	136
leadership	3	135		availability for consultation	3	140
consultation	4	142		leadership	4	147
technical competence	5	175		loyalty	5	164
evaluation methods	6	186		fairness	6	171
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
300-1000 Students N = 193						
fairness	1	476		evaluation methods	1	527
loyalty to teachers	2	547		technical competence	2	591
leadership	3	669		leadership	3	656
availability for consultation	4	670		availability for consultation	4	679
evaluation methods	5	800		loyalty to teachers	5	773
technical competence	6	811		fairness	6	827
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Over 1000 Students N = 121						
fairness	1	317		evaluation methods	1	348
loyalty to teachers	2	355		technical competence	2	373
leadership	3	413		leadership	3	418
availability for consultation	4	430		availability for consultation	4	435
technical competence	5	492		loyalty to teachers	5	473
evaluation methods	6	534		fairness	6	494
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

consultation, technical competence, and evaluation. The respective rankings were related at the .01 level of significance. Evaluation methods ranked as the leading dissatisfier, with technical competence second and consultation third. Leadership, loyalty to teachers, and fairness completed the dissatisfier ordering. The respective rankings were related at the .01 level of significance.

Fairness and loyalty to teachers were ranked as the number one and two satisfiers by 193 teachers in schools with 300-1,000 students. Third-ranked leadership led fourth-ranked consultation by one point. Evaluation methods ranked fifth and technical competence sixth. The respective rankings were related at the .01 level of significance. Evaluation methods ranked as the number one dissatisfier, with technical competence second and leadership third. Consultation, loyalty to teachers, and fairness completed the dissatisfier ordering. The respective rankings were related at the .01 level of significance.

One hundred twenty-one teachers in schools with over 1,000 students ranked the six supervisor aspects for satisfaction in the same order as did teachers in schools of less than 300 students. The six aspects were ranked for dissatisfaction in the same order as was assigned by teachers in schools with 300-1,000 students. The respective rankings were related at the .01 level of significance.

Fairness and loyalty were ranked as the number one and two

supervisor satisfiers by all three school size groups. Teachers in schools with less than 300 and over 1,000 students ranked the six supervisor aspects for satisfaction in the same order. Evaluation methods ranked as the number one supervisor dissatisfier by all three groups. Teachers in schools with 300-1,000 and over 1,000 students ranked the six aspects for dissatisfaction in the same order.

Rank Order of Supervisor Aspects by Grade Level

The respondents were divided into three categories according to the level at which they taught: junior-senior high school combination, junior high school, and senior high school. The rank order of specific supervisor aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 45.

Twenty combination junior-senior high school teachers ranked fairness as the number one supervisor aspect satisfier. The order of the remaining satisfiers was loyalty to teachers, leadership, consultation, technical competence, and evaluation. One point separated the fourth and fifth ranks. The respective rankings were related at the .01 level of significance. Evaluation methods and consultation ranked as the number one and two dissatisfiers. Leadership and fairness were assigned a tie for third place. Technical competence and loyalty to teachers completed the ordering. The respective rankings were not significantly related.

Table 45. Rank order of supervisor aspects by grade level.

Satisfaction			Grade Level Taught	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
Combination Jr-Sr High School N = 20						
fairness	1	51		evaluation methods	1	51
loyalty to teachers	2	56		availability for		
leadership	3	67		consultation	2	62
availability for				leadership	3	75
consultation	4	72		fairness	3	75
technical competence	5	73		technical competence	5	77
evaluation methods	6	101		loyalty to teachers	6	80
respective rankings related at .01 significance level				respective rankings not significantly related		
Junior High School N = 96						
fairness	1	226		evaluation methods	1	286
loyalty to teachers	2	286		technical competence	2	287
leadership	3	332		leadership	3	316
availability for				availability for		
consultation	4	333		consultation	4	348
evaluation methods	5	419		loyalty to teachers	5	366
technical competence	6	420		fairness	6	420
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Senior High School N = 239						
fairness	1	623		evaluation methods	1	641
loyalty to teachers	2	676		technical competence	2	737
leadership	3	819		leadership	3	830
availability for				availability for		
consultation	4	836		consultation	4	844
technical competence	5	985		loyalty to teachers	5	970
evaluation methods	6	1080		fairness	6	977
respective rankings related at .01 significance level				respective rankings related at .01 significance level		

Fairness was ranked as the primary satisfier by 96 junior high school teachers. The remaining satisfiers were loyalty to teachers, leadership, consultation, evaluation methods, and technical competence. One point separated the third and fourth and fifth and sixth ranks. The respective rankings were related at the .01 level of significance. Evaluation methods and technical competence, separated by one point, were ranked as the leading dissatisfiers. The order of the remaining dissatisfiers was leadership, consultation, loyalty to teachers, and fairness. The respective rankings were related at the .01 level of significance.

Two hundred thirty-nine senior high school teachers ranked the six supervisor aspects for satisfaction in the same order as did the combination junior-senior high school teachers. The respective rankings were related at the .01 level of significance.

All three grade levels ranked the first four supervisor aspects for satisfaction in the same order: fairness, loyalty, leadership, and consultation. Combination and senior high school teachers ranked the six supervisor aspects for satisfaction in the same order. All three groups ranked evaluation methods the number one supervisor dissatisfier. Junior and senior high school teachers ranked the six supervisor aspects for dissatisfaction in the same order. The respective dissatisfier rankings of combination teachers were not significantly related.

Rank Order of Supervisor
Aspects by Classes Per Day

The respondents were divided into seven categories according to the number of industrial arts classes taught each day. The rank order of specific supervisor aspects and sums of ranks (R_j) assigned by these groups are recorded in Table 46.

Eleven teachers with one class per day ranked fairness as the number one supervisor satisfier. Loyalty to teachers was ranked second, three points behind fairness. Leadership and consultation were assigned a tie for the third rank, while technical competence and evaluation methods were assigned a tie for the fifth rank. The respective rankings were not significantly related. Technical competence was ranked as the leading dissatisfier, with consultation second and leadership third. Loyalty to teachers, evaluation methods, and fairness completed the ordering. Three points separated the second and third ranks and third and fourth ranks. Just two points separated the fourth and fifth ranks. The respective rankings were not significantly related.

Eighteen teachers with two classes daily ranked fairness as the number one supervisor satisfier. Loyalty to teachers and leadership were assigned a tie for the second rank. Consultation, technical competence, and evaluation, each separated by three points, completed the satisfier ordering. The respective rankings

Table 46. Rank order of supervisor aspects by classes per day.

Satisfaction			Classes per Day	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
One Class N = 11						
fairness	1	28		technical competence	1	24
loyalty to teachers	2	31		availability for		
leadership	3	41		consultation	2	34
availability for				leadership	3	37
consultation	3	41		loyalty to teachers	4	40
technical competence	5	45		evaluation methods	5	42
evaluation methods	5	45		fairness	6	54
respective rankings not significantly related				respective rankings not significantly related		
Two Classes N = 18						
fairness	1	35		evaluation methods	1	39
loyalty to teachers	2	56		availability for		
leadership	2	56		consultation	2	46
availability for				technical competence	3	63
consultation	4	74		leadership	4	73
technical competence	5	77		loyalty to teachers	5	74
evaluation methods	6	80		fairness	6	83
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Three Classes N = 21						
loyalty to teachers	1	42		evaluation methods	1	55
availability for				technical competence	2	65
consultation	2	61		leadership	3	72
fairness	3	67		availability for		
leadership	4	81		consultation	4	76
technical competence	5	90		fairness	5	84
evaluation methods	6	100		loyalty to teachers	6	89
respective rankings related at .01 significance level				respective rankings not significantly related		
Four Classes N = 49						
fairness	1	116		evaluation methods	1	129
loyalty to teachers	2	130		technical competence	2	149
leadership	3	161		availability for		
availability for				consultation	3	162
consultation	4	179		leadership	4	169

Continued on next page

Table 46 Continued.

Satisfaction			Classes per Day	Dissatisfaction		
Aspects	Rank	Rj		Aspects	Rank	Rj
technical competence	5	210		fairness	5	205
evaluation methods	6	233		loyalty to teachers	6	215
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Five Classes N = 111						
fairness	1	295		evaluation	1	315
loyalty to teachers	2	326		technical competence	2	334
leadership	3	368		leadership	3	381
availability for consultation	4	381		availability for consultation	4	402
technical competence	5	465		loyalty to teachers	5	428
evaluation methods	6	496		fairness	6	471
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Six Classes N = 137						
fairness	1	345		evaluation methods	1	380
loyalty to teachers	2	416		technical competence	2	438
availability for consultation	3	472		leadership	3	459
leadership	4	485		availability for consultation	4	512
technical competence	5	556		loyalty to teachers	5	530
evaluation methods	6	603		fairness	6	558
respective rankings related at .01 significance level				respective rankings related at .01 significance level		
Seven Classes N = 8						
fairness	1	14		evaluation methods	1	18
loyalty to teachers	2	17		availability for consultation	2	22
leadership	3	26		technical competence	3	27
availability for consultation	4	33		leadership	4	30
technical competence	5	35		loyalty to teachers	5	34
evaluation methods	6	45		fairness	6	37
respective rankings not significantly related				respective rankings not significantly related		

were related at the .01 level of significance. The number one dissatisfier was evaluation, with consultation second and technical competence third. One point separated fourth-ranked leadership and fifth-ranked loyalty to teachers. Fairness was the last ranked dissatisfier. The rankings were related at the .01 level of significance.

Twenty-one teachers with three classes daily ranked loyalty to teachers as the number one supervisor aspect satisfier. The order of the remaining satisfiers was consultation, fairness, leadership, technical competence, and evaluation methods. The respective rankings were related at the .01 level of significance. Evaluation methods ranked as the leading dissatisfier, with technical competence second and leadership third. Consultation, fairness, and loyalty to teachers completed the ordering. The respective rankings were not significantly related.

Forty-nine teachers with four classes daily ranked fairness and loyalty to teachers as the number one and two satisfiers. The order of the remaining satisfiers was leadership, consultation, technical competence, and evaluation methods. The respective rankings were related at the .01 level of significance. Evaluation methods ranked as the number one dissatisfier, with technical competence second and consultation third. Leadership, fairness, and loyalty to teachers completed the dissatisfier ranking. The

respective rankings were related at the .01 level of significance.

One hundred eleven teachers with five classes daily ranked the six supervisor aspects for satisfaction in the same order as did teachers with four classes per day. The respective rankings were related at the .01 level of significance. Evaluation methods ranked as the number one dissatisfier, with technical competence second and leadership third. Consultation, loyalty to teachers, and fairness completed the dissatisfier ordering. The respective rankings were related at the .01 level of significance.

Fairness and loyalty to teachers were ranked as the number one and two satisfiers by 137 teachers with six classes daily. The order of the remaining satisfiers was consultation, leadership, technical competence, and evaluation methods. The respective rankings were related at the .01 level of significance. The six supervisor aspects were ranked for dissatisfaction in the same order as was assigned by teachers with five classes per day. The rankings were related at the .01 level of significance.

Eight teachers with seven classes per day ranked the six supervisor aspects for satisfaction in the same order as did teachers with five classes per day. Three points separated the first and second ranks, while just two points separated the fourth and fifth ranks. The respective rankings were not significantly related. The six supervisor aspects were ranked for dissatisfaction in the

same order as was assigned by teachers with two classes per day. The third and fourth ranks were separated by three points as were ranks five and six. The respective rankings were not significantly related.

Fairness and loyalty were ranked as the number one and two supervisor satisfiers by teachers with one, two, four, five, six, and seven classes daily. Teachers with three classes daily ranked loyalty and consultation as the number one and two satisfiers. Teachers with four, five, and six classes ranked the six aspects for satisfaction in the same order. With the exception of teachers with one class per day, all teachers ranked evaluation methods as the number one supervisor dissatisfier. Teachers with one class per day ranked technical competence as the leading dissatisfier. Teachers with five and six classes daily ranked the six aspects for dissatisfaction in the same order. Teachers with two and seven classes per day ranked the six aspects for dissatisfaction in the same order. The respective satisfier and dissatisfier rankings of teachers with one and seven classes were not significantly related.

Summary of Supervisor Aspects

The major implications drawn from Tables 42 through 46 were that Oregon industrial education teachers were in significant agreement as to what constituted the specific supervisor aspects affecting

their job satisfactions and dissatisfactions. The immediate superior's fairness and loyalty to teachers were the primary supervisor aspects contributing to job satisfaction. The evaluation methods and technical competence of the immediate supervisor were major job dissatisfactions (Table 42, p. 177).

The number of years of experience that a teacher possessed was not a determining factor in his selection of primary supervisor aspect satisfiers, but was influential in determining primary job dissatisfiers (Table 43, p. 178). Teachers with 5 to 15 years of experience felt that the supervisor's technical competence was a greater source of job dissatisfaction than were his evaluation methods.

School size was not a determining factor in the selection of primary supervisor aspect satisfiers and dissatisfiers (Table 44, p. 181).

The grade level at which a teacher taught was not a determining factor in his selection of primary supervisor aspect satisfiers and dissatisfiers (Table 45, p. 184).

The number of classes taught per day were, to a limited extent, determining factors in a teacher's selection of primary supervisor satisfiers and dissatisfiers (Table 46, p. 187). Teachers with three classes daily felt that a supervisor's loyalty to teachers was a greater source of job satisfaction than was the supervisor's

fairness. Teachers with one class per day felt that the supervisor's technical competence was a greater source of job dissatisfaction than were his evaluation methods. There was not significant agreement among the respective rankings of teachers with one industrial arts class per day.

Teacher Comments

Spaces were provided on the questionnaire for any comments or suggestions which the respondents might like to make. Eight teachers made comments concerning two items not included on the questionnaire.

Two teachers in the same high school commented to the effect that the guidance services were a primary source of dissatisfaction to them. One teacher in a junior high school, in another district, commented that he too was extremely dissatisfied with the existing guidance and counseling program.

Three southern Oregon teachers commented on their satisfaction with the climate, whereas two high school teachers on the Oregon coast noted their displeasure with the climate.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study was concerned with identifying the job satisfactions and dissatisfactions of Oregon industrial education teachers. The following questions were considered:

1. What were the major factors and specific aspects affecting the job satisfactions and dissatisfactions of Oregon industrial education teachers?
2. Were teachers in significant agreement regarding major factors and specific aspects affecting their job satisfactions and dissatisfactions?
3. Were years of teaching experience, school size, grade level taught, and number of industrial arts classes taught each day influential in determining primary job satisfactions and dissatisfactions?

A comprehensive review of literature, prepilot, and pilot study was conducted to determine job factors and aspects important to the satisfaction and dissatisfaction of Oregon industrial education teachers. A three-page printed questionnaire was developed based upon the findings and recommendations of these studies. The questionnaire was administered to 433 Oregon industrial education teachers. An 80.58 percent return (355) was achieved. The respondents were asked to rank factors and specific aspects in order

of importance for both job satisfaction and dissatisfaction.

The data were analyzed with the aid of the Oregon State University Computer Center. Statistical procedures applied to the data were the following: sums of columns for rank order, coefficient of concordance to ascertain the extent of agreement among the respondents, and chi-square test for significance of the agreement among the respondents.

Summary

Oregon industrial education teachers were in significant agreement as to what constituted the major factors and specific aspects affecting their job satisfactions and dissatisfactions.

Major Factors

The conditions under which the teacher had to carry out his teaching assignment, relationships with students, and interactions with fellow faculty members were ranked as the primary factors contributing to job satisfaction. Economic considerations, conditions of work, and administrative attitudes and procedures were ranked as primary factors contributing to job dissatisfaction.

Teachers who were in significant agreement regarding their respective rankings and whose assignment of primary factors were appreciably different from the consensual ordering of primary

satisfiers and dissatisfiers included (1) combination junior-senior high school teachers who felt intrinsic rewards of teaching were greater sources of job satisfaction than were conditions of work and (2) junior high school teachers who felt the school administration was a greater source of job dissatisfaction than were economic considerations.

Specific Aspects

Faculty. Relationships with fellow teachers, both on a social and professional level, were ranked as the primary faculty aspects contributing to job satisfaction. Inter- and intra-department relationships and the image or reputation of the department were ranked as primary faculty aspects contributing to job dissatisfaction.

Community. Recreational facilities and living quarters were ranked as primary community aspects contributing to job satisfaction. Cultural opportunities and health services were ranked as the primary sources of job dissatisfaction.

Wages and Benefits. Salary, frequency of raises, and provisions for leave were ranked as the primary wage and benefit aspects contributing to job satisfaction. Salary was also ranked as a primary wage and benefit aspect dissatisfier along with retirement provisions and fairness of compensation.

Teachers who were in significant agreement regarding their

respective rankings and whose assignment of primary aspects were appreciably different from the consensual ordering of primary satisfiers and dissatisfiers included teachers in schools of less than 300 students who felt tenure provisions were greater sources of job dissatisfaction than was salary.

Working Conditions. Adequacy and condition of equipment, class size, and time to teach were ranked as the primary working condition aspects contributing to job satisfaction. Maintenance duties, extra assignments, and budget were ranked as primary job dissatisfiers.

Teachers who were in significant agreement regarding their respective rankings and whose assignment of primary aspects were appreciably different from the consensual ordering of primary satisfiers and dissatisfiers included those in combination junior-senior high schools who felt that class size, budget, time to teach, and physical plant were greater sources of job satisfaction than was adequacy and condition of equipment.

Students. Pupil cooperation and assistance, progress, and attitude toward learning were ranked as primary student aspects contributing to job satisfaction. Pupil attitudes toward learning, preparation level, and cooperation and assistance were ranked as primary sources of job dissatisfaction.

Teachers who were in significant agreement regarding their

respective rankings and whose assignment of primary aspects were appreciably different from the consensual ordering of primary satisfiers and dissatisfiers included (1) teachers with three classes per day who felt pupil attitudes toward teachers, attitudes toward learning, and progress were greater sources of job satisfaction than were pupil cooperation and behavior, and (2) teachers with five classes daily who felt that pupil attitudes toward learning were greater sources of job dissatisfaction than were pupil cooperation and behavior.

Intrinsic. Freedom to plan one's own work and interesting and challenging work were ranked as primary intrinsic aspects contributing to job satisfaction. Lack of opportunities for advancement and poor parent-community respect and recognition were ranked as primary sources of job dissatisfaction.

Teachers who were in significant agreement regarding their respective rankings and whose assignment of primary aspects were appreciably different from the consensual ordering of primary satisfiers and dissatisfiers included teachers with two classes daily who felt that appropriateness of position to training, respect and recognition, and opportunities for assuming responsibility were greater sources of job dissatisfaction than were advancement opportunities.

Administration. Administrative cooperation and assistance and interest in individual teachers were ranked as primary

administration aspects contributing to job satisfaction. Communication of orders and decisions, foresight and planning, and consistent procedures were ranked as primary sources of job dissatisfaction.

Supervisor. The immediate superior's fairness and loyalty to teachers were ranked as primary supervisor aspects contributing to job satisfaction. The supervisor's evaluation methods and his technical competence were ranked as primary sources of job dissatisfaction.

Conclusions

The findings of this study suggest that:

Oregon industrial education teachers were in significant agreement as to what constituted the major factors and specific aspects affecting their job satisfactions and dissatisfactions.

The major sources of job satisfaction were working conditions, teacher-student relationships, and faculty interactions. Satisfaction with conditions of work centered around adequacy and condition of equipment, size of classes, and sufficient time to teach. Specific aspects contributing to satisfaction with students were pupil cooperation and behavior, progress, and attitude toward learning. Satisfaction with faculty centered around social and professional relationships with fellow teachers.

The major sources of job dissatisfaction were economic

considerations, working conditions, and school administration.

Dissatisfaction with the economic situation centered around salary, retirement provisions, and fairness of compensation. Specific aspects contributing to dissatisfaction with conditions of work were maintenance duties, extra assignments, and budget. Dissatisfaction with administration centered around communication of orders and decisions, foresight and planning, and consistency of procedures and policy.

The number of years of teaching experience, school size, grade level taught, and the number of industrial arts classes taught each day were influential in the assignment of ranks to the various entities for satisfaction and dissatisfaction. Six teacher groups were in appreciable disagreement with the significant consensual ordering of primary satisfiers and dissatisfiers. They included (1) combination junior-senior high school teachers who felt intrinsic rewards of teaching were greater sources of job satisfaction than were conditions of work, (2) junior high school teachers who felt that the school administration was a greater source of job dissatisfaction than were economic considerations, (3) teachers in schools of less than 300 students who felt tenure provisions were a greater source of job satisfaction than were economic considerations, (4) combination junior-senior high school teachers who felt class size, budget, time to teach, and physical plant were greater sources of

job satisfaction than was adequacy and condition of equipment, (5) teachers with two classes daily who felt appropriateness of position to training, respect and recognition, and opportunities for assuming responsibility were greater sources of job dissatisfaction than were advancement opportunities, (6) teachers with three classes daily who felt pupil attitudes toward teachers, attitudes toward learning, and progress were greater sources of job satisfaction than pupil cooperation and behavior, and (7) teachers with five classes daily who felt that pupil attitudes toward learning were greater sources of job dissatisfaction than pupil cooperation and behavior.

The grade level at which a teacher taught and the number of industrial arts classes taught per day were the major variables affecting an appreciable difference in the assignment of entities as primary job satisfiers and dissatisfiers. School size and the number of years of teaching experience were less influential in affecting an appreciable difference from the significant consensual ordering of primary satisfiers and dissatisfiers.

Teachers were in greater agreement concerning entities contributing to job satisfaction than they were concerning the entities contributing to job dissatisfaction.

Recommendations

It is recommended that the findings of this study be

1. Used in teacher-training institutions for influencing prospective students to consider careers in industrial education.
2. Utilized by administrators and supervisors for influencing school trustees and other leaders in school communities in developing the community and school conditions which would attract and hold teachers.

It is specifically recommended that efforts be made to critically evaluate and improve

1. Working conditions, with emphasis upon adequacy and condition of equipment, class size, time to teach, maintenance duties, extra assignments, and budget.
2. Student-teacher relationships, with emphasis upon pupil cooperation and behavior, progress, and attitude toward learning.
3. Faculty interactions, with emphasis upon the social and professional relationships existing within the staff.
4. Wages and benefits, with emphasis upon salary, retirement provisions, and fairness of compensation.
5. School administration, with emphasis upon procedural

consistency, communication of orders and decisions, and foresight and planning.

6. Intrinsic aspects of teaching in combination junior-senior high schools.
7. Tenure provisions in schools of less than 300 students.

It is further recommended that a number of subsequent studies be undertaken:

1. A continuation of the present study using the Least Significant Difference or Duncan's Multiple Range Test to determine significant differences between the assigned ranks (R_j).
2. A replication of the present study using parametric statistical tests (Student's t or f test).
3. A follow-up study to determine whether teacher attitudes change during the year. Administer a ranking scale in the fall and again in the spring and compare the results.
4. A replication of the present study using a population in a different state or geographic area.

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APPENDIX

OREGON STATE UNIVERSITY

CORVALLIS, OREGON 97331

SCHOOL OF EDUCATION

Department of
INDUSTRIAL EDUCATION
Industrial-Arts Education
Industrial-Vocational Education

A study is being conducted to identify those aspects which affect the job satisfactions and dissatisfactions of Oregon industrial education teachers. Since you are presently engaged in full time teaching I am inviting you to participate in this study.

Although many studies have been conducted concerning teacher satisfactions none have been specifically designed to identify the job factors and aspects contributing to the satisfactions and dissatisfactions of industrial education teachers. A belief that a knowledge of such factors could have three major values prompts this study. (1) the findings could be used in teacher training institutions for influencing fine, prospective students to consider careers in industrial education. (2) the findings could be utilized by administrators and supervisors for influencing school trustees and other leaders in school communities in developing the community conditions which would attract and hold teachers. (3) the awareness of existing factors for satisfactions and dissatisfactions will aid in recruitment.

I hope you will feel free to fill out this questionnaire with information that describes your satisfaction and dissatisfaction with your present teaching position. Neither schools nor teachers will be identified in the final study; only ranks and correlations.

A copy of the results of this study will be made available through the Oregon Industrial Education Association magazine, the Relay. If each teacher returns the questionnaire promptly, you should receive the results in the spring issue of the Relay.

I appreciate the time and effort you will spend on this questionnaire.

Sincerely yours,

Pat H. Atteberry ✓
Department Chairman
Industrial Education
Oregon State University

Larry J. Kenneke
Doctoral Candidate
Industrial Education
Oregon State University

OREGON INDUSTRIAL EDUCATION ASSOCIATION

James Grossnicklaus, President
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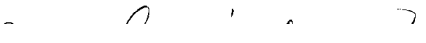
Dear Industrial Education Teacher:

The Oregon Industrial Education Association is pleased to endorse the study being undertaken by Mr. Larry J. Kenneke of Oregon State University, which is designed to identify the job satisfactions and dissatisfactions of Oregon industrial education teachers. No other study of this nature has been made in Oregon and it comes at a very opportune time. In view of the shortage of industrial education teachers throughout the country and of the critical shortage existing in Oregon, a study of this nature may prove beneficial to all parties concerned.

Mr. Kenneke's study may be of great value in indicating sources of teacher satisfaction and dissatisfaction. An analysis of the resulting data may provide clues to the improvement of teacher morale and the establishment of conditions more favorable to teacher recruitment and retention.

Therefore, we are pleased to urge you to cooperate with Mr. Kenneke in this endeavor, and we urge you to do your utmost to complete the research instrument in a thorough manner as your contribution to its success. The Association looks forward with anticipation to an analysis of the results of this study which may facilitate our efforts to serve you better.

Sincerely yours,


 James Grossnicklaus
 President
 Oregon Industrial Education Association

Several weeks ago we sent you an important questionnaire concerning a research study on job satisfactions and dissatisfactions of Oregon industrial education teachers. You may recall that the questions dealt with your likes and dislikes concerning your present position.

We realize that our request is a great imposition upon your time. However, we hope that you will consider the goal of the project worthy of your effort.

It is quite possible that you may have misplaced the original questionnaire, so we are enclosing a duplicate for your convenience. Please disregard this letter if you have already complied with our request.

Thank you very much for your cooperation.

Sincerely yours,

(
Pat H. Atteberry
Department Chairman
Industrial Education
Oregon State University

J
Larry J. Kenneke
Doctoral Candidate
Industrial Education
Oregon State University

Form

Please indicate via a check mark (✓) the information requested below.

Number of total years teaching experience	_____ under 5 years
	_____ 5 to 15 years
	_____ over 15 years
Number of students in your school	_____ under 300
	_____ 300 to 1000
	_____ over 1000
Grade level at which you are now teaching	_____ elementary
	_____ junior high
	_____ senior high

Please indicate the number of industrial arts classes you teach each day _____.

Please indicate the number of vocational classes you teach each day _____.

A preliminary survey has suggested eight major job factors that affect the satisfactions and dissatisfactions of Oregon industrial education teachers. Please rank all of the factors as directed below.

Rank the following items in the order in which they contribute to the SATISFACTION you have with your present teaching position.

Rank in numerical order; (1) being most important to your satisfaction, (2) next, (3), (4), (5), (6), (7) and (8) least important

_____	administration
_____	community
_____	students
_____	faculty
_____	wages & benefits
_____	working conditions
_____	immediate supervisor (dept. chrmn., principal, etc.)
_____	intrinsic (freedom, service)

Rank these items in the order in which they affect the DISSATISFACTION you have with your present teaching position.

Please rank in numerical order; (1) being most important to your dissatisfaction, (2) next, (3), (4), (5), (6), (7), and (8) least important

_____	immediate supervisor (dept. chrmn., principal, etc.)
_____	students
_____	intrinsic (freedom, service)
_____	administration
_____	community
_____	wages & benefits
_____	faculty
_____	working conditions

PLEASE RANK ALL THE ITEMS

OBJECTIVE: To identify specific job aspects that affect teacher SATISFACTIONS.

INSTRUCTIONS: The preliminary survey of industrial education teachers further indicated the following specific job aspects as possible sources of SATISFACTION. Keeping in mind your present position, please rank the items under each category in the order in which they contribute to your job SATISFACTION, (1) being most important, (2) next, (3), (4), and so on.

PLEASE RANK ALL THE ITEMS

I. FACULTY

Rank 1, 2, 3, 4, 5

- _____ congenial co-teachers
- _____ department reputation
- _____ inter & intra-department relations
- _____ competent co-teachers
- _____ professionalism of staff
- _____ other

II. COMMUNITY

Rank 1, 2, 3, 4, 5

- _____ cultural opportunities
- _____ recreational facilities
- _____ community service groups
- _____ living quarters
- _____ health services
- _____ other

III. WAGES & BENEFITS

Rank 1, 2, 3, 4, 5, 6, 7

- _____ availability of group insurance
- _____ tenure provisions
- _____ salary
- _____ retirement provisions
- _____ frequency of raises
- _____ fairness of equitableness of compensation
- _____ provisions for leave (sickness, travel)
- _____ other

IV. WORKING CONDITIONS

Rank 1, 2, 3, 4, 5, 6, 7, 8

- _____ adequacy & condition of equipment
- _____ adequate shop budget
- _____ physical plant
- _____ maintenance duties (without compensation)
- _____ time to teach
- _____ extra-curricular assignments
- _____ well defined duties
- _____ class size
- _____ other

V. STUDENTS

Rank 1, 2, 3, 4, 5

- _____ pupil attitudes toward learning
- _____ pupil attitudes toward teachers
- _____ pupil progress
- _____ preparation level of pupils
- _____ pupil cooperation & behavior
- _____ other

VI. INTRINSIC ASPECTS

Rank 1, 2, 3, 4, 5, 6

- _____ opportunity for assuming responsibility in decision making (policy, salary, etc)
- _____ freedom to plan own work
- _____ interesting & challenging work
- _____ parent & community respect & recognition
- _____ advancement opportunities
- _____ appropriateness of position to training
- _____ other

VII. ADMINISTRATION

Rank 1, 2, 3, 4, 5

- _____ foresight & planning
- _____ cooperation & assistance
- _____ interest in individual teachers
- _____ consistent procedures & policies
- _____ communication of orders, decisions, etc.
- _____ other

VIII. IMMEDIATE SUPERVISOR

(dept. chairman, principal, etc.)

Rank 1, 2, 3, 4, 5, 6

- _____ leadership abilities
- _____ evaluation methods
- _____ fairness
- _____ loyalty of supervisor to teachers
- _____ availability for consultation
- _____ technical competence & aptitude
- _____ other

OBJECTIVE: To identify specific job aspects that affect teacher DISSATISFACTIONS.

INSTRUCTIONS: Consider the following items in terms of their contribution to DISSATISFACTION with your present teaching assignment. Rank the items under each category in numerical order, beginning with the item that contributes the most to your job DISSATISFACTION. Please rank all the items under each category.

I. STUDENTS

Rank 1, 2, 3, 4, 5

- _____ pupil attitudes toward learning
- _____ pupil attitudes toward teachers
- _____ pupil progress
- _____ preparation level of pupils
- _____ pupil cooperation & behavior
- _____ other

II. INTRINSIC ASPECTS

Rank 1, 2, 3, 4, 5, 6

- _____ opportunity for assuming responsibility in decision making (policy, salary, etc)
- _____ freedom to plan own work
- _____ interesting & challenging work
- _____ parent & community respect & recognition
- _____ advancement opportunities
- _____ appropriateness of position to training
- _____ other

III. ADMINISTRATION

Rank 1, 2, 3, 4, 5

- _____ foresight & planning
- _____ cooperation & assistance
- _____ interest in individual teachers
- _____ consistent procedures & policies
- _____ communication of orders, decisions, etc.
- _____ other

IV. IMMEDIATE SUPERVISOR (dept. chairman, principal, etc.)

Rank 1, 2, 3, 4, 5, 6

- _____ leadership abilities
- _____ evaluation methods
- _____ fairness
- _____ loyalty of supervisor to teachers
- _____ availability for consultation
- _____ technical competence & aptitude
- _____ other

V. WORKING CONDITIONS

Rank 1, 2, 3, 4, 5, 6, 7, 8

- _____ adequacy & condition of equipment
- _____ adequate shop budget
- _____ physical plant
- _____ maintenance duties (without compensation)
- _____ time to teach
- _____ extra-curricular assignments
- _____ well defined duties
- _____ class size
- _____ other

VI. WAGES & BENEFITS

Rank 1, 2, 3, 4, 5, 6, 7

- _____ availability of group insurance
- _____ tenure provisions
- _____ salary
- _____ retirement provisions
- _____ frequency of raises
- _____ fairness of equitableness of compensation
- _____ provisions for leave (sickness, travel)
- _____ other

VII. COMMUNITY

Rank 1, 2, 3, 4, 5

- _____ cultural opportunities
- _____ recreational facilities
- _____ community service groups
- _____ living quarters
- _____ health services
- _____ other

VIII. FACULTY

Rank 1, 2, 3, 4, 5

- _____ congenial co-teachers
- _____ department reputation
- _____ inter & intra-department relations
- _____ competent co-teachers
- _____ professionalism of staff
- _____ other