

Edward W. Chance Dissertation Award for Doctoral Research in Rural Education

Rural Teacher Satisfaction: An Analysis of Beliefs and Attitudes of Rural Teachers' Job Satisfaction

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This study analyzed teachers' beliefs and attitudes affecting job satisfaction in one small, rural Florida school district. This mixed methods study included a self-administered survey of Likert-type items measuring 20 factors for job satisfaction and individual semi-structured interviews and focus groups. Several issues related to dissatisfaction surfaced not presented in previous studies. Teachers often found themselves frustrated at work because of conflicting expectations concerning their professional and social roles within the community and perceived that peers or coalitions within the schools possessed undue influence and power. Of most concern to participants was the perception of being unappreciated. This perception was influenced by the collective bargaining process and promoted the perception of a "lack of respect" and an "unhealthy competition" between homegrown and transplanted faculty. Addressing these perceptions afford rural administrators an opportunity to positively influence teacher retention, teacher quality, student achievement, and school climate.

There is general consensus that rural schools exist in a unique environment as compared to the balance of other types of schools in public education (Anschutz, 1987; Arnold, 2005; Belsie, 2003). Rural schools operate under the same laws and with comparable expectations and goals as their urban and suburban counterparts, but without the quantity or quality of support and resources available from a school's central organization or the local community. Ultimately, it remains a rural school district's responsibility to provide a quality and appropriate education to the youth of their community. To accomplish this, teachers and administrators are the main vehicles who set the climate, offer encouragement, and deliver the curricula that students require in pursuit of successfully meeting the expectations set by state and federal legislation regardless of the functioning condition of the district.

Consistently, the most valuable and accessible resources located within a rural school district are the teaching staff. Despite having teachers as an easily available resource, schools often do not take advantage of teachers as a resource at the levels desired or expected by the teachers themselves. Most teachers are interested in being active participants in the processes of significant school based decisions, such as those dealing with professional development, curriculum, and the general procedures associated with schooling. Commitment and enthusiasm, both of which are fundamental components of job satisfaction, are compromised when teachers perceive that their experience, talents, and expertise are dismissed, ignored, or underutilized.

Several published studies have indicated that motivation and job satisfaction have been accepted as bonafied conditions that affect one's performance on the job. Cano and Miller (1992) recognized that there is a strong relationship between commitment and job satisfaction. They observed that employees' feelings of job satisfaction directly affected the effort they put into their work and their decisions of whether they would or would not attend their scheduled shifts or quit their jobs. Although job satisfaction has been extensively studied in business and industry, little research has focused on attitudes and beliefs related to job satisfaction and teachers (Quaglia & Marion, 1991; Brunetti, 2001). Collins (1999) and Jimerson (2003) each noted in their writings on rural education that not only was research on job satisfaction incomplete within the education profession, it was noticeably absent in the area of rural schools.

More than two decades have passed since the release of *A Nation at Risk*. From the time this report was published, rhetoric has continued regarding educational reform, accountability, and more importantly, the subject of attracting and retaining highly qualified teachers. This rhetoric has moved from the political podium culminating with the No Child Left Behind (NCLB) federal legislation of 2001. The expansion of federal legislative influence in education has created new challenges for our nation's schools and teachers. Belsie (2003) suggested that because of the limited resources available to rural schools, NCLB has created a greater challenge for rural schools stating that

rural schools face a “bumpy and uncertain ride into the future of education reform” (p. 18).

Wu and Short (1996) observed that as new challenges have been placed on teachers through a changing educational environment, educators begin to question the motives, goals, and authority of political leaders, generating a situation that has contributed to a limiting of teacher commitment in the classroom and a lowering of personal performance standards by teachers. They also noted that when a teacher’s commitment was limited, their expectations of student performance also decreased.

Teachers must maintain an acceptable level of job satisfaction to sustain their enthusiasm and commitment for not only the teaching profession but also for their students. Experiencing enthusiasm and commitment encourages teachers to adequately prepare themselves to impart information and skills and supplements their capacity to create a quality learning environment essential for students to achieve. The National Commission on Teaching and America’s Future (as cited in Hutchinson & Sundin, 1999) discovered that student achievement was more positively affected by the quality of teaching than by any other school-related factor, perhaps as much as their home and family environment. Mertler (1992) indicated that varying levels of job satisfaction among public school teachers categorically had effects on their students. Mertler continued by noting that high levels of job satisfaction and lower levels of dissatisfaction had positive implications for improving student achievement.

Bingham (1996) suggested that teachers’ satisfaction, as well as perceptions of the work environment and peer attitudes, could potentially affect the health of the teacher. It could also have negative effects on teachers’ performance, eventually affecting the performance levels of their students. Milanowski (2000) proposed that teacher satisfaction, student achievement, and school quality all have the potential to improve if job dissatisfaction were reduced.

Compounding the issue concerning rural teacher job satisfaction is the burden rural schools face in placing highly qualified teachers in each of their classrooms in the midst of a national teacher shortage. Tompkins (2003) and Buchanan (2002) noted that the current crisis of teacher shortages disproportionately affects rural schools. They pointed out that even with positive, concerted efforts by schools to attract new teachers to rural schools, accepting teaching positions in a rural school was not the first choice of new teachers. Harris (2001) found that many teachers who had accepted rural teaching jobs indicated that if they had been aware of the lack of the financial stability of rural schools, they would not have sought out or accepted those positions. Effects of the teacher shortage incorporated with the geographical, cultural, and educational isolation of rural schools makes recruiting and retaining teachers in rural schools difficult, especially when it is coupled with negative anecdotal overtones that are associated with rural areas (Voke, 2002).

In an effort to diminish consequences of the teacher shortage, many rural school districts have embraced the concept of “growing your own” as suggested by researchers such as Lemke (1994), Collins (1999) Hutchison and Sundin (1999), and Darling-Hammond (2003) all of whom considered “grow your own” programs as valid interventions to help ease teacher shortages in rural schools. Homegrown teachers arrive to rural schools with a connection to the school, an existing place in the community, and with the basic awareness of the rural community’s prevailing values and idiosyncrasies. Although the grow your own strategy has been perceived to be a program that places teachers in the rural classroom with inherent motivation and job satisfaction, research is essentially nonexistent regarding the actual effects of implementation.

Kim and Loadman (1994) proposed that by becoming more aware of their teachers’ expectations and perceptions of their job and work environment, administrators can gain important and valuable information. They continued by stating that “ if administrators can in fact identify the reported level of job satisfaction of a teacher, then there may be an opportunity to intervene in those cases where job satisfaction is marginal or low, or where it is high, this may be a way to maintain it at a high level” (p. 10).

Data from this study uncovered the factors perceived by rural teachers that influence their job satisfaction. By recognizing the factors that have an effect on teacher job satisfaction, rural school administrators have the opportunity to view school improvement from a different perspective. A new perspective may offer rural administrators a fresh appreciation of the role that teacher job satisfaction plays in teacher retention, school climate, and student achievement. Considering the 20 components of job satisfaction as identified within workforce and vocational research (Weiss, Dawis, England, & Lofquist, 1997), all but compensation can be addressed with minimal or no financial collateral. Within this paradigmatic shift from being unaware or unconcerned to a deliberate concentration regarding the implications of teacher job satisfaction, positive results may emerge influencing teacher and student performance and school climate as a result of the enhanced levels of teacher job satisfaction.

The Study

The purpose of this study was to better understand the beliefs and attitudes of rural school teachers concerning job satisfaction and to identify those elements of their work and community environments that influenced job satisfaction, performance, teacher retention, and work climate. This study also examined rural teachers’ perceptions as they related to homegrown and transplanted teachers.

This was a mixed-methods study that was conducted in one rural Florida school district that operated three schools countywide. This rural teaching population was selected

because all teachers in that district worked under the same district administration, were employed under the same contract, were subject to the same changing dynamics in rural education, were commonly effected by the teacher shortage, and were part of the same rural solution of “growing your own teachers.”

Included in this study was any member of the teaching staff working under the district’s negotiated teaching contract. A total of 89 teachers met that criteria and 85 chose to take part in the study, a 95.5% response rate. The research questions that guided the study were: 1. What are the factors that contribute to rural teacher job satisfaction? 2. How do the factors of rural teacher job satisfaction influence teachers’ decisions to remain teaching in a rural school district? 3. What are the differences, if any, between homegrown and transplanted teachers’ attitudes concerning job satisfaction?

Instrumentation and Data Collection

Procedures used in the data collection process followed a multi-step process. This process included gaining approval to meet with each of the three school’s faculty, conducting the informational meetings, distribution of survey packets, return reminders, follow-up, and packet collection. Time was requested from building site principals to meet with their faculties during regularly scheduled meetings. Upon being granted time during faculty meetings, a presentation was initiated to inform potential participants of the significance and purpose of the study and to encourage their participation. Procedures for providing data for the study were discussed including the satisfaction survey data, personal and group demographics, and the opportunity to participate in a focus group or a personal interview. Information on providing anonymity and confidentiality of completed survey responses and interviews was also discussed.

At the conclusion of each faculty meeting, every faculty member in attendance received a packet containing two copies of the Informed Consent Form (one for the researcher and one for their records), one Minnesota Satisfaction Questionnaire (MSQ), one Rural Teacher Satisfaction Survey (RTSS), and an informational letter containing procedural information and contact information for the principal investigator and the university committee chair. Faculty members unable to attend these meetings were visited at a later date and given the same packets and information as those who attended the scheduled meetings. All faculty members were reminded that the principal investigator was available to answer any new or unanswered questions regarding the study.

The survey instrument was the Minnesota Satisfaction Questionnaire (MSQ) short form designed by Weiss, Dawis, England, and Lofquist (1997). The MSQ was designed to measure an employee’s intrinsic, extrinsic, and general satisfaction with his/her job based on 20 factors of job

satisfaction. The surveys were administered locally, but the MSQ surveys were sent to the University of Minnesota for scoring. The Rural Teacher Satisfaction Survey (RTSS) included 11 demographic items requesting respondent information by either checking an appropriate answer box or by providing a written response. Space was provided for respondents to write any additional comments for clarification of any response items or to comment on any other issues related to their job satisfaction or dissatisfaction that they felt were important and should be considered in the completion of the study. Included in the RTSS was a question that recognized teachers as “homegrown” or “transplanted.” The operational definitions of these terms were based on the notion that a “homegrown” teacher was one who was employed by a school district who received his/her secondary education within the same school district or same school while a “transplanted” teacher was one working within a school who did not attend secondary school in that school or district.

Reminders for returning completed forms and the proper procedure to return the Informed Consent Forms and completed surveys were sent via the district’s email system, personal communication, and announcements during subsequent faculty meetings. Three weeks after the initial distribution of the survey packets a follow up was conducted via supplementary emails and personal communications to retrieve completed surveys and to encourage those who had not responded to participate in the study. The collection of survey packets was an ongoing process and completed forms and packets were received from the day after the initial meetings throughout the allotted time.

Following the collection of the survey packets, the Informed Consent Forms were reviewed to identify respondents indicating their intention to participate in focus groups or personal interviews. Recruitment for the focus groups or individual interviews was initiated during the self survey where participants indicated their willingness to continue their involvement by writing their contact information on a supplemental form or through personal contact with the principal investigator. Continued recruitment for members of the focus groups or personal interviews consisted of invitations through personal contact and also through e-mail.

A list was generated from the Informed Consent Forms and personal contacts from respondents indicating their desire to participate in the qualitative portion of the study. After the compilation of this list, a separate directory of manageable focus groups and personal interviews was created. The focus groups were then formed according to school site, to promote easy access and comfort for the participants. Each of the potential group members were contacted with an inventory of prospective dates and times. Focus group members were then contacted after which time the principals of the schools were notified about the proposed dates and time to alleviate as many conflicts as possible. Once permission was granted by the site principal,

group members were advised of the approved date, time, and locations. Personal interviews were scheduled individually after the completion of the focus group sessions. A master schedule was completed as individuals responded with their preference of interview dates and times. Flexibility was ensured for all participants to minimize their discomfort and to meet the demands of their personal schedules.

Data Analysis

The data for the qualitative analyses were extracted via the administration, audio recording, and transcription of focus group discussions and personal interviews as a result of the voluntary participation of teachers from the study population. Information regarding the purpose and procedures for the focus groups and personal interviews were presented during the scheduled faculty meetings at each of the three district schools.

Journals were utilized by the principal investigator to make note of prior and existing personal observations, assumptions, and relationships, and used for reference and comparison during review and analysis of the data from the study's personal interviews and focus groups. Similarly, memos were used as a bank for making personal notes of observations and points of discussion encountered during the course of the research and used for the evaluation of data collected. Additionally, during the course of analysis of the qualitative data, member checks were performed to ensure accurate reporting of data revealed during focus groups and interviews.

Discussion of Findings

The study revealed a complex intertwinement among rural teachers' personal, social, and professional lives. Unlike teachers in suburban or urban schools who can leave their job at work, teachers in small rural school districts must continually socialize and interact with colleagues in the community. Relationships among families, parents, couples, children, friends, and rivals cannot be left outside the school doors. The result is a complex dance of perceptions and realities, long-standing animosities and alliances. These complexities are what teachers most enjoy about teaching in a rural district but are, at the same time, the source of many frustrations.

As a result of the difficulty of keeping professional and social relationships separate, a blurring of roles surfaced encompassing the relationships between faculty members, building and district administrators, the support staff, and the personal relationships with school board members and the district superintendent. Corresponding actions, reactions, beliefs, and attitudes within these ambiguous relationships have directly affected teacher satisfaction, quality, and

retention. The rural teachers in this study expressed the dissatisfaction they experienced or observed that resulted primarily from the perception of a lack of recognition and respect, a dissatisfaction which was projected on the collective bargaining process. The existing collective bargaining practices and negotiation processes were considered by the rural teachers as the catalyst for the less than desirable professional relationships with their colleagues and the district administration.

Factors Contributing to Teacher Job Satisfaction

According to the Minnesota Satisfaction Questionnaire (MSQ) data, the majority of rural school teachers rated their overall general job satisfaction as "high." Of the 20 dimensions of job satisfaction the 11 highest ranked factors were all intrinsic satisfaction factors. The top five ranked dimensions were security, activity, social service, variety, and ability utilization, all of which had MSQ mean scores of 4.1 or higher. This observation is consistent with studies that contend that the intrinsic factors are essential in realizing job satisfaction (Brunetti, 2001; Davis & Wilson, 2000; Dinham & Scott, 1997; Quaglia & Marion, 1991). Four of the lowest ranked satisfaction dimensions were extrinsic satisfaction items which included compensation, which was the lowest ranked satisfaction factor, and company policies, advancement, and recognition. The other items were authority, which was an intrinsic satisfier and considered a non-factor to job satisfaction by the rural respondents, and co-workers, which is a general satisfaction item.

Relationship between Job Satisfaction and Teacher Retention

The data collected in this study suggest that the factors identified by the study group as the lowest rated dimensions of job satisfaction were significantly influential in transplanted teachers' decisions to depart from the rural district, but were negligible for homegrown teachers. This finding is suggested first by the demographic survey data and was further supported by data collected through the state teacher exit interview databank and interviews with study participants who chose to leave the district.

Data collected from the demographic section of the survey indicated that 18% (15 of 85) intended to leave the district at some point during the near future. Of these 16% (9 of 56) were transplanted teachers and 14% (4 of 29) were homegrown. At the conclusion of the second year of the study, as shown by data collected from self reporting teachers and state teacher exit interview data, 19 of the 85 teachers participating in the study (22%) left the rural district including 2 homegrown and 17 transplanted. This was 5% higher than was self reported on the demographic surveys. A comparison of respondents indicating they planned to leave and annotations were provided in the "additional comments" section.

Differences Between Homegrown and Transplanted Teacher's Satisfaction

Data from the focus groups and interviews revealed one main difference in teacher attitudes pertaining to job satisfaction. This difference was related to the distribution of power which contributed to periods of job dissatisfaction. These differences originated from the respective points of view of the homegrown and transplanted teachers and were separate from the job duties of the study participants. The varying attitudes were more aligned with the working climate, supervisory and peer leadership, and the interactions with building and district administration.

Homegrown teachers conveyed their view of the imbalance of power as a district-wide occurrence and many noted that it was personally distressing. This viewpoint stemmed from the homegrown perception that teachers returning to the district have inherently earned higher consideration for supplementary responsibilities, advancement opportunities, and a higher level of esteem. This higher consideration was expected due to their allegiance and return to their alma mater, and their familiarity with the school, community, students, and families. Homegrown teachers expressed the opinion that they were not appreciated and that their skills and familiarity with the school and community were not being used to the fullest.

Conversely, transplanted teachers noted their impression of an imbalance of power from the view that power or influence was granted by virtue of relationships rather than because of education, experience, or quality of work. This was described by a number of interview participants with comparable quotes such as "it's not what you know, but it's who you know." Transplanted teachers contended this situation was a dynamic that influenced their job dissatisfaction from the standpoint that regardless of their abilities, intentions, or quality of their work, their contributions to the school were muted and confined to their classroom.

Observations by the homegrown teachers by time group (HGBT) concerning the distribution of power were considerably more centered than those of the homegrown and transplanted teacher groups. They expressed an awareness of the dichotomy in the other two groups' perceptions; however, they contended that the distribution of power was consistent with their experiences. They also noted that teachers' attention to influence and power promoted unhealthy competition that individuals consciously employed to secure or confiscate the perceived due share of influence. The HGBT teachers believed that the unhealthy competition was a dynamic that damaged collegiality and diverted focus from compulsory educational objectives.

Conclusions

This study had a response rate of 95.5% (85 of 89) and showed that rural teachers reported an overall high level of general satisfaction with a scale score of 84 as defined and calculated by the University Of Minnesota Department Of Vocational Psychology. Nearly 85% of rural teacher respondents indicated that they were satisfied and intended to remain teaching in this rural district.

The factors of job satisfaction were measured by teacher rankings. The 20 dimensions of job satisfaction pertained to the psychological needs of workers and were acquired through the use of the Minnesota Satisfaction Questionnaire. The data of this study confirmed prior research suggesting that multiple factors influence job satisfaction with intrinsic satisfaction factors being the best predictors of overall job satisfaction and extrinsic factors the most likely to predict dissatisfaction. Study participants indicated that security, activity, social service, variety, and ability utilization were the intrinsic factors ranked highest in contributing to job satisfaction and the extrinsic factors of recognition, company policies, opportunities for advancement, co-workers, and compensation most influenced dissatisfaction. During interviews, respondents were candid with their responses to questions about job satisfaction but were equally persistent in their desire to move discussions to the factors they perceived as contributing to their dissatisfaction.

The majority of participants maintained that the responsibilities of their daily work, interactions with their students, and the creative challenges were the situations that gave them the most enjoyment with the job. Conditions traditionally associated with rural schools such as isolation, limited services, low socioeconomic status of students, and limited resources were considered as acceptable trade-offs for their perceived advantages of living in a rural area. However, the lowest ranked extrinsic factors were dimensions that were perceived as factors that influenced their job dissatisfaction and intermittently had a negative influence on the climate and relationships within the schools. Interview participants communicated that these five factors were intertwined and sometimes difficult to separate in the context of the workplace.

A common theme surfaced from the interviews and transcriptions. The entwinement of the five lowest extrinsic factors was described as a consequence of the rural teachers' disillusionment with the collective bargaining process and the difficulties rural teachers faced in managing their social and professional responsibilities and associations. The collective bargaining process was considered to reinforce their beliefs that teachers were generally not respected and in the case of homegrown teachers, their returning to the district was unappreciated. Difficulty in separating social and professional relationships was disclosed by members of the homegrown and the homegrown by time (HGBT) teacher groups but was also noted by the transplanted

teacher group. Although collective bargaining was attributed as the primary stimulus to job dissatisfaction, the crossover of professional and social relationships at the worksite, and the questioning of the distribution of power were also established as concerns influencing job dissatisfaction.

Discouragement from the bargaining process emanated from a perceived “lack of respect” which teachers associated with the extrinsic dimension of recognition. Respondents claimed that the subject of salaries was not at the center of their displeasure but the process of negotiations was the catalyst of frustration and resentment between all parties involved. Consequently this “lack of respect” propagated distrust within groups and individuals, also pointed to co-workers, company policies, and opportunities for advancement as factors advancing dissatisfaction.

“Role confusion” emerged as a major source of job dissatisfaction for homegrown and transplanted teachers. Teachers often found themselves discouraged at work because of the unrealistic expectations placed on them by peers, administrators, community members, and even themselves. Interview data clarified that the conflicting expectations experienced by teachers were associated with inconsistencies between their professional roles as teachers and their social roles in the community. Additionally, interview participants acknowledged that disappointment was also encountered when the expectations they anticipated from others did not transpire. Dissatisfaction from role confusion was associated with the five extrinsic satisfiers and distribution of power as the primary basis of expectations not being met.

Teachers also disclosed concerns regarding the distribution of power. Distribution of power was described as the perceived misplacement of influence with individual teachers and teacher groups. Transplanted teachers perceived that power was placed with homegrown teachers regardless of educational experience, educational level, or quality of work, and by their social affiliations with administrators, teacher leaders, or community leaders. Transplanted teachers viewed themselves as having no influence except in their own classrooms which guided their belief that they were excluded from decision making or that their suggestions for school improvement were ignored.

Conversely, homegrown teachers perceived that the homegrown by time (HGBT) group possessed the most influence and believed that was garnered due to their longevity in the district and social connections cultivated over time. This study documented that the perceived imbalance of power was overrated and that there was a misconception of the assessment and clout employed through the actions of teacher peers and teacher groups. Interview data suggested that power was distributed properly; however, a systemic problem with the established decision making processes emerged. Respondents viewed the decision making process as frequently being conducted informally, leading to suspicion and widespread perceptions of favoritism. Additionally, teachers recognized as having

power often exercised their influence not because power had been granted, but because they were unchallenged by administrators or peers. Therefore, without opposition they were able to exercise influence by default.

Job satisfaction factors had a greater role in transplanted teachers’ decisions to depart than it did for homegrown teachers. During the two years of the study, 22% of the study group left the rural district. Two homegrown teachers left during the time of the study, each noting that personal relationships were the motivation for their departure. Commitment by investment was the position homegrown teachers used to explain that the rural lifestyle, being close to family, growing up and knowing people in the community, owning property, being vested in the retirement system, and their investment of years of service in the rural district created a situation that made leaving the district an unacceptable option.

Transplanted teachers resigning their rural teaching positions during the study equaled 20% (17 of 85). All 17 transplanted teachers indicated that their departure was influenced by at least two or more of the five lowest job satisfaction factors of compensation, recognition, company policies, advancement, and co-workers. Each of the transplanted teachers designated varying personal meanings to all of the five extrinsic factors that they related to their work experience, offering their interpretations as clarification for their reasoning to leave the rural district.

Implications and Recommendations

The significance of the study is manifested from the perspective that little research has been presented on rural schools at large and little attention is given to rural schools in states, such as Florida, that are not generally considered as containing rural schools. Additionally, the educational issues of teacher shortages and teacher quality in rural areas have been offered solutions through the adoption of a “grow your own” philosophy but have not been studied to understand the unintended consequences of employing “homegrown” teachers, other than filling vacant teaching positions. Neither does it suggest how the beliefs and attitudes of rural teachers influence their personal job satisfaction or the job satisfaction of their peers. Moreover, the qualitative portion of the study revealed the issues that genuinely influenced the job satisfaction of rural teachers and how teacher beliefs and attitudes influenced relationships within the school(s) and district, school and district administration, teacher quality, and teacher retention.

Unintended consequences identified through personal interviews and focus group discussions revealed that there was a “role confusion” that encompassed homegrown teachers and transplanted teachers and the problematic situation of trying to separate professional and social responsibilities. This role confusion caused rural teachers to question the respect and recognition offered from the

administration and their peers, the distribution of power and influence of their peers, and the retention of quality homegrown and transplanted teachers.

As a result of these uncovered issues, homegrown and transplanted teachers alike have questioned the philosophy of growing your own and if there is a threshold of the number of homegrown teachers that should be employed within a rural school or district. It was also revealed that it is easier for a transplanted teacher to voluntarily leave the district or be terminated by the district than for homegrown teachers, regardless of their qualifications, the quality of performance, or level of satisfaction or dissatisfaction.

This study suggests that the primary focus on teacher job satisfaction should be placed not on the topics or issues that promote job satisfaction but rather on the topics and issues that influence teacher dissatisfaction. Doing this will lead to greater opportunities to improve job satisfaction. The study also reveals that there are many components of job satisfaction and dissatisfaction that are intertwined and influence the beliefs and attitudes of rural teachers' job satisfaction. Researchers and administrators must take a realistic inspection of those issues to develop strategies to promote system-wide teacher satisfaction for the benefit of improving teacher quality, teacher retention, and student achievement.

The greatest opportunities for improving rural teacher satisfaction are presented from the data extracted from rural teacher participants' interviews and data collected from the Minnesota Satisfaction Questionnaire demonstrating that job dissatisfaction was a product of multiple extrinsic factors. Based on the findings of this research, the following recommendations are offered for consideration to assist in supporting the intrinsic satisfaction factors that promoted job satisfaction and mitigate the extrinsic satisfaction factors that were identified as contributing to job dissatisfaction.

District administration should recognize and utilize the expertise and experience of the district's faculty. In a situation where resources are already limited, it would behoove the district to take advantage of the resources that are readily available and for teachers to volunteer their talents for the sake of school improvement. Inclusion of faculty in decision making will afford teachers an opportunity to take a more active role in achieving the mission of the district and increase the significance of their status as stakeholders. Additionally, inclusion may ease the tensions perceived by teachers regarding the distribution of power. Including teachers in an organized decision making process may foster an atmosphere where teachers and administrators participating in the decision making process, and the decisions they make, are not met with skepticism or resentment.

Participants of collective bargaining should begin a process of transformation toward conducting negotiation sessions face-to-face. Moving to this format will afford both the district and faculty the opportunity to negotiate in good faith and alleviate the propagation of misinterpretations or

misinformation that occurs when information is transmitted through intermediaries. Additionally, this change in procedure could enhance how the collective bargaining is viewed by the union negotiators, faculty at large, and administration supporting the factors of the study population associated with improving job satisfaction.

An ongoing district wide teacher recognition program should be designed in addition to the Teacher of the Year program to acknowledge teacher achievements. The mission of the program should be to promote the profession, emphasize teacher retention, provide support for career teachers, and reward teachers who demonstrate leadership skills with other faculty and students.

The county induction program needs to be reviewed, restructured, and funded to provide continuing training and meaningful information to all new teachers, homegrown or transplanted. It was suggested by interview participants that the induction program should "return to its roots" (what veteran respondents considered to be a more valuable experience than the current induction model) and encourage a welcoming and inclusive environment, advance supportive and professional relationships, and promote the retention of quality teachers.

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