AN EMPIRICAL STUDY OF WHETHER THE DIRECT INVOLVEMENT OF CLASSROOM TEACHERS IN THE DECISION-MAKING PROCESS OF A PUBLIC SCHOOL DISTRICT IN CONJUNCTION WITH THEIR LOCUS OF CONTROL ORIENTATION AFFECTS THEIR PERCEPTIONS OF JOB SATISFACTION

DISSERTATION

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

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By

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The problem with which this investigation was concerned was that of gaining a better understanding of factors which promote public school teachers' job satisfaction and the determination of the degree of impact of two specific organizational factors upon such job satisfaction. The two organizational factors are those of involvement in the decision-making process of the school district and the locus of control construct.

This study had two purposes. The first was to determine if the direct involvement of classroom teachers in the decision-making process of a public school district affected their perceptions of job satisfaction. The second was to determine the relationship of locus of control on job satisfaction when teachers were directly involved in the decision-making process of a public school district.

The subjects who participated in this study were randomly selected from a population consisting of all the
classroom teachers of a large, urban school district in North-Central Texas. The participants represented both involved and non-involved elementary and secondary classroom teachers. Both the control group and the experimental group had a total N of 540. There was a 77.59 per cent rate of return on both the Job Descriptive Indexes and Rotter Internal-External Locus of Control Scales.

The study found that after their involvement in the decision-making process of the school district:

1. Teachers who had an internal locus of control orientation showed statistically significant positive differences in their perceptions of satisfaction with "work" and with "supervision," but they showed no statistically significant differences in their perceptions of satisfaction with "co-workers," "pay," or "promotion."

2. Teachers who had an external locus of control orientation showed no statistically significant difference in their perceptions of satisfaction with "work," "supervision," "co-workers," "pay," or "promotion."

The study found that the locus of control construct along with the involvement of teachers in the decision-making process impacts the perceptions of job satisfaction. More specifically, internally oriented, involved teachers perceived a greater degree of increase in job satisfaction than did externally oriented, involved teachers.
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CHAPTER I

INTRODUCTION

In nearly all labor intensive organizations such as public school districts, job satisfaction is a high priority concern. Because of the importance of job satisfaction, understanding the factors that contribute to job satisfaction became a major objective of many organizations. Although the study of job satisfaction was originally given its impetus in business and industry, job satisfaction was quickly recognized as being of major importance in public education. Belasco and Alutto aptly illustrated this point when they stated:

Teacher satisfaction is a crucial concern because education is dependent upon a sufficient supply of skilled manpower to carry out its basic tasks and upon a willingness on the part of its current manpower to willingly prosecute their current assignments and to adapt to future considerations (2, p. 45).

After having polled its members, the National Education Association (18, p. 49) reported that of the teachers who responded, over one-third reported they were dissatisfied with their jobs, two-fifths reported they would not become teachers if they had a chance to start over, and 9 per cent said they were leaving teaching as soon as they could. There were six areas that impacted
negatively on satisfaction with teaching: (1) public attitudes toward the schools; (2) media treatment of education; (3) student attitudes toward learning; (4) salary; (5) teacher status; and (6) student behavior (18, p. 49). The 9 per cent who reported they would leave teaching as soon as they could was slightly higher than the 5 to 7 per cent predicted by Knezevich (10, p. 453).

Smith and others (22, p. 6) defined job satisfaction as the affective response of the worker to his job. Thus, with job satisfaction being viewed as a consequence of the worker's experience on the job in relation to what he expected or wanted from the job, satisfaction with the job became a matter of perceptions and not of measurable fact. This indicated that an individual's perceptions of job satisfaction came from a combination of factors that differed from person to person.

Employers had an interest in determining the causes of job satisfaction. Employers believed that an employee, at any level, who was satisfied with his job would have better performance, would have less absenteeism, and would be more likely to remain with the organization for a longer period of time (8). This increased interest in job satisfaction has led to its being recognized as one of the more significant aspects of the world of work (21).
According to Miner and Miner (16) and Smith and others (22) employees who indicate satisfaction with their jobs exhibit some of the characteristics employers had anticipated. Satisfied employees had less absenteeism, they remained longer with an organization, and some rose to leadership positions within the organization. Employees who were not satisfied with their jobs tended to have a higher turnover rate, greater absenteeism, and little or no knowledge of or concern for the goals of the organization. Interestingly, better performance was not necessarily a result of job satisfaction because better performance itself could lead to increased job satisfaction (23).

Haynes and Gardner (7) made the suggestion that classroom teachers should be a part of each school district's management team. Knezevich (10) shares this belief and states that an increasing number of classroom teachers were becoming involved in the decision-making process of public school districts. What effect this increased involvement will have on the job satisfaction of teachers is an important consideration for school districts.

When teachers have been involved in a school district's decision-making process, their satisfaction with their jobs has reportedly increased (5). Miklos (15) supported this view when he stated that teachers wanted to become involved in assuming some of the responsibility for
decisions related to instruction. However, Marchant (14), Mohrman and others (17), and Schuler and Kim (20) asserted that participation per se did not contribute to job satisfaction. It was the degree, they pointed out, as well as the type of involvement that was important if job satisfaction was to be increased.

Therefore, the involvement of classroom teachers in the decision-making process of a public school district took on additional importance when such an involvement had an effect on job satisfaction. Involvement was defined by Vroom and Yetton (24, p. 12) as a process of joint decision-making by two or more parties. When the administrators of a school district provided the teachers with the opportunity for involvement in the decision-making process, the input the teachers gave caused the teachers to feel they were being listened to, heard, respected for their opinions, and that their ideas counted at the district level (1). This type of mutual influence was the basis for effective coordination and integration of the goals of the teachers and those of the Canadian school district that involved its teachers in its decision-making process (11).

Keef (9) stated that the "restlessness" of teachers resulted from their not being involved in the decisions that affected their jobs. Likert and Likert (13) supported that supposition when they stated that teacher frustration
was a symptom of non-involvement in the decision-making process. When teachers were involved in a school district's decision-making process, at the district level but still subject to school board approval, teacher job satisfaction usually increased (5).

Three levels of decisional participation were identified by Belasco and Alutto (2). The first was called "decisional deprivation." At that level, teachers participated in few or in none of the decisions that the school district made. Such deprivation caused low job satisfaction. The second level was that of "decisional equilibrium." Teachers at this stage participated in as many decisions as they desired. The third level was that of "decisional saturation." Teachers at this level participated in more decisions than they desired. Teachers at both the decisional equilibrium level and at the decisional saturation level were more highly satisfied with their jobs than were teachers who were at the decisionally deprived level (2). Similar conclusions were drawn by Miklos (15) who reported teacher participation in decision-making led to increased satisfaction with the job. The positive effects that resulted from the involvement of teachers in the decision-making process (less absenteeism, less turnover, and increased recognition of the goals of the school
district) seemingly influenced their perceptions of job satisfaction (20).

A psychological characteristic that may influence both job satisfaction and an individual's desire for involvement in the decision-making process is the locus of control orientation one has. Rotter defined locus of control as an individual's perception of the degree to which he had a causal role in determining specified events in his life. Every individual, Rotter elaborated, had either a predominately internal or external locus of control orientation. Lefcourt (12), in accordance with Rotter's theory, defined an individual with an internal locus of control orientation as being a person who perceived himself as being in control of the events that influenced his life. Lefcourt then defined an individual with an external locus of control orientation as being a person who perceived himself as having little or no control over the events that influenced his life. Thus, people who actively sought rewards through their own actions were classified as being internally oriented, whereas people who waited for a situation to present them a reward were classified as being externally oriented.

The locus of control orientation one had also carried over into the area of job satisfaction. Bhagat and Chassie (3) and Greenhaus (6) reported that individuals who were
classified as having an internal locus of control orientation had a tendency to be more satisfied with their jobs than were individuals who had an external locus of control orientation. Belasco and Alutto (2), however, indicated that individuals who had an internal locus of control orientation and who were not involved in the decision-making process of the organization were more often less satisfied with their jobs than were individuals who had an internal locus of control orientation and who were involved in the decision-making process of the organization.

Individuals who had an external locus of control orientation, according to Bigoness (4), viewed involvement in the decision-making process of the organization in a negative manner. Such individuals were also more often less satisfied with their jobs than were individuals with an internal locus of control orientation (2; 3; 6). Thus, it may be of some benefit to try to determine the degree of relationship that may exist between a teacher's perception of job satisfaction, his direct involvement in the decision-making process of a public school district, and his locus of control orientation.

Statement of the Problem

The problem of this study was that of gaining a better understanding of factors which promote public school teachers' job satisfaction and the determination of the
degree of impact of two specific organizational factors upon such job satisfaction.

Purposes of the Study

Specifically, the purposes of this study were

1. To determine if the direct involvement of classroom teachers in the decision-making process of a public school district affected their perceptions of job satisfaction;

2. To determine the relationship of locus of control on job satisfaction when teachers were directly involved in the decision-making process of a public school district.

Hypotheses

To carry out the purposes of this study, the following hypotheses were tested:

1. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of internally oriented teachers who are not directly involved;

2. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are directly involved;
3. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved;

4. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are not directly involved in the decision-making process of a public school district and that of externally oriented teachers who are directly involved;

5. There will be no significant difference between the perceived job satisfaction of externally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved;

6. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are not directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.

Significance of the Study

The study is significant in the following respects.
1. It demonstrates whether directly involving classroom teachers in the decision-making process of a public school district effects their perceived job satisfaction.

2. It demonstrates whether locus of control is a significant factor effecting the perceived job satisfaction of classroom teachers.

3. It provides information which may be utilized by public school districts in their attempt to increase the job satisfaction of their teachers.

4. It provides information which may be utilized by school district personnel officers in the selection of classroom teachers.

Definition of Terms

The following terms were defined for the purposes of this study.

1. **Involved teacher**—the teacher(s), from each school, elected by the faculty to participate in a monthly management meeting. The purpose of the meeting was to make decisions and to provide input on questions and concerns facing the school district.

2. **Non-involved teacher**—the teachers who were not directly involved in formal decision-making processes at either the school district level or at the local school level.
3. **Job satisfaction**—determined by one's score on the **Job Descriptive Index**. It may be further defined as the feeling an individual has about his job; his affective response to the situation. Such feelings have been associated with the perceived differences between what was expected as a fair and reasonable return and what was experienced in a given situation (22, p. 6).

4. **Locus of control**—a psychological characteristic that defined the extent to which an individual perceived himself as being in control of the events around him (19);

5. **Internal**—determined by one's score on the **Rotter Internal-External Locus of Control Scale**. It may be further defined as the psychological orientation that caused an individual to believe that events which effected him were contingent upon his behavior or were within his control (12).

6. **External**—determined by one's score on the **Rotter Internal-External Locus of Control Scale**. It may be further defined as the psychological orientation that caused an individual to believe that events which effected him were directed by outside forces or by chance, over which he had little or no control (12).

**Limitations**

The following limitations are inherent in this study.
1. Teachers in the experimental group were limited to those teachers from each school, elected by their peers, to be the Operation Involvement representatives. The election took place in a faculty meeting on the first day the teachers returned to work following the summer vacation. The elected Operation Involvement representatives were involved in the decision-making process of the school district in the following manner: Operation Involvement representatives met in small groups on a monthly basis from September, 1982, until May, 1983. Each meeting was approximately two hours in length.

The purpose of the monthly Operation Involvement meetings was to provide the teacher representatives with the opportunity for asking questions, discussing proposed policy changes, and talking over any concerns that may have developed. Questions and concerns raised in the meetings were addressed by a member of the Superintendent's Council. The council was made up of the top administrators of the school district. Input provided by the teachers was utilized by the school district's administrators in making appropriate decisions.

The types of decisions that the Operation Involvement representatives were involved in included: (1) the annual development of the budget for the school district, (2) the annual development of the school district's calendar for
the coming school year, (3) the decision to modify the current attendance policy, (4) the determination of the content of the state-mandated full-day staff development sessions, and (5) the recommendation that the school district trustees extend the school day for children in kindergarten through third grade by thirty minutes. Thus, the Operation Involvement process gave the teacher representatives extensive involvement in decision influencing. However, the types of decisions in which the teacher representatives were involved during the experimental period could not be controlled because the process was not a contrived situation but was one that dealt with the realities facing the school district.

There was no special training of the teacher representatives. However, packages of materials were sent to each Operation Involvement representative prior to each Operation Involvement meeting. This gave each representative the opportunity to be well-informed for the meetings through studying the enclosed agenda and materials. Operation Involvement agenda items could be submitted by any employee of the school district.

2. Teachers in the control group were limited to that group of teachers randomly selected from the remaining population. The random selection was accomplished by utilizing a computer terminal in the personnel department
of the school district. A request for a random sampling of the district's teachers was keyed in, and the information was provided in a computer print-out.

3. This study was done during the school year following a major reassignment of professional employees. The reassignments were necessitated by budgetary restraints and by a desegregation court order that established ethnic ratios for all professional employees of the school district.

4. This study was limited to one large, urban school district which may or may not be representative of all other large, urban school districts.

5. This study was also subject to all other limitations recognized in collecting data by mailed instruments.
CHAPTER BIBLIOGRAPHY


CHAPTER II

REVIEW OF RELATED LITERATURE

The sense of satisfaction an individual has for the job he does is based on many intangibles. James and Jones (32) proposed that job satisfaction was caused by the individual's perception of the job. This important concept had often been overlooked by employers. Morale, according to Greenwood and Soar (26), affected the behavior that indirectly led to job satisfaction. Getzels and others (21) indicated that satisfaction with one's job stemmed from the absence of conflict in the job. Two other researchers, who worked independently and who used Maslow's hierarchy of needs for their model, postulated job satisfaction was based upon meeting the various levels of needs (1; 11). However, Adler (2) and Goldberg and Nierenberg (23) cautioned it was the type of organization in which one worked that determined job satisfaction. In whatever manner job satisfaction comes about, de Boer (15) reported there had been a slow but steady increase in job satisfaction within the United States since 1949.

Still, there are people who are not satisfied with their jobs. Muchinsky and Tuttle (56) stated the lack of satisfaction with one's job was a cause for turnover on a
systematic basis. Smith (74) agreed and added excessive absenteeism and poor product quality as being two other results of the lack of job satisfaction. Taken together, such results can cost organizations money as well as lost business. The lack of job satisfaction could also lead to employee burnout (35; 57).

Variables Often Associated with the Job Satisfaction of Educators

Many variables have been identified as moderators of an individual's perception of job satisfaction. Some of the more obvious of these include sex (19), experience (23), educational level (59), and the organizational structure of the school district (67). One other important variable is that of employee involvement in the decision-making process of the organization (54).

One of the earlier variables used to explain job satisfaction was sex (37). Since then, research has provided mixed results about how men and women perceived job satisfaction (54). Hulin and Smith (29) stated sex per se was not the crucial factor that led to either high or low job satisfaction. Their work indicated an individual's sex as just one of a number of variables that lead to differences in job satisfaction. In a similar study, Shapiro and Stern (70) also found there was little difference in the reported job satisfaction of men and women.
Their study included male and female, professional and non-professional workers. These findings were also borne out in the "Weaver Study" (72), in the work by Annell (4), and in a study done by Kaufman and Fetters (38).

However, other researchers reported the sex of the employee did make a difference in the level of reported job satisfaction. Berman and others (9) and Chapman and Lowther (13) reported women seemed to be more satisfied with their jobs when an area of specialization was involved. Sauser and York (66) in a wider-ranging study indicated women differed significantly from men in overall job satisfaction. Sauser and York's findings about pay was supported by Vroom's (76, pp. 17-18) expectancy theory which stated that an individual who expected to be paid very little would be satisfied with low pay and women usually expected less pay than did men. A different interpretation was presented by Feild and Caldwell (19), who indicated the job satisfaction of employees was influenced not so much by their own sex as by the sex of their immediate supervisor.

Experience on a job as a causal factor of job satisfaction with the job was also examined. However, because it correlated so strongly with age (75), they are both discussed within the general context of "experience." It was reported the job satisfaction perceived by a given
employee, regardless of sex, fluctuated, but, as experience increased, job satisfaction, in general, increased (5). This was substantiated in numerous other studies (4; 6; 22; 69; 70; 78). More specifically, the perception of job satisfaction followed a cyclical pattern (5). The cycle is closely associated with the age of the individual. From the teens to the late thirties, job satisfaction increases because of the enthusiasm with which individuals approach their jobs. From the late thirties to the early fifties, job satisfaction decreases because unrealized aspirations have to be faced and fault has to be found with the work environment in order to protect the egos of the individuals. Then, from the early fifties on, job satisfaction increases because with maturity most people can look objectively at themselves and at their careers (37; 73).

In considering educational level as a moderator of job satisfaction, there appears to be a definite trend. Weaver (78) reported a positive correlation between job satisfaction and the educational level of employees. Quinn and de Mandilovitch (62) found a small but significant relationship between educational level and job satisfaction. Their findings correlate with those of Annell (4), who reported job satisfaction increased with advanced degrees beyond the bachelor's degree. However, the work of Quinn and Mandilovitch (62) also indicated there was a point of
diminishing return between job satisfaction and the attainment of additional education. In fact, they found it was possible to become overly educated for a particular job and when that occurred, unless the job demands kept pace with the educational level, there was less satisfaction with one's job.

In examining job satisfaction as it related to the organizational structure of a public school district, Goldberg and Nierenberg (23) observed that job satisfaction in educational organizations was different from that in business. The difference, according to Goldberg and Nierenberg, is in the pacing, lifestyle, and credentials. Greenberg (25) suggested that for teachers the level of extrinsic or intrinsic motivation present in the work is what primarily contributes to job satisfaction. This observation was confirmed by Miskel and others (53) who took a Herzbergian (52, p. 110) approach to what constituted job satisfaction for classroom teachers. He did, however, extend his parameters to include Vroom's (76) expectancy theory. Schmidt (67) also embraced the motivation-hygiene theory as being a possible contributor to the job satisfaction of teachers as did Medved (47). The motivation-hygiene theory, developed by Herzberg and reported by Miner and Miner (52), puts forth two classes of job factors. One class is the extrinsic (hygiene) job
factors. These are factors such as policies, salary, status, and so forth, that cause dissatisfaction with a job. The other class is the intrinsic (motivator) job factors. These are factors such as achievement, recognition, responsibility, and so forth, that cause satisfaction with a job. The motivation-hygiene theory is as applicable to teachers as it is to people in business and industry because the theory deals with both job content (motivators) and job context (hygiene).

In a different sense of organizational structure, Carpenter (12) reported job satisfaction for teachers decreased as the height, meaning the number of levels in the administrative hierarchy, of the organization increased. He found teachers in a flat organizational structure tended to perceive the most job satisfaction and teachers in taller organizational structures felt less job satisfaction and less involvement. Miner and Miner (52) also indicated the organizational structures which tended to promote the greatest amount of job satisfaction were flatter.

Another approach to determining teacher job satisfaction was presented by Bardellini (7), who strongly suggested that McGregor's "Theory Y" management approach was the quickest way of insuring job satisfaction. Theory Y is based on the assumptions that people are not passive,
that they have development potential, that they can learn, that they can be motivated, and that they may desire to assume more responsibility (7). Bardellini presented a strong argument for the implementation of Theory Y at the district-wide level as well as at the local building level. McGregor (49, p. 222) had presented his Theory Y approach as the process of creating opportunities, releasing potentials, removing obstacles, encouraging growth, and providing guidance for the employees.

**Teacher Involvement in Decision-Making**

As has been indicated in the previous discussion, an underlying thread common to most of the preceding variables has been employee involvement in the organization's decision-making process. For teachers, the arguments supporting the need for their participation in the decision-making process of school districts have dated from the 1900's (14). This position has been supported by many researchers (18, 27; 46; 48; 77).

There are conditions to be met before productive involvement can take place, however. Crockenberg and Clark (14) stated that a vital element was administrative support from the general superintendent and from the building principal. Lumley (46) stressed the administration of a school district had the responsibility of structuring meetings so as to generate teacher involvement. This position was
supported by Korlitz (36), who indicated teacher involvement was necessary even if it was shared decision making by design. Vroom and Yetton (77, p. 7), although not directly addressing the issue of teacher involvement, proposed that subordinates must be given the opportunity for greater participation in the problem-solving and decision-making process of the organization for which they work.

Prior to the actual involvement of teachers in the decision-making process, Moyle (55) emphasized that teachers must understand the mechanics of leadership groups and that they must receive the training necessary to successfully function in such a group. Bartunek and Keys (8) observed that teachers who were trained in decision-making procedures increased their participation in the decision-making process and their job satisfaction increased as well. Crockenberg and Clark (14) further confirmed the argument for training in the process of decision-making.

Where there had been little or no teacher participation in the decision-making process of a school district, Keef (39) reported an increased "restlessness" among teachers. Such non-participation may have resulted from causes such as those cited by Duke (17) and by Knoop and O'Reilly (40). Duke (17), in his study, found that teachers do not participate in the decision-making process
of many school districts because they are skeptical of the efficiency of such participation. Knoop and O'Reilly (40) reported that because teachers have been restricted to classroom management decisions, they viewed their involvement in the decision-making process on issues external to the classroom as being an imposition upon their time. Regardless of the reasons, however, it does appear to be the case that when teachers are not involved in the decision-making process of the school district the tendency is toward less satisfaction with the job as well as increased skepticism toward the school district.

When a decision is made to involve teachers in the decision-making process of a school district, Alutto and Belasco (3) warned that only certain segments of the teaching population might desire to participate. They found that older female teachers who were experienced tended to be less inclined toward participation in decision-making, while younger, less experienced males tended to be more inclined toward participation in decision-making. Alutto and Belasco also reported that elementary teachers as a whole tended toward less participation in decision-making than did secondary teachers as a whole. Bartunek and Keys (8) reinforced the findings of Alutto and Belasco (3) and added not all decisions made in a school district were of interest to all teachers. Inkpen and others (30) pointed
out the degree of teacher involvement should match the teacher's desired degree of involvement.

McGregor (49) attempted to allay, in his Theory Y proposition, the fear that involving employees in the decision-making process would divest management of its power. Knoop and O'Reilly (40) concluded involving teachers did not decrease the influence of administrators. Teacher involvement may have had the reverse effect because of the more extensive experiences many administrators have had. Once teachers became involved with administrators in decision making, many teachers realized their limited experiences had not prepared them to take the broader view of issues that is necessary when decisions are to be made (40).

The effect of teacher involvement in the decision-making process of a school district may influence job satisfaction. The restlessness reported earlier and the teacher frustration found by Likert and Likert (43) may be symptomatic of a lessening of job satisfaction. Devlin (16) and Miklos (51) found that by increasing teacher participation in decision making, satisfaction with the job was increased. In related studies, similar findings have been produced. Ivancevich (31) reported formal participation in goal setting increased job satisfaction. This interfaced with the findings of Posner and Randolph (61) of
greater job satisfaction because higher levels of involvement resulted in less ambiguity. Such involvement may have caused an increase in job satisfaction at various levels (28; 45; 60; 68).

Locus of Control and Job Satisfaction

On a different but highly related plane, one of the more prevalent psychological traits that may interact with an individual's perception of job satisfaction is a construct known as "locus of control" (41). In fact, Rotter (63) proposed the locus of control orientation of an individual as being one of the major determinants of life because the locus of control orientation of an individual determines how that individual views himself in conjunction with the things that befall him and the meaning that he makes of those interactions between his self and his experiences. Janze (33) and others (34; 50) have found that the manner in which an individual reacts to any given situation is directly related to the locus of control orientation of that individual.

Rotter (64), in his social learning theory, examined the kinds of reinforcement present in various settings. This examination then resulted in an expectancy theory that correlated with Vroom's (76) expectancy theory. A major difference was that in Rotter's theory, the individual viewed the probability of receiving a reinforcer as being a
function of a specific behavior on his part in a specific situation. While in Vroom's (76) expectancy theory, the individual viewed the probability of receiving a reinforcer as being a function of two closely related behaviors, effort and performance. Lloyd and Chang (44) found that while specific behaviors tended to vary between two distinct orientations from situation to situation, in general, one specific orientation dominated. Thus, individuals were characterized by Rotter as having either an "internal" locus of control orientation or an "external" locus of control orientation. This position was further confirmed by Lester and Gerry (42) in their study of police officers.

The reaction to reinforcers was also described by Pawlicki (58), who found that individuals who had been identified as having an internal locus of control responded differently from individuals who had been identified as having an external locus of control when both were placed in identical situations where task involvement was coupled with varied degrees of criticism. The manner in which the individuals responded was consistent with Rotter's expectancy theory. Those individuals who had been classified as having an internal locus of control orientation displayed certain characteristics. They were more likely to become involved (20), they were more likely to actively seek
information related to the decision to be made (24), and they were more likely to take longer to make a decision (65). In nearly all situations, the reverse was found to be true of individuals classified as having an external locus of control orientation.

The locus of control construct has also been investigated with regard to its influence on an individual's perception of job satisfaction. Bhagat and Chassie (10) reported that people who believed themselves to be in reasonable control of their environment tended to be more satisfied with their jobs. This was essentially the same conclusion drawn by Korman (41), who found that an individual's job satisfaction increased when there was high self-control of the environment. Siegal and Bowen (72) also found an individual's locus of control orientation moderated job satisfaction. This was also true of the findings of Sherman and Giles (71).

Summary

A study of the literature leads to the conclusion that the job satisfaction of teachers is moderated by involvement in the decision-making process of the school district as well as by the psychological characteristic, locus of control. Low job satisfaction may be manifested through a systematic turnover of teachers, excessive absenteeism, and a high rate of grievances. High job satisfaction may
result in better performance, an increased willingness to participate in school district matters, and a pool from which the future leaders of the district may be drawn. In addition, teachers may remain with the school district for a longer period of time and, therefore, the school district would have a better opportunity for carrying out its goals and objectives.
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CHAPTER III

PROCEDURES FOR THE COLLECTION AND TREATMENT OF DATA

This chapter contains a description of the procedures followed in the preparation of this study. Information regarding the methods and procedures of the study was divided into the following topics: Description of the Subjects, Collection of the Data, Description of the Instruments, Description of the Variables, Research Design, and Statistical Procedures.

Description of the Subjects

The subjects who participated in this study were randomly selected from a population consisting of all the classroom teachers of a large, urban school district in North-Central Texas. The school district is the second largest within the state, and its seven thousand classroom teachers have been recruited nationwide. The teachers who were selected, represented both elementary and secondary teachers as well as those who were involved in the school district's decision-making process and those who were not involved in the process. Both the control group and the experimental group had an N of 270, with the total N being 540.
Collection of the Data

During the fall of 1982, 540 packets were prepared and sent to the 191 campuses of the school district. Each packet contained a cover letter (Appendix A), a demographic data sheet (Appendix B), a Job Descriptive Index (Appendix C), and a Rotter Internal-External Locus of Control Scale (Appendix D). The same procedure was repeated in the spring of 1983, except a different cover letter was used (Appendix E).

Of the total 1,080 packets sent, 838 of the packets were returned in usable condition. A minimum response rate of 70 per cent had been set as the minimum required to provide validity to the study. The return rate was 77.59 per cent. To encourage maximum cooperation, teachers were assured that all responses would be kept strictly confidential and that only group data would be reported.

The demographic data sheet gained the information about whether the teacher was involved in the school district's decision-making process. The Job Descriptive Index gained information about work, supervision, co-workers, pay, and promotion. The Rotter Internal-External Locus of Control Scale gained information about the respondent's locus of control orientation.
Description of the Instruments

Two instruments were used to collect data for this study. The first was the Job Descriptive Index. This instrument was developed over a ten-year period by a team of psychologists at Cornell University. It has been described as being one of the best instruments now in existence for assessing job satisfaction (10, p. vii).

The Job Descriptive Index, because of its simplicity, took only a short time to complete. It required the subject to respond to words and phrases that described his feelings about his job. Thus, the instrument is job descriptive not job evaluative. By being job descriptive, it focused on the facets of the job that were being measured and thereby eliminated much of the "halo effect." The halo effect is the tendency for the rating of one characteristic to influence the ratings of other characteristics in the constant direction of a general impression of the first characteristic (2).

The Job Descriptive Index has withstood very strict tests of convergent and discriminative validity developed by Campbell and Fisk as reported by Siegel (7). The internal consistency reliabilities of the five sub-scales of the Job Descriptive Index range from .80 to .88 as determined by correlated split-half correlations. The Job Descriptive Index has also shown consistent correlations
above .70 with other measures of job satisfaction (9, p. 278). It has demonstrated adequate internal reliability, and it is relatively free from such response bias as acquiescence (9, pp. 278-279).

Scoring of the Job Descriptive Index is based on a numerical scale of "0," "1," and "3." All favorable answers are scored 3, all unfavorable answers are scored 0, and all omissions or "?" are scored 1. The "Pay" and "Promotion" sub-scale scores are doubled in order to make them numerically equivalent to the scores on the other sub-scales. The higher one's score, the more satisfaction one reports with one's job.

Each of the five sub-scales is scored separately. Each result, therefore, is reported separately. There is not a summary score for the Job Descriptive Index as a whole.

The second instrument to be used was the Rotter Internal-External Locus of Control Scale. This scale, also developed by a psychologist, has widespread acceptance as a psychometrically sound instrument for measuring generalized expectancies regarding an individual's degree of perceived control in determining reinforcements (1, p. 300). Item analysis and factor analysis show reasonably high consistency. Test-retest reliabilities are satisfactory, ranging from .55 to .72. Correlations with tests of adjustment,
need for approval, and intelligence are low, which indicates good discriminating validity (5, p. 139).

The Rotter Internal-External Locus of Control Scale is composed of twenty-three items. There are also six filler items which are intended to make the purpose of the test more ambiguous. Each item is given equal weight, and each item correlates with the total of the other items with that item removed (6).

Scoring of the Rotter Internal-External Locus of Control Scale is based on the number of external responses made as suggested by Lefcourt (3). If twelve or more external responses are made, the respondent is considered to have an external locus of control orientation. If eleven or fewer external responses are made, the respondent is considered to have an internal locus of control orientation. Because there is only one scale involved, a summary score is obtained.

Description of the Variables

The criterion variables used in this study are the five sub-scales of the Job Descriptive Index (work, supervision, co-workers, pay, and promotion). Each of the five sub-scales was treated as an individual criterion variable. Each sub-scale is discriminably different, each has been loaded on separate group factors with no general factor in
repeated factor analytic studies, and none of the sub-
scales intercorrelate highly with each other despite their
high reliabilities (8).

The predictor variables used were the involvement and
the non-involvement of classroom teachers in the decision-
making process of a public school district and the locus of
control orientation of the teachers. The locus of control
orientation was determined by the results obtained from the
Rotter Internal-External Locus of Control Scale. Each
respondent was either predominantly internally oriented or
predominantly externally oriented.

Research Design

A pretest-posttest control group design was utilized
for this study. Data were collected at two points in time
from one randomly selected sample and from one elected
sample (see "Limitations").

This research design was useful for purposes of (1)
controlling for all the simple sources of validity (but by
virtue of the use of a pretest the simple and interactive
testing sources of invalidity could not be controlled) and
(2) for comparing gain scores from the two groups (11,
p. 132).
Procedures for the Analysis of Data

After both instruments were administered for the first time and returned, they were checked for completeness and for legibility and prepared for keypunching. However, the data were not processed until after the second administration of the instruments.

After the second administration of both instruments, they were also checked for completeness and legibility upon their return and prepared for keypunching. Both sets of key-punched data were taken to the North Texas State University Computing Center for analysis.

The correlated $t$-test was used to compare the pretest mean scores to the posttest mean scores within both the control group data and the experimental group data. This procedure was followed for each of the appropriate hypotheses. The levels of significance were computed using two-tailed probabilities. The decision as to the level of significance above which a hypothesis would be rejected was set at the .05 level.

The $t$-test for independent samples was used to compare the posttest mean scores between the control group data and the experimental group data. This procedure was followed for each of the appropriate hypotheses. The levels of significance were computed using two-tailed probabilities.
The decision as to the level of significance above which a hypothesis would be rejected was set at the .05 level.

To determine if a linear relationship existed among the variables, a stepwise multiple linear regression model in the form of covariate analysis was used. This statistical method relies on the general linear hypothesis approach, and it is basically a stepwise multiple regression analysis that can cope with unequal cell sizes (4, p. 398). The particular method utilized was that of assessing the covariates, then the factors, then the interactions. This procedure was performed for each of the six hypotheses of the study. The predictor variables were (1) being involved in the decision-making process of a public school district, (2) not being involved in the decision-making process of a public school district, (3) having a predominantly internal locus of control orientation, and (4) having a predominantly external locus of control orientation.
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CHAPTER IV

PRESENTATION OF THE DATA

This chapter presents the statistical analysis of the findings for the experimental group (involved teachers). The tables for each of the five criterion variables (work, supervision, co-workers, pay, and promotion) are presented as a group following the particular criterion variable being discussed. Descriptive statistics are presented in the first table of each group. A cursory examination of the raw data scores makes it appear that involvement in the decision-making process causes a decrease in job satisfaction. However, a more thorough analysis of the data reveals that involvement in the decision-making process decreases job satisfaction only when certain segments of the teaching population are involved in the decision-making process. The remaining tables in each group display in summary form the hypotheses tested and the results of the testing. The data are analyzed using a multiple linear regression model for covariate analysis (1, p. 647; 2, p. 398) as well as the appropriate t-tests.

Statistical summaries are presented for each of the five criterion variables (work, supervision, co-workers, pay, and promotion). The order in which the statistical
summaries are presented within each group is as follows: first, the descriptive statistics are presented for each criterion variable; second, the overall regression analyses are presented for each criterion variable; and third, the sub-group regression analyses are presented for those criterion variables that showed a statistically significant interaction between the main effects (locus of control orientation and involvement/non-involvement). Finally, the individual hypotheses and the results of the t-tests are presented. There is also a summary of the raw means and standard deviations in Appendix F.

Satisfaction with Work

Table I reveals that the mean pre-post scores for "satisfaction with work" decreased after the teachers were involved in the decision-making process of the school district. However, the mean pre-post scores for "satisfaction with work" increased for teachers who were not involved in the decision-making process of the school district.

Table I also reveals that the mean pre-post scores for "satisfaction with work" increased for teachers who have an internal locus of control orientation. Furthermore, the mean pre-post scores for "satisfaction with work" increased for teachers who have an external locus of control orientation.
### TABLE I

**MEANS AND STANDARD DEVIATIONS FOR WORK AFTER INVOLVEMENT IN THE DECISION-MAKING PROCESS (N = 419)**

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Locus of Control</th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Totals</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orientation</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre</td>
<td>36.98</td>
<td>37.45</td>
<td>36.33</td>
<td>33.18</td>
<td>36.85</td>
<td>36.61</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>9.17</td>
<td>8.83</td>
<td>10.22</td>
<td>11.11</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>163</td>
<td>163</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Non-Involved</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre</td>
<td>30.87</td>
<td>34.82</td>
<td>29.98</td>
<td>36.04</td>
<td>30.65</td>
<td>35.12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post</td>
<td>11.96</td>
<td>11.06</td>
<td>11.74</td>
<td>10.93</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>SD</td>
<td>163</td>
<td>163</td>
<td>53</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>33.93</td>
<td>36.14</td>
<td>33.16</td>
<td>34.61</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table II displays the results of the multiple linear regression (covariate) analysis of "post-satisfaction with work" with "pre-satisfaction with work." The analysis shows a statistically significant association between the pre- and post-scores. This indicates a very high correlation between the covariate (the pre-test score) and the dependent variable (the post-test score).
Table II indicates that neither of the main effects, involvement/non-involvement nor locus of control orientation, were statistically significant. This means that neither of the main effects when considered separately influenced "satisfaction with work." However, a statistically significant interaction between main effects was found. This means that when the main effects are
considered in conjunction with each other, they do have some influence on "satisfaction with work." Thus, because the interaction between main effects was statistically significant, the main effects are confounded due to the interaction and cannot be explained at this time. Further analyses are required (see Tables III through VI).

Table III displays the results of the multiple linear regression (covariate) analysis of "post-satisfaction with work" for teachers who are involved in the decision-making process of the school district. The analysis shows that the factor, locus of control, has a statistically significant association. This means that the two levels of locus of control, internal and external, have some influence on "satisfaction with work" when the teachers are involved in the decision-making process of the school district.

Table III indicates that when involved teachers are categorized as having either an "internal" or an "external" locus of control orientation, their perceptions of "satisfaction with work" show a statistically significant difference after their involvement in the decision-making process of the school district and after their post-involvement scores are adjusted (via analysis of covariance) for differences in perceptions of "satisfaction with work" which may have existed prior to their
TABLE III
REGRESSION (COVARIATE) ANALYSIS OF POST-SATISFACTION WITH WORK FOR INVOLVED TEACHERS BY LOCUS OF CONTROL ORIENTATION

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explained</td>
<td>588.08</td>
<td>1</td>
<td>588.08</td>
<td>6.77*</td>
</tr>
<tr>
<td>LOC'</td>
<td>588.08</td>
<td>1</td>
<td>588.08</td>
<td>6.77*</td>
</tr>
<tr>
<td>Residual</td>
<td>17454.18</td>
<td>201</td>
<td>86.84</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>18042.16</td>
<td>202</td>
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</tr>
</tbody>
</table>

* = Adjusted Factor
*p < .01.

involvement in the decision-making process of the school district. In particular, involved teachers who have an internal locus of control orientation are more favorably disposed towards "work" than are involved teachers who have an external locus of control orientation.

Table IV displays the results of the multiple linear regression (covariate) analysis of "post-satisfaction with work" for teachers who are not involved in the decision-making process of the school district. The analysis shows that the factor, locus of control, does not have a statistically significant association. This means that the two levels of locus of control, internal and external, have
TABLE IV
REGRESSION (COVARIATE) ANALYSIS OF POST-SATISFACTION WITH WORK FOR NON-INVOLVED TEACHERS BY LOCUS OF CONTROL ORIENTATION

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explained</td>
<td>59.70</td>
<td>1</td>
<td>59.70</td>
<td>.49</td>
</tr>
<tr>
<td>LOC'</td>
<td>59.70</td>
<td>1</td>
<td>59.70</td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>26014.40</td>
<td>214</td>
<td>121.56</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26074.11</td>
<td>215</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

' = Adjusted Factor

little or no influence on "satisfaction with work" when the teachers are not involved in the decision-making process of the school district.

Table IV indicates that when non-involved teachers are categorized as having either an "internal" or an "external" locus of control orientation, their perceptions of "satisfaction with work" do not show a statistically significant difference. This implies that for non-involved teachers their perceptions of "satisfaction with work" are independent of their locus of control orientation. This differs from the results in Table III. Table III indicated that teachers who participated in the decision-making process of
the school district and who believed they had some control over their working environment had a higher degree of "satisfaction with work" than did those teachers who participated in the decision-making process of the school district and who did not believe they had control over their working environment.

Table V displays the results of the multiple linear regression (covariate) analysis of "post-satisfaction with work" for teachers who have an internal locus of control orientation. The analysis shows that the factor, OI (involvement), has a statistically significant association. This means that the two levels of involvement, involved and non-involved, have some influence on "satisfaction with work" when the teachers are categorized as having an internal locus of control orientation.

Table V indicates that when teachers who have an internal locus of control orientation are categorized as being either "involved" or "non-involved" in the decision-making process of the school district, their perceptions of "satisfaction with work" show a statistically significant difference after their post-internal locus of control scores are adjusted (via analysis of covariance) for differences in perceptions of "satisfaction with work" which may have existed prior to either their involvement or non-involvement in the decision-making process of the
TABLE V

REGRESSION (COVARIATE) ANALYSIS OF POST-SATISFACTION WITH WORK FOR TEACHERS WHO HAVE AN INTERNAL LOCUS OF CONTROL ORIENTATION BY INVOLVEMENT/NON-INVOLVEMENT

<table>
<thead>
<tr>
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<th>SS</th>
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</thead>
<tbody>
<tr>
<td>Explained</td>
<td>567.18</td>
<td>1</td>
<td>567.18</td>
<td>5.66*</td>
</tr>
<tr>
<td>OI'</td>
<td>567.18</td>
<td>1</td>
<td>567.18</td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>32144.88</td>
<td>324</td>
<td>100.14</td>
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</tr>
<tr>
<td>Total</td>
<td>33012.06</td>
<td>325</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

' = Adjusted Factor

*p < .05.

school district. In particular, teachers who have an internal locus of control orientation and who are involved in the decision-making process of the school district are more favorably disposed towards "work" than are teachers who have an internal locus of control orientation and who are not involved in the decision-making process of the school district.

Table VI displays the results of the multiple linear regression (covariate) analysis of "post-satisfaction with work" for teachers who have an external locus of control orientation. The analysis shows that the factor, OI (involvement), does not have a statistically significant
TABLE VI

REGRESSION (COVARIATE) ANALYSIS OF POST-SATISFACTION WITH WORK FOR TEACHERS WHO HAVE AN EXTERNAL LOCUS OF CONTROL ORIENTATION BY INVOLVEMENT/NON-INFRINGEMENT

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Explained</td>
<td>186.82</td>
<td>1</td>
<td>186.82</td>
<td>1.54</td>
</tr>
<tr>
<td>OI'</td>
<td>186.82</td>
<td>1</td>
<td>186.82</td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>11023.70</td>
<td>91</td>
<td>121.14</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11210.52</td>
<td>92</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

'= Adjusted Factor

association. This means that the two levels of involvement, involved and non-involved, have little or no influence on "satisfaction with work" when the teachers are categorized as having an external locus of control orientation.

Table VI indicates that when teachers who have an external locus of control orientation are categorized as being either "involved" or "non-involved" in the decision-making process of the school district, their perceptions of "satisfaction with work" do not show a statistically significant difference. This implies that the perceptions of "satisfaction with work" for teachers who have an external locus of control orientation are independent of either
their involvement or non-involvement in the decision-making process of the school district. This differs from the results in Table V. Table V indicated that teachers who believed they had some control over their working environment and who were involved in the decision-making process of the school district had a higher degree of "satisfaction with work" than did teachers who believed they had some control over their working environment and who were not involved in the decision-making process of the school district.

**Satisfaction with Supervision**

Table VII reveals that the mean pre-post scores for "satisfaction with supervision" decreased after the teachers were involved in the decision-making process of the school district. However, the mean pre-post scores for "satisfaction with supervision" increased for those teachers who were not involved in the decision-making process of the school district.

Table VII also reveals that the mean pre-post scores for "satisfaction with supervision" increased for teachers who have an internal locus of control orientation. Furthermore, the pre-post scores for "satisfaction with supervision" also increased for teachers who have an external locus of control orientation.
**TABLE VII**

MEANS AND STANDARD DEVIATIONS FOR SUPERVISION AFTER INVOLVEMENT IN THE DECISION-MAKING PROCESS (N = 419)

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Locus of Control</th>
<th></th>
<th></th>
<th>Totals</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internal</td>
<td>External</td>
<td></td>
<td>Pre</td>
<td>Post</td>
</tr>
<tr>
<td></td>
<td>Orientation</td>
<td>Orientation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre</td>
<td>Post</td>
<td>Pre</td>
<td>Post</td>
<td></td>
</tr>
<tr>
<td>Involved</td>
<td>S.D.</td>
<td></td>
<td>S.D.</td>
<td></td>
<td>S.D.</td>
</tr>
<tr>
<td>Teachers</td>
<td>36.80</td>
<td>39.98</td>
<td>37.72</td>
<td>45.51</td>
<td>37.03</td>
</tr>
<tr>
<td>S.D.</td>
<td>12.96</td>
<td>13.05</td>
<td>12.48</td>
<td>9.43</td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>163</td>
<td>163</td>
<td>40</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S.D.</td>
<td></td>
<td>S.D.</td>
<td></td>
<td>S.D.</td>
</tr>
<tr>
<td>Non-Involved</td>
<td>43.25</td>
<td>43.52</td>
<td>44.20</td>
<td>38.30</td>
<td>43.44</td>
</tr>
<tr>
<td>Teachers</td>
<td>S.D.</td>
<td></td>
<td>S.D.</td>
<td></td>
<td>S.D.</td>
</tr>
<tr>
<td>S.D.</td>
<td>10.72</td>
<td>9.24</td>
<td>11.04</td>
<td>11.68</td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>163</td>
<td>163</td>
<td>40</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S.D.</td>
<td></td>
<td>S.D.</td>
<td></td>
<td>S.D.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40.03</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40.96</td>
</tr>
</tbody>
</table>

Table VIII displays the results of the multiple linear regression (covariate) analysis of "post-satisfaction with supervision" with "pre-satisfaction with supervision." The analysis shows a statistically significant association between the pre- and post-scores. This indicates a very high correlation between the covariate (the pre-score) and the dependent variable (the post-score).
### Table VIII

**Regression (Covariate) Analysis of Post-Satisfaction with Supervision by Involvement/Non-involvement by Locus of Control Orientation with Pre-Satisfaction with Supervision**

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explained</td>
<td>5549.49</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariate</td>
<td>3454.21</td>
<td>1</td>
<td>3454.21</td>
<td>29.77*</td>
</tr>
<tr>
<td>OI'</td>
<td>11.30</td>
<td>1</td>
<td>11.30</td>
<td>.10</td>
</tr>
<tr>
<td>LOC'</td>
<td>19.87</td>
<td>1</td>
<td>19.87</td>
<td>.17</td>
</tr>
<tr>
<td>OI x LOC</td>
<td>2062.04</td>
<td>1</td>
<td>2062.04</td>
<td>17.77*</td>
</tr>
<tr>
<td>Residual</td>
<td>48036.68</td>
<td>414</td>
<td>116.03</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>53586.17</td>
<td>418</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

' = Adjusted Factor

*p < .01.

Table VIII indicates that neither of the main effects, involvement/non-involvement nor locus of control orientation, were statistically significant. This means that neither of the main effects when considered separately influenced "satisfaction with supervision." However, a statistically significant interaction between main effects was found. This means that when the main effects are considered in conjunction with each other, they do have some influence on "satisfaction with supervision." Thus,
because the interaction between main effects was statistically significant the main effects are confounded due to the interaction and cannot be explained at this time. Further analyses are required (see Tables IX through XII).

Table IX displays the results of the multiple linear regression (covariate) analysis of "post-satisfaction with supervision" for teachers who are involved in the decision-making process of the school district. The analysis shows that the factor, locus of control, has a statistically significant association. This means that the two levels of locus of control, internal and external, have some influence on "satisfaction with supervision" when teachers are involved in the decision-making process of the school district.

Table IX indicates that when involved teachers are categorized as having either an "internal" or an "external" locus of control orientation, their perceptions of "satisfaction with supervision" show a statistically significant difference after their involvement in the decision-making process of the school district and after their post-involvement scores are adjusted (via analysis of covariance) for differences in perceptions of "satisfaction with supervision" which may have existed prior to their involvement in the decision-making process of the school district. In particular, involved teachers who have an
TABLE IX

REGRESSION (COVARIATE) ANALYSIS OF POST-SATISFACTION WITH SUPERVISION FOR INVOLVED TEACHERS BY LOCUS OF CONTROL ORIENTATION

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explained</td>
<td>873.61</td>
<td>1</td>
<td>873.61</td>
<td>9.17*</td>
</tr>
<tr>
<td>LOC'</td>
<td>873.61</td>
<td>1</td>
<td>873.61</td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>19149.11</td>
<td>201</td>
<td>99.12</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>20022.72</td>
<td>202</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

' = Adjusted Factor
*p < .01.

internal locus of control orientation are more favorably disposed towards "supervision" than are involved teachers who have an external locus of control orientation.

Table X displays the results of the multiple linear regression (covariate) analysis of "post-satisfaction with supervision" for teachers who are not involved in the decision-making process of the school district. The analysis shows that the factor, locus of control, has a statistically significant association. This means that the two levels of locus of control, internal and external, have some influence on "satisfaction with supervision" when the
Table X indicates that when non-involved teachers are categorized as having either an "internal" or an "external" locus of control orientation, their perceptions of "satisfaction with supervision" show a statistically significant difference. In particular, non-involved teachers who have an external locus of control orientation are more favorably disposed towards "supervision" than are non-involved teachers who have an internal locus of control orientation. This implies that for non-involved teachers, their perceptions of "satisfaction with supervision" are dependent upon their locus of control orientation. This differs from the results in Table IX. Table IX indicated that teachers who
believed they had some control over the manner in which their supervisor (principal) reacted to them and who were involved in the decision-making process of the school district had a higher degree of "satisfaction with supervision" than did teachers who believed they had little or no control over the manner in which their supervisor (principal) reacted to them and who were involved in the decision-making process of the school district.

Table XI displays the results of the multiple linear regression (covariate) analysis of "post-satisfaction with supervision" for teachers who have an internal locus of control orientation. The analysis shows that the factor, OI (involvement), has a statistically significant association. This means that the two levels of involvement, involved and non-involved, have some influence on "satisfaction with supervision" when the teachers are categorized as having an internal locus of control orientation.

Table XI indicates that when teachers who have an internal locus of control orientation are categorized as being either "involved" or "non-involved" in the decision-making process of the school district, their perceptions of "satisfaction with supervision" show a statistically significant difference after their post-internal locus of control scores are adjusted (via analysis of covariance) for differences in perceptions of "satisfaction with
TABLE XI

REGRESSION (COVARIATE) ANALYSIS OF POST-SATISFACTION WITH SUPERVISION FOR TEACHERS WHO HAVE AN INTERNAL LOCUS OF CONTROL ORIENTATION BY INVOLVEMENT/NON-INVOLVEMENT

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explained</td>
<td>1021.26</td>
<td>1</td>
<td>1021.26</td>
<td>7.99*</td>
</tr>
<tr>
<td>OI'</td>
<td>1021.26</td>
<td>1</td>
<td>1021.26</td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>41404.61</td>
<td>324</td>
<td>127.79</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>42425.87</td>
<td>325</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

' = Adjusted Factor

*p < .01.

supervision" which may have existed prior to either their involvement or non-involvement in the decision-making process of the school district. In particular, teachers who have an internal locus of control orientation and who are involved in the decision-making process of the school district are more favorably disposed towards "supervision" than are teachers who have an internal locus of control orientation and who are not involved in the decision-making process of the school district.

Table XII displays the results of the multiple linear regression (covariate) analysis of post-satisfaction with supervision for teachers who have an external locus of
TABLE VI
REGRESSION (COVARIATE) ANALYSIS OF POST-SATISFACTION WITH SUPERVISION FOR TEACHERS WHO HAVE AN EXTERNAL LOCUS OF CONTROL ORIENTATION BY INVOLVEMENT/NON-INVOLVEMENT

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explained</td>
<td>1184.83</td>
<td>1</td>
<td>1184.83</td>
<td>10.84*</td>
</tr>
<tr>
<td>OI'</td>
<td>1184.83</td>
<td>1</td>
<td>1184.83</td>
<td></td>
</tr>
<tr>
<td>Residual</td>
<td>9943.65</td>
<td>91</td>
<td>109.27</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11128.47</td>
<td>92</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

' = Adjusted Factor
* p < .01.

c control orientation. The analysis shows that the factor, OI (involvement), has a statistically significant association. This means that the two levels of involvement, involved and non-involved, have some influence on "satisfaction with supervision" when the teachers are categorized as having an external locus of control orientation.

Table XII indicates that when teachers who have an external locus of control orientation are categorized as being either "involved" or "non-involved" in the decision-making process of the school district, their perceptions of "satisfaction with supervision" show a statistically
significant difference after their post-external locus of control scores are adjusted (via analysis of covariance) for differences in perceptions of "satisfaction with supervision" which may have existed prior to either their involvement or non-involvement in the decision-making process of the school district. In particular, teachers who have an external locus of control orientation and who are not involved in the decision-making process of the school district are more favorably disposed towards "supervision" than are teachers who have an external locus of control orientation and who are involved in the decision-making process of the school district.

Satisfaction with Co-Workers

Table XIII reveals that the mean pre-post scores for "satisfaction with co-workers" increased after the teachers were involved in the decision-making process of the school district. Furthermore, the mean pre-post scores for "satisfaction with co-workers" increased for those teachers who were not involved in the decision-making process of the school district.

Table XIII also reveals that the mean pre-post scores for "satisfaction with co-workers" increased for teachers who have an internal locus of control orientation. The mean pre-post scores for "satisfaction with co-workers"
TABLE XIII

MEANS AND STANDARD DEVIATIONS FOR CO-WORKERS AFTER INogglement IN THE DECISION-MAKING PROCESS (N = 419)

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Locus of Control</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internal</td>
<td>External</td>
<td></td>
<td>Totals</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orientation</td>
<td>Orientation</td>
<td>Pre Post</td>
<td>Pre Post</td>
<td>Pre Post</td>
</tr>
<tr>
<td>Involvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involved Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(\bar{X})</td>
<td>42.14</td>
<td>42.29</td>
<td>40.03</td>
<td>40.88</td>
<td>41.72</td>
</tr>
<tr>
<td>SD</td>
<td>10.82</td>
<td>10.50</td>
<td>10.83</td>
<td>12.21</td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>163</td>
<td>163</td>
<td>40</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Non-Involved</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(\bar{X})</td>
<td>36.76</td>
<td>39.69</td>
<td>32.91</td>
<td>38.72</td>
<td>35.82</td>
</tr>
<tr>
<td>SD</td>
<td>12.95</td>
<td>12.52</td>
<td>14.50</td>
<td>14.44</td>
<td></td>
</tr>
<tr>
<td>n</td>
<td>163</td>
<td>163</td>
<td>53</td>
<td>53</td>
<td></td>
</tr>
</tbody>
</table>

\[ \bar{X} = 39.45 \quad 40.99 \quad 36.47 \quad 39.80 \]

also increased for teachers who have an external locus of control orientation.

Table XIV displays the results of the multiple linear regression (covariate) analysis of "post-satisfaction with co-workers" with "pre-satisfaction with co-workers." The analysis shows a statistically significant association between the pre- and post-scores. This indicates a very high correlation between the covariate (the pre-test score) and the dependent variable (the post-test score).
### Table XIV

**Regression (Covariate) Analysis of Post-Satisfaction with Co-Workers by Involvement/Non-Involvement by Locus of Control Orientation with Pre-Satisfaction with Co-Workers**

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explained</td>
<td>5751.03</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariate</td>
<td>5652.24</td>
<td>1</td>
<td>5652.24</td>
<td>42.57*</td>
</tr>
<tr>
<td>OI'</td>
<td>75.21</td>
<td>1</td>
<td>75.21</td>
<td>.57</td>
</tr>
<tr>
<td>LOC'</td>
<td>6.47</td>
<td>1</td>
<td>6.47</td>
<td>.05</td>
</tr>
<tr>
<td>OI x LOC</td>
<td>15.61</td>
<td>1</td>
<td>15.61</td>
<td>.12</td>
</tr>
<tr>
<td>Residual</td>
<td>54973.87</td>
<td>414</td>
<td>132.79</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>60724.90</td>
<td>418</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

' = Adjusted Factor

*p < .01.

Table XIV indicates that neither of the main effects, involvement/non-involvement nor locus of control orientation, were statistically significant. This means that neither of the main effects when considered separately influenced "satisfaction with co-workers." The analysis also shows there was no statistically significant interaction between the main effects. This means that when the main effects were considered in conjunction with each other, they still did not influence "satisfaction with
co-workers." This implies that the teachers' perception of "satisfaction with co-workers" is independent of both their locus of control orientation and their involvement or non-involvement in the decision-making process of the school district. Because neither of the main effects were statistically significant and because there was no statistically significant interaction between the main effects, further analyses are not required and would be redundant.

**Satisfaction with Pay**

Table XV reveals that the mean pre-post scores for "satisfaction with pay" decreased after the teachers were involved in the decision-making process of the school district. Furthermore, the mean pre-post scores for "satisfaction with pay" also decreased for those teachers who were not involved in the decision-making process of the school district.

Table XV also reveals that the mean pre-post scores for "satisfaction with pay" decreased for teachers who have an internal locus of control orientation. The mean pre-post scores for "satisfaction with pay" also decreased for teachers who have an external locus of control orientation.

Table XVI displays the results of the multiple linear regression (covariate) analysis of "post-satisfaction with pay" with "pre-satisfaction with pay." The analysis shows
TABLE XV
MEANS AND STANDARD DEVIATIONS FOR PAY AFTER INVOLVEMENT IN THE DECISION-MAKING PROCESS (N = 419)

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Locus of Control</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internal</td>
<td>External</td>
<td>Totals</td>
<td>Totals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Orientation Pre</td>
<td>Orientation Post</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involved Teachers</td>
<td></td>
<td>13.34</td>
<td>12.99</td>
<td>13.60</td>
<td>10.88</td>
<td>13.39</td>
<td>12.58</td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>9.16</td>
<td>10.22</td>
<td>8.90</td>
<td>11.83</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>163</td>
<td>163</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>11.45</td>
<td>11.84</td>
<td>11.32</td>
<td>10.26</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>163</td>
<td>163</td>
<td>53</td>
<td>53</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>X</td>
<td>13.88</td>
<td>13.11</td>
<td>13.74</td>
<td>11.91</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a statistically significant association between the pre-and post- scores. This indicates a very high correlation between the covariate (the pre-test score) and the dependent variable (the post-test score).

Table XVI indicates that neither of the main effects, involvement/non-involvement nor locus of control orientation, were statistically significant. This means that neither of the main effects when considered separately
TABLE XVI

REGRESSION (COVARIATE) ANALYSIS OF POST-SATISFACTION WITH PAY BY INVOLVEMENT/NON-INVOLVEMENT BY LOCUS OF CONTROL ORIENTATION WITH PRE-SATISFACTION WITH PAY

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explained</td>
<td>3243.75</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariate</td>
<td>3077.17</td>
<td>1</td>
<td>3077.17</td>
<td>26.83*</td>
</tr>
<tr>
<td>OI'</td>
<td>16.03</td>
<td>1</td>
<td>16.03</td>
<td>.14</td>
</tr>
<tr>
<td>LOC'</td>
<td>79.15</td>
<td>1</td>
<td>79.15</td>
<td>.69</td>
</tr>
<tr>
<td>OI x LOC</td>
<td>75.26</td>
<td>1</td>
<td>75.26</td>
<td>.66</td>
</tr>
<tr>
<td>Residual</td>
<td>47486.54</td>
<td>414</td>
<td>114.70</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>50730.30</td>
<td>418</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

' = Adjusted Factor

*p < .01.

influenced "satisfaction with pay." The analysis also shows there was no statistically significant interaction between main effects. This means that when the main effects were considered in conjunction with each other, they still did not influence "satisfaction with pay." This implies that the teachers' perceptions of "satisfaction with pay" is independent of both their locus of control orientation and their involvement or non-involvement in the decision-making process of the school district. Because
neither of the main effects were statistically significant and because there was no statistically significant interaction between the main effects, further analyses are not required and would be redundant.

Satisfaction with Promotion

Table XVII shows that the mean pre-post scores for satisfaction with promotion decreased after the teachers were involved in the decision-making process of the school district. Furthermore, the mean pre-post scores for "satisfaction with promotion" also decreased for those teachers who were not involved in the decision-making process.

Table XVII also reveals that the mean pre-post scores for "satisfaction with promotion" decreased for teachers who have an internal locus of control orientation. The mean pre-post scores for "satisfaction with promotion" also decreased for teachers who have an external locus of control orientation.

Table XVIII displays the results of the multiple linear regression (covariate) analysis of "post-satisfaction with promotion" with "pre-satisfaction with promotion." The analysis shows a statistically significant association between the pre- and post-scores. This indicates a very high correlation between the covariate (the
TABLE XVII

MEANS AND STANDARD DEVIATIONS FOR PROMOTION AFTER INVOLVEMENT IN THE DECISION-MAKING PROCESS (N = 419)

<table>
<thead>
<tr>
<th>Involvement</th>
<th>Locus of Control</th>
<th></th>
<th>Pre</th>
<th>Post</th>
<th>Pre</th>
<th>Post</th>
<th>Totals</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internal Orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>External Orientation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Involved Teachers</td>
<td>X</td>
<td>10.23</td>
<td>9.88</td>
<td>12.25</td>
<td>12.10</td>
<td>10.63</td>
<td>10.32</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>11.19</td>
<td>11.34</td>
<td>11.45</td>
<td>13.33</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>163</td>
<td>163</td>
<td>40</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Involved Teachers</td>
<td>X</td>
<td>12.44</td>
<td>11.65</td>
<td>15.09</td>
<td>14.08</td>
<td>13.09</td>
<td>12.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SD</td>
<td>12.01</td>
<td>11.54</td>
<td>12.84</td>
<td>12.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>163</td>
<td>163</td>
<td>53</td>
<td>53</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

X = 11.34 10.77 13.67 13.09

pre-test score) and the dependent variable (the post-test score).

Table XVIII indicates that neither of the main effects, involvement/non-involvement nor locus of control orientation, were statistically significant. This means that neither of the main effects when considered separately influenced "satisfaction with promotion." The analysis also shows there was no statistically significant inter
### TABLE XVIII

REGRESSION (COVARIATE) ANALYSIS OF POST-SATISFACTION WITH PROMOTION OPPORTUNITIES BY INVOLVEMENT/NON-INVOLVEMENT BY LOCUS OF CONTROL ORIENTATION WITH PRE-SATISFACTION WITH PROMOTION OPPORTUNITIES

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explained</td>
<td>2121.73</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariate</td>
<td>1600.29</td>
<td>1</td>
<td>1600.29</td>
<td>11.87*</td>
</tr>
<tr>
<td>OI'</td>
<td>218.13</td>
<td>1</td>
<td>218.13</td>
<td>1.62</td>
</tr>
<tr>
<td>LOC'</td>
<td>277.59</td>
<td>1</td>
<td>277.59</td>
<td>2.06</td>
</tr>
<tr>
<td>OI x LOC</td>
<td>.22</td>
<td>1</td>
<td>.22</td>
<td>.00</td>
</tr>
<tr>
<td>Residual</td>
<td>55738.32</td>
<td>414</td>
<td>134.63</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>57860.04</td>
<td>418</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

' = Adjusted Factor

*p < .01.

action between main effects. This means that when the main effects were considered in conjunction with each other, they still did not influence "satisfaction with promotion." This implies that the teachers' perceptions of satisfaction with promotion is independent of both their locus of control orientation and their involvement or non-involvement in the decision-making process of the school district. Because neither of the main effects were
statistically significant and because there was no statistically significant interaction between the main effects, further analyses are not required and would be redundant.

Tests of Individual Hypotheses

Tables XIX through XXIII depict the findings in terms of each of the six hypotheses. The tables also indicate whether the t-test scores are statistically significant. A short interpretation of each result is also provided on the tables.

Table XIX displays in summary form an analysis of the hypotheses tested as they relate to "satisfaction with work." The analysis reveals that only one hypothesis shows a statistically significant difference.

Table XIX shows no statistically significant differences were found for the following hypotheses as they pertain to "satisfaction with work" and, therefore, the null hypotheses were accepted.

1. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of internally oriented teachers who are not directly involved;
<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>t-test Results</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of internally oriented teachers who are not directly involved.</td>
<td>.74</td>
<td>No statistically significant difference. Internally oriented, involved teachers (X 37.45) are slightly more positive towards work than are internally oriented, non-involved teachers (X 34.82).</td>
</tr>
<tr>
<td>2. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are directly involved.</td>
<td>2.57*</td>
<td>Statistically significant difference. Internally oriented, involved teachers (X 37.45) are more positive towards work than are externally oriented, involved teachers (X 33.18).</td>
</tr>
<tr>
<td>3. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.</td>
<td>.53</td>
<td>No statistically significant difference. Internally oriented, involved teachers (X 37.45) are slightly more positive towards work than are externally oriented, non-involved teachers (X 36.04).</td>
</tr>
<tr>
<td>4. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are not directly involved in the decision-making process of a public school district and that of externally oriented teachers who are directly involved.</td>
<td>1.62</td>
<td>No statistically significant difference. Internally oriented, involved teachers (X 34.82) are more positive towards work than are externally oriented, non-involved teachers (X 33.18).</td>
</tr>
<tr>
<td>5. There will be no significant difference between the perceived job satisfaction of externally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.</td>
<td>1.51</td>
<td>No statistically significant difference. Externally oriented, involved teachers (X 33.18) are slightly less positive towards work than are externally oriented, non-involved teachers (X 36.04).</td>
</tr>
<tr>
<td>6. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are not directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.</td>
<td>.95</td>
<td>No statistically significant difference. Internally oriented, non-involved teachers (X 34.82) are slightly less positive towards work than are externally oriented, non-involved teachers (X 36.04).</td>
</tr>
</tbody>
</table>

*p = .05.
3. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved;

4. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are not directly involved in the decision-making process of a public school district and that of externally oriented teachers who are directly involved;

5. There will be no significant difference between the perceived job satisfaction of externally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved; and,

6. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are not directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.

However, a statistically significant difference was found for the following hypothesis as it pertains to work, and thus, the null hypothesis was rejected:
2. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are directly involved.

Table XX displays in summary form an analysis of the hypotheses tested as they relate to "satisfaction with supervision." The analysis reveals that three of the hypotheses show a statistically significant difference.

Table XX shows no statistically significant differences were found for the following hypotheses as they pertain to "satisfaction with supervision," and, therefore, the null hypotheses were accepted:

1. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of internally oriented teachers who are not directly involved;

3. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved; and,

4. There will be no significant difference between the perceived job satisfaction of internally oriented
### TABLE XX
SUMMARY OF RESULTS FOR SATISFACTION WITH SUPERVISION

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>t-test Results</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of internally oriented teachers who are not directly involved.</td>
<td>1.41</td>
<td>No statistically significant difference. Internally oriented, involved teachers (M = 43.52) are slightly more positive towards supervision than are internally oriented, non-involved teachers (M = 39.98).</td>
</tr>
<tr>
<td>2. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are directly involved.</td>
<td>3.10*</td>
<td>Statistically significant difference. Internally oriented, involved teachers (M = 43.52) are more positive towards supervision than are externally oriented, involved teachers (M = 38.30).</td>
</tr>
<tr>
<td>3. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.</td>
<td>1.81</td>
<td>No statistically significant difference. Internally oriented, involved teachers (M = 43.52) are slightly more positive towards supervision than are externally oriented, non-involved teachers (M = 45.51).</td>
</tr>
<tr>
<td>4. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are not directly involved in the decision-making process of a public school district and that of externally oriented teachers who are directly involved.</td>
<td>1.88</td>
<td>Statistically significant difference. Internally oriented, non-involved teachers (M = 34.82) are slightly more positive towards supervision than are externally oriented, involved teachers (M = 38.30).</td>
</tr>
<tr>
<td>5. There will be no significant difference between the perceived job satisfaction of externally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.</td>
<td>3.45*</td>
<td>Statistically significant difference. Externally oriented, involved teachers (M = 38.30) are less positive towards supervision than are externally oriented, non-involved teachers (M = 45.51).</td>
</tr>
<tr>
<td>6. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are not directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.</td>
<td>2.86*</td>
<td>Statistically significant difference. Internally oriented, non-involved teachers (M = 39.98) are less positive towards supervision than are externally oriented, non-involved teachers (M = 45.51).</td>
</tr>
</tbody>
</table>

*P = .01.
teachers who are not directly involved in the decision-making process of a public school district and that of externally oriented teachers who are directly involved;

However, statistically significant differences were found for the following three hypotheses as they pertain to "satisfaction with supervision," and thus, the null hypotheses were rejected.

2. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved;

5. There will be no significant difference between the perceived job satisfaction of externally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved; and,

6. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are not directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.

Table XXI displays in summary form an analysis of the hypotheses tested as they relate to "satisfaction with
TABLE XXI
SUMMARY OF RESULTS FOR SATISFACTION WITH CO-WORKERS

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>t-test Results</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of internally oriented teachers who are not directly involved.</td>
<td>.92</td>
<td>No statistically significant difference. Internally oriented, involved teachers (X 42.29) are slightly more positive towards co-workers than are internally oriented, non-involved teachers (X 39.69).</td>
</tr>
<tr>
<td>2. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are directly involved.</td>
<td>.58</td>
<td>No statistically significant difference. Internally oriented, involved teachers (X 42.29) are slightly more positive towards co-workers than are externally oriented, involved teachers (X 40.88).</td>
</tr>
<tr>
<td>3. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.</td>
<td>.91</td>
<td>No statistically significant difference. Internally oriented, involved teachers (X 42.29) are slightly more positive towards co-workers than are externally oriented, non-involved teachers (X 38.72).</td>
</tr>
<tr>
<td>4. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are not directly involved in the decision-making process of a public school district and that of externally oriented teachers who are directly involved.</td>
<td>.00</td>
<td>No statistically significant difference. Internally oriented, non-involved teachers (X 39.69) are slightly less positive towards co-workers than are externally oriented, involved teachers (X 40.88).</td>
</tr>
<tr>
<td>5. There will be no significant difference between the perceived job satisfaction of externally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.</td>
<td>.06</td>
<td>No statistically significant difference. Externally oriented, involved teachers (X 40.88) are slightly more positive towards co-workers than are externally oriented, non-involved teachers (X 38.72).</td>
</tr>
<tr>
<td>6. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are not directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.</td>
<td>.23</td>
<td>No statistically significant difference. Internally oriented, non-involved teachers (X 39.69) are slightly more positive towards co-workers than are externally oriented, non-involved teachers (X 38.72).</td>
</tr>
</tbody>
</table>
co-workers." The analysis reveals that no statistically significant differences were found for any of the six hypotheses as they pertain to "satisfaction with co-workers." Therefore, the null hypotheses were accepted.

Table XXII displays in summary form an analysis of the hypotheses tested as they relate to "satisfaction with pay." The analysis reveals that no statistically significant differences were found for any of the six hypotheses as they pertain to "satisfaction with pay." Therefore, the null hypotheses were accepted.

Table XXIII displays in summary form an analysis of the hypotheses tested as they relate to "satisfaction with promotion" opportunity. The analysis reveals that no statistically significant differences were found for any of the six hypotheses as they pertain to "satisfaction with promotion" opportunity. Therefore, the null hypotheses were accepted.
TABLE XXII
SUMMARY OF RESULTS FOR SATISFACTION WITH PAY

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>t-test Results</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of internally oriented teachers who are not directly involved.</td>
<td>.04</td>
<td>No statistically significant difference. Internally oriented, involved teachers (X 12.99) are slightly less positive towards pay than are internally oriented, non-involved teachers (X 13.22).</td>
</tr>
<tr>
<td>2. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are directly involved.</td>
<td>1.17</td>
<td>No statistically significant difference. Internally oriented, involved teachers (X 12.99) are slightly more positive towards pay than are externally oriented, involved teachers (X 10.88).</td>
</tr>
<tr>
<td>3. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.</td>
<td>.08</td>
<td>No statistically significant difference. Internally oriented, involved teachers (X 12.99) are slightly more positive towards pay than are externally oriented, non-involved teachers (X 12.94).</td>
</tr>
<tr>
<td>4. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are not directly involved in the decision-making process of a public school district and that of externally oriented teachers who are directly involved.</td>
<td>1.04</td>
<td>No statistically significant difference. Internally oriented, non-involved teachers (X 13.22) are slightly more positive towards pay than are externally oriented, involved teachers (X 10.88).</td>
</tr>
<tr>
<td>5. There will be no significant difference between the perceived job satisfaction of externally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.</td>
<td>.89</td>
<td>No statistically significant difference. Externally oriented, involved teachers (X 12.99) are slightly less positive towards pay than are externally oriented, non-involved teachers (X 12.94).</td>
</tr>
<tr>
<td>6. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are not directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.</td>
<td>.05</td>
<td>No statistically significant difference. Internally oriented, non-involved teachers (X 13.22) are slightly more positive towards pay than are externally oriented, non-involved teachers (X 12.94).</td>
</tr>
<tr>
<td>Hypothesis</td>
<td>t-test Results</td>
<td>Interpretation</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of internally oriented teachers who are not directly involved.</td>
<td>1.17</td>
<td>No statistically significant difference. Internally oriented, involved teachers (X 9.88) are slightly less positive towards promotion than are internally oriented, non-involved teachers (X 11.65).</td>
</tr>
<tr>
<td>2. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are directly involved.</td>
<td>1.08</td>
<td>No statistically significant difference. Internally oriented, involved teachers (X 9.88) are slightly less positive towards promotion than are externally oriented, involved teachers (X 12.10).</td>
</tr>
<tr>
<td>3. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.</td>
<td>1.93</td>
<td>No statistically significant difference. Internally oriented, involved teachers (X 9.88) are slightly less positive towards promotion than are externally oriented, non-involved teachers (X 14.08).</td>
</tr>
<tr>
<td>4. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are not directly involved in the decision-making process of a public school district and that of externally oriented teachers who are directly involved.</td>
<td>.23</td>
<td>No statistically significant difference. Internally oriented, non-involved teachers (X 11.65) are slightly more positive towards promotion than are externally oriented, involved teachers (X 12.10).</td>
</tr>
<tr>
<td>5. There will be no significant difference between the perceived job satisfaction of externally oriented teachers who are directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.</td>
<td>.50</td>
<td>No statistically significant difference. Externally oriented, involved teachers (X 12.10) are slightly less positive towards promotion than are externally oriented, non-involved teachers (X 14.08).</td>
</tr>
<tr>
<td>6. There will be no significant difference between the perceived job satisfaction of internally oriented teachers who are not directly involved in the decision-making process of a public school district and that of externally oriented teachers who are not directly involved.</td>
<td>.93</td>
<td>No statistically significant difference. Internally oriented, non-involved teachers (X 11.65) are slightly less positive towards promotion than are externally oriented, non-involved teachers (X 14.08).</td>
</tr>
</tbody>
</table>
CHAPTER BIBLIOGRAPHY


CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, AND
RECOMMENDATIONS FOR FURTHER RESEARCH

Summary

The problem of this study was to gain a better understanding of the factors which promote public school teachers' job satisfaction and the determination of the degree of impact of two specific organizational factors upon such job satisfaction. The purposes of the study were

1. To determine if the direct involvement of classroom teachers in the decision-making process of a public school district affected their perceptions of job satisfaction;

2. To determine the relationship of locus of control on job satisfaction when teachers were directly involved in the decision-making process of a public school district.

The survey of related literature was presented in five distinct sections: Introduction, Variables Often Associated with the Job Satisfaction of Educators, Teacher Involvement in Decision-Making, Locus of Control and Job Satisfaction, and Summary. As part of the literature survey, a review was made of the various components that
contribute to an individual's perception of job satisfaction.

A control group (teachers who were not involved in the decision-making process of the school district) and an experimental group (teachers who were involved in the decision-making process of the school district) were used in this study. Both groups included both elementary and secondary classroom teachers. Each group had a pre- and a post-\(N\) of 270 with the total \(N\) being 1,080.

Two instruments were used for collecting data. One was the *Job Descriptive Index*, which contained five subscales (work, supervision, co-workers, pay, and promotion). The other one was the *Rotter Internal-External Locus of Control Scale*. Both instruments were administered twice to a total of 1,080 respondents. This procedure resulted in a 77.59 per cent return of usable responses. A response rate of 70 per cent had been determined as a required minimum for the study.

The data collected by the instruments were tabulated and analyzed. The presentation of the findings are reported in Chapter IV. In order to treat the relationship of concomitant variables statistically, null hypotheses were formulated. A stepwise multiple linear regression model in the form of covariate analysis and the appropriate
\textit{t}-tests were applied to test the relationships. The decision as to the level of significance above which a hypothesis would be rejected was set at the .05 level. The results of the relationships were treated collectively and tabulated for presentation in table form. Narrative explanations were made concerning the significance of each concomitant variable.

Findings

The study revealed the following about teachers who are involved in the decision-making process of the school district.

1. Teachers who are categorized as having an internal locus of control orientation show a statistically significant positive difference in their perceptions of "satisfaction with work" after their involvement in the decision-making process of the school district.

2. Teachers who are categorized as having an external locus of control orientation do not show a statistically significant difference in their perceptions of "satisfaction with work" after their involvement in the decision-making process of the school district.

3. Teachers who are categorized as having an internal locus of control orientation show a statistically significant positive difference in their perceptions of
"satisfaction with supervision" after their involvement in the decision-making process of the school district.

4. Teachers who are categorized as having an external locus of control orientation do not show a statistically significant positive difference in their perceptions of "satisfaction with supervision" after their involvement in the decision-making process of the school district.

5. Teachers who are categorized as having an internal locus of control orientation do not show a statistically significant difference in their perceptions of "satisfaction with co-workers" after their involvement in the decision-making process of the school district.

6. Teachers who are categorized as having an external locus of control orientation do not show a statistically significant difference in their perceptions of "satisfaction with co-workers" after their involvement in the decision-making process of the school district.

7. Teachers who are categorized as having an internal locus of control orientation do not show a statistically significant difference in their perceptions of "satisfaction with pay" after their involvement in the decision-making process of the school district.

8. Teachers who are categorized as having an external locus of control orientation do not show a statistically
significant difference in their perceptions of "satisfaction with pay" after their involvement in the decision-making process of the school district.

9. Teachers who are categorized as having an internal locus of control orientation do not show a statistically significant difference in their perceptions of "satisfaction with promotion" after their involvement in the decision-making process of the school district.

10. Teachers who are categorized as having an external locus of control orientation do not show a statistically significant positive difference in their perceptions of "satisfaction with promotion" after their involvement in the decision-making process of the school district.

The survey of the literature revealed the following findings in regard to the perceived job satisfaction of classroom teachers.

1. Since the 1900's there have been arguments supporting the need for the involvement of teachers in the decision-making process of school districts.

2. There must be administrative support at all levels before productive teacher involvement in the decision-making process can take place.

3. Teachers must understand the mechanics of leadership groups, and they must be trained to function in
leadership groups prior to their involvement in the decision-making process.

4. Non-participation of teachers in the decision-making process of school districts may have resulted in an increased "restlessness" among teachers.

5. When teachers are not involved in the decision-making process, the tendency is toward less satisfaction with the job and increased skepticism toward the school district.

6. When there is teacher involvement in the decision-making process of school districts, only certain segments of the teaching population may desire to participate.

7. Teacher involvement in the decision-making process increased satisfaction with the job and resulted in less uncertainty about the school district. This finding is similar, yet different, from the results found in this study. The seemingly ambiguousness resulted from considering involvement in the decision-making process of the school district on two distinct levels. For those involved teachers who had an internal locus of control orientation, the two findings were highly correlated. However, for those involved teachers who had an external locus of control orientation, the two findings exhibited a definite disparity.
8. Teachers who believed themselves to be in reasonable control of their environment tended to be more satisfied with their jobs. This finding is supported by this study. The teachers who were categorized as having an internal locus of control orientation did exhibit an enhanced attitude about the job itself. The teachers who were categorized as having an external locus of control orientation, however, did not exhibit an enhanced attitude about the job itself.

9. Involvement in the decision-making process of school districts may enhance the attitudes of teachers toward school district administrators instead of decreasing the influence of school district administrators. This finding is partially supported by this study. The involvement of teachers in the decision-making process of the school district enhanced the attitudes of the teachers toward the principals of the school district when the involved teachers had an internal locus of control orientation.

Conclusions, Implications, and Recommendations

After reviewing the tabulated data of this study and comparatively analyzing the summarized findings, the following conclusions, implications, and recommendations are drawn about classroom teachers who are involved in the decision-making process of the school district.
1. Teachers having an internal orientation and who are involved in the decision-making process of the school district are more satisfied with "work" than are teachers having an external orientation and who are involved in the decision-making process of the school district. Teachers who have an internal orientation believe that through their involvement in the decision-making process, they are the ones who are exercising control over their working environment. Teachers who have an external orientation seem to believe their involvement in the decision-making process is meaningless and that what happens to them in their working environment will continue to be controlled by others. Therefore, it is recommended that the job satisfaction of classroom teachers be measured on a periodic basis with the intent being that of identifying the area(s) of least satisfaction with the work itself.

2. Teachers having an internal orientation and who are involved in the decision-making process of the school district are more satisfied with "work" than are teachers having an internal orientation and who are not involved in the decision-making process. Teachers who have an internal orientation believe that through their involvement in the decision-making process, they are the ones who are exercising control over their working environment. Teachers who have an internal orientation and who are not involved
in the decision-making process have their inherent tendency for involvement thwarted. This results in a lessening of satisfaction with "work" and an increase in restlessness. Therefore, it is recommended that the administrators of public school districts develop a method whereby classroom teachers become involved in the decision-making process of their respective school districts.

3. Teachers having an external orientation and who are involved in the decision-making process of the school district are less satisfied with "work" than are teachers having an external orientation and who are not involved in the decision-making process. Teachers who have an external orientation seem to believe their involvement in the decision-making process is meaningless and that what happens to them in their working environment will continue to be controlled by others. This is perhaps reinforced when their ideas and/or suggestions are not accepted by their peers who are also involved in the decision-making process of the school district. Teachers who have an external orientation and who are not involved in the decision-making process also have their inherent belief that fate controls their lives reinforced by their non-involvement in the decision-making process. However, because they are not actively involved in the decision-making process (with its resulting interactions), they may
believe that there is a lesser degree of control over their lives than do the externally oriented, involved teachers. Therefore, it is recommended that when all other criteria (including performance criteria) are equal, teacher applicants who have an internal locus of control orientation be given preference over applicants who have an external locus of control orientation.

4. Teachers having an internal orientation and who are involved in the decision-making process of the school district are more satisfied with "supervision" than are teachers having an external orientation and who are involved in the decision-making process of the school district. Teachers who have an internal orientation are more satisfied with "supervision" because they perceive their involvement in the decision-making process as providing them with similar information and decision-making opportunities as those possessed by the administrators of the school district. This increases their sense of control. Teachers who have an external orientation are less satisfied with "supervision" because they perceive their involvement in the decision-making process as one of being manipulated by the administration of the school district. Therefore, it is recommended that the school district administrators become knowledgeable of the locus of control construct and use the construct as a guidance
tool when working with groups of teachers who are involved in the decision-making process.

5. Teachers having an internal orientation and who are involved in the decision-making process of the school district are more satisfied with "supervision" than are teachers having an internal orientation and who are not involved in the decision-making process. Teachers who have an internal orientation are more satisfied with "supervision" because they perceive their involvement in the decision-making process as providing them with similar information and decision-making opportunities as those possessed by the administrators of the school district. This increases their sense of control. Teachers who have an internal orientation and who are not involved in the decision-making process perceive a decrease in their sense of control. The perceived decrease of control may result in frustration, restlessness, and an increased skepticism toward the administration of the school district. Therefore, it is recommended that teachers who have an internal locus of control orientation be identified and involved in the decision-making process at either the local building level or at the district level.

6. Teachers having an external orientation and who are involved in the decision-making process of the school district are less satisfied with "supervision" than are
teachers who have an external orientation and who are not involved in the decision-making process. Teachers who have an external orientation are less satisfied with "supervision" because they perceive their involvement in the decision-making process as one of being manipulated by the administration of the school district. Teachers who have an external orientation and who are not involved in the decision-making process have a higher degree of satisfaction with "supervision" than do externally oriented, involved teachers, but they still view the administration of the school district as controlling their lives through policies, salary, and so forth. Therefore, it is recommended that teachers who have an external locus of control orientation be identified with the intent being that of determining what factors, other than involvement in the decision-making process, influence their satisfaction with "supervision."

7. Teachers having an internal orientation and who are involved in the decision-making process of the school district are more satisfied with "co-workers" than are teachers who have an external orientation and who are involved in the decision-making process of the school district. Teachers who have an internal orientation are more satisfied with "co-workers" because they view their involvement in the decision-making process as a method
whereby they can help other teachers. Teachers who have an external orientation are less satisfied with "co-workers" because externally oriented people are less likely than internally oriented people to be concerned about others. Therefore, it is recommended that the locus of control construct be given consideration when placing teachers in positions where they will be making decisions that affect other people.

8. Teachers having an internal orientation and who are involved in the decision-making process of the school district are more satisfied with "co-workers" than are teachers who have an internal orientation and who are not involved in the decision-making process. Teachers who have an internal orientation are more satisfied with "co-workers" because they view their involvement in the decision-making process as a method whereby they can help other teachers. Teachers who have an internal orientation and who are not involved in the decision-making process of the school district are less satisfied with "co-workers" because they view their control and their ability to assist others as being limited due to their non-involvement. Therefore, it is recommended that teachers who have an internal locus of control orientation be as involved as possible in the decisions affecting others. This would
include, but not be limited to, membership on salary committees, personnel benefits committees, and so forth.

9. Teachers having an external orientation and who are involved in the decision-making process of the school district are more satisfied with "co-workers" than are teachers who have an external orientation and who are not involved in the decision-making process. Teachers who have an external orientation are more satisfied with "co-workers" because their involvement in the decision-making process provides them with a sense of control over their co-workers and over their own lives that they do not innately possess. Teachers who have an external orientation and who are not involved in the decision-making process of the school district are less satisfied with "co-workers" because they lack the sense of control over others and over their own lives that is provided by involvement in the decision-making process. Therefore, it is recommended that externally oriented teachers should be identified with the intent being that of determining what factors, other than involvement in the decision-making process, influence their satisfaction with "co-workers."

10. Teachers having an internal orientation and who are involved in the decision-making process of the school district are more satisfied with "pay" than are teachers who have an external orientation and who are involved in
the decision-making process of the school district. Teachers who have an external orientation are less satisfied with "pay" because even though they were involved in budgetary decision-making, there were still restraints (which they viewed as outside controls) as to how much money could be allocated for salaries. Forces outside themselves were determining pay. Therefore, it is recommended that when teachers are involved in budgetary decision-making, a detailed, lucid presentation be made to them explaining how a school district receives its money. The teachers' input should then be used in setting priorities for expenditures.

11. Teachers having an internal orientation and who are involved in the decision-making process of the school district are less satisfied with "pay" than are teachers who have an internal orientation and who are not involved in the decision-making process of the school district. Teachers having an internal orientation are less satisfied with "pay" because their involvement in the decision-making process presents them with an in-depth look into the budgetary considerations of the school district. This caused them to realize that pay could not be increased without depriving other areas of the required level of funding. Teachers who have an internal orientation and who are not involved in the decision-making process are more
satisfied with "pay" because they are not as informed about the budgetary considerations of the school district as are the internally oriented, involved teachers. Based upon the nature of internally oriented people, it would be a valid extrapolation to suggest that once informed, the internally oriented, non-involved teachers would have a similar reaction to pay as did the internally oriented, involved teachers. Therefore, it is recommended that school districts make a special effort to let teachers know the status of local and state monies that have been allocated for salaries. It is also recommended that teachers be kept informed of other budgetary considerations as well.

12. Teachers having an external orientation and who are involved in the decision-making process of the school district are less satisfied with "pay" than are teachers who have an external orientation and who are not involved in the decision-making process. Teachers having an external orientation and who are involved in the decision-making process are less satisfied with "pay" because their lack of control over salaries was reinforced through their participation in the decision-making process. They learned how much money was available, and they learned how it had been allocated. Salaries, although the major item, was only one of numerous items that required funding. Teachers who have an external orientation and who are not involved
in the decision-making process are more satisfied with "pay" because they expect only what they have been told to expect. They do not have the informed point-of-view possessed by the involved, externally oriented teachers. Therefore, it is recommended that school districts make a special effort to let teachers know the status of local and state monies that have been allocated for salaries. It is also recommended that teachers be kept informed of all other budgetary considerations as well.

13. Teachers having an internal orientation and who are involved in the decision-making process of the school district are less satisfied with "promotion" than are teachers who have an external orientation and who are not involved in the decision-making process of the school district. Teachers who have an internal orientation are less satisfied with "promotion" because they believe they have no control over the promotion process. Those teachers who are interested in being promoted may meet all the requirements for receiving a promotion but there is no guarantee they will be selected for a promotion. By being involved in the decision-making process, the teachers became fully aware of the court-ordered ratio that applies to the selection of and promotion of administrators. Teachers having an external orientation and who are not involved in the decision-making process are more
satisfied with "promotion" because they view receiving a promotion as a matter of chance and not as a selection process based upon their skills and experience. The court-ordered ratio reinforces their belief that promotion is based more on luck than on ability. Therefore, it is recommended that the promotion guidelines of the school district be made available to all teachers. It is also recommended that the impact of the court-ordered ratio on the promotional opportunities of each ethnic group be fully explained to the teachers.

14. Teachers having an internal orientation and who are involved in the decision-making process of the school district are less satisfied with "promotion" than are teachers having an internal orientation and who are involved in the decision-making process of the school district. Teachers who have an internal orientation and who are involved in the decision-making process are less satisfied with "promotion" because they have no control over the promotion process. They know that even if they meet all the requirements for receiving a promotion, there is no guarantee they will be selected for a promotion. By being involved in the decision-making process, the teachers became fully aware of the court-ordered ratio that applies to the selection of and promotion of administrators. Teachers having an internal orientation and who are not
involved in the decision-making process are more satisfied with "promotion" because they believe that by meeting all requirements for promotion they control their opportunity for being selected for promotion. They may not be aware of the various constraints on promotion, and if they are aware of the constraints, they may be confident of their ability to overcome the constraints and achieve a promotion. Therefore, it is recommended that the promotion guidelines of the school district and the conditions placed on those guidelines be made available to all teachers.

15. Teachers having an external orientation and who are involved in the decision-making process of the school district are less satisfied with "promotion" than are teachers having an external orientation and who are not involved in the decision-making process. Teachers who have an external orientation and who are involved in the decision-making process are less satisfied with "promotion" because their lack of control over promotion (even when all requirements were met) was reinforced through their participation in the decision-making process. Their involvement caused them to become fully aware of the various constraints associated with being selected for promotion. This awareness, in turn, enhanced their belief in being controlled by outside forces. Teachers who have an external orientation and who are not involved in the
decision-making process are more satisfied with "promotion" because they may not be aware of the constraints on promotion and even if they were aware of the constraints, they view receiving a promotion (even when all requirements were met) as a matter of chance and not as a selection based upon their skills and experience. Therefore, it is recommended that the promotion guidelines be made available to all teachers. It should also be stressed that selection for promotion, after all other criteria have been met, is based upon ability, skills, and experience.

16. Teachers having an external orientation and who are involved in the decision-making process show less satisfaction with their jobs after being involved in the decision-making process than do teachers who have an internal orientation and who are involved in the decision-making process. When externally oriented teachers are involved in the decision-making process, the involvement results in feelings of imposition, resentment, and the belief that their involvement is futile because what happens to them on their jobs will continue to be controlled by others. Therefore, it is recommended that only teachers who have an internal locus of control orientation be involved in the decision-making process of the school district.
Recommendations for Future Research

With regard to future research concerning the job satisfaction of classroom teachers, teacher involvement in the decision-making process of the school district, and the locus of control orientation of classroom teachers, the following recommendations are made.

1. It is recommended that similar studies be conducted within and among other school districts that involve classroom teachers in the decision-making process of the school district.

2. It is recommended that a study be done to determine what benefits, if any, may exist when administrative judgment is used in matching teachers and issues in the decision-making process.

3. It is recommended that similar studies be conducted to try and determine what optimum levels, degrees, and types of involvement are important to classroom teachers.

4. It is recommended that a similar study be conducted to test other concomitant variables which might have a significant effect upon the job satisfaction of classroom teachers. Such concomitant variables might include, but not be limited to, achievement and recognition, responsibility, growth and advancement, grade level taught, and number of years of teaching experience.
APPENDIX A

SAMPLE COVER LETTER SENT IN THE FALL
APPENDIX A

SAMPLE COVER LETTER SENT IN THE FALL

Dear Teacher:

The Dallas Independent School District is participating in a study of the job satisfaction of classroom teachers. Job satisfaction is a major concern and because it is dependent upon individual perceptions, your response is very important.

The instruments being used in the study are the Job Descriptive Index and the Rotter Internal-External Locus of Control Scale. Completion of both instruments takes less than fifteen minutes. Some items may seem inapplicable to teachers but they are necessary if an accurate indication of what constitutes job satisfaction is to be obtained.

Please complete the "Demographic Data" page and both instruments. Fold the packet so the return address is visible, staple at the bottom, and mail it via inter-school mail. Your response will be kept strictly confidential and only group data will be reported.

Your cooperation with this study will be greatly appreciated.

Sincerely,

[Signature]
Don L. Smith
Professor of Education
North Texas State University

Attachments
APPENDIX B

DEMOGRAPHIC DATA SHEET
APPENDIX B

DEMOGRAPHIC DATA SHEET

Please complete this section by placing a check mark in the space to the left of the characteristic that best describes you.

SEX
______ 1. Male
______ 2. Female

GRADE LEVEL TAUGHT
______ 3. K-3
______ 4. 4-6
______ 5. 7-8
______ 6. 9-12

OPERATION INVOLVEMENT REPRESENTATIVE
______ 7. Yes
______ 8. No

FACULTY ADVISORY COMMITTEE MEMBER
______ 9. Yes
______ 10. No

TEACHING EXPERIENCE
(Please Supply Figure)
______ 15. Completed One to Two Years
______ 16. Completed Three Years
______ 17. Completed Four to Seven Years
______ 18. Completed Eight to Fourteen Years
______ 19. Completed Fifteen or More Years

ORGANIZATIONAL MEMBERSHIP
______ 20. AFT Member
______ 21. CTD Member
______ 22. DAE Member
______ 23. None

HIGHEST DEGREE HELD
______ 11. None
______ 12. Bachelor's
______ 13. Master's
______ 14. Doctorate
APPENDIX C

JOB DESCRIPTIVE INDEX
APPENDIX C

JOB DESCRIPTIVE INDEX

INSTRUCTIONS: Read each list of descriptive adjectives or short phrases carefully. If, in your opinion, the adjective or short phrase accurately describes that aspect of teaching, place the letter "Y" for "Yes" in the blank to the left of the adjective or phrase. If, in your opinion, it is not an accurate description of teaching, place the letter "N" for "No" in the blank. If you are undecided, place a question mark "?" in the blank. Follow the same procedure for each of the lists. Please do not leave any spaces blank.

<table>
<thead>
<tr>
<th>WORK ON PRESENT JOB</th>
<th>SUPERVISION ON PRESENT JOB</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fascinating</td>
<td>Asks my Advice</td>
</tr>
<tr>
<td>Routine</td>
<td>Hard to Please</td>
</tr>
<tr>
<td>Satisfying</td>
<td>Impolite</td>
</tr>
<tr>
<td>Boring</td>
<td>Praises Good Work</td>
</tr>
<tr>
<td>Good</td>
<td>Tactful</td>
</tr>
<tr>
<td>Creative</td>
<td>Influential</td>
</tr>
<tr>
<td>Respected</td>
<td>Up-To-Date</td>
</tr>
<tr>
<td>Hot</td>
<td>Doesn't Supervise Enough</td>
</tr>
<tr>
<td>Pleasant</td>
<td>Quick-Tempered</td>
</tr>
<tr>
<td>Useful</td>
<td>Tells Me Where I Stand</td>
</tr>
<tr>
<td>Tiresome</td>
<td>Annoying</td>
</tr>
<tr>
<td>Healthful</td>
<td>Stubborn</td>
</tr>
<tr>
<td>Challenging</td>
<td>Knows Job Well</td>
</tr>
<tr>
<td>On Your Feet</td>
<td>Bad</td>
</tr>
<tr>
<td>Frustrating</td>
<td>Intelligent</td>
</tr>
<tr>
<td>Simple</td>
<td>Leaves Me On My Own</td>
</tr>
<tr>
<td>Endless</td>
<td>Around When Needed</td>
</tr>
<tr>
<td>Gives Sense of Accomplishment</td>
<td>Lazy</td>
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</tbody>
</table>
PEOPLE ON YOUR PRESENT JOB

___ Stimulating
___ Boring
___ Slow
___ Ambitious
___ Stupid
___ Responsible
___ Fast
___ Intelligent
___ Easy To Make Enemies
___ Talk Too Much
___ Smart
___ Lazy
___ Unpleasant
___ No Privacy
___ Active
___ Narrow Interests
___ Loyal
___ Hard To Meet

PRESENT PAY

___ Income Adequate For Normal Expenses
___ Satisfactory Profit Sharing
___ Barely Live On Income
___ Bad
___ Income Provides Luxuries
___ Insecure
___ Less Than I Deserve
___ Highly Paid
___ Underpaid

OPPORTUNITIES FOR PROMOTION

___ Good Opportunities For Promotion
___ Opportunity Somewhat Limited
___ Promotion On Ability
___ Dead-End-Job
___ Good Chance For Promotion
___ Unfair Promotion Policy
___ Infrequent Promotions
___ Regular Promotions
___ Fairly Good Chance For Promotion
APPENDIX D

THE ROTTER INTERNAL-EXTERNAL LOCUS OF CONTROL SCALE
APPENDIX D

THE ROTTER INTERNAL-EXTERNAL LOCUS OF CONTROL SCALE

INSTRUCTIONS: Please select the one statement of each pair (and only one) which you more strongly believe to be the case as far as you are concerned. Be sure to select the one you actually believe to be more true rather than the one you think you should choose or the one you would like to be true. This is a measure of personal belief; obviously there are no right or wrong answers.

Please answer these items carefully but do not spend too much time on any one item. Be sure to find an answer for every choice. For each numbered question make an "X" on the line beside either the "a" or the "b", whichever you choose as the statement most true. Try to respond to each item independently. Do not be influenced by your previous choices.

Remember:

Select that alternative which you personally believe to be more true.

I MORE STRONGLY BELIEVE THAT:

1. _____ a. Children get into trouble because their parents punish them too much.
   _____ b. The trouble with most children nowadays is that their parents are too easy with them.

2. _____ a. Many of the unhappy things in people's lives are partly due to bad luck.
   _____ b. People's misfortunes result from the mistakes they make.

3. _____ a. One of the major reasons why we have wars is because people don't take enough interest in politics.
   _____ b. There will always be wars, no matter how hard people try to prevent them.

4. _____ a. In the long run, people get the respect they deserve in this world.
   _____ b. Unfortunately, an individual's worth often passes unrecognised no matter how hard he tries.

5. _____ a. The idea that teachers are unfair to students is nonsense.
   _____ b. Most students don't realize the extent to which their grades are influenced by accidental happenings.
6. a. Without the right breaks one cannot be an effective leader.  
   b. Capable people who fail to become leaders have not taken advantage of their opportunities.

7. a. No matter how hard you try some people just don't like you.  
   b. People who can't get others to like them don't understand how to get along with others.

8. a. Heredity plays the major role in determining one's personality.  
   b. It is one's experiences in life which determine what they're like.

9. a. I have often found that what is going to happen will happen.  
   b. Trusting to fate has never turned out as well for me as making a decision to take a definite course of action.

10. a. In the case of the well prepared student there is rarely if ever such a thing as an unfair test.  
   b. Many times exam questions tend to be so unrelated to course work that studying is really useless.

11. a. Becoming a success is a matter of hard work.  
   b. Luck has little or nothing to do with it.  
   c. Getting a good job depends mainly on being in the right place at the right time.

12. a. The average citizen can have an influence in government decisions.  
   b. This world is run by the few people in power, and there is not much the little guy can do about it.

13. a. When I make plans, I am almost certain that I can make them work.  
   b. It is not always wise to plan too far ahead because many things turn out to be a matter of good or bad fortune anyhow.

14. a. There are certain people who are just no good.  
   b. There is some good in everybody.

15. a. In my case getting what I want has little or nothing to do with luck.  
   b. Many times we might just as well decide what to do by flipping a coin.
16. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
   b. Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.

17. a. As far as world affairs are concerned, most of us are the victims of forces we can neither understand nor control.
   b. By taking an active part in political and social affairs the people can control world events.

18. a. Most people can't realize the extent to which their lives are controlled by accidental happenings.
   b. There really is no such thing as "luck."

19. a. One should always be willing to admit his mistakes.
   b. It is usually best to cover up one's mistakes.

20. a. It is hard to know whether or not a person really likes you.
   b. How many friends you have depends upon how nice a person you are.

21. a. In the long run the bad things that happen to us are balanced by the good ones.
   b. Most misfortunes are the result of lack of ability, ignorance, laziness, or all three.

22. a. With enough effort we can wipe out political corruption.
   b. It is difficult for people to have much control over the things politicians do in office.

23. a. Sometimes I can't understand how teachers arrive at the grades they give.
   b. There is a direct connection between how hard I study and the grades I get.

24. a. A good leader expects people to decide for themselves what they should do.
   b. A good leader makes it clear to everybody what their jobs are.

25. a. Many times I feel that I have little influence over the things that happen to me.
   b. It is impossible for me to believe that chance or luck plays an important role in my life.

26. a. People are lonely because they don't try to be friendly.
   b. There's not much use in trying too hard to please people, if they like you, they like you.
27. _____a. There is too much emphasis on athletics in high school.
   _____b. Team sports are an excellent way to build character.

28. _____a. What happens to me is my own doing.
   _____b. Sometimes I feel that I don't have enough control over the direction my life is taking.

29. _____a. Most of the time I can't understand why politicians behave the way they do.
   _____b. In the long run the people are responsible for bad government on a national as well as on a local level.
APPENDIX E

SAMPLE COVER LETTER SENT IN THE SPRING
APPENDIX E

SAMPLE COVER LETTER SENT IN THE SPRING

Dear Teacher:

As you may recall, during the fall you were asked to respond to a study being done on job satisfaction. You were asked to complete two instruments and return them.

For the follow-up, I am again requesting that you complete the Job Descriptive Index and the Rotter Internal-External Locus of Control Scale. As before, all responses will be kept strictly confidential and only group data will be reported.

Please complete the "Demographic Data" page and both instruments. Fold the packet so the return address is visible, staple at the bottom, and mail it via inter-school mail by May 15, 1983.

Your attention to this matter and your prompt response will be greatly appreciated.

Sincerely,

Don L. Smith

Enclosure
APPENDIX F

SUMMARY OF RAW MEANS AND STANDARD DEVIATIONS
### APPENDIX F

#### SUMMARY OF RAW MEANS AND STANDARD DEVIATIONS (N = 419)

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<th>Locus of Control</th>
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<th>Supervision</th>
<th>Co-Workers</th>
<th>Pay</th>
<th>Promotion</th>
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<td>Post</td>
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